



International School of Nanshan Shenzhen

Grade 1 Unit of Inquiry Summary for 2020-2021

UNIT TIMELINE	Dates: Aug - Oct	Dates: Oct - Nov	Dates: Nov - Jan	Dates: Feb - March	Dates: March - April	Dates: May - June
TRANSDISCIPLINARY THEME	<p style="text-align: center;">Who We Are</p> <p>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.</p>	<p style="text-align: center;">How We Organize Ourselves</p> <p>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.</p>	<p style="text-align: center;">How We Express Ourselves</p> <p>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</p>	<p style="text-align: center;">Where We Are In Place And Time</p> <p>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.</p>	<p style="text-align: center;">How The World Works</p> <p>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 on society and on the environment.</p>	<p style="text-align: center;">Sharing The Planet</p> <p>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</p>
UNIT TITLE	Who We Are As Learners	Communities	Stories	Homes	Earth and Natural Events	Living Things
CENTRAL IDEA	People can acquire many skills and reflect on their learning	A community is a shared space where members work towards a common purpose	Stories are told to entertain others	Homes may change depending on various factors	Natural disasters change our Earth and environment	Living things are dependent on each other and the environment
LINES OF INQUIRY	<p>An inquiry into</p> <ol style="list-style-type: none"> 1.Our behaviors as learners 2.Our learning mindsets 3.Skills that help us learn 	<p>An inquiry into</p> <ol style="list-style-type: none"> 1.Different types of communities 2.How communities meet the needs of its members 3. Services needed to support a community 	<p>An inquiry into</p> <ol style="list-style-type: none"> 1.Different kinds of stories 2.Different elements of a story 3.How stories are told in different ways 	<p>An inquiry into</p> <ol style="list-style-type: none"> 1.Different homes 2.Features of homes past and present 3.Factors that influence where people live 	<p>An inquiry into</p> <ol style="list-style-type: none"> 1.Natural disasters 2.Events on earth and natural disasters 3.How communities respond to their changing environment 	<p>An inquiry into</p> <ol style="list-style-type: none"> 1.Classification of living things 2.How living things change 3.Connection through food chains
KEY CONCEPTS	Causation Responsibility Connection	Form Function Connection	Connection Form Perspective	Form Change Causation	Form Causation Responsibility	Form Change Connection
RELATED CONCEPTS	Relationships Consequences Choices Interactions	Roles Systems Relationships Rules	Creativity Organization Process Audience	Location History Technology Needs and Wants	Force Erosion Geology Safety	Properties Cycles Transformation Survival

<p>APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)</p>	<p>SELF-MANAGEMENT SKILLS Pg. 36 and 37, Learning and Teaching Sub-Skills: 1.Organization -Use time effectively and appropriately -Take on and complete tasks as agreed -Set goals that are challenging and realistic</p> <p>2.STATES OF MIND <i>MINDFULNESS</i> -Use strategies to support concentration and overcome distractions <i>PERSEVERANCE</i> -Demonstrate persistence -Use strategies to remove barriers <i>EMOTIONAL MANAGEMENT</i> -Take responsibility for one's own actions -Manage anger and resolve conflict <i>SELF-MOTIVATION</i> -Practice positive thinking and language that reinforces self-motivation</p> <p>THINKING SKILLS Pg. 32-34, Learning and Teaching 4. Reflection and Metacognition -Record thinking and reflection processes -Reflect on their learning by asking questions such as:</p> <ul style="list-style-type: none"> • What did I learn today? • What don't I yet understand? • What questions do I have now? • What can I already do? 	<p>SOCIAL SKILLS Pg. 36, Learning and Teaching Sub-Skills: 1.Interpersonal Relationships -Practice empathy and care for others -Listen closely to others' perspectives and to instructions -Be respectful to others -Learn cooperatively in a group: being courteous, sharing, taking turns -Help others to succeed -Encourage others to contribute -Take on a variety of roles in group learning -Advocate for one's own rights and needs, and those of others</p> <p>COMMUNICATION SKILLS Pg. 35, Learning and Teaching Sub-Skills: 1.Exchanging Information <i>LISTENING</i> -Listen to, and follow the information and directions of others -Listen actively to other perspectives and ideas -Ask for clarifications -Listen actively and respectfully while others speak</p> <p><i>SPEAKING</i> -Speak and express ideas, clearly and logically in small or large groups. (Bold is focus) -State opinions clearly, logically and respectfully (Bold is focus)</p>	<p>COMMUNICATION SKILLS Pg. 35, Learning and Teaching Sub-Skills: 1.Exchanging Information <i>INTERPRETING</i> -Interpret visual, audio, and oral communication: recognizing and creating signs, interpreting and using symbols and sounds (Bold is focus) -Recognize the meaning of kinaesthetic communication (body language)</p> <p>2.Literacy <i>READING</i> -Read a variety of sources for information and for pleasure -Read critically and for comprehension -Make inferences and draw conclusions -Use and interpret a range of terms and symbols (*Focus on creating stories through just pictures, symbols [thought bubble etc], idioms and interpreting that)</p> <p><i>WRITING</i> -Use appropriate forms of writing for different purposes and audiences -Use a variety of scaffolding for writing tasks -Organize information logically (*Technology Focused Skill) -Communicate with peers' experts and members of the learning community</p>	<p>RESEARCH SKILLS Pg. 34, Learning and Teaching Sub-Skills: 1.Information Literacy <i>FORMULATING AND PLANNING</i> -Ask or design relevant questions of interest that can be researched -Outline a plan for finding necessary information -Evaluate and select appropriate information sources and/or digital tools based on the task</p> <p><i>DATA GATHERING AND RECORDING</i> -Gather information from a variety of primary and secondary sources -Use all senses to find and notice relevant details (**Focus on observing, using visible thinking routines) -Record observations by drawing, note-taking, charting, tallying, writing statements, annotating images (Bold is focus)</p> <p>THINKING SKILLS Pg. 32 and 33, Learning and Teaching Sub-Skills: 1.Critical Thinking <i>EVALUATING</i> -Consider ideas from multiple perspectives -Synthesize new understandings by finding unique characteristics; seeing relationships and connections -Test generalizations and conclusions -Identify obstacles and challenges</p>	<p>THINKING SKILLS Pg. 32 and 33, Learning and Teaching 1.Critical Thinking <i>ANALYSING</i> -Observe carefully in order to recognize problems -Consider meaning of materials Take knowledge or ideas apart by separating them into component parts -Use models and simulations to explore complex systems and issues</p> <p><i>EVALUATING</i> -Consider ideas from multiple perspectives -Synthesize new understandings by finding unique characteristics; seeing relationships and connections -Test generalizations and conclusions -Identify obstacles and challenges</p>	<p>RESEARCH SKILLS Pg. 34, Learning and Teaching Sub-Skills: 1.Information Literacy <i>FORMULATING AND PLANNING</i> -Ask or design relevant questions of interest that can be researched -Outline a plan for finding necessary information -Evaluate and select appropriate information sources and/or digital tools based on the task</p> <p><i>DATA GATHERING AND RECORDING</i> -Gather information from a variety of primary and secondary sources -Use all senses to find and notice relevant</p> <p>-Record observations by drawing, note-taking, charting, tallying, writing statements, annotating images (Bold is focus)</p> <p><i>SYNTHESIZING AND INTERPRETING</i> -Sort and categorize information -Use critical literacy skills to analyze and interpret information</p> <p><i>EVALUATING AND COMMUNICATING</i> -Draw conclusions from relationships and patterns that emerge from data</p>
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	<ul style="list-style-type: none"> What will I work on next? 	<ul style="list-style-type: none"> -Communicate with peers, experts and members of the learning community using a variety of digital environments and media 	<ul style="list-style-type: none"> using a variety of digital environments and media -Communicate information and ideas effectively to multiple audiences using a variety of media and modalities -Understand the impact of media representations and modes of presentation -Make informed choices about modes of communication based on audience 			
YEAR LONG APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)	THINKING SKILLS Pg. 32-34, Learning and Teaching 4. Reflection and Metacognition -Record thinking and reflection processes -Reflect on their learning by asking questions such as: <ul style="list-style-type: none"> What did I learn today? What don't I yet understand? What questions do I have now? What can I already do? What will I work on next?					
LEARNER PROFILE ATTRIBUTES	Principled Risk-Takers	Communicators Balanced	Communicators Thinkers	Open-Minded Inquirers	Balanced Reflective	Reflective Knowledgeable
ACTION FOCUS	PARTICIPATION Pg. 30, The Learner -Contributing to discussions and learning experiences -Making appropriate choices and taking responsibility for personal learning and actions - Getting involved in class, school or community projects (Bold is focus) LIFESTYLE CHOICES Pg. 31, The Learner -Taking responsibility for interactions and relationships with others	ADVOCACY Pg. 31, The Learner -Supporting peers in the learning community -Sharing ideas with others, for example, peers. -Initiating, or being a part of, a campaign for positive change SOCIAL JUSTICE Pg. 31, The Learner -Being aware of, and inquiring further into, challenges and opportunities in the local and global community -Volunteering in response to community needs	PARTICIPATION Pg. 30, The Learner -Contributing to discussions and learning experiences - Getting involved in class, school or community projects (Bold is focus)	PARTICIPATION Pg. 30, The Learner -Contributing to discussions and learning experiences - Getting involved in class, school or community projects (Bold is focus)	SOCIAL ENTREPRENEURSHIP Pg. 31, The Learner -Designing, planning, and developing models and solutions to address identified issues	SOCIAL JUSTICE Pg. 31, The Learner -Exploring issues of fairness from different perspectives -Reflecting on experiences involving positive social change -Reflecting on the ethical consequences of potential decisions and actions <i>(**Focus on 'Dependence' as a concept and think about equitable resource sharing, food webs - how consuming a particular animal in the food chain may cause imbalance and connect it to right of living)</i>

