



Taipei Kuei Shan School Primary Years Program

Grade Five Curriculum Overview

2022-
2023



臺北市政府教育局
DEPARTMENT OF EDUCATION
TAIPEI CITY GOVERNMENT



IB CONTINUUM



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The Primary Years Program at Kuei Shan

The IB Primary Years Program gives emphasis on the holistic development of a child as an inquirer, both in the classroom and in the real world setting, creating learning that is engaging, relevant, challenging, and significant. It is a curriculum framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a big focus on inquiry-based learning.



At Taipei Kuei Shan School, an IB World School, the Primary Years program is taught and learned as one cohesive curriculum in two languages. Both English and Chinese languages are introduced as early as in Pre-kindergarten. In Primary School, from Grades 1 to 5, students spend approximately 50 percent of their time in English and 50 percent in Chinese. Our students become skilled and knowledgeable through this transdisciplinary program in the main subject areas while acquiring English as a second language.

The acquisition of language must be seen as a continuum along which each individual student progresses at his/her own rate. Kuei Shan strives to make every student proficient in both languages. All students will have the knowledge of and the ability to use both languages, but not to the same extent. Students vary in their ability to learn a second language; some will achieve functional proficiency in the target language while others "are potentially able to become balanced bilinguals who are highly proficient, literate and knowledgeable in two or more languages" (*Learning in a language other than mother tongue in IB programmes, 2008*). For more information on the IB-PYP, please visit www.ibo.org.



The IB prepares its students to be active participants in a lifelong journey of learning through international education as learners strive to be:



The IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Kuei Shan mission statement

Kuei Shan's mission is to provide holistic education that is Biblically inspired, academically rigorous, socially friendly, and globally and culturally responsive. Students will be equipped to experience TRUTH:

Transformed: by the renewing of the mind
Rigorous: academic pursuits
United: life-giving community
Twined: heritage with globalization
Holistic: balanced development



Taipei Kuei Shan School Grade Five Units of Inquiry Overview

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
An inquiry into the nature of the self: beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be <u>human</u> .	An inquiry into orientation in place and time: 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.	An inquiry into the ways in which we <u>discover</u> and <u>express</u> ideas, feelings, nature, culture, beliefs and values; the ways in which we <u>reflect on</u> , <u>extend</u> and <u>appreciate</u> our <u>creativity</u> ; our <u>appreciation of the aesthetic</u> .	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 of scientific and technological advances <u>on society and on the environment</u> .	An inquiry into the <u>interconnectedness of human-made systems</u> and communities; the structure and function of organizations; <u>societal decision-making</u> ; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the <u>struggle to share finite resources with other people</u> and with other living things; <u>communities and the relationships within and between them</u> ; <u>access to equal opportunities</u> ; peace and conflict resolution.
Central idea We can understand who we are and why we are the way we are by knowing our past.	Central idea Ancient civilizations have shaped the world we live in today.	Central idea Sounds have the power to elicit specific emotions in our body and mind.	Central idea Economics creates conflict between nature and society to achieve sustainability.	Central idea As active citizens in society, we understand social norms and laws and live together in harmony within local and global contexts.	Central idea Changes in Earth's structure can have devastating effects. 改變地球的結構和大氣可造成毀滅性的效果。
Focus: Language, Math, Science, Social Studies, PSPE, Art	Focus: Science, Social Studies, Art	Focus: Language, Art, Social Studies, PSPE	Focus: Science, Math, Social Studies	Focus: Social Studies, Language	Focus: Science, Social Studies, PSPE
Key Concepts: causation, perspective, change	Key Concepts: form, causation, perspective	Key Concepts: function, causation, perspective	Key Concepts: form, connection, change	Key Concepts: function, connection, responsibility	Key Concepts: form, change, responsibility
Related Concepts: beliefs, values, health, culture, nation, practices, success, failure, identity, citizenship, significance, interpretation	Related Concepts: artifacts, discoveries, explorations, influence, legacy, globalization, transformation, evolution, technology	Related Concepts: communication, audience, media, impact, relationship	Related Concepts: structure, relationships, society, advancement, innovation, application, engineering, process, design, test, improve, investigate	Related Concepts: systems, leadership, laws, rights, responsibilities, stability, non-government organizations, citizenship, society, institutions, population	Related Concepts: structure, rocks, soil, cycle, weathering, erosion, atmosphere, effects, initiative, fertile, nutrients
Learner Profile: open-minded, principled, reflective	Learner Profile: courageous, inquirer, communicator	Learner Profile: communicator, inquirer, open-minded	Learner Profile: knowledgeable, thinker, risk-taker	Learner Profile: caring, thinker, balanced	Learner Profile: caring, reflective, knowledgeable



2022-2023 Unit Calendar
(generated by Rubicon Atlas System)

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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





UNIT OF INQUIRY 1: Where we are in place and time

An inquiry into orientation in place and time; 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.

Central Idea: Ancient civilizations have shaped the world we live in today.

Key concepts: form, causation, change

Related concepts: artifacts, discoveries, explorations, influence, legacy, globalization, transformation, evolution, technology

Learner Profile: courageous, inquirer, communicator

Lines of inquiry:

- What ancient civilizations were like
- What aspects of ancient civilizations we see today
- How these aspects changed/evolved over time

Approaches to Learning:

Social – self control

Self-management - perseverance, codes of behavior, fine motor skills

Thinking - analysis, metacognition

Research - creating, formulating questions

Communication - speaking, reading

Core Literature: *Romance of the Three Kingdoms: The Brave Brothers* by Pauline Loh

Unit Description:

In this unit, each student will explore key concepts of form - what ancient civilizations were like – their discoveries and explorations; connection - what aspects of ancient civilizations we see today – their influence and legacy; and change - how these aspects changed or evolved over time – transformation and innovation. Each student will explore these concepts by introducing different ancient civilizations, such as the Mayan, Greek, Roman, and Egypt civilizations, and then focusing on the history and influence of ancient China.

Some of the main areas of their learning will include an overview of ancient China (timeline), an overview of other ancient civilizations, four great inventions of ancient China, Chinese history of astronomy, and the lunisolar calendar. For the unit summative, students will create an evocative object for the purpose of making their knowledge of Ancient China visible. A gallery walk and mini-exhibition will be curated by the students. Students later participate in the Double Ten Day parade with their object.



UNIT OF INQUIRY 2: Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Central Idea: We can understand who we are and why we are the way we are by knowing our past.

Key concepts: change, perspective, causation

Related concepts: beliefs, values, health, culture, nation, practices, success, failure, identity, citizenship, significance, interpretation

Learner Profile: open-minded, principled, reflective

Lines of inquiry:

- Our ancestors and changes they experienced
- Why we are the way we are
- Different points of view on relevance of the past to who we are now

Approaches to Learning:

Social – respecting, supporting others

Self-management - time management, organization, goal setting, managing self

Thinking - Evaluation, reflection

Research -Planning, presenting research, reliability of sources, considering online perspectives, evaluating and communicating

Communication - informed choices, interpreting, speaking, presenting

Core Text: *Jackie Robinson: Young Sports Trailblazer* by Herb Dunn

Unit Description:

This unit will focus on the key concepts of change - our ancestors and what changes they experienced - nation, practices, success, and failure; causation - why we are the way we are - identity, citizenship, beliefs, values, culture; and perspective - what are the different points of view on relevance of the past to who we are now - significance, interpretation.

These key concepts will be emphasized by an exploration of Taiwan's past. Students will explore different periods of Taiwan's history, such as: Taiwan under European Rule (the Kingdom of Tungning, the Qing Dynasty, Japanese-Occupied Period, and the ROC Era. Students' summative presentation will be sharing their point of view by presenting a select list of ten (10) significant events in Taiwanese history from 1624-1945.



UNIT OF INQUIRY 3: How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central Idea: Sounds have the power to elicit specific emotions in our body and mind.

Key concepts: function, causation, perspective

Related concepts: communication, audience, media, impact, relationship

Learner Profile: communicator, inquirer, open-minded

Lines of inquiry:

- How sounds and noise work
- Why sounds affect our body and mind
- How people perceive sound and noise differently

Approaches to Learning:

Social - emotional intelligence

Self-management - mindfulness, informed choices

Thinking - forming decisions, dialectical thought

Research - ethical use, interpreting data

Communication - media representation, viewing

Core Literature: *The Lion, The Witch, and the Wardrobe* by C.S. Lewis

Unit Description:

In this unit, students will explore that sound and musical instruments are all about vibrations. With a science focus, students will explore how music and noise are similar and different. This will lead them to inquire into noise pollution as a global issue and the second largest cause of environmental health problems, according to WHO. With a social studies focus, students will learn about Indigenous peoples and cultures in Taiwan, with emphasis on their different cultures and music within their cultures. Cross-cultural understanding will be developed by recognizing the indigenous peoples' distinct ways of life, beliefs, values, languages, and traditions. The unit will conclude with a summative exhibition display of various Taiwanese indigenous artifacts and student-initiated service action to address global issues.



UNIT OF INQUIRY 4: 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; the impact of scientific and technological advances on society and on the environment.

Central Idea: Economics creates conflict between nature and society to achieve sustainability.

