

# Global Stage

## Primary Years Program

Mapping

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# Global Stage and the PYP

## About the PYP

The International Baccalaureate Primary Years Program (PYP) places students at the center of all learning, recognizing the agency of each student in having voice, choice and ownership of their learning. This vision is supported by a framework that is transdisciplinary—one that makes connections between, across, and beyond traditional subject area boundaries. This leads students to a deeper commitment to local and global communities and the opportunities and challenges they are presented with. Learning in the PYP places emphasis on conceptual understanding of ideas that are important and relevant to people in all contexts. To ensure students experience depth of learning, inquiry is the predominant approach used in PYP schools.

**Global Stage** is well placed to support a PYP school's vision for language learning. It has been developed for an international audience, providing an English-language resource that recognizes the diversity and interconnectedness of people in an increasingly multicultural world. This comprehensive language and literacy series presents a wide range of ideas that illustrate and celebrate the people, cultures, and environments that make up our world. Along with situating language learning within relevant contexts, this resource also places important emphasis on supporting students in *how they learn*, providing a range of strategies that empower students to be responsible for their learning.

## The Core Elements of the PYP

### International-Mindedness

The development and demonstration of international-mindedness is a significant goal for IB World Schools offering the PYP. Embedded in the concept of international-mindedness is the idea that there are different ways of thinking, being, and acting. This emphasis on international-mindedness throughout a learning community “aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” (IB, 2017)

This IB goal aligns with **Global Stage**'s range of English-language materials. **Global Stage** understands that in order to thrive in an increasingly interconnected and multicultural world, learners need to have opportunities in their learning to engage with ideas and texts (written, visual, and audio) that address a full range of perspectives.

### IB Learner Profile

The IB learner profile is often referred to as international-mindedness in action. The attributes of the learner profile describe capacities and dispositions that help with intellectual, personal, emotional, and social development. They have relevance across all aspects of life, both within school and beyond, leading to students becoming active members of the global community who demonstrate respect and care for themselves and others, along with the world around them.

## The Core Elements of the PYP

### IB Learner Profile (continued)

The learner profile attributes can support many areas of learning, including transdisciplinary units of inquiry and subject-specific inquiries. As such, the learner profile attributes can be used to support learning through the **Global Stage** series. For example, through **Global Stage**, students are encouraged to be:

<b>Inquirers</b>	As they work independently and with others to engage with texts that support their learning and connect to their interests
<b>Knowledgeable</b>	As they develop as language learners, meeting knowledge and skills that support their learning
<b>Thinkers</b>	As they engage with multi-modal texts and apply critical and creative thinking skills to help them understand them
<b>Communicators</b>	As they develop and apply both productive (writing, speaking, presenting) and receptive (reading, listening, viewing) skills through their learning
<b>Principled</b>	As they are presented with questions that require them to make and justify decisions
<b>Open-Minded</b>	As they explore a range of texts that present different perspectives and experiences
<b>Caring</b>	As they make connections between the ideas presented in the texts and the types of actions that could be taken in response to them
<b>Risk-Takers</b>	As they participate in learning experiences that require them to express themselves in a language that is new or not as familiar as their home language
<b>Balanced</b>	As they meet a wide range of written, visual and audio texts, and respond to them using different language modes
<b>Reflective</b>	As they reflect on the ideas presented in the texts as well as how they feel about their learning

**Global Stage** in Practice: The fictional characters and real-life people we meet in **Global Stage** texts provide us with examples of how others can demonstrate the attributes of the learner profile. Try asking students to think about the attributes that a particular character is demonstrating or is in need of developing.

**Global Stage** in Practice: The language of the learner profile can be used when setting the tone for learning environments. For example, they can form the basis of learning agreements or class treaties. They can also be useful when students are giving and receiving feedback on their approach to learning through **Global Stage**:

- “I really appreciate the way Ji Hoo has been a risk-taker by sharing his thinking.”
- “Thank you, Gabi, for being a balanced learner by writing your thoughts so well but also by acting them out for us.”
- “Noa, thank you for sharing your perspective on that idea. For your next step you could be open-minded to think about whether it is the same for others and why that might be.”

## The Core Elements of the PYP

### Transdisciplinary Themes

The transdisciplinary themes are another feature of the PYP that facilitate the development of international-mindedness. The themes and their descriptors articulate our common humanity and are a starting point for PYP students' inquiries. Through the program of inquiry, students explore conceptual understandings embedded in central ideas and engage with knowledge and skills that support them in building "an understanding of themselves, the wider community, and the world." (IBO, 2018)

**Global Stage** overtly addresses a commitment to looking at our shared humanity throughout its texts. The series starts with developing an awareness and understanding of diversity in the world, with specific questions built in to encourage reflection on their place in it on a personal level. This includes looking at children in different countries, in particular how their lives are similar or different from the students' own, and what this diversity might mean for them. Later, the emphasis is on developing empathy and respect. It also encourages students to think about their place in, and being active in, communities in the world. The different contexts explore connections between people as well as between people and the environment. As the series progresses, the texts continue to explore themes relevant to the experience of students, but extend the contexts beyond communities to global issues.

**Connections between the PYP transdisciplinary themes and the contexts used in *Global Stage* units are identified later in these notes.**

### Approaches to Learning

The IB Approaches to Learning (ATL) are implicitly and explicitly present in learning and teaching in the PYP. The categories of skills that make up the ATL come under five headings: social, self-management, thinking, research, and communication. The categories are interrelated with the skills designed to support inquiry and concept-driven learning, both in transdisciplinary and subject-specific contexts. Throughout their time in the PYP, students are encouraged to think about how they learn and what their next steps in their learning process might be. As such, students gain agency and self-regulate their learning, setting themselves up as lifelong learners.

In addition to the deliberate emphasis on English language learning and the knowledge and skills associated with this, **Global Stage** recognizes the importance of skills and dispositions similar to those presented in the ATL.

In particular:

**Social and Emotional Learning (SEL)** connects to the ATL categories of self-management and social skills (Collaborative for Academic, Social, Emotional Learning (CASEL), 2017).

**Global Stage** supports the belief that helping students develop their social and emotional skills gives them the agency to employ behaviors that will lead to positive personal development and professional success. In the texts, there is deliberate emphasis on one or more of the SEL areas:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

**21st Century Skills** connects to the ATL categories of research, thinking, and communication skills ("Framework for 21st Century Learning", Partnership for 21st Century Skills, 2017).

#### Creativity

Built into **Global Stage** are opportunities for students to think and work creatively: brainstorming, building on each other's ideas, refining and improving on ideas, implementing ideas, and innovating. There are also opportunities for students to respond to their learning creatively, such as through speaking, writing, singing, performing, drawing, and making.

#### Critical Thinking

There are opportunities to reason effectively (deductively and inductively), analyze and evaluate, synthesize and make connections, interpret information and draw conclusions, reflect critically, solve problems, and ask pertinent questions to stimulate further inquiry.

#### Communication

The materials naturally have a primary focus on communication; lessons offer activities to help students develop their communication skills through learning to clearly articulate their thoughts and ideas, listen effectively for meaning and intention, and communicate appropriately in different situations and for different purposes.

#### Collaboration

In addition to group tasks and projects, there are info-gap activities and collaborative games where the students need to work together in order to achieve a common goal.

**Connections between the ATL and the skills presented in *Global Stage* are identified for your reference later in these notes.**

## The Core Elements of the PYP

### Agency and Action

Learner agency is central to learning in the PYP. Students with agency “use their own initiative and will, and take responsibility and ownership of their learning.” (“PYP: *From Principles into Practice*”, IBO, 2018) They have a strong sense of self, which supports them in their interactions with, and understanding of, others and the world they live in.

Action, as it is represented in the PYP, is a direct outcome of learner agency. In an environment where learner agency is promoted, action is student initiated and can happen at any time. Through taking action, either individual or collective, students come to understand the responsibilities connected to being internationally minded and a member of local and global communities.

**Global Stage** reflects a commitment to UNESCO’s Global Citizenship Education (GCE) and as such the series has incorporated a thread by this name that runs throughout. As part of this, students are presented with learning experiences and questions that support them in taking action in their home and local communities, and in becoming “active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.” (UNESCO, 2019)

### Inquiry-based Learning

The predominant learning and teaching approach in the PYP is inquiry. Inquiry can take many different forms including play-based learning, experimentation, exploration, problem posing, and problem solving, testing and retesting theories, and drawing conclusions that may lead to new inquiries. In all its forms, students have the opportunity to work individually and collaboratively to pose questions and present wonderings, and they show through their actions that they are agentic inquirers with the curiosity and desire to understand issues and ideas of global significance.