SUBJECT INTEGRATION	PE (Full) Art Math	PE Music Art Math Literacy	Music Art Literacy Mandarin	Math	Literacy Math	Math Mandarin Literacy
MATH INTEGRATION	Data Handling (Gather, collecting data, construct and interpret concrete and pictorial graphs)	N/A	N/A	Shape and Space	Data Handling (Chance of events)	Patterns & Function (Repeated patterns in our world)
MATH STAND ALONE	Number Sense (Place Value; Skip counting)		Measurement	Number Sense (Addition and Subtraction/comparing, Estimation)		Patterns and Function (Patterns in numbers, odd and even numbers, skip counting/ equality)
WRITING	Personal Narrative/ Recount	Foundations of Writing (Sentence Structure, punctuations, subject, verb, nouns etc)	Narrative (Fiction Characters in a Series)	Informational Paragraphs (focus on main idea, details, wrap up, structure of paragraph, text features)	Other Informational Writing (Newspapers, Magazines, Posters, – Creating a brochure on safety measures, using signs and symbols in terms of safety; [introduction to persuasive writing])	Persuasive Writing (Take Responsibility for Living things) / Fictional Narrative Story (Students could create fictional characters to convey a message, persuade)
READING	Launching/ Fiction	Monitoring + Word Solving Parts of a Book (Cover, Illustrations, Sentences)	Fiction (Character, Feeling, Change, Asking Questions)	Non-Fiction Text Features (Could even do a non-fiction book on shapes – creating a booklet)	Focus on Comprehension Skills (Use mentor texts, Inferencing class novel or short stories - purpose, cause/effect)	Series + Partnerships (Pigeon books, Elephant & Piggy)
MANDARIN	STAND ALONE UNIT UNIT TITLE: PIN YIN	STAND ALONE UNIT UNIT TITLE: CHINESE CHARACTERS	STAND ALONE UNIT UNIT TITLE: CHINESE ER GE' RHYMES	LITERACY INTEGRATED UNIT UNIT TITLE: INTRODUCTION TO INFORMATIONAL WRITING	UOI & LITERACY INTEGRATED UNIT UNIT TITLE: INFORMATIONAL WRITING (Poster or Brochure)	
TECHNOLOGY SKILLS	Technology Focus Organizing Use technology effectively and productively Becoming responsible digital citizens <i>(*Focus on how the use of technology can affect others by making connection to the key concept of 'Responsibility')</i> Seesaw – -Online Safety Rules -Taking Pictures	NO Technology Focus *Use technology where appropriate to enhance learning	Technology Focus Creating Explore the following apps and use it to create stories -Book Creator -Shadow Puppet -Toontastic -Puppet Edu -Puppet Pals Communicating -Communicate information and ideas effectively to multiple	NO Technology Focus *Use technology where appropriate to enhance learning	Technology Focus Investigating -Students will learn to navigate basic search engines to research information Search Engines -Pebble Go -Kid Rex -Kiddle Becoming responsible digital citizens Learn online safety rules	NO Technology Focus *Use technology where appropriate to enhance learning

	-Uploading Videos -Positive Feedback		audiences using a variety of media and formats. Collaborating Block Coding activities			
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GRADE 1 CURRICULAR OUTCOMES INTEGRATED WITH THE UNITS OF INQUIRY

<p>SCIENCE OUTCOMES</p> <p>*Science NB outcomes are taken from the 'You and Your World K-2' document.</p> <p>*PYP Science outcomes are taken from the '2018 updated Science scope and sequence' document from the IB.</p>	<p>There are NO Science PYP/ NB outcomes for this unit.</p>	<p>There are NO Science PYP/ NB outcomes for this unit.</p>	<p>There are NO Science PYP/ NB outcomes for this unit.</p>	<p>There are NO Science PYP/ NB outcomes for this unit.</p>	<p>PYP Science Outcomes: Strand(s): -Earth and Space + -Forces and Energy Age 5-7 years, pg. 20 The student will be able to</p> <ul style="list-style-type: none"> • Explore the links between air, light, sound (for example, thunder and lightning) <p>Age 7-9 years, pg. 25 The student will be able to</p> <ul style="list-style-type: none"> • Identify the long-term and short-term changes on Earth (for example, plate tectonics, erosion, floods, deforestation) • Describe how natural phenomena shape the planet • Identify the evidence that the Earth has changes (for example, land formations in local environment) • Explore scientific and technological developments that help people understand and respond to the changing Earth • Reflect on the explanations from a range of sources as to why the Earth changes <p>Science Skills: -Observe carefully in order to gather data</p>	<p>PYP Science Outcomes: Strand(s): -Living Things Age 3-5 years, pg. 7 The student will be able to:</p> <ul style="list-style-type: none"> • Observe and describe the characteristics of living and non-living things • Observe the needs of living things that enable them to stay healthy • Take responsibility for living things found in his or her environment <p>Age 3-5 years, pg. 9 The student will be able to</p> <ul style="list-style-type: none"> • Identify the parts of plants that are used by other living things (for example, for food, shelter, tools) • Be aware of the role of plants in sustaining life (for example, providing oxygen, food) <p>Age 5-7 years, pg. 16 The student will be able to</p> <ul style="list-style-type: none"> • Recognize that living things, including humans, need certain resources for energy and growth <p>Age 5-7 years, pg. 17</p> <ul style="list-style-type: none"> • Describe the life cycles of a variety of living things (for example, a
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					<p>-Use scientific vocabulary to explain their observations and experiences</p> <p>-Consider scientific models and applications of these models (including their limitations)</p> <p>-Make and test predictions</p> <p>NB Outcomes: There are NO NB outcomes for this unit.</p>	<p>range of animals and plants)</p> <ul style="list-style-type: none"> • Compare the life cycles of different living things • Identify the common components of life cycles (for example, birth, growth, maturity, reproduction, death) <p>Age 9-12 years, pg. 32</p> <p>The student will be able to</p> <ul style="list-style-type: none"> • Analyse the effects of changing a link in a food web <p>Science Skills:</p> <p>-Observe carefully in order to gather data</p> <p>-Use scientific vocabulary to explain their observations and experiences</p> <p>-Make and test predictions</p> <p>NB Outcomes: (You and Your World K-2) Pg. 72</p> <p>1.2.1 Students will be expected to describe how plants and animals meet their needs in a given environment.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Describe different ways that animals and plants meet their needs • Observe and identify similarities and differences in the needs of living things • Describe ways in which living things move to meet their needs • Describe how humans help meet the needs of animals and plants • Identify characteristics that animals and plants have in common
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- Recognize that living things depend on a healthy environment