Key concepts: form, connection, change

Related concepts: structure, relationships, society, advancement, innovation, application, engineering, process, design, test, improve, investigate

Learner Profile: knowledgeable, thinker, risk-taker

Lines of inquiry:

- Basic economic principles
- Conflict between nature and society
- Ways to achieve sustainability

Approaches to Learning:

Social - social intelligence

Self-management - self motivation, safety

Thinking - application in multiple contexts

Research - consuming and processing, collecting data, recording data

Communication - reading, writing

Core Literature: *Old Yeller* by Fred Gipson

Unit Description:

In this unit, students will learn basic economics in the areas of production and consumption, money management and investing, factory farming, and food chains. Through learning these basic economic principles and how animals are raised for food, students will become aware that any business has a never-ending conflict between profits and ethics, and consumers have an ongoing conflict between seeking personal values (low price and high quality etc) and social values (equity, sustainability etc). There will be debate between industrial food animal production and pasture-based systems for poultry production for the following factors: conventional production (for profit), consumer health, organic (environment), and animal welfare.

Throughout this unit, students will also learn how to collectively raise a chicken, which has been a Kuei Shan tradition. Life science will be covered in this unit where students will understand that all chickens begin their life by developing inside an egg, and an incubator with temperature and humidity properly set up as a substitute to a mother hen laying its eggs.



UNIT OF INQUIRY 5: How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Central Idea: As active citizens in society, we understand social norms and laws and live together in harmony within local and global contexts.

Key concepts: function, connection, responsibility

Related concepts: systems, leadership, laws, rights, responsibilities, stability, non-government organizations, citizenship, society, institutions, population

Learner Profile: caring, thinker, balanced

Lines of inquiry:

- Various social norms and laws
- Roles of social norms and laws in societal decision-making
- Our responsibility as active citizens

Approaches to Learning:

Social - respecting others

Self-management - emotional management, healthy lifestyle, gross motor skills

Thinking - evaluation, considering new perspectives, comprehension, synthesis

Research - synthesizing and interpreting, observing, organizing data

Communication - listening

Core Literature: *Number the Stars* by Lois Lowry; *Stone Fox* by John Reynolds Gardiner

Unit Description:

In this unit, students will understand the social, cultural, moral, and religious norms that guides social behavior and a global citizen. Students will also learn about laws, regulations, rights, and responsibilities of citizens from the perspective of minors and adults. Essentially, students will be taught how to become active citizens in society as they understand social norms, laws, and human rights. They will explore social problems in their own class, grade-level, or school and imagine what kind of future they would like to have. They can think of a plan of action to help achieve their vision. This unit will also lead them to consolidating their research data for The Exhibition and plan for service action as a result of their learning.



UNIT OF INQUIRY 6: 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.

Central Idea: Changes in Earth's structure can have devastating effects.

Key concepts: form, change, responsibility

Related concepts: structure, rocks, soil, cycle, weathering, erosion, atmosphere, effects, initiative, fertile, nutrients

Learner Profile: caring, reflective, knowledgeable

Lines of inquiry:

- the structure of earth
- human-made and natural changes in Earth's structure
- communities' actions and responses to these changes

Approaches to Learning:

Social – resolving conflict

Self-management – time management, resilience

Thinking – application, generating novel ideas

Research - gathering and recording, formulating and planning

Communication - reading, writing

Core Literature: *The Big Wave* by Pearl Buck

Unit Description:

This unit will focus on the key concepts of form, change, and responsibility. Students will learn about the Earth's structure and atmosphere, and its different layers, as well as explore theories on how its topography has become what it is today. They will also explore how nature and humans change Earth over time. Students will understand naturally- occurring phenomena such as erosion, weathering, and natural disasters and learn the rock cycle and layers of the soil. Then, they will inquire into the impact of humans' lifestyles on the Earth's structure and atmosphere through current events and the core literature. This unit aims to lead students to take action as they research on how various organizations, communities, and individuals have responded to stop the devastating changes our planet is suffering from. For their summative assessment, students will prepare a brochure that explains the devastating effects of a natural disaster (earthquake, tsunami, typhoon, etc.) and how a community can best prepare for the disaster and take action to recover afterwards.



Language

At Kuei Shan, Grades Pre-K-5 students learn in two languages. The Language curriculum addresses language learning in all languages taught in Kuei Shan. Language is being taught, through the realistic context of the units of inquiry. In addition, some aspects of the language curriculum might be taught as a stand-alone following the principles of the PYP, using a constructivist, inquiry-based approach.

It is arranged into three main strands:

Oral language - **listening and speaking**

Visual language - **viewing and presenting**

Written language - **reading and writing**

Each strand has been considered from both the **receptive** aspect—receiving and constructing meaning, and **expressive** aspect—creating and sharing meaning (figure 1). While the receptive and expressive aspects are clearly reciprocal, the processes involved in receiving and constructing meaning are different from those involved in creating and sharing meaning.

Strand	Receptive - receiving and constructing meaning	Expressive - creating and sharing meaning
Oral language	Listening	Speaking
Visual language	Viewing Presenting	
Written language	Reading	Writing

Figure 1 Receptive and expressive aspects of language strands
(PYP Language Scope and Sequence 4)

The language learning process is non-linear, and different learners have different proficiency levels and needs although they might be in the same class or have the same age. Kuei Shan learning outcomes are a description of this language learning process. The specific outcomes for a grade level describe what most learners are able to do by the end of this grade level in their first language. Some learners will have already moved on and are able to work towards the next phase and others might need more time to attain the targets set out. The assessments of the language outcomes are helping teachers decide how to set specific individual learning goals for their students. The individual progression of the child in each language is shared with parents in parent teacher conferences and the report cards.



Grade Five English Language Arts Content Expectations
(adopting the U.S. Common Core State Standards)

Reading
new vocabulary: use context clues and word roots to determine meaning describe different story elements (characters, feelings, settings, events, and themes) analyze, compare and contrast, and make connections to various literature types compare and contrast similar topics and types of literature fiction: compare basic story elements and points of view non-fiction: identify cause and effect; fact from opinion
Writing
Narrative – at least five paragraphs opinion piece – at least five paragraphs information text - at least five paragraphs group research projects (The Exhibition)
Listening and Speaking
summarize and report information from diverse media and formats using body language and facial expressions present an opinion sequencing ideas logically include multimedia components and visual displays in presentations adapt speech to a variety of contexts and tasks
Grammar
appropriate use of capitalization, punctuation, and spelling use conjunctions, prepositions, interjections form and use appropriate verb tense to convey various times clarify meaning of unknown and multiple-meaning words use common affixes and roots as clues to the meaning of the word interpret figurative language in context explain the meaning of common idioms identify synonyms, antonyms, and homographs



Grade 5 PYP English Language Arts Overview

*Plans may change depending on students' interests and needs

Theme	Central Idea	Subject Overview	Main Resources
UOI 1 Where we are in place and time	Ancient civilizations have shaped the world we live in today.	This unit focuses on the discoveries and exploration of humankind, and the interconnectedness of individuals and civilizations. The unit will culminate with a summative where students will create their own artifact for representing and displaying their knowledge about Ancient China in a gallery walk for Double Ten Day. To provide a museum-like curation of their object, students will practice their expository writing. Students will work on producing clear, coherent and logical writing. Students will read <i>Romance of the Three Kingdoms</i> as a comprehensive mentor text and literary guide to both content (Ancient China) and form (expository writing). To model, students will look at sample expository reading excerpts from the <i>Journeys</i> textbook, defining the conventions/form of expository writing. Students will practice their expository writing in a variety of formative assessments and will provide feedback and comment on what expository writing is and what its uses are.	Core book: <i>Romance of The Three Kingdoms</i> <i>Journeys</i>
UOI 2 Who we are	We can understand who we are and why we are the way we are by knowing our past.	<p>This unit explores our beliefs and values, and what it means to be human. Students will explore this concept through <u>change</u> (our ancestors and changes they experienced), <u>causation</u> (why we are the way we are) and <u>perspective</u> (different points of view on relevance of the past to who we are now).</p> <p>The unit summative is to write an autobiography that reflects students' personal backgrounds and how past events have changed them. Students will develop reading skills, such as determining a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Students will practice narrative writing through formative assessments, focusing on its form and by using the mentor texts <i>Jackie Robinson</i> (core book) and the <i>Journeys</i> textbook. They will learn to use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	Core book: <i>Jackie Robinson: Young Sports Trailblazer</i> [biography] <i>Journeys</i>
UOI 3 How we express ourselves	Sounds have the power to elicit specific emotions in our body and mind.	Students will explore how sound has an impact on us and what we interact with. This will be done looking through the concepts of function, causation and perspective. For their summative, students will compare and contrast a written text with a multimodal one. Through reading the core literature and watching the film version, they can explore and analyze how visual and multimedia elements	Core book: <i>The Lion, The Witch and the Wardrobe</i> <i>Journeys</i>