By committing to GCE, **Global Stage** presents teachers and students with a wide range of materials addressing issues of real-world significance. As such, its units can often be connected to units of inquiry from a PYP school’s program of inquiry. The tasks within each **Global Stage** unit draw on methodologies, such as Visible Thinking Routines, which are open ended in nature and encourage critical and creative thinking.

**Global Stage** in Practice: As you consider connections between **Global Stage** and PYP units of inquiry, think about whether the **Global Stage** unit will support learners:

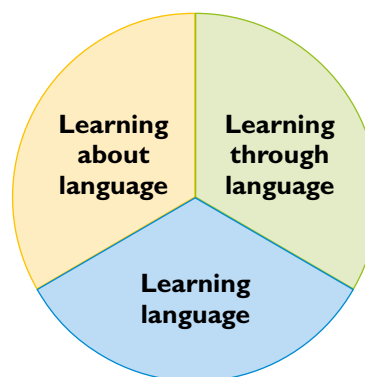
- prior to a unit of inquiry – providing opportunities to engage in vocabulary and thinking about the big ideas of an upcoming unit
- during a unit of inquiry – connecting directly to the central idea, line/s of inquiry or concepts as a unit is in progress; providing support for students’ own related inquiries
- after a unit of inquiry – giving students a chance to follow up on their inquiries, or to revisit and engage with particular concepts, knowledge and skills.

### Language

A culture of language learning is foundational to a PYP learning community. Language learning includes home and family languages, the languages of the school, additional languages, and literacy. Language learning:

- supports personal development, including our sense of identity
- supports cognitive development
- contributes to the development of international-mindedness
- is an important factor in the process of becoming effective inquirers
- facilitates communication and interactions in simple and complex ways

Learning and teaching in the PYP reflects an interconnected relationship between learning language, learning about language, and learning through language (“*PYP: From Principles into Practice*”, IB, 2018). The following table illustrates these aspects of language learning and how **Global Stage** supports each area.



What Is It?	PYP Teachers Support This Aspect By...	Global Stage Supports This Aspect By...
<b>Learning Language</b> (for example, learning a new word)	<p>Making use of prior knowledge and skills, including home languages</p> <p>Planning for language learning across all areas of the curriculum</p> <p>Supporting learners with strategies for language learning, (e.g. ATL, visual aids, collaborative groups, modeling, etc.)</p>	<p>Presenting transdisciplinary and subject-specific contexts for learning that connect to the experiences and prior knowledge of learners</p> <p>Offering a range of strategies that support how students learn, (e.g. Visible Thinking Routines; graphic organizers; modeling through audio, visual, and technology aids; etc.)</p>
<b>Learning through Language</b> (for example, reading a text to get information)	<p>Planning for making meaning through multiple modes (listen, read, speak, perform, write, and view)</p> <p>Ensuring a range of resources that will give students access to concepts, knowledge and skills relevant to the context</p> <p>Drawing on and connecting to students' other languages in support of new learning (translanguaging)</p>	<p>Presenting a range of texts for listening, reading and viewing, including video and audio, websites, interactive features</p> <p>Building on contexts throughout the series, providing a range of access points that could support inquiries</p> <p>Including contexts that make connections to the cultures and languages of a range of people; open-ended questions that could bring in students' other languages and backgrounds</p>
<b>Learning about Language</b> (for example, learning how to spell a word)	<p>Sharing and fostering a love of language through a wide range of text types and modes</p> <p>Planning for the development of specific literacy skills through relevant contexts</p> <p>Creating an environment which is rich in the languages of the community and where connections can be made to how language works</p>	<p>Presenting a wide range of text types for exploration (including stories, factual texts, cartoons, poems, songs, instructions, etc.)</p> <p>Presenting tasks that focus on the development of specific literacy skills</p> <p>Creating resources and tasks that draw on and connect to the realities of students, (e.g. the use of digital texts which present information in written, visual, and audio formats)</p>

## Global Stage in More Detail

Each level of **Global Stage** is supported by three books: a Language Book, a Literacy Book, and a Teacher's Book. The three books work together to provide a comprehensive English language learning experience for students.

The Language Book and the Literacy Book are for use by students.

### Language Book

A **Language Book** consists of ten units, each with seven lessons per unit. The lessons focus on developing fundamental language skills appropriate to the stage of the student, as well as developing their understanding of how language works. As part of each unit, students engage with new vocabulary in the “Unit Opener” and through the “Global Citizenship” lesson, try out grammar structures in “Explore Language”, learn and practice their speaking, presenting and writing skills through the “Talk About It”, “Take the Stage” and “Write About It” lessons, and respond to a “Think It Over” component that encourages students to reflect on their learning. Some revision engagements are provided, including a “Put It Together” game at the end of every two units, as well as play scripts that incorporate language learned in other units.

**UNIT 2 What Lives Here?**

**D Look and write.**

Biomes	Animals	Climate
forest		hot
		cold

**E Listen and complete. Then watch and sing.**

**Different Homes**  
Where on Earth do you live? Where on Earth is your home?  
The climate, plants, and animals make your biome your home.

The 1 desert is hot and dry  
Not much can grow on the land  
But the 2 camel walks through the sand.  
The 3 cheetah has no trees  
It's cold but small flowers grow  
And the 4 wolf plays in the snow.

The 5 grass has tall, tall grass  
It's dry and the wind is strong  
And the 6 camel runs all day long.  
The 7 forest is full of green trees  
The sun shines warm and bright  
But the 8 wolf sleeps until night.

**A Listen and find. Which four biomes do the girls see?**

**B Listen, say, and number the pictures in A.**

**C Close your eyes. Listen, visualize, and say.**

Vocabulary The World Around Us

This example of a “Unit Opener” from **Language Book 3** shows how vocabulary describing different biomes is introduced. There are listening links included as part of each lesson.

**PYP connection:** This connects to global issues and the transdisciplinary theme of *Sharing the Planet*.

This “Write About It” example from **Language Book 4** shows how students can be both learning about language (e.g. pronouns) and learning through language (e.g. ideas about how people use rivers).

**PYP Connection:** This context for learning may connect to the transdisciplinary themes *Sharing the Planet* or *How the World Works*. It also relates to ATL – research skills.

**Write About It**

**A Read the fact file. Circle the pronouns.**

**Fun Amazon Facts**

- The Amazon River is in South America and runs through Ecuador, Venezuela, Bolivia, Brazil, Colombia, and Peru.
- It is the second longest river in the world, at about 6,400 km long.
- The river starts in the mountains of Peru and flows into the Atlantic Ocean in Brazil.
- There are about 3,000 different kinds of fish in the Amazon River.
- The Amazon is also the home of the anaconda. It is one of the longest snakes in the world. Green anacondas are the largest of the species. They can grow to around 9 m long.
- In 2007, a man named Martin Strel swam the Amazon River. He spent up to ten hours a day in the water, for 66 days!
- The Amazon's largest city is called Belém.
- Around 400–500 different groups of people live in the rainforest near the river.

**B Look at A. Complete.**

Pronoun	Noun
It	The Amazon River
It	
They	
He	

**C Plan. Read the facts about Niagara falls. Then match.**

one of the largest waterfalls in the world visitors from all over world  
Nik Wallenda walked across the falls on a rope 30 million visitors a year  
between Canada and the USA flows at about 56.3 km per hour

- What?
- Where?
- Who?
- Who?
- How many?
- How fast?

**D Write your fact file.**

Paragraph Building: Pronouns: A Fact File


Reflect (Use pronouns when possible?)



**Global Citizenship**

**How can communities save water?**

**A** Listen to Tarek talk to his uncle about the Aswan High Dam. When did building start on the dam?




**B** Listen, say, and number the pictures in A.

**C** Read and complete.


hose   canals   bucket   drought   banks   irrigate

It's important to save water, especially in places where it doesn't rain much and where there's a 1 drought. To save water, you can collect rainwater in a 2 bucket. Then you can use it to 3 irrigate crops, or water your plants with a 4 hose. The opposite is true in areas where there water flows over the 5 banks. The opposite is true in areas where there water flows over the 6 drought.

