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P3 Expectations

These expectations are based on the subject specific scope and sequence documents of the International Baccalaureate Organisation. This document outlines the expectations your child will be expected to meet at the end of a particular year level. In consultation with the homeroom/ subject teachers these expectations are to provide a framework for your child's learning.

Units of Inquiry

P3 will study six Units of Inquiry throughout the school year. The Unit of Inquiry encompasses the subject specific areas of Language, Mathematics, Science, Social Studies, Technology, Arts, Personal, Social and Physical Education.

Transdisciplinary Theme	Unit of Inquiry
How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations nature and its value; societal decision-making; economic activities and their impact on humankind and the environment.	**AGREEMENTS** Communities function more effectively when all members understand and agree to rules **Curriculum focus:** Personal, Social and Physical Education
Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	**RESOURCES** Human impact on resources affects the future **Curriculum focus**: Social Studies
Who we are An inquiry into the nature of the self; beliefs and values; of personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	**SELF** Body systems work together to keep us healthy **Curriculum focus**: Personal, Social and Physical Education

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How we express ourselves An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect, extend and enjoy our creativity; our appreciation of aesthetics.	**DIGITAL MEDIA** Digital media affects our choices **Curriculum focus**: The Arts
Where we are in place and time An inquiry into orientation in place and time; our personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	**EXPLORATIONS** Curiosity leads to exploration and discovery **Curriculum focus**: Social Studies
How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact scientific and technological advances on society and on the environment.	**INVENTIONS** People invent to improve life **Curriculum focus**: Science

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Language

Language is divided into four strands: Listening and Speaking, Reading, Writing and Viewing and Presenting.

Oral language—listening and speaking

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Our balanced programme will provide meaningful and well-planned opportunities for students to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables students to articulate thoughts as they construct and reconstruct meaning to understand the world around them.

At the completion of the academic year, students should show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Conceptual understandings

People interpret messages according to their unique experiences and ways of understanding
Spoken communication is different from written communication—it has its own set of rules
Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions

Written Language- reading

Children learn to read by reading. In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

At the completion of the academic year, students should show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Conceptual understandings

Wondering about texts and asking questions helps us to understand the meaning
The structure and organization of written language influences and conveys meaning
Reading and thinking work together to enable us to make meaning
Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts

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Written Language- writing

Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

At the completion of the academic year, students should show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Conceptual understandings

We write in different ways for different purposes
The structure of different types of texts includes identifiable features
Applying a range of strategies helps us to express ourselves so that others can enjoy our writing
Thinking about storybook characters and people in real life helps us to develop characters in our own stories
When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas

Visual language—viewing and presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs.

At the completion of the academic year, students should show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Conceptual understandings

Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images
Different visual techniques produce different effects and are used to present different types of information
Visual texts have the power to influence thinking and behaviour

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Mathematics

Mathematics is divided into five interwoven strands: Number, Data Handling, Measurement, Shape and Space and Pattern and Function

Number

Students will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

Conceptual understandings

The base 10 place value system is used to represent numbers and number relationships.
Fractions are ways of representing whole-part relationships.
The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.
Number operations can be modelled in a variety of ways.
There are many mental methods that can be applied for exact and approximate computations.

Data Handling

Students will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The students will make the connection that probability is based on experimental events and can be expressed numerically.

Conceptual understandings

Data can be collected, organised, displayed and analysed in different ways
Different graph forms highlight different aspects of data more efficiently
Range, mode, median and mean can be used to analyse statistical data
Probability can be based on experimental events in daily life
Probability can be expressed in numerical notation

Measurement

Students will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The students will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

Conceptual understandings

Objects and events have attributes that can be measured using appropriate tools
Estimation allows us to measure with different levels of accuracy
Relationships exist between standard units that measure the same attributes

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Shape and Space
Students will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Students will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations. **Conceptual understandings** **Shapes are classified and named according to their properties** **Some shapes are made up of parts that repeat in some way** **Specific vocabulary can be used to describe an object's position in space**
Pattern and Function
Students will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations. **Conceptual understandings** **Patterns can be represented using numbers and other symbols** **Functions are relationships or rules that uniquely associate members of one set with members of another set** **By analysing patterns and identifying rules for patterns it is possible to make predictions**

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The Arts

Arts expectations encompass Dance, Drama, Music and Visual Arts and have two strands: Responding and Creating. The responding and creating strands are dynamically linked and this is reinforced through continual reflection upon work throughout the creating process.

Responding

Through the arts students show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Creating

Students will show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Personal, Social and Physical Education

Personal, Social and Physical Education is divided into three strands: Identity, Active Living and Interaction.

Identity

Through this strand students will understand that a range of factors shapes a person's identity and that this identity evolves over time. They will explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. Students analyse how they are connected to the wider community and are open to learning about others. They use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Active Living

Students will understand the factors that contribute to a healthy lifestyle. They will understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Students are able to identify different stages of life and understand that rates of development are different for everyone. They understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

Interaction

Students will understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. They reflect on the perspectives and ideas of others. Students understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

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Danish

We have a beginner Danish as an Additional Language class where students learn everyday language, basic vocabulary and grammar. If students arrive at ISB with little English, they follow an extra English support class initially instead of learning Danish. These students join Danish when they are more confident with the language of instruction.

Danish will be included in the Unit of Inquiry when relevant.

Mother tongue Danish students or those students with Danish at a higher level follow the Danish curriculum http://www.uvm.dk/Service/Publikationer/Publikationer/Folkeskolen/2009/Faelles-Maal-2009-Dansk

P3 Focus

Students will further develop their skills in both speaking and writing.
They will develop their vocabulary through texts and classroom conversations.
The students will be confident with the alphabet and will continue to develop their knowledge of Danish grammar. They will be able to write book reviews and small texts.
Students will work with the 120 common words.
They will regularly read Danish and will work with 'automatic' reading and increasing reading speed.
Students will be introduced to different types of texts, fiction, fairy tales, text books, etc. Students will also get an introduction to different genres and linguistic tools.
We will use IT and other supplemental materials in teaching.