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1.2.2 Students will be expected to plan and conduct investigations that explore similarities and differences between plants and animals.

Elaborations:

- Make predictions about animal and plant needs based on observed patterns
- Ask questions about living things that lead to further explorations and investigations

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2.1.1 Students will be expected to describe the growth and development of familiar animals during their life cycle.

Elaborations:

- Compare the life cycles of familiar animals and classify them according to their similarities and differences
- Observe and describe the changes in appearance of an organism during its life cycle
- Identify things that remain constant and those that change as organisms grow and develop

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2.1.3 Students will be expected to describe changes that occur in humans as they grow, and contrast human

						<p>growth with that of other organisms.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the physical changes that occur during different stages in their lives (e.g., baby, preschooler, elementary students, teenager, adult, elderly person) • Predict and explain needs and wants at different stages of their lives
<p align="center">SOCIAL STUDIES OUTCOMES</p> <p>*Social Studies NB outcomes are taken from the 'You and Your World K-2' document.</p> <p>*PYP Social Studies outcomes are taken from the '2018 updated Social Studies scope and sequence' document from the IB.</p>	<p>PYP Social Studies Outcomes: Strand(s): -Human Systems and economic activities + -Social organization and culture Age 3-5 years, pg. 13 The student will be able to:</p> <ul style="list-style-type: none"> • Suggest some suitable rules and routines for the class • Demonstrate ability to apply existing rules and routines to work and play with others <p>Age 3-5 years, pg. 15</p> <ul style="list-style-type: none"> • Demonstrate a positive attitude towards learning • Exhibits skills and strategies for organizing his or her time and belongings • Recognize how his or her choices and behaviors affect learning in the classroom (for example, respond to various picture and story prompts to explain 	<p>PYP Social Studies Outcomes: Strand(s): -Human systems and economic activities + -Social organization and culture and + -Continuity and change through time Age 3-5 years, pg. 13 The student will be able to:</p> <ul style="list-style-type: none"> • Identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of) • Talk about the reasons that rules are necessary in the various communities to which he or she belongs <p>Age 5-7 years, pg. 17</p> <ul style="list-style-type: none"> • Describe and compare the various communities to which he or she belongs • Explain how communities have 	<p>There are NO Social Studies PYP/ NB outcomes for this unit.</p>	<p>PYP Social Studies Outcomes: Strand: -Human and Natural Environments Age 5-7 years, pg. 21 The student will be able to</p> <ul style="list-style-type: none"> • Express his or her understanding of what a home is • Research and compare homes in different cultures • Identify factors that influence where people live and what their homes are like <p>NB Outcomes: (Pg. 98) 1.4.1 Students will be expected to demonstrate an understanding that the way people live in their community evolves over time. Elaborations:</p> <ul style="list-style-type: none"> • Develop an understanding of time concepts • Identify reasons for settlement and development of the local community 	<p>PYP Social Studies Outcomes: Strand(s): -Continuity and change through time + -Human and natural environments Age 7-9 years, pg. 31 The student will be able to</p> <ul style="list-style-type: none"> • Identify the evidence that the Earth has changed (for example, land formations in local environment) • Explore scientific and technological developments that help people understand and respond to the changing Earth <p>Social Studies Skills: -Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>NB Outcomes: (You and Your World K-2) Pg. 144 2.5.1 Students will be expected to describe how air and water interact in the</p>	<p>There are NO Social Studies PYP / NB outcomes for this unit.</p>

	<p>how one person's actions can impact others)</p> <p>Age 5-7 years, pg. 23</p> <ul style="list-style-type: none"> Identify ways to organize himself or herself on a daily basis Plan and create a system of organization (for example, for his or her desk, classroom, school) <p>Age 7-9 years, pg. 28</p> <ul style="list-style-type: none"> Work in a group to establish a shared vision and purpose for the class <p>Social Skills: -Identify roles, rights and responsibilities in society</p> <p>NB Outcomes: (You and Your World K-2) Pg. 30 K 1.7 Students will be expected to communicate effectively, solve problems and demonstrate conflict-resolution skills.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Develop an awareness of rules and why they are made Identify and analyze formal and informal rules used in groups (e.g., families, friends, clubs, schools) Utilize effective listening skills Acknowledge ideas and contributions of others Relate consequences to actions and decisions <p>Pg. 66 1.1.3 Students will be expected to demonstrate an</p>	<p>natural and constructed features</p> <ul style="list-style-type: none"> Recognize the components of a local community Create and share his or her own story about being a community member <p>Age 5-7 years, pg. 22</p> <ul style="list-style-type: none"> Identify and describe the functions of various public places in the community Demonstrate how various public places serve the needs of people in a community Compare and contrast the functions of public and private places <p>Age 7-9 years, pg. 32</p> <ul style="list-style-type: none"> Identify the services and he users of these services in the local community Compare availability of services in two or more different communities Analyze the reasons for different services in place in a community Make connections between different services in the community <p>Social Skills: -Formulate and ask questions about the past, the future, the places and the society</p> <p>NB Outcomes: (You and Your World K-2) Pg. 18</p>		<ul style="list-style-type: none"> Identify and describe changes in their local community over time Create a simple timeline to record events in their community's history Recognize that their community consists of people and places with interesting stories to tell 	<p>environment and how these elements impact on people and places.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Describe how water/moisture may change form and location Describe the effects of weather conditions <p>Pg. 148 2.5.3 Students will be expected to describe how people's interactions with the environment have changed over time;</p> <p>Elaboration:</p> <ul style="list-style-type: none"> Explain how and why physical environments change over time Describe how people depended on their environment to survive and to build communities <p>Pg. 50 K.4.2 Students will be expected to demonstrate an awareness of safety in the community.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Demonstrate an ability to access help when a dangerous situation develops in the community 	
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	<p>understanding that people within groups have rights and responsibilities</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Demonstrate an understanding that conflict may arise from different expectations, desires and capabilities of members of a group • Demonstrate an ability to solve conflicts through cooperation and peaceful means • Take age-appropriate actions to demonstrate their (students) responsibilities as citizens 	<p>K 1.3 Students will be to identify the needs and wants that are common to all children.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Identify the difference between needs and wants • Give examples of themselves as consumers, satisfying their needs and wants <p>Pg. 48</p> <p>K.4.1 Students will be expected to describe and locate some of the natural and constructed features of their community.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Identify common features and landmarks in their community • Demonstrate an awareness of the concepts of natural and constructed features <p>Pg. 50</p> <p>K.4.2 Students will be expected to demonstrate an awareness of safety in the community.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Demonstrate an ability to access help when a dangerous situation develops in the community 				
<p>MATH OUTCOMES</p> <p>*NB Outcomes for Math strands are taken from</p>	<p>DATA HANDLING PYP Outcomes: Pg. No-13-15 Phase 1: Conceptual Understandings:</p>	<p>There are No PYP/NB Outcomes:</p>	<p>There are NO PYP/NB Outcomes:</p>	<p>SHAPE AND SPACE PYP Outcomes: Pg. No-21-23 Phase 2: Conceptual Understandings:</p>	<p>DATA HANDLING PYP Outcomes: Pg. No-13-15 Phase 1: Conceptual Understandings: - Events in daily life involve chance.</p>	<p>PATTERNS AND FUNCTION PYP Outcomes: Pg. No-25-27 Phase 1: Conceptual Understandings:</p>