**D** Now listen to Mesi and Tarek. Are the traditional water inventions still in use today?



Mesi, Malawi



Tarek, Egypt

**E** Listen again. Write *True* or *False*.

- William is African. True
- He saw how to make a windmill in a newspaper.
- The windmill helps farmers water their crops.
- The shaduf is a modern invention.
- On Tarek's uncle's farm, they don't use the shaduf anymore.
- The electric machine waters the crops every day in the summer.

**How do people in your community save water? Why is it important not to waste water?**

This "Global Citizenship" example from **Language Book 4** shows how students engage with global issues and learn the related vocabulary.

**PYP Connection:** This context connects to the transdisciplinary themes *Sharing the Planet* or *How the World Works*. ATL – communication skills are reinforced through the listening activities.

This "Take the Stage" example from **Language Book 3** shows how students use different strategies to support how they learn; in this case, it is graphic organizers that lead to the presentation of informative posters. (Note, there are both video and audio links included as part of some lessons.)

**PYP Connection:** This supports development of ATL – self-management and communication skills.

**Take the Stage**

**A** Watch and listen. Would you like to live in Rania's biome?



**B** Watch again. Check (✓) the phrases you hear.

- I'm going to talk about its climate, plants, and animals.
- Let me tell you about the sun forest.
- The climate is hot and wet.
- The plants are tall and green.
- One special plant is the super-sunflower.
- All the animals sleep in the trees at night.
- One special animal is the sunkey.
- I like my home best because it's the sunniest place of all.

**C** Plan. Think about your dream biome. Write.



**D** Prepare your presentation. Use your ideas from C and phrases from B.

**Introduction**  
This is my dream biome...

**Middle**  
The climate is...

**Ending**  
My dream biome is the best because...

**E** Practice with a friend. Then share with your class.

**Reflect**  
(Did I point to my poster and look at the audience? Yes/No)

**Think It Over** UNIT 1

How well did you meet the challenge of Unit 1? Read and respond.

## My Planning Sheet

We're all good at some things. I'm good at ...

And we all need to improve some things. I need to work on ...

We can always work to improve. Even when we are good at something, we can get better! My plan to improve my English is ...

If my plan works, then I'll ...

I'll know my plan is working when ...

**Helpful Reminders:** I'm Sofia. I'm in Year 4 for things and I'm kind of funny. But what's healthy about my life? Find out in Unit 2!

This "Think It Over" example from **Language Book 6** shows how students are encouraged to reflect on what they have learned, how they have learned it and what their next steps might be.

**PYP Connection:** This supports agentic learners engaged in self-assessment and reflection processes.

## Literacy Book

In the **Literacy Book** there are two texts – one fiction and one nonfiction – that are read and explored in depth through a series of lessons. Built into the lessons are opportunities to develop social-emotional skills, work independently and collaboratively, and practice strategies for creative and critical thinking through Visible Thinking Routines (Harvard Project Zero). The lessons take a guided reading approach as follows:

- 1 **Get Ready to Read**  
Establishing a connection to the content or context and introducing new reading skills.
- 2 **Reading**  
Guiding students through the text.
- 3 **Explore the Reading**  
Post-reading and analysis of the text and its features through a range of suggested activities, including a phonics, spelling, or literary term focus depending on level.
- 4 **Think Together**  
A reflection task where students make connections between the two texts wraps up the unit.

**TIP:** Detailed support notes for guiding students through this process are provided in the Teacher's Book.

This “Get Ready to Read” example from **Literacy Book 2** shows how students’ prior knowledge is activated through the use of visuals and discussion questions.

**PYP Connection:** This relates to the *Who We Are* transdisciplinary theme and ATL – social skills.

These examples of fiction and nonfiction texts from the same unit in **Literacy Book 5** both connect to the idea of cycles within particular eco-systems.

**PYP Connection:** Stories relate to the transdisciplinary themes of *How the World Works* or *Sharing the Planet*.

**Explore the Reading**

A Think and write five things that happen in a forest fire. Then trade with a partner. Check (✓) Plants or Animals.

	Plants	Animals
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>

B Think, discuss, and write. What is the author's opinion of forest fires? How can you tell?

C Think and write. What happens to each part of a forest in a fire?

- Canopy
- Understory
- Forest Floor

This example of an “Explore the Reading” lesson from **Literacy Book 5** offers students the chance to connect to scientific messages in the text they have read.

**PYP Connection:** This shows the ATL in action, in particular the skills involved in research, thinking and communication.

This example of a “Think Together” lesson from **Literacy Book 5** offers students an opportunity to draw some conclusions about their reading, and reflect on their learning through the unit. Note the use of Visible Thinking Routine to support their reflections.

**PYP Connection:** ATL – research. Supports agentic learners engaged in self-assessment and reflection processes.

**Think Together** UNIT 3

How do we use clues to solve problems?

A Read and check. Then discuss. Who might use these techniques?

Technique	Modern Forensic Scientists	Sherlock Holmes
Checking an email trail on a laptop	<input type="checkbox"/>	<input type="checkbox"/>
Studying a footprint in the dirt	<input type="checkbox"/>	<input type="checkbox"/>
Testing the DNA found on a glass	<input type="checkbox"/>	<input type="checkbox"/>
Studying a person's clothes	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>
Looking at the GPS on a cell phone	<input type="checkbox"/>	<input type="checkbox"/>
Investigating a fingerprint on a window	<input type="checkbox"/>	<input type="checkbox"/>

B Read the puzzle. Do a Think, Pair, Share.

**Puzzle:** Kerra wants to find Jade's house. Jade gives Kerra some clues. Use the clues to find the right house.

**Clues:**

- The number of Jade's house is between 30 and 50.
- Jade's house is an odd number.
- If you add the two digits of the number together they equal less than 10.
- The number can be divided by nine.

C Write your own puzzle. Trade and solve.

**My Reading Journal**

Questions I still have after the unit are ...

What did you find surprising about solving crime?

Go back to page 41. What new thoughts do you have to share?

### What Connects the Language and Literacy Books?

The learning context of each unit in the **Language Book** is the same as the learning context in the equivalent unit in the **Literacy Book**. For example, the context for learning in unit 6 of **Language Book** and **Literacy Book 4** is around concepts of survival or emergencies. In the **Language Book**, the language of actions in the outdoors is one of the focus points, while in the **Literacy Book** a story about a girl in an unfamiliar situation is one of the texts to be read.

**UNIT 6 Ready for Anything**

A Listen and find. What was David looking for in the trees?

survive  rope  swing  shelter  dive  crawl  build  put up  tent  hammock

B Look and write.

- \_\_\_\_\_ along the ground
- \_\_\_\_\_ into the sea
- swung on a \_\_\_\_\_
- \_\_\_\_\_ a tent, a hammock, took a shower
- built a \_\_\_\_\_
- \_\_\_\_\_ on a desert island

C Listen and complete. Then watch and sing.

**Desert Island Plan**

We can't \_\_\_\_\_ in a desert island. It will be very hot.

We can get up to 2 \_\_\_\_\_ between two trees.

On 3/4 \_\_\_\_\_ in the sun.

We can find some wood and 4 \_\_\_\_\_ a boat.

We can't 5 \_\_\_\_\_ into the sea. If we're lucky, we will catch some fish. Oh, how happy we will be!

We can swing on a 6 \_\_\_\_\_ that is covered.

Down from the highest trees.

We can pick up leaves, and sticks, and stones.

Build a 7 \_\_\_\_\_ for you and me.

(Language Book 4, pages 74–75)

**Fiction**

**PANIC or Calm?**

Alex pushed on the door. It was locked. She couldn't get in. She rang the doorbell. Where was Mum? The house was empty and her cell phone was dead.

Then, the whole street went dark. Every light in the city died. It was a power outage.

Alex's heart began to beat fast. She suddenly felt scared.

**What is the difference between panicking and staying calm?**

**STOP.**

What do I do? thought Alex. She could hear Mr. Bryan, her teacher, say, "Have you ever wanted to panic? Don't! Spell out STOP: S-T-O-P." Mrs. Smith "let down," remembered Alex. She sat down in the backyard and took a deep breath. "It's only a power outage," she said. "I can handle this. I can do this."

T. Think. Where is Mum? Alex wondered. She remembered Mum saying something about the car being fixed at the repair shop. Mum had to take the bus.

**Words in Context**

Find these words in the reading. What do you think they mean?

locked power outage handle this spare gasped blushed stuck

(Literacy Book 4, pages 98–99)

There is no order in which you should approach each unit. You can start with either the Language lessons or the Literacy lessons, or move easily between the two depending on your students' needs.

