P5 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

P5 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 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.	**CULTURE AND RELIGION** Rituals, traditions and artefacts express the beliefs and values of cultures. **Curriculum focus:** The Arts
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.	**SYSTEMS & SERVICES** A community is composed of a network of systems and services that allows it to function. **Curriculum focus:** Social Studies
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.	**TECHNOLOGY** The way people use technology at home, school and in the community is changing. **Curriculum focus:** Science

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.	**THE EXHIBITION** **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.	**THE CHANGING WORLD** Humans need to adapt to the earth's continuous change. **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.	**ADOLESCENCE** The onset of adolescence brings about physical, emotional and mental changes. **Curriculum focus:** Personal, Social and Physical Education

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 provides meaningful and well-planned opportunities for learners 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 learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them.

At the completion of the academic year, students are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Conceptual understandings

Spoken language can be used to persuade and influence people
Metaphorical language creates strong visual images in our imagination
Listeners identify key ideas in spoken language and synthesize them to create their own understanding
People draw on what they already know in order to infer new meaning from what they hear

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 strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Conceptual understandings

Knowing what we aim to achieve helps us to select useful reference material to conduct research
Authors structure stories around significant themes
Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear
Synthesizing ideas and information from texts leads to new ideas and understanding.
Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act

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 conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Conceptual understandings

Stories that people want to read are built around themes to which they can make connections
Effective stories have a purpose and structure that help to make the author's intention clear
Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas
Knowing what we aim to achieve helps us to plan and develop different forms of writing.
Through the process of planning, drafting, editing and revising, our writing improves over time

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, through inquiry, engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Conceptual understandings

The aim of commercial media is to influence and persuade viewers
Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives
Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects
Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding

Mathematics

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

Number

Students will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

Conceptual understandings
The base 10 value system extends infinitely in two directions
Fractions and percentages are ways of representing whole-part relationships
For fractional and decimal computation, the ideas developed for whole number can apply
Ratios are a comparison of two numbers or quantities

Data Handling

Students will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Students will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

Conceptual understandings

Data can be presented effectively for valid interpretation and communication
Range, mode, median and mean can be used to analyse statistical data
Probability can be represented on a scale between 0-1 or 0%-100%
The probability of an event can be predicted theoretically

Measurement

Students will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the students will be able to measure and construct angles.

Conceptual understandings

Accuracy of measurements depends on the situation and the precision of the tools
Conversions of units and measurements allows us to make sense of the world we live in
A range of procedures exists to measure different attributes of objects and events

Shape and Space

Students will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. Students will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

Conceptual understandings

Manipulation of shape and space takes place for a particular purpose
Consolidating what we know of geometric concepts allows us to make sense of and interact with our world
Geometric tools and methods can be used to solve problems relating to shape and space

Pattern and Function

Students will understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Conceptual understandings

By analysing patterns and identifying rules for patterns it is possible to make predictions
Patterns can often be generalised using algebraic expressions, equations or functions
Exponential notation is a powerful way to express repeated products of the same number

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 will begin to show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Creating

Students will start to show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

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 begin to learn and understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Students understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Students apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

Active Living

Students understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. Students can apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

Interaction

Students will begin to understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. Students recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

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

P5 Focus

Students will develop their grammatical skills and spelling strategies.
They will write their own version of texts that inspire them.
The students will spell with a high level of accuracy in their own writing.
The reading will become the source for understanding new words, concepts and tools in texts.
We will work with many different types of text and genres of increasing scale and difficulty.
Students will then learn to interpret literature.
The students will be able to express their thoughts, experiences and knowledge at a high level.