<p>'Mathematics Grade 2 Curriculum, 2008' <i>**Math curriculum has been pushed down for all grades. **The page number for NB outcomes are in the ISNS Math scope and sequence document</i></p> <p>*Math outcomes for Number Sense strand is taken from '2018 updated Math scope and sequence' document from the IB</p>	<p>-We collect information to make sense of the world around us. - Organizing objects and events helps us to solve problems.</p> <p>Learning Outcomes: Learners Constructing: PYP DH 1.1 Understand that sets can be organized by different attributes</p> <p>PYP DH 1.2 Understand that information about themselves and their surroundings can be obtained in different ways</p> <p>Transferring: PYP DH 1.4 Represent information through pictographs and tally marks</p> <p>PYP DH 1.5 Sort and label real objects by attributes</p> <p>Applying: PYP DH 1.6 Create pictographs and tally marks</p> <p>PYP DH 1.7 Create living graphs using real objects and people</p> <p>PYP DH 1.8 Describe real objects and events by attributes</p> <p>NB Outcomes: Pg. No-82-85 NB SP 1 Gather and record data about self and others to answer questions</p> <p>NB SP 2 Construct and interpret concrete graphs</p>			<p>-Shapes are classified and named according to their properties.</p> <p>-Some shapes are made up of parts that repeat in some way.</p> <p>Constructing PYP SS2.1 Understand that there are relationships among and between 2D and 3D shapes</p> <p>PYP SS2.2 Understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes</p> <p>PYP SS2.4 Understand that geometric shapes are useful for representing real-world situations</p> <p>Transferring PYP SS2.6 Sort, describe and label 2D and 3D shapes</p> <p>PYP SS2.7 Analyse and describe the relationships between 2D and 3D shapes</p> <p>Applying PYP SS2.12 Analyse and use what they know about 3D shapes to describe and work with 2D shapes</p> <p>NB Outcomes: Pg. No-70-81 NB SS6 Sort 2D shapes and 3D objects using two attributes, and explain the sorting rule</p> <p>NB SS7 Describe, compare and construct 3D objects, including; cubes; spheres; cones; cylinders; pyramids</p>	<p>Learning Outcomes: Learners Constructing: There are NO PYP outcomes.</p> <p>Transferring: There are NO PYP outcomes.</p> <p>Applying: PYP DH 1.8 Describe real objects and events by attributes (Bold is the focus)</p> <p>NB Outcomes: There are NO NB outcomes.</p>	<p>- Patterns and sequences occur in everyday situations.</p> <p>-Patterns repeat and grow.</p> <p>Phase 2: Learning Outcomes: Learners Constructing: There are NO PYP outcomes.</p> <p>Transferring: PYP PF2.4 Represent patterns in a variety of ways for example, using words, drawings, symbols, materials, actions, numbers</p> <p>Applying: PYP PF2.7 Use number patterns to represent and understand real life situations</p> <p>NB Outcomes: Pg. No-50-53 NB PR1 Demonstrate an understanding of repeating patterns (three to five elements) by; -Describing -Extending -Comparing -Creating patterns using manipulatives, diagrams, sounds and actions</p>
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	and pictographs to solve problems			NB SS8 Describe, compare and construct 2D shapes, including; triangles; squares; rectangles; circles NB SS9 Identify 2D shapes as parts of 3D objects in the environment		
<p>ORAL LANGUAGE - LISTENING & SPEAKING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3' **The page number for NB outcomes are in the ISNS Literacy scope and sequence document</p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>	<p>PYP Outcomes: Learners Phase 1: Learners PYP LS 1.3 Name classmates, teachers, and familiar classroom and playground objects</p> <p>PYP LS 1.10 Follow classroom directions and routines, using context clues</p> <p>NB Outcomes: NB LS 1.1 Express thoughts and feelings and describe experiences</p> <p>NB LS 3.1 Demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play</p> <p>NB LS 3.2 Recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people</p>	<p>PYP Outcomes: Learners Phase 1: Learners PYP LS 1.1 Use gestures, actions, body language and/or words to communicate needs and to express ideas</p> <p>PYP LS 1.4 Interact effectively with peers and adults in familiar social settings</p> <p>NB Outcomes: NB LS 1.2 Ask and respond to questions to clarify information or gather further information</p> <p>NB LS 2.4 Engage in informal oral presentations and respond to a variety of oral presentations and other texts</p> <p>NB LS 3.2 Recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people</p>	<p>PYP Outcomes: Learners Phase 1: Learners PYP LS 1.1 Use gestures, actions, body language and/or words to communicate needs and to express ideas</p> <p>PYP LS 1.5 Tell their own stories using words, gestures, and objects/artifacts</p> <p>Phase 2: PYP LS 2.13 Talk about the stories, writing, pictures and models they have created</p> <p>NB Outcomes: NB LS 1.1 Express thoughts and feelings and describe experiences NB LS 2.2 Use intonation, facial expression, and gestures to communicate ideas and feelings</p>	<p>PYP Outcomes: Phase 2: Learners PYP LS 2.11 Ask questions to gain information and respond to inquiries directed to themselves or to the class</p> <p>NB Outcomes: NB LS 1.2 Ask and respond to questions to clarify information or gather further information</p> <p>NB LS 2.3 Respond to and give instructions or directions that include two or three components</p>	<p>PYP Outcomes: Phase 1: Learners PYP LS 1.14 Use own grammar style as part of the process of developing grammatical awareness</p> <p>NB Outcomes: NB LS 1.3 Express opinions and give simple explanations for some of their opinions (I like...because)</p>	<p>PYP Outcomes: There are NO PYP outcomes.</p> <p>NB Outcomes: NB LS 1.4 Listen to others' ideas and opinions NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions</p>
<p>VISUAL LANGUAGE - VIEWING & PRESENTING STRAND OUTCOMES</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.5 Make personal connections to visual texts, for example, a picture book</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.4 Recognize familiar signs, labels, and logos, for example,</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.2 Reveal their own feelings in response to visual</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.7 Select and incorporate colours, shapes,</p>	<p>PYP Outcomes: Phase 2: Learners PYP VP 2.5 Show their</p>	<p>PYP Outcomes: Learners PYP VP 1.8 Show appreciation of illustrations in picture books by selecting</p>