**Global Stage** has identified a set of competencies that link to academic and personal development. These competencies connect to the IB learner profile as well as the ATL. These are identified for the different lessons in each student book and are represented by icons in the footer section (see example).

**Me**  
Activities that develop social and creative skills and consider lifestyle choices. 

**Act**  
Activities that help develop a sense of social responsibility, mutual understanding, tolerance and ethical behavior. 

**Think**  
Activities that develop thinking skills to explain, infer, classify, discuss, notice, and discover. 

**Learn**  
Activities that foster learning autonomy and help develop learning strategies. 

**Communicate**  
Activities that promote interpersonal and collaborative skills to develop teamwork, leadership, empathy, and responsibility. 

2  I'm going to be your server.


3  Would you like something to drink?



4  First, choose your main green vegetable.

5  I want to try black beans!

6  I'd like some fruit, please.

7  What about carbohydrates?




 server
  waiter/waitress

**Pronunciation** /fr/ and /bl/

friendly fruit from blog black blue

What other words do you know with these sounds?

**82** Conversation Talking About a Menu; /fr/ and /bl/ 

## Teacher's Books

The **Teacher's Book** supports you in planning how to engage students in learning English through the student books and related materials. In the Teacher's Book, you will find detailed scope and sequences of learning within each unit.

Unit	Vocabulary	Explore Language	Global Citizenship	Speaking	Writing	International English	Literacy Book
<b>6</b> Look What I Made page 74	<b>Art and Physical Characteristics</b> beard, box, curly, drawing, jewelry, mask, mustache, painting, sculpture, string <b>Short Adjectives</b> building, clean, hard, messy, new, noisy, quiet, soft, thick, well <b>Song</b> Get Creative	<b>Comparatives:</b> Short Adjectives <b>Superlatives:</b> Short Adjectives	Which famous places in the world are amazing? <b>Listening Skills</b> Listening for gist and details.	<b>Presentation</b> Giving Instructions <b>Pronunciation</b> /g/ and /k/	<b>Spelling</b> Comparative and superlative endings <b>Product</b> A Personal Profile	US: jewelry, mustache, clean UK: jewellery, moustache, tidy	<b>Story</b> The Superstar <b>Informational Text</b> Visit Gault's World <b>Reading Skill</b> Identifying Fact and Opinion
<b>Put It Together</b> Review Units 5 and 6: Race to the Museum							
<b>7</b> We're a Team page 88	<b>Activities</b> ating, baking, climbing, horseback riding, kayaking, sailing, skating, singing, waterskiing, windsurfing, yoga <b>Working with Others</b> borrow, club, community, give, help, each other, share, take turns, trade, work together <b>Song</b> Teamwork Is Number One	<b>Telling the Time</b> Modal Verbs: can for permission, requests, and offers	How do people work as a team in different communities? <b>Listening Skills</b> Listening for gist and details.	<b>Conversation</b> Deciding What to Do <b>Pronunciation</b> /h/ and /f/	<b>Sentence Building</b> Imperatives <b>Product</b> Team Game Instructions	US: horseback riding, biking, trade UK: horse-riding, cycling, swap	<b>Informational Text</b> Great teamwork <b>Story</b> It's Mine <b>Reading Skill</b> Predicting Endings
<b>8</b> You're My Hero page 100	<b>Sports and Long Adjectives</b> difficult, exciting, generous, patient, popular, rare, strong, tennis, track and field, volleyball <b>Attributes</b> beautiful, brave, friendly, helpful, intelligent, interesting, mean, selfish, thoughtful <b>Song</b> Who's Your Hero?	<b>Comparatives:</b> Long Adjectives <b>Superlatives:</b> Long Adjectives	Who are heroes around the world? <b>Listening Skills</b> Listening for gist and details.	<b>Conversation</b> Taking Turns and Playing Games <b>Pronunciation</b> /oʊ/ and /aʊ/	<b>Sentence Building</b> I think...because <b>Product</b> A Hero Profile	US: track and field, math UK: athletics, maths	<b>Biography</b> in First Place <b>Play</b> A New Hero <b>Reading Skill</b> Understanding Characters

(Teacher's Book 2, Language Scope and Sequence)

Unit	Vocabulary	Explore Language	Global Citizenship
<b>6</b> Look What I Made page 74	<b>Art and Physical Characteristics</b> beard, box, curly, drawing, jewelry, mark, mustache, painting, sculpture, straight <b>Short Adjectives</b> bustling, close, hand, messy, new, noisy, quiet, soft, thick, tall <b>Song</b> Get Creative	Comparatives: Short Adjectives Superlatives: Short Adjective	Which famous places in the world are connected? <b>Listening Skills</b> Listening for gist and details.
<b>7</b> We're a Team page 88	<b>Put It Together</b> <b>Review Units 5 and 6 (Go to the Museum)</b> <b>Activities</b> acting, being, climbing, horseback riding, learning, sailing, sharing, singing, water skiing, whistling, yip/yip <b>Working with Others</b> bottle, club, community, give, help, each other, shoes, talk, team, work, work together <b>Song</b> Teamwork is Number One	Telling the Time Modal Verb can for permission, requests, and offers	How do people work as a team in different communities? <b>Listening Skills</b> Listening for gist and details.
<b>8</b> You're My Hero page 100	<b>Spells and Long Adjectives</b> difficult, exciting, generous, patient, popular, race, strong, terms, tick and tick, unhappy! <b>Adjectives</b> beautiful, brave, friendly, helpful, intelligent, interesting, quick, selfish, thoughtful <b>Song</b> Which Your Hero?	Comparatives: Long Adjectives Superlatives: Long Adjectives	Who are heroes around the world? <b>Listening Skills</b> Listening for gist and details.

**Global Stage** in Practice: When looking to make connections to ideas being explored through transdisciplinary PYP units of inquiry:

- in the Language scope and sequence, refer to the columns of Vocabulary and Global Citizenship
- in the Literacy scope and sequence, refer to the Social and Emotional Learning, Key Concept and Content area columns

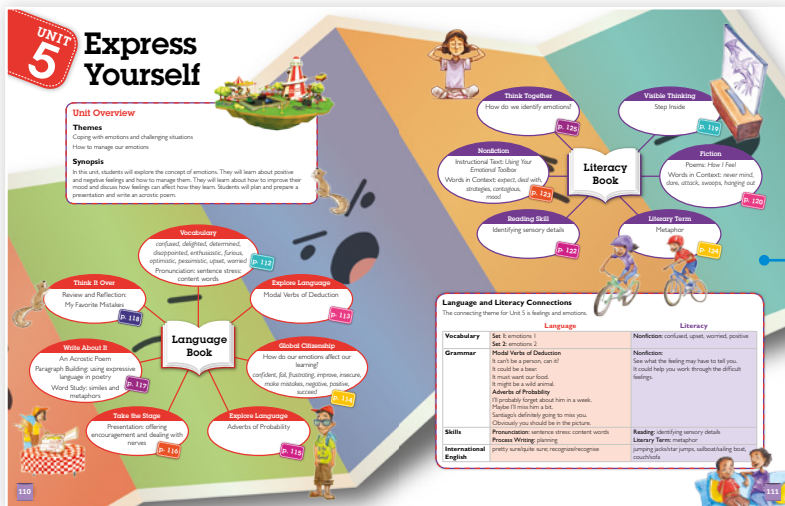
(Note, the key concepts identified in this resource are not the same as PYP key concepts. Instead, they refer to a driving question that helps illuminate learning.)

## (Teacher's Book 2, Literacy Scope and Sequence)

Following on from the scope and sequences is a comprehensive section dedicated to introducing **Global Stage** and all related materials. You will find support for how to use the two student books along with more details about the pedagogy that underpins the program. This section also includes information about:

- how to use the student app (**Navio**)
- Visible Thinking Routines
- interactive language games
- cooperative learning routines
- managing the program in the classroom
- differentiation of learning

From here, the **Teacher's Book** unpacks each unit of language learning, beginning with a unit overview where connections between **Language Book** and **Literacy Book** are clearly made.



**Global Stage** in Practice: In the unit overview pages, specific reference is made to the themes and synopsis of the unit. This is a useful place to look for connections to the ideas being explored in transdisciplinary PYP units of inquiry.