		contribute to the meaning, tone, or beauty of a novel. They will also be preparing for their Performance of Praise event. Students will practice their writing skills through a variety of opinion writing formative assessments.	
UOI 4 How the world works	Economics creates conflict between nature and society to achieve sustainability.	In this unit, students will realize that presentations have been made for specific audiences and recognize the names of familiar visual texts. Students will analyze a range of visual texts and identify their personal reactions to texts. With regards to reading, they will quote accurately from a text, determine the theme of a story, explain how a series of chapters fit together, analyze multimedia elements in a story, compare and contrast stories in the same genre and characters in a novel, explore figurative language such as metaphors, alliteration, and onomatopoeia, and read texts that are in the grade four to five range. Moreover, they will read informational texts to determine the main idea and supporting details. As for writing, they will write opinion pieces, produce clear and coherent writing, and write routinely and in various forms. They will write research reports as they investigate on hatching eggs and caring for their vegetable garden. Finally, they will summarize the points a speaker makes.	Core book: <i>Old Yeller</i> <i>Journeys</i>
UOI 5 How we organize ourselves	As active citizens in society, we understand social norms and laws and live together in harmony within local and global contexts.	In this unit, students will be doing a lot of reading and research in preparation for The Exhibition. Leading up to that event, students will learn to integrate information from several texts on the same topic. They are expected to draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly. They learn the skill of summarizing, paraphrasing information and citing their sources. Students will write opinion pieces, produce clear and coherent writing, go through the writing process, recall relevant information from past experiences, and write routinely and over extended time frames. With some guidance and support from teachers, they will use technology to produce and publish their presentations, as well as to interact and collaborate with others. Moreover, students will engage in a range of collaborative discussion types, report on a topic by sequencing ideas logically and speaking clearly at an understandable pace, and including multimedia components in their presentations. Finally, students will demonstrate command of standard English conventions and use grade-appropriate academic words.	Core book: <i>Old Yeller</i> by Fred Gipson
UOI 1 Sharing the planet	Changes in Earth's structure can have devastating effects.	In this unit students will write opinion pieces and explanatory texts. They will produce clear and coherent writing and provide logically ordered reasons that are supported by facts and details. When writing, they will draw on evidence to support their analysis. Reading and understanding informational text is an emphasis in this unit, and	Core book: <i>The Big Wave</i> by Pearl Buck



		<p>students learn to quote accurately from a text when explaining what the text says explicitly. Students will write routinely and write a variety of opinion and explanatory texts while using domain-specific vocabulary learned through reading and discussions. For literature studies using their core text, students need to determine the theme of the novel from details in the text, including how characters in the novel respond to challenges. They will analyze multiple accounts of the same event or topic and determine the meaning of unknown words using context clues. As part of their summative task, they are tasked to include visual displays in their presentation to enhance the development of main ideas.</p>	
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五年級 PYP 中文語言課程概述

*教學計劃可依據學生興趣和需求而改變

Theme	Central Idea	Subject Overview	Main Resources
我們身處的時空	古代文明塑造了我們今天生活的世界。	<p>藉由探討遠古生活模式與歷史變遷，聯繫遠古社會和現代社會。</p> <p>單元中，學生將透過文字、文物及文化起源，學習瞭解遠古世界與其文化習俗，並認知現代生活上的許多事物皆源自於先人的累積與沈澱，多方位了解我們身處的時空。</p> <p>調查地點和時間的走向；個人歷史；家和旅行；人類的發現、探索和遷徙之間的關係和相互聯繫來自地方和全球的個人和文明觀點。</p> <p>學習表現：</p> <p>1-III-1 根據演講、新聞話語情我們身處的時空境及其感，聽出不同氣理解對方所傳達的情意，表現適切回應。</p> <p>2-III-3 靈活運用詞句和說話技巧，豐富表達內容。</p> <p>2-III-4 運用語調、表情和肢體等變化輔助口達。</p> <p>4-III-1 認識常用國字至少 2,700 字，使用 2,200 字。</p> <p>5-III-2 理解句子、段落的內容，並整合成主要概念。</p> <p>5-III-1 流暢朗讀各類文本，並表現抑揚頓挫的變化。</p> <p>6-III-2 培養思考力、聯想力等寫作基本能力。</p> <p>6-III-4 創作童詩及故事。</p>	<p>概念：古代人的生活與價值觀如何一脈相承？哪些觀念現代依舊存在？</p> <p>神話 《圖解中國神話故事》</p> <p>遠古 孟子故事（社會現實）</p> <p>中古 唐宋詩詞（課本 人文賞析）</p> <p>近代 四大奇書《白話水滸傳》</p> <p>現代 IG 臉書 推特 小紅書 Youtube</p> <p>故事創作</p> <ol style="list-style-type: none"> 1. 了解各類故事的結構 2. 改編一則古代事件，以故事的形式進行文學創作。
我們是誰	通過了解我們的過去，我們可以了解我們是誰以及我們為什麼會這樣。	<p>藉由探究文學上各個社會角色與身份，聯繫人文環境與自身的關聯性。</p> <p>學生將理解社會角色的產生和存在是客觀的，任何一種社會角色的產生都是一定社會文化、歷史累積的結果，是社會生產和生活發展的產物。學生會透過分析與實踐社會角色，在確定的過程中證明一個人的實際地位、身份等與其承擔的角色相一致。</p> <p>學習表現：</p>	<p>概念：我是誰？如何從一個人的社會身份來判斷他的行為？</p> <p>《孩子的大玩偶》</p> <p>《我是貓也》</p> <p>《短鼻象》</p>



		<p>1-III-2 根據演講、新聞話語情境及其感，聽出不同氣理解對方所傳達的情意，表現適切回應。</p> <p>2-III-4 運用語調、表情和肢體等變化輔助口達。</p> <p>4-III-4 精熟偏旁變化和間架結構 要領書 寫美觀的硬筆字。</p> <p>5-III-5 熟習適合學習階段的摘要策略，擷取大意。</p> <p>5-III-8 因應不同的目的，運用不同的閱讀策略。</p> <p>5-III-6 連結相關的知識和經驗，提出自己的觀點，評述文本的內容。</p> <p>5-III-10 大量閱讀多元文本，辨識文本中重大議題的訊息或觀點。</p> <p>6-III-1 根據表達需要，使用適切的標點符號。</p> <p>6-III-5 書寫說明事理、議論的作品。</p>	<p>《小麻雀·稻草人》</p> <p>《愛吃糖的皇帝》</p> <p>《小駝背》</p> <p>說明文寫作</p> <p>1. 瞭解說明文的結構</p> <p>2. 採用說明文結構說明事件的關連性及道理。</p>
我們如何表達自己	聲音有能力在我們的身心中引發特定的情緒。	<p>學生將在這個單元的文本中學習對生命誕生的讚嘆，體認到在不同階段、不同處境的生命透過努力與奮鬥，最終能展現動人的結果，散發生命美麗的光彩；並藉由探究記敘文中敘事的寫作方式來紀錄事件，透過事件來表達自我的觀點與感受。</p> <p>學習表現:</p> <p>1-III-1 能夠聆聽他人的發言，並簡要紀錄。</p> <p>2-III-1 觀察生活情境的變化，培養個人感受和思維能力積累說話材料。</p> <p>2-III-4 運用語調、表情和肢體等變化輔助口達。</p> <p>4-III-1 認識常用國字至少 2,700 字，使用 2,200 字。</p> <p>4-III-2 認識文字的形結構，運用部件了解音與義。</p> <p>5-III-1 流暢朗讀各類文本，並表現抑揚頓挫的變化。</p> <p>5-III-5 熟習適合學習階段的摘要策略，擷取大意。</p> <p>5-III-9 能結合自己的特長和興趣，主動尋找閱讀材料。</p> <p>5-III-11 能運用圖書館(室)、科技與網路，進行資料蒐集、解讀與判斷，提升多元文本的閱讀和應用能力。</p> <p>6-III-2 培養思考力、聯想力等寫作基本能力。</p> <p>6-III-6 練習各種寫作技巧。</p>	<p>讓愛飛翔</p> <p>五上 L.12 讓我做你的眼睛</p> <p>五上 L.13 一萬五千元的学生證</p> <p>五上 L.14 誰該被派去非洲</p> <p>生活情味</p> <p>五上 L.5 我的隱身術</p> <p>五上 L.6 書信</p> <p>五上 L.7 幸福的味道</p> <p>總結性評量</p> <p>複句連詞</p> <p>1.能知道創作者使用哪些創作手法寫作。</p> <p>2.能將故事改編成小劇本。</p>