<p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</p> <p>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>	<p>about children making friends in a new situation</p> <p>NB Outcomes: NB VP 6.1 Make personal connections to text and share their responses in a variety of ways</p> <p>NB W 10.4 With assistance, experiment with technology in writing and other forms of representing</p> <p>-Use a tape recorder to record choral readings, dramatizations, retellings or finished pieces of writing</p> <p>-Create illustrations/ drawings with a computer graphics/ drawing program</p> <p>-Compose simple text (and begin to revise and edit) with a word processing program</p> <p>-Share writing/ representations on-line (Technology Focused Outcomes)</p>	<p>pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences</p> <p>PYP VP 1.5 Make personal connections to visual texts, for example, a picture book about children making friends in a new situation</p> <p>NB Outcomes: NB VP 4.4 Use some features of written text to determine content, locate topics, and obtain information</p>	<p>presentations, for example, by showing amusement, curiosity, surprise</p> <p>Phase 2: PYP VP 2.13 View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story</p> <p>NB Outcomes: NB VP 4.2 Expand their understanding of concepts of print -Punctuation in text serves a purpose -Upper-and lower-case letters have specific forms and functions (first word in sentences and proper names) NB VP 4.6 Use a variety of strategies to create meaning -Identify character traits from textual clues -Make connection between texts, noticing similarities and characters, events, illustrations, and language</p> <p>NB VP 7.1 Use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics</p>	<p>symbols and images into visual presentations</p> <p>PYP VP 1.10 Listen to terminology associated with visual texts and understand terms such as color, shape, size</p> <p>Phase 2: PYP VP 2.10 Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed</p> <p>NB Outcomes: NB VP 4.4 Use some features of written text to determine content, locate topics, and obtain information NB VP 4.6 Use a variety of strategies to create meaning -Identify main idea</p> <p>NB VP 5.1 Engage in the research process with assistance -Generate questions to guide research -Locate appropriate information with assistance (classroom, library, home, community) -Interact with the information</p>	<p>understanding that visual messages influence our behavior</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment, and information NB VP 4.6 Use a variety of strategies to create meaning -Make inferences by drawing on their own experiences and clues in the text</p> <p>NB VP 5.1 Engage in the research process with assistance -Generate questions to guide research -Locate appropriate information with assistance (classroom, library, home, community) -Interact with the information NB VP 7.2 Respond critically to texts -Formulate questions as well as understandings</p>	<p>and rereading familiar books, focusing on favorite pages</p> <p>NB Outcomes: NB VP 6.2 Express and begin to support opinions about texts and the work of authors and illustrators</p>
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<p>WRITTEN LANGUAGE - READING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</p> <p><i>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</i></p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>	<p>PYP Outcomes: Phase 1: Learners PYP R 1.7 Make connections to their own experience when listening to or "reading" texts</p> <p>PYP R 1.9 Recognize their own first name</p> <p>PYP R 1.12 Distinguish between pictures and written text, for example, can point to a picture when asked</p> <p>PYP R 1.13 Indicate printed text where the teacher should start reading</p> <p>NB Outcomes: NB R 6.1 Make personal connections to text and share their responses in a variety of ways</p>	<p>PYP Outcomes: Phase 1: Learners PYP R 1.8 Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words</p> <p>PYP R 1.14 Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end</p> <p>PYP R 1.15 Realize that the organization of on-screen text is different from how text is organized in a book</p> <p>NB Outcomes: NB R 6.1 Make personal connections to text and share their responses in a variety of ways</p>	<p>PYP Outcomes: Phase 1: Learners PYP R 1.7 Make connections to their own experience when listening to or "reading" texts</p> <p>PYP R 1.11 Show empathy for characters in a story</p> <p>NB Outcomes: NB R 4.2 Expand their understanding of concepts of print -Punctuation in text serves a purpose - Upper- and lower-case letters have specific forms and functions (first word in sentence and proper names)</p> <p>NB R 4.6 Use a variety of strategies to create meaning -Identify character traits from textual clues -Make connection between texts, noticing similarities and characters, events, illustrations, and language</p> <p>NB R 7.1 Use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics</p>	<p>PYP Outcomes: Phase 1: Learners PYP R 1.4 Show curiosity and ask questions about pictures or text</p> <p>NB Outcomes: NB R 4.4 Use some features of written text to determine content, locate topics, and obtain information</p> <p>NB R 4.6 Use a variety of strategies to create meaning -Identify main idea</p> <p>NB R 5.1 Engage in the research process with assistance -Generate questions to guide research -Locate appropriate information with assistance (classroom, library, home, community) -Interact with the information</p>	<p>PYP Outcomes: Phase 1: Learners PYP R 1.3 Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)</p> <p>NB Outcomes: NB R 4.6 Use a variety of strategies to create meaning -Make inferences by drawing on their own experiences and clues in the text</p> <p>NB R 5.1 Engage in the research process with assistance - Generate questions to guide research - Locate appropriate information with assistance (classroom, library, home, community) - Interact with the information</p> <p>NB R 7.2 Respond critically to texts -Formulate questions as well as understandings -Develop an understanding and respect for diversity</p>	<p>PYP Outcomes: Phase 1: Learners PYP R 1.10 Express opinions about the meaning of a story</p> <p>PYP R 1.11 Show empathy for characters in a story</p> <p>Phase 2: PYP R 2.9 Make connections between personal experience and storybook characters</p> <p>NB Outcomes: NB R 6.1 Make personal connections to text and share their responses in a variety of ways</p> <p>NB R 6.2 Express and begin to support opinions about texts and the work of authors and illustrators</p>
<p>WRITTEN LANGUAGE - WRITING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic</p>	<p>PYP Outcomes: Phase 1: Learners PYP W1.4 Use their own experience as a stimulus when drawing and "writing"</p>	<p>PYP Outcomes: Phase 1: Learners PYP W 1.6 Participate in shared writing, observing, observing the teacher's writing and making suggestions</p>	<p>PYP Outcomes: Phase 1: Learners There are NO PYP Phase 1 outcomes</p> <p>Phase 2:</p>	<p>PYP Outcomes: Phase 1: Learners There are NO PYP Phase 1 outcomes</p> <p>Phase 2:</p>	<p>PYP Outcomes: Phase 1: Learners PYP W 1.2 Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a</p>	<p>PYP Outcomes: Phase 1: Learners There are NO PYP Phase 1 outcomes</p> <p>Phase 2:</p>

Canada English Language Arts Curriculum, Elementary K-3'