## (Language and Literacy overview for Unit 5, in Teacher's Book 5)

Each lesson from the **Language Book** and the **Literacy Book** is fully described in the **Teacher's Book** with step-by-step details of how to progress. Materials for students from the student app **Navio**, the Resource Bank (e.g. blackline masters for student writing) and the Enhanced Teachers E-Book (ideas for differentiation) are identified for each lesson.

There are many possible connections between **Global Stage** units and the transdisciplinary elements of the PYP. The tables that follow give an indication where there are strong links to specific transdisciplinary themes, ATL, and IB learner profile attributes. As you make decisions, consider whether you are looking for materials that will support student learning prior to, during or following a unit of inquiry.

LEVEL 1 Unit Synopsis	Possible Connections to Transdisciplinary Theme	Approaches to Learning	Learner Profile Attribute
<p><b>Unit 1: Meet My Family</b></p> <p>Students will describe family members, look at different ways to spend time with family, and think about how families help each other. They will plan and prepare a presentation about their family and write a description about a special person using target vocabulary and grammar from the unit.</p>	<p>Who We Are</p> <p>Where We Are in Place and Time</p>	<p>Research (information literacy)</p> <p>Communication (exchanging information, literacy)</p>	<p>Caring</p> <p>Balanced</p>
<p><b>Unit 2: This Is Delicious</b></p> <p>Students will find out where food comes from, learn about healthy eating, and think about why food is different in different countries. They will plan and prepare a conversation about buying food and write a food survey using target vocabulary and grammar from the unit.</p>	<p>Who We Are</p> <p>How the World Works</p> <p>How We Organize Ourselves</p>	<p>Research (literacy)</p> <p>Communication (exchanging information, literacy)</p> <p>Thinking (critical)</p>	<p>Knowledgeable</p> <p>Communicators</p> <p>Balanced</p>
<p><b>Unit 3: Play with Me</b></p> <p>Students will learn about a famous toymaker, find out how old toys can be recycled, and think about ways to play without toys. They will plan and prepare a conversation about which toys to play with, and write an ad using target vocabulary and grammar from the unit.</p>	<p>How We Express Ourselves</p> <p>How the World Works</p>	<p>Thinking (creative-thinking)</p> <p>Social (interpersonal relationships and collaboration)</p> <p>Self-Management (states of mind)</p>	<p>Inquirers</p> <p>Open-Minded</p>
<p><b>Unit 4: Animals Are Awesome</b></p> <p>Students will read a poem about animals, talk about how animals are special, and learn how to compare and contrast. They will plan and prepare a presentation about a favorite animal and write an animal fact file using target vocabulary and grammar from the unit.</p>	<p>Sharing the Planet</p>	<p>Research (information literacy, media literacy)</p> <p>Self-Management (organization)</p>	<p>Knowledgeable</p> <p>Caring</p>
<p><b>Unit 5: Where Are My Shoes</b></p> <p>Students will find out how bedrooms around the world are similar or different from theirs, think about what they can do to locate belongings, and discuss who they can ask for help. They will plan and prepare a presentation about their own bedroom and write a description about their dream bedroom using target vocabulary and grammar from the unit.</p>	<p>How We Organize Ourselves</p> <p>Who We Are</p>	<p>Self-Management (organization, states of mind)</p>	<p>Principled</p> <p>Reflective</p>

<p><b>Unit 6: Look What I Can Do</b></p> <p>Students will find out about different sports and activities, think about their strengths and weaknesses, and explore the importance of diversity. They will plan and prepare a conversation about a playdate and write a description about family activities using target vocabulary and grammar from the unit.</p>	<p>Who We Are</p> <p>How We Express Ourselves</p> <p>How We Organize Ourselves</p>	<p>Self-Management (states of mind)</p> <p>Social Skills (interpersonal relationships and collaboration)</p>	<p>Reflective</p> <p>Risk-Takers</p> <p>Open-Minded</p>
<p><b>Unit 7: Look Around</b></p> <p>Students will answer some riddles about interesting places, practice giving directions, and think about how important it is to have trees and flowers. They will plan and prepare a presentation about their town and write a description about a fantasy town using target vocabulary and grammar from the unit.</p>	<p>How We Organize Ourselves</p> <p>Where We Are in Place and Time</p>	<p>Thinking (critical, creative, reflection)</p>	<p>Reflective</p> <p>Balanced Thinkers</p>
<p><b>Unit 8: Let's Go Home</b></p> <p>Students will talk about daily routines, describe where things are, and learn how homes can be different. They will plan and prepare a presentation about their perfect day and write a description about a crazy house using target vocabulary and grammar from the unit.</p>	<p>How We Organize Ourselves</p> <p>Where We Are in Place and Time</p>	<p>Thinking (critical, creative, reflection)</p> <p>Research (information literacy)</p> <p>Communication (literacy)</p>	<p>Inquirers</p> <p>Open-Minded</p>
<p><b>Unit 9: We're Working Hard</b></p> <p>Students will think about why people have jobs, explore what it means to be a volunteer, and discuss ways they can help people in their community. They will plan and prepare an interview and write about a job they want to do using target vocabulary and grammar from the unit.</p>	<p>How We Organize Ourselves</p> <p>Sharing the Planet</p>	<p>Social (interpersonal relationships and collaboration)</p> <p>Communication (exchanging information)</p>	<p>Inquirers</p> <p>Reflective Communicators</p>
<p><b>Unit 10: It's Party Time</b></p> <p>Students will plan a party, find out how people celebrate in different countries, and talk about why people celebrate together. They will plan and prepare a conversation about asking for things and write party invitations using target vocabulary and grammar from the unit.</p>	<p>How We Express Ourselves</p> <p>Who We Are</p>	<p>Thinking (creative)</p> <p>Social (interpersonal relationships and collaboration)</p> <p>Self-Management (organization)</p>	<p>Communicators</p> <p>Inquirers</p>

LEVEL 2 Unit Synopsis	Possible Connections to Transdisciplinary Theme	Approaches to Learning	Learner Profile Attribute
<p><b>Unit 1: What Does it Do?</b></p> <p>Students will explore how and why people invent things, how technology impacts our lives, and how children learn in different ways around the world. They will plan and prepare a presentation about technology and write a technology survey using target vocabulary and grammar from the unit.</p>	<p>How the World Works</p> <p>How We Organize Ourselves</p>	<p>Thinking (critical, creative, transfer, reflection)</p>	<p>Inquirers</p> <p>Knowledgeable</p> <p>Thinkers</p>
<p><b>Unit 2: Thank You</b></p> <p>Students will learn about different kinds of food, find out how and why communities celebrate harvest, and think about different ways we can express gratitude. They will plan and prepare a conversation about online shopping and write a description about food using target vocabulary and grammar from the unit.</p>	<p>How We Express Ourselves</p> <p>Who We Are</p>	<p>Social (interpersonal and collaboration, developing social-emotional intelligence)</p> <p>Research (media literacy)</p>	<p>Caring</p> <p>Balanced</p> <p>Reflective</p>
<p><b>Unit 3: It Keeps Changing</b></p> <p>Students will learn about how animals can change, explore the effect climate change is having on our world, and find out about clean cars. They will plan and prepare a conversation about animals that change and write a postcard using target vocabulary and grammar from the unit.</p>	<p>How the World Works</p> <p>Sharing the Planet</p>	<p>Thinking (critical)</p> <p>Research (information literacy)</p> <p>Communication (exchanging information, literacy)</p>	<p>Knowledgeable</p> <p>Principled</p> <p>Communicators</p>
<p><b>Unit 4: What Happened?</b></p> <p>Students will learn about key historical events, look at how events can impact on our lives, and think about significant events in our own lives. They will plan and prepare a presentation about an important day and write event description using target vocabulary and grammar from the unit.</p>	<p>Where We Are in Place and Time</p>	<p>Research (information literacy)</p> <p>Communication (exchanging information, literacy)</p>	<p>Reflective</p> <p>Knowledgeable</p> <p>Caring</p>
<p><b>Unit 5: Let's Go Back</b></p> <p>Students will find out how life in Ancient Egypt was different from today, what we can learn about people from time capsules, and where we can go to learn about the past. They will plan and prepare a presentation about an imaginary dinosaur and write a diary entry using target vocabulary and grammar from the unit.</p>	<p>Where We Are in Place and Time</p>	<p>Thinking (critical)</p> <p>Research (information literacy)</p>	<p>Inquirers</p> <p>Thinkers</p> <p>Knowledgeable</p>
<p><b>Unit 6: Look What I Made</b></p> <p>Students will learn about amazing places around the world, find out about a famous architect, and think about where people get their ideas from. They will plan and prepare a presentation about making a collage and write a personal profile using target vocabulary and grammar from the unit.</p>	<p>Where We Are in Place and Time</p> <p>How We Express Ourselves</p>	<p>Thinking (creative)</p> <p>Self-Management (organization)</p>	<p>Communicators</p> <p>Open-Minded</p> <p>Risk-Takers</p>