世界如何運作	經濟活動在自然與社會之間製造衝突以實現可持續性。	<p>藉由探究文學作品的內容與表現手法，聯繫自身、他人與社會之間的關聯。</p> <p>學生在這單元將學會觀察社會議題，並分享自己對周遭人事物的感受。透過學習課文中的情感描述，能寫下自己對社會的關懷。</p> <p>學習表現:</p> <p>1- III -1 能夠聆聽他人的發言，並簡要紀錄。</p> <p>2- III -1 觀察生活情境的變化，培養個人感受和思維能力積累說話材料。</p> <p>2- III -4 運用語調、表情和肢體等變化輔助口達。</p> <p>4- III -1 認識常用國字至少 2,700 字，使用 2,200 字。</p> <p>4- III -2 認識文字的形結構，運用部件了解音與義。</p> <p>5- III -1 流暢朗讀各類文本，並表現抑揚頓挫的變化。</p> <p>5- III -5 熟習適合學習階段的摘要策略，擷取大意。</p> <p>5- III -9 能結合自己的特長和興趣，主動尋找閱讀材料。</p> <p>5- III -11 能運用圖書館(室)、科技與網路，進行資料蒐集、解讀與判斷，提升多元文本的閱讀和應用能力。</p> <p>6- III -2 培養思考力、聯想力等寫作基本能力。</p> <p>6- III -6 練習各種寫作技巧。</p>	<p>生命之美</p> <p>五下 L.12 誕生</p> <p>五下 L.13 用手指舞出動人的交響曲</p> <p>五下 L.14 永遠不會太晚</p> <p>補充文本:閱讀智慧王、晨讀十分鐘--啟蒙人生故事集、晨讀十分鐘--你的獨特，我看見、《劉墉超強說話術 4：偷偷說到心深處》</p> <p>記敘文敘事寫作</p> <p>1. 使用記敘文中敘事的寫作方式</p> <p>2. 透過事件來表達自我的觀點與感受</p>
我們如何組織自己	作為社會中活躍的公民，我們了解社會規範和法律，並在當地和全球範圍內和諧相處。	<p>學生將透過文本學習到有關於華人對於親情描述的信念及價值觀，並透過不同的方式來認識世界文化的各種面貌，了解關於信念、價值觀、文化等觀點對作者的影響，並藉由探究應用文的寫作方式來學習如何自我闡述信念、價值觀、文化、健康狀態和周遭環境對個人的影響。</p> <p>學習表現:</p> <p>1- III -4 結合科技與資訊，提升聆聽的效能。</p> <p>2- III -2 從聽聞內容進行判斷和提問，並做合理的應對。</p> <p>2- III -3 靈活運用詞句和說話技巧，豐富表達內容。</p> <p>2- III -7 與他人溝通時能尊重不同意見。</p> <p>4- III -3 運用字辭典、成語等，擴充詞彙分辨義。</p> <p>4- III -4 精熟偏旁變化和間架結構要領書寫美觀的硬筆字。</p> <p>5- III -2 理解句子、段落的內容，並整合成主要概念。</p> <p>5- III -3 區分文本中的客觀事實與主觀判斷之間的差別。</p> <p>5- III -8 因應不同的目的，運用不同的閱讀策略。</p> <p>5- III -10 大量閱讀多元文本，辨識文本中重大議題的訊息或觀點。</p> <p>6- III -1 根據表達需要，使用適切的標點符號。</p> <p>6- III -3 掌握寫作步驟，寫出表達清楚、段落分明、符合主題的作品。</p> <p>6- III -6 練習各種寫作技巧。</p>	<p>放眼天下</p> <p>五下 L.1 美麗的溫哥華</p> <p>五下 L.2 從空中看地球</p> <p>五下 L.3 歡慶兒童節</p> <p>五下 L.4 我眼中的東方之最</p> <p>親情點滴</p> <p>五下 L.8 五月·風箏·少年</p> <p>五下 L.9 給女兒的一封信</p> <p>五下 L.10 憨孫耶，好去睇啊！</p> <p>五下 L.11 聽！流星的故事</p> <p>應用文寫作技巧</p> <p>1.應用文的寫作方式--書信、演講稿</p>



			2. 闡述信念、價值觀、文化、健康狀態和周遭環境對個人的影響。
共享地球	藉由探討詩歌結構與內容，聯繫人類和大自然關聯。	<p>藉由探討詩歌結構與內容，聯繫人類和大自然關聯。本單元中，學生將透過貝殼砂，學習新詩之美，並且認知自然環境對人類的危害，以湖邊散步文本學習然與自然應和諧共處，以一池子的綠學會欣賞生活上的美和體悟微小的生命，以與山為鄰文本了解自然給人的感受與體悟。</p> <p>學習表現：</p> <p>1-III-1 根據演講、新聞話語情境及其感，聽出不同氣理解對方所傳達的情意，表現適切回應。</p> <p>2-III-3 靈活運用詞句和說話技巧，豐富表達內容。</p> <p>2-III-4 運用語調、表情和肢體等變化輔助口達。</p> <p>4-III-1 認識常用國字至少 2,700 字，使用 2,200 字。</p> <p>5-III-2 理解句子、段落的內容，並整合成主要概念。</p> <p>5-III-1 流暢朗讀各類文本，並表現抑揚頓挫的變化。</p> <p>6-III-2 培養思考力、聯想力等寫作基本能力。</p> <p>6-III-4 創作童詩及故事。</p>	<p>大自然的饗宴</p> <p>五上 L.1. 貝殼砂</p> <p>五上 L.2 湖邊散步</p> <p>五上 L.3 一池子的綠</p> <p>五上 L.4 與山為鄰</p> <p>補充資料</p> <p>閱讀智慧王</p> <p>1.潺潺溪流門前過-顏福南</p> <p>2.密毛魔芋-吳登山</p> <p>3.天鵝湖-吳登山</p> <p>4.花雨和黃絲帶-吳登山</p> <p>5.與斜陽有約-吳登山</p> <p>總結性評量</p> <p>修辭手法和運用</p> <p>1.能閱讀並理解詩歌作品</p> <p>2.能創作與自然有關之新詩</p> <p>3.能活用修辭法(於作品中)</p>



Mathematics

At Kuei Shan, Grades Pre-K-5 students learn in two languages. Our students are given the opportunity to construct, transfer, and apply mathematical understanding in all languages taught at Kuei Shan. Math is being taught, whenever possible, through the realistic context of the units of inquiry; if the direct teaching of mathematics in a unit of inquiry is not feasible it is taught as a stand-alone following the principles of the PYP, using a constructivist, inquiry-based approach.

Math is arranged into five main strands: data handling, measurement, shape and space, pattern and function, and number. For each of these strands we have identified specific learning outcomes. These outcomes describe what most learners are able to do by the end of any given grade level. Different learners have different proficiency levels and needs, although they might be in the same class or have the same age. Some learners will have already moved on and are able to work towards the next phase and others might need more time to attain the targets set out. The acquisition of mathematical understanding must be seen as a continuum along which each individual student progresses at his/her own speed.

The assessment of the math outcomes is helping teachers decide how to set specific individual learning goals for their students. The individual progression of each child in math is shared with parents in parent teacher conferences and the report cards.

Data handling

Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know. Data can be collected, organized, represented and summarized in a variety of ways to highlight similarities, differences and trends; the chosen format should illustrate the information without bias or distortion. Probability can be expressed qualitatively by using terms such as “unlikely”, “certain” or “impossible”. It can be expressed quantitatively on a numerical scale.

Measurement

To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.

Shape and space

The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.

Pattern and function

To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called “functions”. This builds a foundation for the later study of algebra.

Number

Our number system is a language for describing quantities and the relationships between quantities. For example, the value attributed to a digit depends on its place within a base system. Numbers are used to interpret information, make decisions and solve problems. For example, the operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculation depends on how the result will be used.



It is important that learners acquire mathematical understanding by constructing their own meaning through ever-increasing levels of abstraction, starting with exploring their own personal experiences, understandings and knowledge. Additionally, it is fundamental to the philosophy of the PYP that, since it is to be used in real-life situations, mathematics needs to be taught in relevant, realistic contexts, rather than by attempting to impart a fixed body of knowledge directly to students. How children learn mathematics can be described using the following stages (see figure 1).

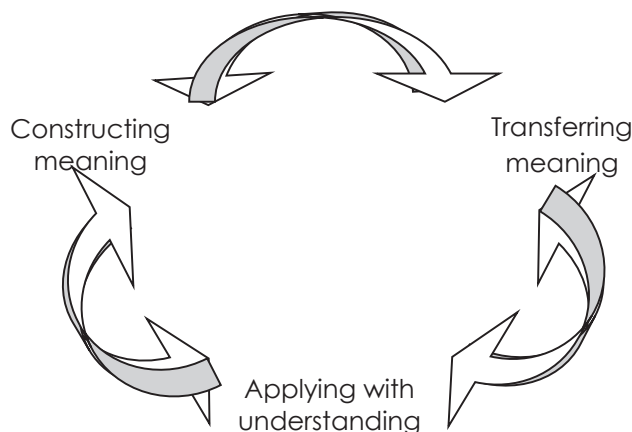


Figure 1 *How children learn mathematics*
(PYP mathematics Scope and Sequence 1)

Constructing meaning about mathematics

Learners construct meaning based on their previous experiences and understanding, and by reflecting upon their interactions with objects and ideas. Therefore, involving learners in an active learning process, where they are provided with possibilities to interact with manipulatives and to engage in conversations with others, is paramount to this stage of learning mathematics. When making sense of new ideas all learners either interpret these ideas to conform to their present understanding or they generate a new understanding that accounts for what they perceive to be occurring. This construct will continue to evolve as learners experience new situations and ideas, have an opportunity to reflect on their understandings and make connections about their learning.

Transferring meaning into symbols

Only when learners have constructed their ideas about a mathematical concept should they attempt to transfer this understanding into symbols. Symbolic notation can take the form of pictures, diagrams, modeling with concrete objects and mathematical notation. Learners should be given the opportunity to describe their understanding using their own method of symbolic notation, then learning to transfer them into conventional mathematical notation.

Applying with understanding

Applying with understanding can be viewed as the learners demonstrating and acting on their understanding. Through authentic activities, learners should independently select and use appropriate symbolic notation to process and record their thinking. These authentic activities should include a range of practical hands-on problem-solving activities and realistic situations that provide the opportunity to demonstrate mathematical thinking through presented or recorded formats. In this way, learners are able to apply their understanding of mathematical concepts as well as utilize mathematical skills and knowledge.