*** The page number for NB outcomes are in the ISNS Literacy scope and sequence document*

*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB

<p>PYP W 1.3 Differentiate between illustrations and written text</p> <p>PYP W 1.8 Begin to discriminate between letters/characters, numbers and symbols</p> <p>PYP W 1.9 Show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded</p> <p>PYP W 1.10 Write their own name independently</p> <p>NB Outcomes: NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing -Use pre-writing strategies, such as drawing, talking, and reflecting</p> <p>NB W 10.2 Use some conventions of written language -Use conventional spacing between words -Use an increasing number of letters to represent sounds (most vowel and consonant sounds represented) -Use simple sentence structures</p>	<p>PYP W 1.7 Listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction</p> <p>NB Outcomes: NB W 10.2 Use some conventions of written language -Use an increasing number of words spelled conventionally -Use simple sentence structures</p> <p>NB W 10.3 Demonstrate engagement with the creation of pieces of writing and other representations -Sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.) -Share writing and other representations with others and seek response -Contribute during shared writing activities -Contribute observations/information to classroom records of field trips, science experiments, etc.</p>	<p>PYP W2.2 Write informally about their own ideas, experiences and feeling in a personal journal or dairy, initially using simple sentence structures, for example, "I like...", "I can...", "I went to...", "I am going to..."</p> <p>PYP W 2.3 Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged</p> <p>PYP W2.12 Illustrate their own writing and contribute to a class book or collection of published writing.</p> <p>NB Outcomes: NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing</p> <p>NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing</p> <p>-Use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)</p> <p>-Use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing on-line,</p>	<p>PYP W 2.4 participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions</p> <p>NB Outcomes: NB W 8.2 Begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)</p> <p>NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing</p> <p>-Use simple editing strategies (e.g., making some simple corrections in spelling and punctuation – capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class made word lists as resources for spelling)</p> <p>NB W 10.5 Select, organize, and combine, with assistance, relevant information to construct and communicate meaning</p> <p>-Interact with resources (print, non-print, or human) to answer their own questions or learning needs</p> <p>-With assistance, develop strategies for making and organizing notes</p> <p>-Create a new product -Share their information in a variety of simple ways</p>	<p>menu or wish list for a party</p> <p>Phase 2: PYP W 2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representing for a variety of functions - to generate and organize ideas - to inform/communicate information</p>	<p>PYP W 2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story</p> <p>NB Outcomes: NB W 9.3 Consider their readers'/ listeners'/ viewers' questions, comments and begin to use such responses to assess and extend their learning</p>
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			<p>submitting work to school/district anthology or magazine)</p> <p>NB W 10.2 Use some conventions of written language</p> <ul style="list-style-type: none"> -Attempt to use punctuation (periods, question marks, exclamation marks) -Use capital letters for proper names, pronoun "I", and sentence beginnings 			
<p align="center">ART STRAND OUTCOMES</p> <p>*Arts NB outcomes are taken from 'Visual Arts K-2' document.</p> <p>*Arts PYP outcomes are taken from the visual arts section of the '2018 updated Arts scope and sequence' document from the IB.</p>		<p>PYP Visual Art Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1 Conceptual Understandings: Pg. 15 -People share art with others. -We reflect on our artwork and the work of others.</p> <p>VISUAL ARTS Pg. 18 Phase 1 Learning Outcomes for the Responding Strand: Learners:</p> <ul style="list-style-type: none"> • PYP R 1.4 Identify the materials and processes used in the creation of an artwork <p>CREATING STRAND Phase 1 Conceptual Understandings Pg. 19</p>	<p>PYP Visual Art Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1 Conceptual Understandings: Pg. 15 -People make meaning through the use of symbols. -The art is a means of communication and expression.</p> <p>VISUAL ARTS Pg. 18 Phase 1 Learning Outcomes for the Responding Strand: Learners:</p> <ul style="list-style-type: none"> • PYP R 1.3 Describe what they notice about an artwork • PYP R 1.5 Analyze the relationships within an artwork and construct meanings 			

		<p>-The creative process involves joining in, exploring and taking risks.</p> <p>VISUAL ARTS Pg. 23 Phase 1 Learning Outcomes for the Creating Strand: Learners:</p> <ul style="list-style-type: none"> • PYP C 1.3 Combine different formal elements to create a specific effect • PYP C 1.9 Participate in individual and collaborative creative experiences. <p>NB Outcomes: GCO 1: Students will be expected to create, independently or collaboratively, a variety of artworks.</p> <p>Pg. 2 NB 1.1 Create art for a variety of reasons and recognize that there are many kinds of visual arts</p> <p>GCO 2: Students will be expected to explore skills, processes and materials.</p> <p>Pg. 3 NB 2.1 Explore the elements (color, shape, line, value, space, form, and texture) and the principles of design with emphasis on pattern and repetition in the visual environment (Bold is focus)</p>	<p>CREATING STRAND Phase 1 Conceptual Understandings: Pg. 19</p> <ul style="list-style-type: none"> -Our experiences and imagination can inspire us to create. -We can express ourselves through arts. <p>VISUAL ARTS Pg. 23 Phase 1 Learning Outcomes for the Creating Strand: Learners:</p> <ul style="list-style-type: none"> • PYP C 1.5 Use their imagination and experiences to inform their art making • PYP C 1.4 Realize that their artwork has meaning <p>NB Outcomes: GCO 1: Students will be expected to create, independently or collaboratively, a variety of artworks.</p> <p>Pg. 2 NB 1.2 create art works based on memory, mood, feelings, imagination, and fantasy including responses to music and literature</p> <p>GCO 2: Students will be expected to explore skills, processes and materials.</p> <p>Pg. 3</p>			
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		<p>NB 2.2 Explore basic art skills, techniques, and vocabulary through a wide range of materials and available technologies</p> <p>GCO 3: Students will be expected to develop critical awareness of and value for the role of the arts in creating and reflecting culture. Students will begin to understand that visual art is a record of human experiences and expressions.</p> <p>Pg. 7 NB 3.3 Describe how visual arts are used in school and at home</p> <p>GCO 4: Students will be expected to reflect on and respond to their own and others' art works.</p> <p>Pg. 9 NB 4.4 Use descriptive language to talk about their own work and that of their peers</p>	<p>NB 2.3 using a variety of materials, visually communicate stories, ideas, and experiences</p> <p>GCO 4: Students will be expected to reflect on and respond to their own and others' art works.</p> <p>Pg. 9 NB 4.4 use descriptive language to talk about their own work and that of their peers</p>			
<p>PE OUTCOMES</p> <p>*PE NB outcomes are taken from 'Elementary Physical Education K-5' document.</p> <p>*PE PYP outcomes are taken from the '2018 updated PSPE scope and sequence' document from the IB.</p>	<p>PYP PSPE Outcomes: Strand(s): -Identity -Active Living Type of Experience: Individual Pursuits</p> <p>IDENTITY Phase 2 Conceptual Understandings: Pg. 12</p>	<p>PYP PSPE Outcomes: Strand(s): -Identity -Active Living -Interaction Type of Experience: Games</p> <p>IDENTITY Phase 2 Conceptual Understandings: Pg. 12</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>