<p><b>Unit 7: We're a Team</b></p> <p>Students will find out about team projects in different communities, explore symbiotic relationships in nature, and think about what it means to be a good team member. They will plan and prepare a conversation about team activities and write some team game instructions using target vocabulary and grammar from the unit.</p>	<p>Who We Are</p> <p>How We Organize Ourselves</p>	<p>Self-Management (organization, states of mind)</p> <p>Social (interpersonal relationships and collaboration, social-emotional intelligence)</p> <p>Communicating (exchanging information, literacy)</p>	<p>Principled</p> <p>Open-Minded</p> <p>Risk-Takers</p> <p>Communicators</p>
<p><b>Unit 8: You're My Hero</b></p> <p>Students will learn about a famous athlete, find out about different heroes around the world, and think about personal heroes. They will plan, prepare and play a superhero game and write a hero profile using target vocabulary and grammar from the unit.</p>	<p>Where We Are in Place and Time</p> <p>How We Express Ourselves</p>	<p>Self-Management (states of mind)</p> <p>Thinking (creative)</p> <p>Communication (literacy)</p>	<p>Risk-Takers</p> <p>Principled</p> <p>Balanced</p>
<p><b>Unit 9: Do You Live Here?</b></p> <p>Students will think about different castles around the world, learn the names for different parts of a castle, and talk about emotions. They will plan and prepare a presentation about their dream castle and write a picture story, using target vocabulary and grammar from the unit.</p>	<p>How We Express Ourselves</p> <p>Where We Are in Place and Time</p>	<p>Self-Management (organization, states of mind)</p> <p>Social (social-emotional intelligence)</p> <p>Communication (literacy)</p>	<p>Reflective</p> <p>Balanced</p>
<p><b>Unit 10: Are We There Yet?</b></p> <p>Students will read a book about famous journeys, find out how different children around the world travel to school, and talk about their own school journeys. They will plan and prepare a conversation about a future trip and write an email using target vocabulary and grammar from the unit.</p>	<p>Where We Are in Place and Time</p>	<p>Communication (literacy, ICT)</p> <p>Research (media literacy)</p>	<p>Inquirers</p> <p>Risk-Takers</p> <p>Open-Minded</p>

<b>LEVEL 3</b> <b>Unit Synopsis</b>	<b>Possible Connections to Transdisciplinary Theme</b>	<b>Approaches to Learning</b>	<b>Learner Profile Attribute</b>
<b>Unit 1: I Love Reading</b> Students will explore why reading is important. They will learn about different types of books and how we can learn from them. They will discuss the benefits of sharing books, and also the benefits of libraries as places to learn and as social places. Students will plan and prepare a conversation recommending a book and write a book report.	How We Express Ourselves Who We Are	Thinking (critical, creative, transfer, reflection)	Inquirers Knowledgeable Balanced
<b>Unit 2: What Lives Here?</b> Students will explore how plants, animals, and humans are connected in our world. They will learn about different biomes and their characteristics, and explore the importance of respecting and looking after living things and places in nature. Students will plan and prepare a presentation describing a biome and write instructions on how to grow a plant.	Sharing the Planet How the World Works	Research (information literacy) Communication (literacy) Social (social emotional intelligence)	Principled Caring
<b>Unit 3: How Much Is It?</b> Students will explore the uses and value of money. They will learn about different types of money and how it has changed. They will discuss the different ways of spending and saving money and explore the theme of shopping. Students will plan and prepare a conversation about buying a present and write an anecdotal paragraph.	How We Organize Ourselves	Social (social-emotional intelligence) Self-Management (organization, states of mind)	Principled Reflective Caring
<b>Unit 4: We Can Do It</b> Students will explore how teamwork can help us. They will look at how performances can bring people together and learn about the different roles in a theatre performance. Students will plan and prepare a presentation about a performance and write a diary entry on the topic.	Who We Are How We Organize Ourselves	Communication (exchanging information, literacy) Self-Management (organization, states of mind) Social (interpersonal relationships and collaboration)	Balanced Communicators Open-Minded
<b>Unit 5: Make Some Noise</b> Students will explore the different types of sounds and noises we can hear in our world. They will learn about the sounds different objects make and discover how music and musical instruments can affect our emotions and bring people together. Students will prepare a conversation discussing school subjects and write a description.	How the World Works How We Express Ourselves	Communication (exchanging information, literacy) Thinking (creative, transfer, reflection)	Inquirers Balanced Communicators

<p><b>Unit 6: That Looks Good</b></p> <p>Students will explore how important it is to have a balanced diet to stay healthy. They will learn about different types of food and their benefits to our bodies and think about different recipes. Students will prepare a conversation about a menu and write a report about an experiment.</p>	Who We Are	<p>Research (information literacy)</p> <p>Communication (literacy, ICT)</p>	<p>Balanced Thinkers</p> <p>Reflective</p>
<p><b>Unit 7: How Can We Help?</b></p> <p>Students will explore how we can help each other in a disaster. They will learn about different natural disasters and how to act in an emergency. They will discuss the theme of people who help us and think about how we can prepare for natural disasters. Students will plan and prepare a presentation about an important helper and write a story ending on the topic.</p>	How We Organize Ourselves	<p>Research information (literacy)</p> <p>Communication (literacy)</p> <p>Thinking (critical, transfer)</p>	<p>Thinkers</p> <p>Communicators</p>
<p><b>Unit 8: Under the Sea</b></p> <p>Students will explore the theme of sea life and how we can protect it. They will learn about different kinds of fish and sea creatures and examine their patterns. They will also discuss the dangers to coral reefs and how we can protect the sea and its life. Students will plan and prepare a presentation about an endangered animal and write a concrete poem.</p>	Sharing the Planet	<p>Thinking (critical, creative, transfer)</p> <p>Research (information literacy)</p> <p>Communication (literacy, ICT)</p>	<p>Caring Thinkers</p> <p>Inquirers</p>
<p><b>Unit 9: What's the Matter?</b></p> <p>Students will explore the topic of health. They will learn about different illnesses and treatments and how to give advice. They will discuss the importance of keeping clean and what to do when we're sick. Students will plan and prepare a conversation giving health advice and write a letter to a friend.</p>	Who We Are Sharing the Planet	<p>Research (information literacy)</p> <p>Communication (literacy)</p>	<p>Inquirers</p> <p>Thinkers</p> <p>Reflective</p>
<p><b>Unit 10: Don't Push the Button</b></p> <p>Students will explore how technology can make our lives easier. They will learn about machines and how they work, and how people invent new things. Students will plan and prepare a presentation about something they made and write a story about a girl who makes something.</p>	How the World Works	Thinking (critical, creative, transfer, reflection)	<p>Open-Minded</p> <p>Inquirers</p> <p>Risk-Takers</p>