Science

Science at Kuei Shan is taught entirely within the PYP Program of Inquiry. Major conceptual ideas are developed over the entire primary curriculum, and inquiry is the main approach in the organization and selection of students' activities. We have developed the Science strands from the IB-PYP Science Scope and Sequence documentation. They are:

Living Things

The study of the characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

Earth and Space

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.

Materials and Matter

The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

Forces and Energy

The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

All teaching and learning provides the opportunity to utilize and develop the transdisciplinary skills identified in *Making the PYP happen: A curriculum framework for international primary education* (2007). In addition to these, the science component of the curriculum also provides opportunities for students to develop a range of science-specific skills and processes.

- a. **Observe carefully in order to gather data**
- b. **Use a variety of instruments and tools to measure data accurately**
- c. **Use scientific vocabulary to explain their observations and experiences**
- d. **Identify or generate a question or problem to be explored**
- e. **Plan and carry out systematic investigations, manipulating variables as necessary]**
- f. **Make and test predictions**
- g. **Interpret and evaluate data gathered in order to draw conclusions**
- h. **Consider scientific models and applications of these models (including their limitations)**



Grade 5 PYP Science Overview

*Plans may change depending on students' interests and needs

Theme	Central Idea	Subject Overview	Main Resources
我們身處的時空	古代文明塑造了我們今天生活的世界。	<p>在本單元中，自然探究的重點為「太陽」。學生將在課程活動中探究太陽的相關知識：光影的規律與特性、太陽在一日中位置的變化、太陽在一年四季中方位的不同，以及太陽能源。</p> <p>此單元為五年級上學期的第一個探究單元，為結合奎山經典—植物種植，因此五年級在種植的主要任務為：要在學校找尋一塊合適的地作為菜園。</p> <p>老師將從此問題啟動整個探究的開展：「植物生長需要哪些必要條件？學校的哪一塊地擁有充足的陽光？」透過實地走訪調查、假設以及實驗，學生將會實際測試太陽光影變化的位置，並記錄陽光在指定地面的日照時常，最後選擇一塊最適合的種植地以作為菜園。</p> <p>經過一系列太陽的探究後，學生已有足夠的基本知識。接著，連結本單元超學科主題：中國古文明，學生將在總結性評量中，探究太陽與古代節氣的關聯。透過認識節氣，我們將會看見過去的人們是如何歸納世界，並了解古文明是如何形塑並影響現今的我們。</p> <p>※能力指標：</p> <p>1-3-1-2 察覺一個問題或事件，常可由不同的角度來觀察而看出不同的特徵。</p> <p>1-3-4-1 能由一些不同來源的資料，整理出一個整體性的看法。</p> <p>1-3-4-2 辨識出資料的特徵及通則性並做詮釋。</p> <p>2-3-1-1 提出問題、研商處理問題的策略、學習操控變因、觀察事象的變化並推測可能的因果關係。學習資料整理、設計表格、圖表來表示資料。學習由變量與應變量之間相應的情形，提出假設或做出合理的解釋。</p> <p>2-3-4-1 長期觀測，發現太陽升落方位(或最大高度角)在改變，在夜晚同一時間，四季的星象也不同，但它們有年度的規律變化。</p> <p>6-3-2-3 面對問題時，能做多方思考，提出解決方法。</p> <p>6-3-3-1 能規劃、組織探討活動。</p>	五上自然康軒版 Ch.1 ScienceSaurus Semester 1 Reader LIS 情境科學教材 台北市立天文館 問寶懂科學
我們是誰	通過了解我們的過去，我們可以了解我們是誰以及我們為什麼會這樣。	<p>在第二單元中，自然的探究重點在「力與運動」。結合超學科主題：我們是誰，學生將透過一連串力與運動的探究，了解人類如何藉著力與運動來定位自己。</p> <p>在一系列的探究活動中，學生將會認識「力的作用」對於物體影響，並透過砝碼實驗，進一步記錄力</p>	五上自然康軒版 Ch.4 LIS情境科學教材



		<p>的大小和方向。藉由這樣的過程，培養學生嚴謹的實驗態度與按部就班的實證精神。</p> <p>接著，學生將會進一步探究「運動」：比較速度的概念、了解速度該如何被測量計算，以及認識物體運動和摩擦力之間的關聯。</p> <p>本單元同時結合了十一月的校園重大活動：運動會，老師將帶領學生實際透過拔河、賽跑等活動，實際體驗力與運動。在總結性評量中，學生將會以小組的方式進行一場小型的科學展覽會，透過將課堂所學的知識加以運用，思考力的方向和大小、體重與質量、摩擦力…等，經過假設、實驗、紀錄並多次嘗試的歷程，研究出「最有效的拔河方案」，以贏得運動會的拔河項目！</p> <p>※能力指標：</p> <p>1-3-2-1 實驗前，估量「變量」可能的大小及變化範圍。</p> <p>1-3-2-2 由改變量與本量之比例，評估變化程度。</p> <p>1-3-3-2 由主變數與應變數，找出相關關係。</p> <p>1-3-5-3 清楚的傳述科學探究的過程和結果。</p> <p>2-3-1-1 提出問題、研商處理問題的策略、學習操控變因、觀察事象的變化並推測可能的因果關係。學習資料整理、設計表格、圖表來表示資料。學習由變量與應變量之間相應的情形，提出假設或做出合理的解釋。</p> <p>2-3-5-3 瞭解力的大小可由形變或運動狀態改變的程度來度量。</p> <p>3-3-0-1 知道可用驗證或試驗的方法來查核想法。</p> <p>4-3-1-2 瞭解機具、材料、能源。</p> <p>4-3-2-1 認識農業時代的科技。</p> <p>4-3-2-2 認識工業時代的科技。</p> <p>4-3-2-3 認識資訊時代的科技。</p> <p>4-3-2-4 認識國內、外的科技發明與創新。</p> <p>7-3-0-2 把學習到的科學知識和技能應用於生活中。</p>	
我們如何表達自己	聲音有能力在我們的身心中引發特定的情緒。	<p>在本單元中，自然探究的主軸為「聲音」。學生將經由具體的操作和觀察，理解聲音產生之振動原理，以及聲音是如何透過媒介和物質進行傳遞。接著，學生將會進一步的探究生活與環境中的各種聲音，分辨噪音和樂音的差異，並進而討論減少噪音的行動方案，學習應用、實踐在每日生活中。</p> <p>另外，結合跨學科主題—「我們如何表達自己」，本單元會配合十二月的生命教育成果展，讓學生能將其探究結果進行精采的展現！</p> <p>老師將帶領學生了解樂器的發聲原理、認識聲音的三要素、透過音色辨別樂器的不同。最後，在總結性評量中，老師將帶領學生依據樂器的基本援例，製作設計出獨特、具有創意的簡易樂器。</p> <p>※能力指標：</p>	五下自然康軒版 Ch.4 動物星球頻道/ Animal Planet Taiwan



		<p>1-3-1-1 能依規劃的實驗步驟來執行操作。</p> <p>1-3-1-2 察覺一個問題或事件，常可由不同的角度來觀察而看出不同的特徵。</p> <p>1-3-3-1 實驗時，確認相關的變因，做操控運作。</p> <p>1-3-4-1 能由一些不同來源的資料，整理出一個整體性的看法。</p> <p>1-3-5-5 傾聽別人的報告，並做適當的回應。</p> <p>2-3-1-1 提出問題、研商處理問題的策略、學習操控變因、觀察事象的變化並推測可能的因果關係。學習資料整理、設計表格、圖表來表示資料。學習由變量與應變量之間相應的情形，提出假設或做出合理的解釋。</p> <p>2-3-5-2 藉製作樂器瞭解影響聲音高低的因素、音量大小、音色好壞等，知道樂音和噪音之不同。</p> <p>3-3-0-5 察覺有時實驗情況雖然相同，也可能因存在著未能控制的因素之影響，使得產生的結果有差異。</p> <p>4-3-1-2 瞭解機具、材料、能源。</p> <p>5-3-1-1 能依據自己所理解的知識，做最佳抉擇。</p> <p>6-3-1-1 對他人的資訊或報告提出合理的求證和質疑。</p> <p>6-3-2-1 察覺不同的辦法，常也能做出相同的結果。</p> <p>6-3-2-2 相信自己常能想出好主意來完成一件事。</p> <p>6-3-3-2 體會在執行的環節中，有許多關鍵性的因素需要考量。</p> <p>7-3-0-2 把學習到的科學知識和技能應用於生活中。</p> <p>7-3-0-3 能規劃、組織探討活動。</p> <p>8-3-0-1 能運用聯想、腦力激盪、概念圖等程序發展創意及表現自己對產品改變的想法。</p> <p>8-3-0-2 利用多種思考的方法，思索變化事物的機能和形式。</p> <p>8-3-0-3 認識並設計基本的造型。</p> <p>8-3-0-4 瞭解製作原型的流程。</p>	
世界如何運作	經濟活動在自然與社會之間製造衝突以實現可持續性。	<p>本單元將結合奎山經典課程—養雞，讓五年級的學生透過實際養雞的過程，觀察並見證雞從卵孵化、孕育長成、破殼而出的生命歷程。</p> <p>在探究中，學生將學習卵生動物如何受精、胚胎的構造育功能、孵化的適切環境等相關知識，並進一步透過已知的知識，控制各樣的變相因素，如：溫度、濕度、柔軟度…等，設計出適合小雞孵化的孵化環境。這將是一場難忘的生命教育饗宴！</p> <p>※能力指標：</p> <p>1-3-1-2 察覺一個問題或事件，常可由不同的角度來觀察而看出不同的特徵。</p> <p>1-3-2-3 依差異的程度，做第二層次以上的分類。</p> <p>1-3-4-2 辨識出資料的特徵及通則性並做詮釋。</p> <p>1-3-5-4 願意與同儕相互溝通，共享活動的樂趣。</p> <p>2-3-2-2 觀察動物形態及運動方式之特殊性及共通性。觀察動物如何保持體溫、覓食、生殖、傳遞訊</p>	<p>五下自然康軒版 Ch.3 Semester 2 Reader Purdue University E.G.G. Program materials YouTube Videos</p>