<p>-There are many factors that contribute to a person's individual identity</p> <p>-A positive attitude helps us to overcome challenges and approach problems</p> <p>-A person's self-concept can change and grow with experience</p> <p>-Using self-knowledge allows us to embrace new situations with confidence</p> <p>-Different challenges and situations require different strategies</p> <p>Pg. 13 and 14 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP ID 2.2 Describe how personal growth has resulted in new skills and abilities • PYP ID 2.5 Express hopes, goals and aspirations • PYP ID 2.7 Examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help • PYP ID 2.11 Reflect on inner thoughts and self-talk • PYP ID 2.12 Demonstrate a positive belief in their abilities and believe they can reach their goals by persevering <p>ACTIVE LIVING Phase 2 Conceptual Understandings:</p>	<p>-Understanding and respecting other people's perspectives helps us to develop empathy.</p> <p>Pg. 13 and 14 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP ID 2.1 Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences • PYP ID 2.3 Explain how different experiences can result in different emotions • PYP ID 2.4 Identify feelings and begin to understand how these are related to behavior • PYP ID 2.8 Recognize other's perspectives and accommodate these to shape a broader view of the world • PYP ID 2.10 Are aware of their emotions and begin to regulate their emotional responses and behavior <p>ACTIVE LIVING Phase 2 Conceptual Understandings: Pg. 16 -We can apply a range of fundamental movement skills to a variety of activities</p>				
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	<p>Pg. 16 -We can apply a range of fundamental movement skills to a variety of activities</p> <p>Pg. 17 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP AL 2.5 Explain how the body’s capacity for movement develops as it grows • PYP AL 2.6 Use and adapt basic movement skills (gross and fine motor) in a variety of activities <p>INTERACTION There are NO PYP outcomes for this unit relevant to the strand of ‘interaction’.</p> <p>NB Outcomes: Pg. 32 GCO 3: Students will develop knowledge, skills and values required to achieve and maintain well-being.</p> <p>Pg. 32 SCO 3.1 Recognize emotional and social skills that apply to the learning and performance of physical activity, and;</p> <ul style="list-style-type: none"> ★ I can describe how I feel when participating in physical activity. ★ I can notice different emotions when trying new activities or challenges. 	<p>-The use of responsible practices in physical environments can contribute to our personal safety and the safety of others</p> <p>Pg. 17 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP AL 2.10 Understand the need to act responsibly to help ensure the safety of themselves and others <p>INTERACTIONS Phase 2 Conceptual Understandings: Pg. 19 -Participation in a group can require group members to take on different roles and responsibilities -There are norms of behavior that guide the interactions within different groups, and people adapt to these norms -Accepting others into a group builds open-mindedness</p> <p>Pg. 19 and 20 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP IN 2.1 Value interacting, playing and learning with others • PYP IN 2.3 Cooperate with others 				
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	<ul style="list-style-type: none"> ★ I can cooperate with others. ★ I can speak nicely to others. ★ I can keep practicing a new skill. I can use cues from my teacher to get better. ★ I can move safely through a variety of physical activity indoors or outdoors. <p>Pg. 29 SCO 1.3 Demonstrate a variety of fundamental locomotor skills,</p> <ul style="list-style-type: none"> ★ I can run at different speeds (inclusive component: I can wheel at different speeds) ★ I can hop (left foot and right foot) ★ I can jump far using two feet. ★ I can jump high using two feet (Inclusive component: I can push far in one go) ★ I can gallop switching my lead foot. ★ I can leap switching my lead foot. ★ I can slide both ways 	<ul style="list-style-type: none"> • PYP IN 2.4 Ask questions and express wonderings • PYP IN 2.5 Recognize the different group roles and responsibilities • PYP IN 2.6 Assume responsibility for a role in a group • PYP IN 2.8 Share ideas clearly and confidently • PYP IN 2.9 Seek adult support in situations of conflict <p>NB Outcomes: Pg. 31 GCO 2: Students will develop strategies and tactics to participate in a variety of activities.</p> <p>Pg. 31 SCO 2.1 Demonstrate a variety of tactics that can be used in simple games and activities;</p> <ul style="list-style-type: none"> ★ I can avoid getting tagged. ★ I can tag others. ★ I can find ways to be successful when using equipment. ★ I can find ways to successfully hit a target. 				
<p style="text-align: center;">MUSIC STRAND OUTCOMES</p> <p>*Music NB outcomes are taken from 'Music Education K-5' document.</p>	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>	<p>PYP Music Outcomes: Strand(s) -Responding -Creating</p> <p>RESPONDING STRAND Pg. 17</p>	<p>PYP Music Outcomes: Strand(s) -Responding -Creating</p> <p>RESPONDING STRAND Pg. 17</p>	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>

*Music PYP outcomes are taken from the music section of the '2018 updated Arts scope and sequence' document from the IB.

Phase 1 Conceptual Understanding:
 -People share art with others.

PYP Learning Outcomes for the Responding Strand:
PHASE 1:
Learning Outcomes:
Learners:

- PYP R 1.6 Distinguish the sounds of different instruments in music
- PYP R 1.8 Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion) (***Focus on exploring musical responses through the lens of culture*)
- PYP R 1.9 Explore body and untuned percussion instrument sounds

CREATING STRAND
Pg. 22
Phase 1 Conceptual Understanding:
 -The creative process involves joining in, exploring and taking risks.
 -We can express ourselves through arts.

PYP Learning Outcomes for the Creating Strand:
PHASE 1:
Learners:

- PYP C 1.7 Participate in performing and creating music both

Phase 1 Conceptual Understanding:
 -We enjoy and experience different forms of arts.
 -The art is a means of communication and expression.
 -People share art with others.
 -We express our responses to artwork in a variety of ways.
 -We reflect on our artwork and the work of others.

PYP Learning Outcomes for the Responding Strand:
PHASE 1:
Learning Outcomes:
Learners:

- PYP R 1.2 Bring music from home to share
- PYP R 1.3 Describe the differences in music
- PYP R 1.4 Move their bodies to express the mood of the music
- PYP R 1.5 Describe how music makes them feel
- PYP R 1.6 Distinguish the sounds of different instruments in music
- PYP R 1.7 Listen to music and create their own work in response
- PYP R 1.8 Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
*(**Focus on exploring*