<b>LEVEL 4</b> <b>Unit Synopsis</b>	<b>Possible Connections to Transdisciplinary Theme</b>	<b>Approaches to Learning</b>	<b>Learner Profile Attribute</b>
<p><b>Unit 1: Let's Start with Art</b></p> <p>Students will learn about different types of art and ways to describe art. They will find out about how art can help in communities and how to compose a good picture. They will plan and prepare a conversation to describe a piece of art and write a cinquain poem using target language from the unit.</p>	<p>How We Express Ourselves</p>	<p>Thinking (critical, creative, reflection)</p>	<p>Reflective Balanced Communicators</p>
<p><b>Unit 2: How Late Is It?</b></p> <p>Students will learn about different experiments and ways of measuring time. They will think about the importance of time and how being able to measure time can help people. They will learn about timelines and words to describe time. They will plan and prepare a presentation giving advice about using time and write instructions for an experiment using target language from the unit.</p>	<p>How the World Works Where We Are in Place and Time</p>	<p>Research (information literacy) Communication (literacy)</p>	<p>Knowledgeable Inquirers</p>
<p><b>Unit 3: Be My Friend</b></p> <p>Students will learn about emotions, friendship, and what it means to be a good friend. They will find out about some very special friendships and look at why people experience certain emotions. They will plan and give a presentation about a good friend and write an email to a friend about their feelings using target language from the unit.</p>	<p>Who We Are</p>	<p>Communication (exchanging information, ICT) Social (interpersonal relationships and collaboration, social-emotional intelligence) Self-Management (states of mind)</p>	<p>Caring Communicators Principled</p>
<p><b>Unit 4: What's Up There?</b></p> <p>Students will learn about space and space exploration. They will find out about the first man in space and think about why it is important for us to learn about space. They will plan and prepare a conversation about making presentations and will write a magazine interview, practicing question words and using target language from the unit.</p>	<p>Where We Are in Place and Time</p>	<p>Thinking (transfer, reflection) Communication (exchanging information, literacy, ICT) Self-Management (organization)</p>	<p>Knowledgeable Communicators</p>
<p><b>Unit 5: So That's How They Did It</b></p> <p>Students will learn about Vikings and how people in the past used to trade and travel. They will learn about the Silk Road and think about why people used to trade and how travel has changed over the years. They will plan and prepare a conversation to practice trading and negotiating and write a character profile of a Viking to learn how to give examples.</p>	<p>Where We Are in Place and Time How We Organize Ourselves</p>	<p>Research (information literacy) Communication (exchanging information, literacy) Self-Management (states of mind)</p>	<p>Inquirers Principled Risk-Takers</p>

<p><b>Unit 6: Ready for Anything</b></p> <p>Students will learn how to survive outdoors, find out about what to do in an emergency, and think about how teamwork is important for outdoor survival. They will plan and prepare a conversation about buying a present for a friend and write a postcard about a summer camp using target language from the unit.</p>	<p>How We Organize Ourselves</p> <p>Who We Are</p>	<p>Self-Management (organization, states of mind)</p> <p>Social (interpersonal relationships and collaboration)</p> <p>Thinking (critical, creative, transfer, reflection)</p>	<p>Risk-Takers</p> <p>Principled Thinkers</p>
<p><b>Unit 7: Every Last Drop</b></p> <p>Students will learn about the water cycle, find out about different kinds of technology that provide clean water and think about how communities can save water. They will plan and prepare a presentation comparing two pictures and write a fact file about Niagara Falls using target language from the unit.</p>	<p>How the World Works</p> <p>Sharing the Planet</p>	<p>Research (information literacy)</p> <p>Communication (literacy)</p> <p>Thinking (critical, creative)</p>	<p>Inquirers</p> <p>Knowledgeable</p> <p>Balanced</p>
<p><b>Unit 8: Lights, Camera, Action</b></p> <p>Students will learn about different movie genres and find out about what movies can teach us and the role of different team members when making movies. They will plan and prepare a presentation to give a movie review and will plan and write a movie script using target vocabulary and grammar from the unit.</p>	<p>How We Express Ourselves</p>	<p>Thinking (critical, creative)</p> <p>Communication (literacy, ICT)</p> <p>Self-Management (organization)</p>	<p>Reflective Communicators</p>
<p><b>Unit 9: The World of Tomorrow</b></p> <p>Students will learn about different features of cities and find out about how cities connect people and transportation of the future. They will plan and prepare a presentation about cities of the future and will write the ending of a futuristic story using target language from the unit.</p>	<p>How We Organize Ourselves</p> <p>Where We Are in Place and Time</p>	<p>Social (interpersonal relationships and collaboration, social-emotional intelligence)</p> <p>Thinking (creative, transfer)</p>	<p>Open-Minded Thinkers</p>
<p><b>Unit 10: Use Your Senses</b></p> <p>Students will learn about the different senses, look at whether some senses are more important than others, and learn about animals with special senses. They will plan and prepare a conversation to describe an object using different senses and write a description using target language from the unit.</p>	<p>How the World Works</p>	<p>Research (information literacy)</p> <p>Communication (literacy, exchanging information)</p>	<p>Knowledgeable</p> <p>Inquirers</p>

<b>LEVEL 5</b> <b>Unit Synopsis</b>	<b>Possible Connections to Transdisciplinary Theme</b>	<b>Approaches to Learning</b>	<b>Learner Profile Attribute</b>
<p><b>Unit 1: Let's Get Moving</b></p> <p>Students will explore why sports are important. They will learn about unusual sports and their rules. They will discuss the benefits of sports and how sports can help bring people together. Students will plan and prepare a conversation suggesting different sports and write an instructional flyer.</p>	<p>Who We Are</p> <p>How We Organize Ourselves</p>	<p>Communication (exchanging information, literacy)</p> <p>Self-Management (organization, states of mind)</p> <p>Social (interpersonal relationships and collaboration)</p>	<p>Open-Minded</p> <p>Balanced</p> <p>Communicators</p>
<p><b>Unit 2: Circles of Life</b></p> <p>Students will explore the importance of protecting nature. They will learn about animals and their life cycles. They will discuss how we can help protect animals and how life cycles represent change. Students will plan and prepare a presentation about a problem and solution, and write an infographic.</p>	<p>Sharing the Planet</p> <p>How the World Works</p>	<p>Research (information literacy, media literacy, ethical use of media)</p> <p>Thinking (critical, creative, transfer, reflection)</p>	<p>Caring</p> <p>Inquirers</p> <p>Thinkers</p>
<p><b>Unit 3: Figure it Out</b></p> <p>Students will explore the concept of crime. They will learn about how to investigate and prevent crime. They will discuss how we can use our powers of observation to help prevent crime and how we use clues to solve problems. Students will plan and prepare a conversation about how engaged they are with their neighborhood and write a crime story.</p>	<p>Sharing the Planet</p> <p>How the World Works</p>	<p>Thinking (critical thinking)</p> <p>Research (information literacy, media literacy, ethical use of media)</p>	<p>Inquirers</p> <p>Principled</p>
<p><b>Unit 4: When I Grow Up</b></p> <p>Students will explore the topic of jobs. They will learn about the qualifications and skills required in different jobs. They will discuss the importance of all jobs and how businesses are useful to society. Students will plan and prepare a job interview and write a biography.</p>	<p>How We Organize Ourselves</p> <p>Who We Are</p>	<p>Self-Management (organization, states of mind)</p> <p>Social (interpersonal relationships and collaboration)</p> <p>Communication (Exchanging information, ICT)</p>	<p>Communicators</p> <p>Reflective</p> <p>Risk-Takers</p>
<p><b>Unit 5: Express Yourself</b></p> <p>Students will explore the concept of emotions. They will learn about positive and negative feelings and how to manage them. They will learn about how to improve their mood and discuss how feelings can affect how they learn. Students will plan and prepare a presentation and write an acrostic poem.</p>	<p>Who We Are</p> <p>How We Express Ourselves</p>	<p>Self-Management (organization, states of mind)</p> <p>Social (interpersonal relationships and collaboration, social-emotional intelligence)</p> <p>Thinking (reflection)</p>	<p>Balanced</p> <p>Risk-Takers</p>