		<p>息、從事社會性的行為及在棲息地調適生活等動物生態。</p> <p>2-3-2-3 知道動物卵生、胎生、育幼等繁殖行為，發現動物、植物它們的子代與親代之間有相似性，但也有不同。</p> <p>2-3-2-4 藉著對動物及植物的認識，自訂一些標準將動物、植物分類。</p> <p>3-3-0-1 能由科學性的探究活動中，瞭解科學知識是經過考驗的。</p> <p>5-3-1-2 知道經由細心、切實的探討，獲得的資料才可信。</p> <p>6-3-3-2 體會在執行的環節中，有許多關鍵性的因素需要考量。</p>	
我們如何組織自己	作為社會中活躍的公民，我們了解社會規範和法律，並在當地和全球範圍內和諧相處。	<p>在第五單元中，自然的探究主軸在於「水與火」：水溶液與燃燒現象。本單元課程活動將會結合全校大露營，透過野炊生火、烹煮等童軍活動，激發學生提出問題，並對於生活中的自然現象產生好奇。在本單元中，學生將會探究水的溶解，並藉由石蕊試紙的實驗，認識水溶液的酸性、中性與鹼性三者的不同。另外，透過操作實驗，了解水溶液之導電性，以及日常生活中水溶液的應用。</p> <p>而在燃燒現象的部分，學生將藉由實驗，認識並驗證氧氣和二氧化碳的性質、探討鐵氧化生鏽的原因、了解燃燒的條件以及滅火的方式。</p> <p>最後，在總結性評量中，學生將要自行設計撰寫出一份關於水溶液、空氣、燃燒或生鏽的實驗報告，藉由這樣的歷程，培養學生之研究能力和實證精神。</p> <p>※能力指標：</p> <p>1-3-1-1 能依規劃的實驗步驟來執行操作。</p> <p>1-3-1-3 辨別本量與改變量之不同(例如溫度與溫度的變化)。</p> <p>1-3-3-2 由主變數與應變數，找出相關關係。</p> <p>1-3-3-1 實驗時，確認相關的變因，做操控運作。</p> <p>1-3-4-3 由資料顯示的相關，推測其背後可能的因果關係。</p> <p>1-3-4-4 由實驗的結果，獲得研判的論點。</p> <p>1-3-5-1 將資料用合適的圖表來表達。</p> <p>2-3-1-1 提出問題、研商處理問題的策略、學習操控變因、觀察事象的變化並推測可能的因果關係。學習資料整理、設計表格、圖表來表示資料。學習由變量與應變量之間相應的情形，提出假設或做出合理的解釋。</p> <p>2-3-3-2 探討氧及二氧化碳的性質；氧的製造、燃燒之瞭解、氧化(生鏽)等，二氧化碳的製造、溶於水的特性、空氣污染等現象。2-3-3-3 探討物質的溶解性質、水溶液的導電性、酸鹼性、蒸發、擴散、脹縮、軟硬等。</p> <p>2-3-3-4 認識促進氧化反應的環境。</p>	<p>五上自然康軒版 Ch.3</p> <p>五下自然康軒版 Ch.2</p> <p>LIS 情境科學教材</p>



		<p>3-3-0-1 能由科學性的探究活動中，瞭解科學知識是經過考驗的。</p> <p>3-3-0-3 發現運用科學知識來作推論，可推測一些事並獲得證實。</p> <p>3-3-0-5 察覺有時實驗情況雖然相同，也可能因存在著未能控制的因素之影響，使得產生的結果有差異。</p> <p>5-3-1-2 知道經由細心、切實的探討，獲得的資料才可信。</p> <p>5-3-1-3 相信現象的變化有其原因，要獲得什麼結果，須營造什麼變因。</p> <p>6-3-1-1 對他人的資訊或報告提出合理的求證和質疑。</p> <p>6-3-2-1 能規劃、組織探討活動。</p> <p>6-3-3-2 體會在執行的環節中，有許多關鍵性的因素需要考量。</p> <p>7-3-0-1 察覺運用實驗或科學的知識，可推測可能發生的事。</p> <p>7-3-0-2 把學習到的科學知識和技能應用於生活中。</p>	
共享地球	藉由探討詩歌結構與內容，聯繫人類和大自然關聯。	<p>本單元的自然重點為地球科學，學生將透過調查和文獻閱讀，以了解地球結構及其基本要素，並探究地球上的自然災害，包含：風化侵蝕、板塊移動以及土壤汙染，並在小組報告中，針對自然災害提出有效的解決行動方案。</p> <p>另外，本單元結合奎山經典—植物種植，學生將探究奎山校園中不同區塊的土壤，研究其表土與底土，藉由實驗探究出該塊土壤的材質和內含物，並透過上述分析歸納出良好的種植土壤之要素，推斷出合為最適合種植之土壤。</p> <p>※能力指標：</p> <p>1-3-1-1 能依規劃的實驗步驟來執行操作。</p> <p>1-3-3-3 由系列的相關活動，綜合說出活動的主要特徵。</p> <p>1-3-4-3 由資料顯示的相關，推測其背後可能的因果關係。</p> <p>1-3-5-1 將資料用合適的圖表來表達。</p> <p>2-3-2-1 察覺植物根、莖、葉、花、果、種子各具功能。照光、溫度、溼度、土壤影響植物的生活，不同棲息地適應下來的植物也各不相同。發現植物繁殖的方法有許多種。</p> <p>5-3-1-1 能依據自己所理解的知識，做最佳抉擇。</p> <p>6-3-2-2 相信自己常能想出好主意來完成一件事。</p> <p>7-3-0-2 把學習到的科學知識和技能應用於生活中。</p>	五上自然康軒版 Ch.2 Sciencesaurus Supplementary readings



Social Studies

Social Studies at Kuei Shan is taught entirely within the PYP Program of Inquiry. Major conceptual ideas are developed over the entire primary curriculum, and inquiry is the main approach in the organization and selection of students' activities. We have developed the Social Studies strands from the IBPYP Social Studies Scope and Sequence documentation. They are:

Human systems and economic activities

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

Social organization and culture

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

Continuity and change through time

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

Human and natural environments

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Resources and the environment

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Although these strands are considered separately, in practice they are inextricably linked. Social Studies is essentially about people: how they think, feel and act; how they interact with each other; their beliefs, aspirations and pleasures; the problems they have to face; how and where they live (or lived); how they interact with their environment, the work they do and how they organize themselves.

All teaching and learning provides the opportunity to utilize and develop the transdisciplinary skills identified in *Making the PYP happen: A curriculum framework for international primary education* (2007). In addition to these, the social studies component of the curriculum also provides opportunities for students to develop a range of social studies skills and processes.

- a. **Formulate and ask questions about the past, the future, places and society**
- b. **Use and analyze evidence from a variety of historical, geographical and societal sources**
- c. **Orientate in relation to place and time**
- d. **Identify roles, rights and responsibilities in society**
- e. **Assess the accuracy, validity and possible bias of sources**



Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is concerned with the ongoing development and growth of our students in respect to feelings, beliefs and behaviors and how they interrelate. SEL is included in the curriculum in order to help students develop an understanding of how to manage and communicate their feelings; understand how their choices and practices can maintain their health and safety; develop an awareness of social norms and perspectives; build relationships and develop an appreciation of commonalities and differences; develop strategies to resolve conflicts; recognize rights and responsibilities towards others and the environment and develop self-management strategies to become successful learners. SEL is an essential and integral part of the curriculum; it is transdisciplinary in nature, yet needs to be thoroughly planned and carefully implemented. The students will develop knowledge and understanding in the three strands of **identity, active living, and interactions.**

Grade Four students learn to understand that a person's identity is shaped by a range of factors, such as the decisions he or she makes, and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. Learners understand that there are potential positive and negative outcomes for risk-taking behaviors and are able to identify these risks in order to maximize enjoyment and promote safety. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

All IB learners develop specific Approaches to Learning (ATL) skills alongside cognitive skills. Kuei Shan PYP stresses on the development of social skills and self-management skills, as these are essential abilities that need to be formed early on in life. See overall expectations below:

Self-management skills	ORGANIZATION	ORGANIZATION	STATES OF MIND	STATES OF MIND	REFLECTION / METACOGNITION
Grade 5	<p>ORGANIZATION I can practice agency (independence) to maintain a conducive learning environment.</p> <p><i>Look for:</i> 1. I can follow routines and norms without anyone reminding me. 2. I can step up to do something that is left unattended or unexpected without anyone telling me. 3. I volunteer to plan or do things that are necessary to make the classroom a good place for learning.</p>	<p>ORGANIZATION I can practice time management.</p> <p><i>Look for:</i> 1. I can go to school on time and enter the classroom on time after recess or lunch. 2. I can complete the homework and class work on time. 3. I can try to make a time plan for exam review. 4. I can follow the timeline the teacher provides when completing a project.</p>	<p>STATES OF MIND I show my emotions in a way that is helpful for others. (self-regulation)</p> <p><i>Look for :</i> 1. I can perceive my current emotions. 2. I can try and express my positive emotions to others. 3. I can use positive words and body language to express my negative emotions 4. I can help prevent or stop others from bullying.</p>	<p>STATES OF MIND I can work through disappointment. (resilience)</p> <p><i>Look for:</i> 1. I can practice self-motivation. 2. I can handle stress and anxiety and try again. 3. I can talk about why I'm disappointed and how I can change that feeling into something positive.</p>	<p>REFLECTION / METACOGNITION I can reflect on student agency in any aspect.</p> <p><i>Look for:</i> 1. I can self-assess my performance using the ATL skills. 2. I can see gradual improvement in my being independent through my reflection journal and actual performance.</p>



Social Skills	RESPECTING OTHERS	RESOLVING CONFLICT	SOCIAL INTELLIGENCE
Grade 5	<p>RESPECTING OTHERS I can demonstrate that I value other peoples' conflicting ideas.</p> <p><i>Look fors:</i></p> <ol style="list-style-type: none"> 1. I can listen to other people and try to understand them even if they seem different. 2. I can be sensitive to needs of others and be inclusive of all. 3. I can make eye contact with classmates and do not interrupt them when they are talking in small group discussions. 4. I can acknowledge someone's idea to be better than mine. 	<p>RESPECTING OTHERS I can act as a peacemaker and be open to difficult conversations to others.</p> <p><i>Look fors:</i></p> <ol style="list-style-type: none"> 1. I can moderate conflict between my peers and help them solve their argument/disagreement before going to teacher. 2. I can identify the interpersonal problem in written language. 3. I can be fair, open and flexible; I try not to take sides. 4. I can actively seek peaceful resolutions; I am conscious of any argument that may arise around me, and I try to stop it from aggravating. 	<p>SOCIAL INTELLIGENCE I understand how social norms in the classroom affect decision-making.</p> <p><i>Look fors:</i></p> <ol style="list-style-type: none"> 1. I can take on a variety of group and class roles that I may not enjoy (Collaborate productively on a project (group work, partner work, exhibition) with people I do not usually work with for class period or longer period of time.) 2. I can independently recognize and accept the implications of different roles. 3. I know different ways to come up with a group decision (ex. show of hands/voting, nominating, lottery, etc.)

Physical Education (PE)

Physical Education is concerned with the physical and health aspects of our students' development. It gives students the opportunity to learn about movement and through movement. Skills are developed through a wide variety of physical activities, designed to ensure maximum participation by all. The PE program also provides opportunities for cooperation, teamwork, decision making and problem solving. The students will develop knowledge and understanding in the strands of health-related activities, body control and spatial awareness, athletic activities, games, movement to music and adventure challenge.

In the upper elementary grades, students learn to understand the factors that contribute to a healthy lifestyle. They 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. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.



Music

The goal of music education is to enable every student to achieve a prescribed level of success in understanding and creating music. Our desire is to provide an opportunity for joyful and meaningful expression through singing, moving, and playing instruments, individually and in cooperation with others. The philosophies and methodologies of the Orff Schulwerk approach form the framework of music education at Kuei Shan.

In the upper primary grades, music is delivered in the Chinese language. Students in grades 4 to 5 focus on developing the ability to read musical symbols and applying their knowledge of musical elements through performances (singing, moving, playing instruments), creating and listening. In the 5th grade, students use standard scores and other forms of musical scores to sing and play, learning to use the symbols to create various forms of musical composition with Marching drums and Taiko drums. They explore the key factors that influence music in our past and present cultures. By the end of fifth grade, they are able to provide constructive feedback on their own and others' efforts.

Art

Visual art includes the development of creative skills, verbal and non-verbal expression, an awareness of the perspectives of others and aesthetic appreciation. Through visual arts, students can begin to construct an understanding of their community, their environment, their own feelings and emotions, and to develop their cultural awareness.

In visual arts class, students will develop knowledge and understanding in four strands: creative processes, elements and principles of art and design, reflection and appreciation of visual arts in society.

In the upper primary grades, students will understand that issues, beliefs, and values can be explored in arts. They will show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. Students will further develop their creative skills and be courageous to try out new forms of media or art. They will use strategies, based on what they know, to interpret arts and understand the role of arts in our world. Activities include:

- Drawing/painting with crayons, markers, and watercolor
- Contemporary art
- Graphic novel making
- Art interpretation and appreciation
- Mixed media art



五年級 PYP 音樂課程概述

*教學計劃可依據學生興趣和需求而改變

主題	中心思想	內容概覽	教學資源
我們是誰	透過了解我們的過去，我們可以明白我們是誰以及我們為什麼成為現在的模樣。	<p>本單元，學生將認識行進鼓及太鼓的特色及演奏方式。練習不同的記譜方式、鼓棒的運用技巧、隊型的變化，在國慶日和運動會中，展現班級鼓隊的團隊精神。接著，學生將接觸音樂劇。瞭解一齣音樂劇，不僅僅只有上台表演者，還包含道具製作者。學生將分工合作，有人演戲，有人設計道具，最後全班將合力以舞蹈、歌唱和戲劇，展現一齣表達生命力的音樂劇。</p> <p>學習表現：</p> <p>2-III-1 能使用適當的音樂語彙，描述各類音樂作品及唱奏表現，以分享美感經驗。</p> <p>1-III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。</p> <p>responding:</p> <p>-reflect on a variety of dramatic forms to identify new understandings within the arts</p> <p>-sing individually and in harmony</p> <p>creating:</p> <p>-create and perform a sequential drama that explores a particular issue by experimenting with different dramatic forms</p> <p>-create music that will be continually refined after being shared with others</p>	<p>行進鼓</p> <p>太鼓</p> <p>音樂劇</p>
我們如何表達自己	聲音可以引發我們身心裡特定的情緒。	<p>本單元，學生將認識不同的中國樂器，例如：堂鼓、鈸、拍板、笛子、揚琴、二胡等，辨識聲音、知道其在樂團裡的角色。學生也將學習「鑼鼓經」，以狀聲詞當作音符，依照口訣，敲打出正確的節奏。</p> <p>最後，學生會學習一首民謠，呈現過年時的熱鬧氣氛。</p> <p>學習表現：</p> <p>1-III-5 能探索並使用音樂元素，進行簡易創作，表達自我的思想與情感。</p> <p>2-III-7 能理解與詮釋表演藝術的構成要素，並表達意見。</p> <p>responding:</p> <p>-explore the role and relevance of music in their culture, its uses and associations through place and time</p>	中國樂器



		<p>creating:</p> <p>-incorporate the other arts and available resources in order to broaden their creative expression.</p>	
世界如何運作	經濟學在自然與社會之間製造衝突以實現可持續性。	<p>本單元，學生將依照自己的喜好和興趣，選擇聆聽一場音樂會，可能是電影音樂會、交響樂、或是他人的成果發表會，除了學習當一位卓越的觀眾，還要覺察自己在聆聽音樂會時的感受與想法。</p> <p>此外，學生將接觸不同的音樂科技媒材，探索不同的媒材能製作出的音樂效果。最後，與同儕夥伴共同完成一齣小短劇的背景配樂。</p> <p>學習表現：</p> <p>1-III-3 能學習多元媒材與技法，表現創作主題。</p> <p>2-III-3 能反思與回應表演和生活的關係。</p> <p>3-III-1 能參與、記錄各類藝術活動，進而覺察在地及全球藝術文化。</p> <p>responding:</p> <p>-explore the role and relevance of music in their culture, its uses and associations through place and time</p> <p>creating:</p> <p>-incorporate the other arts and available resources in order to broaden their creative expression.</p>	
我們如何組織自己	作為社會中活躍的公民，我們了解社會規範和法律，並在當地和全球範圍內和諧相處。	<p>本單元，學生將接觸不同合奏或合唱的團隊，從中學習藝術的表演，不單只是個人，還有團隊。要如何與其他配搭，學生需要練習聆聽與溝通。</p> <p>最後，學生依興趣分組，以合唱或是合奏的方式，展現音樂的優美、豐富，以及團隊的默契。</p> <p>學習表現：</p> <p>1-III-4 能感知、探索與表現表演藝術的元素、技巧。</p> <p>1-III-8 能嘗試不同創作形式，從事展演活動。</p> <p>2-III-7 能理解與詮釋表演藝術的構成要素，並表達意見。</p> <p>responding:</p> <p>-sing individually and in harmony</p> <p>-explore different artistic presentations that are innovative and their implications.</p> <p>creating:</p> <p>-present , in small groups, innovative musical performances on a selected issue</p>	<p>尋人啟事</p> <p>笑哈哈</p> <p>室內樂</p>



Assessment

In keeping with the school's assessment principles and the spirit of the IB Primary Years Program, assessment in the Early Years is geared toward improving, rather than simply documenting, student performance. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the program.