<p><b>Unit 6: Go Green</b></p> <p>Students will explore the concept of being environmentally friendly. They will learn about how our lifestyle affects the environment and what we can do to look after our planet. They will learn about the consequences of plastic to people and animals. Students will plan and prepare a presentation and write a persuasive essay.</p>	<p>Sharing the Planet</p>	<p>Research (information literacy, media literacy, ethical use of media)</p> <p>Communication (literacy)</p> <p>Thinking (critical, creative, transfer, reflection)</p>	<p>Inquirers</p> <p>Knowledgeable</p> <p>Caring</p>
<p><b>Unit 7: In Safe Hands</b></p> <p>Students will explore the concept of emergencies. They will learn about first aid and how to help in an emergency. They will learn about the importance of volunteers and discuss how they can help others locally. Students will plan and prepare a presentation telling a story and write a flyer.</p>	<p>Who We Are</p> <p>How We Organize Ourselves</p>	<p>Self-Management (organization, states of mind)</p> <p>Social (interpersonal relationships and collaboration, social-emotional intelligence)</p> <p>Thinking (transfer)</p>	<p>Caring</p> <p>Knowledgeable</p> <p>Risk-Takers</p>
<p><b>Unit 8: Way Back Then</b></p> <p>Students will explore ancient civilizations. They will learn about discoveries and inventions and how we have learned from past civilizations. They will learn about how we have developed knowledge and ideas to solve problems. Students will plan and prepare a presentation about the present from a future perspective and write an informative article about a historical place.</p>	<p>Where We Are in Place and Time</p>	<p>Research (information literacy)</p> <p>Communication (exchanging information, literacy, ICT)</p>	<p>Thinkers</p> <p>Inquirers</p> <p>Knowledgeable</p>
<p><b>Unit 9: Tell Me a Story</b></p> <p>Students will explore the concept of stories and storytelling. They will learn about the importance of stories and how they help us connect with people. They will learn about the different features of stories and think about different ways of telling stories. Students will plan and prepare a conversation and write a story.</p>	<p>How We Express Ourselves</p> <p>Who We Are</p>	<p>Thinking (critical, creative)</p> <p>Communication (literacy)</p> <p>Social (social emotional intelligence)</p>	<p>Open-Minded</p> <p>Reflective</p> <p>Communicators</p>
<p><b>Unit 10: Why Was it Made?</b></p> <p>Students will explore the concept of design and problem solving. They will learn about the importance of good design and how it can affect different people. They will learn about why we need design and how it can help us solve problems. Students will plan and prepare a conversation and write a letter of complaint.</p>	<p>Where We Are in Place and Time</p> <p>How the World Works</p>	<p>Thinking (critical, creative, transfer, reflection)</p> <p>Communication (exchanging information, literacy, ICT)</p> <p>Research (information literacy)</p>	<p>Open-Minded</p> <p>Thinkers</p> <p>Risk-Takers</p>

<b>LEVEL 6</b> <b>Unit Synopsis</b>	<b>Possible Connections to Transdisciplinary Theme</b>	<b>Approaches to Learning</b>	<b>Learner Profile Attribute</b>
<p><b>Unit 1: Keep in Touch</b></p> <p>Students will explore the importance of technology in our day-to-day lives. They will learn about online safety and fake news. They will discuss how children their age use the internet and learn how communication technology has evolved over time. Students will write a fact-based article and plan and prepare a conversation discussing a blog post.</p>	<p>Where We Are in Place and Time</p> <p>How the World Works</p> <p>How We Organize Ourselves</p>	<p>Research (information literacy, media literacy, ethical use of media)</p> <p>Communication (literacy, ICT)</p> <p>Self-Management (states of mind)</p>	<p>Principled</p> <p>Communicators</p> <p>Open-Minded</p>
<p><b>Unit 2: Time for a Change</b></p> <p>Students will explore what a healthy lifestyle entails. They will learn about healthy habits and how to make positive changes in their day-to-day routines. They will discuss eating habits and how a balanced diet can have a positive impact on our performance in school and sports, and on our overall mood. Students will write a diary entry and plan and prepare a presentation about young people and adults leading stressful lives.</p>	<p>Who We Are</p>	<p>Thinking (critical)</p> <p>Research (information literacy)</p> <p>Communication (exchanging information, literacy)</p> <p>Social (interpersonal relationships and collaboration)</p> <p>Self-Management (states of mind, organization)</p>	<p>Balanced</p> <p>Inquirers</p> <p>Risk-Takers</p>
<p><b>Unit 3: Dream Big</b></p> <p>Students will discuss their dreams and ambitions. They will learn about the importance of perseverance in order to achieve their goals in life. They will discuss how children can make a positive impact and help solve the world's problems. Students will plan and write a cause-and-effect article. They will also have a discussion to gather ideas about celebrating Universal Children's Day.</p>	<p>Who We Are</p> <p>Sharing the Planet</p>	<p>Thinking (creative, reflection)</p> <p>Research (media literacy)</p> <p>Communication (literacy, ICT)</p> <p>Self-Management (organization, states of mind)</p>	<p>Reflective</p> <p>Risk-Takers</p> <p>Thinkers</p>
<p><b>Unit 4: How's That Possible?</b></p> <p>Students will discuss solved and unsolved mysteries related to natural places, as well as legends. They will study various theories behind each mystery, and they will be encouraged to form their own. They will read about two case studies and learn from the scientific investigations and conclusions. They will read a story and write the beginning of their own story. They will discuss the importance of exploring what we don't understand and they will give a presentation about a natural place and its mysteries.</p>	<p>How the World Works</p>	<p>Thinking (critical, transfer)</p> <p>Research (information literacy)</p> <p>Communication (exchanging information, literacy)</p>	<p>Inquirers</p> <p>Knowledgeable</p> <p>Thinkers</p>



<p><b>Unit 5: What Is Art?</b></p> <p>Students will describe paintings and discuss elements and features of different kinds of art. They will hear about the Statue of Liberty and discuss works of art that represent their country. They will read mini sagas and write their own mini saga based on a painting. They will also prepare a welcome speech for a school event.</p>	<p>How We Express Ourselves</p>	<p>Thinking (critical, creative)</p> <p>Communication (exchanging information, literacy)</p>	<p>Open-Minded</p> <p>Reflective</p> <p>Knowledgeable</p> <p>Inquirers</p>
<p><b>Unit 6: It's Your Turn</b></p> <p>Students will explore different kinds of traditional and modern games, rules and strategies. They will discuss how games can help children learn about other ways of life. They will look at game rules and write a for-and-against article. Students will have a conversation about games and practice negotiating and compromising.</p>	<p>Where We Are in Place and Time</p> <p>Who We Are</p>	<p>Thinking (creative, transfer)</p> <p>Social (interpersonal relationships and collaboration)</p> <p>Communication (exchanging information)</p>	<p>Communicators</p> <p>Principled</p> <p>Balanced</p>
<p><b>Unit 7: All About Ads</b></p> <p>Students will learn about the world of advertising. They will think about marketing strategies, what ads sell, and how ads persuade the audience. They will discuss the advantages and disadvantages of advertising and write an opinion essay. Students will practice interviewing each other and talk about their qualities, skills and experience.</p>	<p>How We Express Ourselves</p> <p>How We Organize Ourselves</p>	<p>Thinking (critical, creative, reflection)</p> <p>Research (media literacy, ethical use of media)</p> <p>Communication (literacy, ICT)</p> <p>Social (interpersonal relationships and collaboration)</p> <p>Self-Management (organization, states of mind)</p>	<p>Principled</p> <p>Knowledgeable</p> <p>Balanced</p> <p>Reflective</p>
<p><b>Unit 8: What Are the Odds?</b></p> <p>Students will look at numbers in a different way and think about the beauty that lies in numbers, shapes and symmetry. They will learn about the sun and solar eclipses. They will discuss how math links to our lives and how it can help to solve problems. Students will prepare and write a biography. They will also give a presentation using visuals and try to motivate their audience.</p>	<p>How We Organize Ourselves</p>	<p>Research (information literacy)</p> <p>Communication (exchanging information, literacy, ICT)</p> <p>Self-Management (organization, states of mind)</p>	<p>Risk-Takers</p> <p>Inquirers</p> <p>Thinkers</p>

<p><b>Unit 9: Make Up Your Mind</b></p> <p>Students will explore decision-making skills and collaborative decision making. They will think about different ways of making decisions, and they will reflect on how their current decisions affect their future. They will also think about how their decisions affect people around them. Students will prepare and write an instructional article. They will also have a conversation about a day out, inviting others to contribute their ideas.</p>	<p>Who We Are</p> <p>How We Organize Ourselves</p>	<p>Thinking (critical, creative, transfer, reflection)</p> <p>Social (interpersonal relationships and collaboration)</p> <p>Self-management (organization, states of mind)</p> <p>Communication (literacy)</p>	<p>Thinkers</p> <p>Communicators</p> <p>Principled</p> <p>Open-Minded</p> <p>Risk-Takers</p> <p>Reflective</p>
<p><b>Unit 10: Take the Lead</b></p> <p>Students will learn about leaders and leadership skills. They will think about how confident they are taking the lead and work on projects that inspire them to lead others. They will discuss the importance of leadership and write a blog post proposing a school program or event. Students will practice giving a presentation in pairs, giving causes and effects and sounding positive.</p>	<p>Who We Are</p> <p>How We Organize Ourselves</p>	<p>Thinking (critical, creative, transfer, reflection)</p> <p>Communication (exchanging information, literacy, ICT)</p> <p>Social (interpersonal relationships and collaboration, social-emotional intelligence)</p> <p>Self-Management (organization, states of mind)</p>	<p>Risk-Takers</p> <p>Thinkers</p> <p>Communicators</p> <p>Principled</p>