At Taipei Kuei Shan School, we strive to uphold academic integrity by delivering purposeful assessment for student and teacher use. The reason behind purposeful assessment is so that we can improve students' learning, track and diagnose student progress, and evaluate a program's effectiveness. It is important that all teachers be involved in using a variety of assessment strategies. These teachers should assess the common areas of the learner profile, attitudes and transdisciplinary skills. The information gathered is appropriately shared to promote the learning partnership of student, teachers, and parents. The reporting cycle includes:

- unit of inquiry summative assessment reports
- unit of inquiry report cards
- written report cards per semester
- reading evaluations per semester
- three-way conferences (parent-teacher-student)
- student-led conference



Student Name _____ Class Number _____ Date _____ **AVERAGE:** _____

3D Model + PowerPoint Presentation Rubric

	CRITERIA	CRITERIA DESCRIPTION	BEGINNER	NEEDS STRENGTHENING	CONSOLIDATING	PROFICIENT	ADVANCED
UNDERSTANDING / CONCEPTS	Causation (Social Studies)	Group shows understanding of the historical structure's purpose by accurately representing it as a 3D model and explaining in their PowerPoint Presentation how it was used by the civilization that built it.	1	2	3	4	5
	Connection (Science)	Group demonstrates understanding of what Earth's surface is composed of by identifying in their PowerPoint Presentation two building materials that were used in the historical structure and why they were used.	1	2	3	4	5
	Reflection (Social Studies)	學生透過中文寫作來展現他們對古代歷史的理解與反思。 Student shows understanding of the importance of uncovering ancient history by writing a learning reflection included in his/her Chinese informational text.	1	2	3	4	5
KNOWLEDGE	Writing Trait - Voice	Script for PowerPoint Presentation is written in grade-level appropriate language and included science terms.	1	2	3	4	5
	Writing Trait - Organization	Script for PowerPoint Presentation has sentence structure that flows well and is fluid.	1	2	3	4	5
	Science – Changes to structure	Script for PowerPoint Presentation explains how nature has changed the historical structure over time with use of appropriate science terms.	1	2	3	4	5
SKILLS	Research Skills – Collecting and organizing data	PowerPoint Presentation has two sources of information listed on the last slide (e.g. National Geographic Kids, Britannica School, website link, book, etc.).	1	2	3	4	5
	Communication skills – Viewing & reading	PowerPoint Presentation features images that are relevant to the historical structure and script.	1	2	3	4	5



LEARNER PROFILE/ ATTITUDES	Thinking skills – Acquisition & application of knowledge	Groupwork logbook records difficulties in finding and consolidating information and how those difficulties were overcome (e.g. difficulties in finding sources, understanding text, challenges in building 3D model, etc.).	1	2	3	4	5
	Social skills – Group decision making	Groupwork logbook records difficulties in working as a group and how those difficulties were overcome (e.g. challenges in delegating work, dealing with different opinions, communication problems. etc.).	1	2	3	4	5
	Inquirer	Second last slide of PowerPoint Presentation has two questions about civilization for further research.	1	2	3	4	5
	Courageous/ Confidence	Students appear comfortable and capable during PowerPoint Presentation.	1	2	3	4	5

Achievement Level Description (scoring rubrics)

- A Advanced 進階 - The student has demonstrated evidence of the learning outcomes in a variety of advanced ways and is applying higher level knowledge, skills, and understandings consistently. Learning is above expected level. 學生的學習成果已超過預期標準，能以多樣的方式展現更高階的學習成果，並一慣的應用知識和技能。
- P Proficient 精熟 - The student has demonstrated evidence of the learning outcomes in a variety of ways and is applying knowledge, skills, and understandings consistently and independently. Learning is at expected level. 學生的學習成果已達預期標準，能以多樣的方式展現學習成果，並一慣、獨立的學習知識和技能。
- C Consolidating 穩定 - The student has demonstrated evidence of the learning outcomes and is applying knowledge, skills, and understandings. Learning is at expected level but is not fully consistent or independent at this time. 學生的學習成果已達預期標準，但是尚未能一慣、獨立的學習。能展現學習成果，並能在知識、技能和理解上有所應用。
- NS Needs strengthening 加強 - The student has begun to demonstrate some evidence of the requirements of learning outcomes however applies limited knowledge, skills, and understandings. The student is working below expected level. 學生的學習成效低於預期標準，已開始展現部份學習成果，但在知識、技能和理解上仍是有限的。
- B Beginner 初階 - The student has not demonstrated any evidence of the requirements of learning outcomes and is struggling to grasp knowledge, skills, and understandings. The student is working below expected level. 學生的學習成效低於預期標準，尚未展現學習成果，並在知識、技能和理解上必須很奮力的去領會。
- NA Not applicable 不適用 - The student was unable to access the curriculum at this time because of absence or a modified program has been implemented for your child. 學生因缺席未參與課程，故無法評量。



Taipei Kuei Shan School Primary Years Program

November

27

Monday

Grade 5 Where we are in place and time

Duration: 2 Weeks

Central Idea: The study of earth reveals ancient human history and its patterns over time.

Summative Assessment Task: 3D Model and PowerPoint Presentation (Group work performance assessment)

Task Description:

In a group, research a historical structure from the past, *build* an accurate 3D model of it, and present:

- how the historical structure was used in the past (causation)
- two building materials that were used to make the historical structure (connection)
- how nature has changed the historical structure over time (reflection)

There are five parts to this task: (A) the 3D model, (B) a PowerPoint Presentation, (C) a script to go with the PowerPoint Presentation, and (D) a Groupwork Logbook that tells about the work your group did to finish this task. (E) A 500-600-word informational text in Chinese about your chosen ancient civilization.

(A) The 3D model must:

- (1) include details that make it look like the real historical structure

(B) The PowerPoint Presentation must:

- (1) be between 6 – 9 slides
- (2) have the name of the historical structure on the **first slide**
- (3) explain how the historical structure was used in the past
- (4) identify two (2) building materials used in the historical structure and why they were used
- (5) list two (2) research questions about the historical structure on the **second to last slide**
- (6) have at least two (2) sources of information listed on the **last slide**
- (7) **only** have pictures on every slide except for the first, last, and second last slides
- (8) have each member of the group present part of the presentation and finish in 8 minutes or less

(C) The script for the PowerPoint Presentation must:

- (1) be written in **your own words**
- (2) tell how nature has changed the historical structure over time



(3) have a part written for each slide

(4) have each member of the group write a part, include use of science terms learned from the first two units of inquiry

(D) The Groupwork Logbook must:

(1) have Post-It notes written by each group member telling about the work they did to finish this task

(2) tell about the challenges in completing this task

(E) The 500-600-word Chinese informational text must:

(1) include historical information on your chosen ancient civilization using 5W2H (who, what, when, where, why, how long, how many/much)

(2) include your reflection on how you view the value of uncovering ancient history

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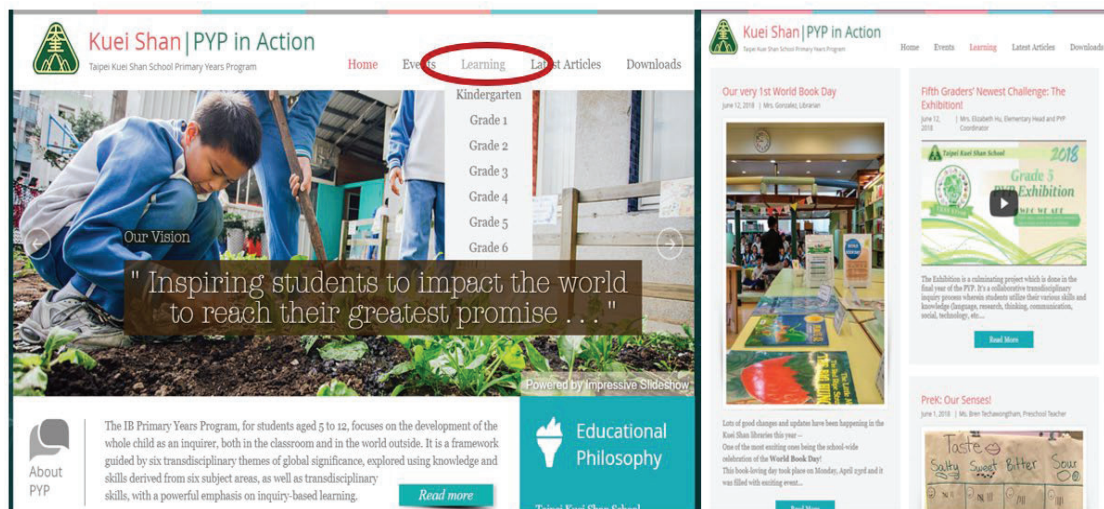


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• Curriculum information 課程內容

* PK-5 curriculum overview



Transformed: *by the renewing of the mind*

Rigorous: *academic pursuits*

United: *life-giving community*

Twined: *heritage with globalization*

Holistic: *balanced development*