		<p>individually and collectively</p> <p>NB Outcomes: (Music Education K-5) GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.</p> <p>Pg. No 38-41 NB 1.1.1 Demonstrate an awareness of rhythmic/melodic concepts, patterns in music, and timbre</p> <p>NB 1.1.3 Explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on materials</p> <p>NB 1.1.4 Contribute to activities that explore creative use of sound sources</p> <p>GCO 2: Students will be expected to create and/or present, independently and collaboratively, expressive products in the arts for a range of audiences and purposes.</p> <p>Pg. No 42-43 NB 1.2.1 Sing alone and with others, with emphasis on pitch and production</p>	<p><i>musical responses through the lens of culture)</i></p> <p>CREATING STRAND Pg. 22 Phase 1 Conceptual Understanding: -We can enjoy and learn from creating art. -The creative process involves joining in, exploring and taking risks. -In creating art, people make choices to construct meaning about the world around them. -We can express ourselves through arts. -Our experiences and imagination can inspire us to create.</p> <p>PYP Learning Outcomes for the Creating Strand: PHASE 1: Learners:</p> <ul style="list-style-type: none"> • PYP C 1.1 Use vocal sounds, rhythms and instruments to express feelings or ideas • PYP C 1.2 Create and accompany music using a variety of sounds and instruments • PYP C 1.5 Explore sounds as a means of expressing imaginative ideas • PYP C 1.6 Recreate sounds from familiar experiences 			
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		<p>GCO 3: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.</p> <p>Pg. No 44-45 NB 1.3.1 Explore and describe music they encounter in school and the purposes it serves in school life (Bold is focus)</p> <p>GCO 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.</p> <p>Pg. No 46-47 NB 1.4.1 Explore and respond to music of various cultures</p> <p>NB 1.4.2 Explore instruments from a variety of cultures</p> <p>GCO 5: Students will be expected to examine the relationship among the arts, societies and environments.</p> <p>Pg. No 48-49 NB 1.5.2 Explore cultural influences on the music of their community</p>	<ul style="list-style-type: none"> • PYP C 1.8 Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) <p>NB Outcomes: (Music Education K-5) GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.</p> <p>Pg. No 38-41 NB 1.1.1 Demonstrate an awareness of rhythmic/melodic concepts, patterns in music, and timbre</p> <p>NB 1.1.2 Explore and use rhythm, dynamics, and pitch to communicate thoughts, experiences, and feelings</p> <p>NB 1.1.3 Explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on materials</p> <p>NB 1.1.4 Contribute to activities that explore creative use of sound sources</p> <p>NB 1.1.5 Record simple rhythmic and melodic patterns, using adapted notation (Bold is focus)</p>			
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		<p>NB 1.5.3 Use music and role-play to interpret their world</p> <p>GCO 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.</p> <p>Pg. No 52-53 NB 1.7.1 Demonstrate an awareness that classroom instruments can produce a variety of sounds such as high/low, long/short</p> <p>NB 1.7.2 Explore, using classroom instruments, possibilities for music making to express moods and feelings</p> <p>GCO 8: Students will be expected to analyze the relationship between artistic intent and the expressive work.</p> <p>Pg. No 54-55 NB 1.8.1 Explore reasons for making music in the school and community</p>	<p>(*Listen to music and write/ draw their own story)</p> <p>GCO 2: Students will be expected to create and/or present, independently and collaboratively, expressive products in the arts for a range of audiences and purposes.</p> <p>Pg. No 42-43 NB 1.2.4 Explore songs about friends and play</p> <p>GCO 3: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.</p> <p>Pg. No 44-45 NB 1.3.2 Explore songs and games of Atlantic Canada (<i>*Focus exploring songs from different region</i>)</p> <p>GCO 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.</p> <p>Pg. No 46-47 NB 1.4.1 Explore and respond to music of various cultures</p>			
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			<p>NB 1.4.2 Explore instruments from a variety of cultures (Bold is focus)</p> <p>GCO 5: Students will be expected to examine the relationship among the arts, societies and environments.</p> <p>Pg. No 48-49 NB 1.5.1 Use music to describe personal experience</p> <p>NB 1.5.2 Explore cultural influences on the music of their community</p> <p>NB 1.5.3 Use music and role-play to interpret their world</p> <p>GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.</p> <p>Pg. No 50-51 NB 1.6.1 Respond through movement to simple melodies, with emphasis on high/low, same/different beat/rhythm</p> <p>NB 1.6.3 Explore possibilities and make choices during the music-making process</p> <p>GCO 7: Students will be expected to understand</p>			
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			<p>the role of technologies in creating and responding to expressive works.</p> <p>Pg. No 52-53 NB 1.7.1 Demonstrate an awareness that classroom instruments can produce a variety of sounds such as high/low, long/short</p> <p>NB 1.7.2 Explore, using classroom instruments, possibilities for music making to express moods and feelings</p> <p>GCO 8: Students will be expected to analyze the relationship between artistic intent and the expressive work.</p> <p>Pg. No 54-55 NB 1.8.1 Explore reasons for making music in the school and community</p> <p>NB 1.8.2 Share ideas and feelings with others during their music-making</p>			
<p>TECHNOLOGY STRAND OUTCOMES</p> <p>*The technology outcomes are taken from the ISTE standards for students.</p> <p>*The domains for technology – [Learning Technology, Learning Through Technology and Learning About Technology] are taken from ‘From Principles into</p>	<p>Learning Technology TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations (<i>*Focus on foundations of seesaw and handling I-pad</i>)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Understand and use technology systems 	<p>There is NO Technology Focus for this unit.</p>	<p>Learning Technology TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations (<i>*Focus on foundations of seesaw and handling I-pad</i>)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Understand and use technology systems 	<p>There is NO Technology Focus for this unit.</p>	<p>Learning Technology TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations (<i>*Focus on foundations of seesaw and handling I-pad</i>)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Understand and use technology systems 	<p>There is NO Technology Focus for this unit.</p>

<p>Learning Through Technology ORGANIZING -Apply digital tools to gather, organize and use information</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Plan and manage activities to develop a solution or complete a project (Bold is focus - *Focus on completing activities assigned on seesaw or as part as classwork and make connections to the concept of 'Responsibility') <p>Learning About Technology BECOMING A RESPONSIBLE DIGITAL CITIZEN</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Advocate and practice safe, legal and responsible use of information and technology • Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity 		<ul style="list-style-type: none"> • Select and use applications effectively and productively • Transfer current knowledge to learning of new technologies <p>Learning Through Technology CREATING Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products and processes • Create original works as a means of personal or group expression <p>COLLABORATING/ COMMUNICATING -Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Interact, collaborate and publish with peers, experts or others employing a variety of employments and media • Communicate information and ideas effectively to multiples audiences 		<ul style="list-style-type: none"> • Select and use applications effectively and productively • Transfer current knowledge to learning of new technologies <p>Learning Through Technology INVESTIGATING -Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media • Evaluate and select information sources and digital tools based on the appropriateness to specific tasks • Identify and define authentic problems and significant questions for investigation <p>Learning About Technology BECOMING A RESPONSIBLE DIGITAL CITIZEN</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Advocate and practice safe, legal and responsible use of information and technology • Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity 	
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			<p>using a variety of media and formats</p> <p>Learning About Technology BECOMING A RESPONSIBLE DIGITAL CITIZEN</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Advocate and practice safe, legal and responsible use of information and technology • Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity • Demonstrate personal responsibility for lifelong learning • Exhibit leadership for digital citizenship 		<ul style="list-style-type: none"> • Demonstrate personal responsibility for lifelong learning • Exhibit leadership for digital citizenship 	
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GRADE 1 YEAR-ROUND CURRICULAR OUTCOMES					
MATH YEAR-ROUND OUTCOMES	<p style="text-align: center;">Number Sense</p> <p>STAND ALONE 1 PLACE VALUE:</p> <p>PYP Outcomes: Pg. No-28-31</p> <p>Phase 2: Conceptual Understandings:</p> <p>Phase 1: Learning Outcomes: Learners Constructing: PYP N1.2 Understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set</p> <p>PYP N1.4 Understand conservation of number</p>	<p style="text-align: center;">Data Analysis</p> <p>There are NO PYP/NB Outcomes for this math strand.</p>	<p style="text-align: center;">Measurement</p> <p>PYP Outcomes: Pg. No-17-19</p> <p>Phase 2: Conceptual Understandings: -We use tools to measure the attributes of objects and events.</p> <p>-Estimation allows us to measure with different levels of accuracy.</p> <p>Learning Outcomes: Learners Constructing: PYP M2.3 Understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year</p>	<p style="text-align: center;">Patterns and Function</p> <p>PYP Outcomes: Pg. No-25-27</p> <p>Phase 2: Conceptual Understandings: -Whole numbers exhibit patterns and relationships that can be observed and described.</p> <p>-Patterns can be represented using numbers and other symbols.</p> <p>Learning Outcomes: Learners Constructing: PYP PF 2.1 Understand that patterns can be found in numbers, for example, odd and even numbers, skip counting</p>	<p style="text-align: center;">Shape and Space</p> <p>There are NO PYP/NB Outcomes for this math strand.</p>

	<p>PYP N1.5 Understand the relative magnitude of whole numbers</p> <p>Phase 2: PYP N2.1 Model numbers to hundreds or beyond using the base 10 place value system</p> <p>Transferring: PYP N2.10 Read and write whole numbers up to hundreds and beyond</p> <p>Phase 1: Applying: PYP N1.11 Use number words and numerals to represent quantities in real-life situations</p> <p>PYP N1.12 Use the language of mathematics to compare quantities in real-life situations, for example, more, less, first, second</p> <p>Phase 2: PYP N2.13 Use whole numbers up to hundreds or beyond in real-life situations</p> <p>NB Outcomes: Pg. No- 15-49 NB N1 Say the number sequence, 0 to 100, by: -1s forward and backward between any two given numbers -2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively -10s using starting points from 1 to 9 -2s starting from 1</p> <p>NB N2 Demonstrate if a number (up to 100) is even or odd.</p> <p>NB N4 Represent and describe numbers to 100, concretely, pictorially and symbolically.</p>		<p>PYP M2.4 Understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds</p> <p>Transferring: PYP M2.7 Estimate and compare lengths of time: second, minute, hour, day, week and month</p> <p>Applying: PYP M2.9 Use measures of time to assist with problem solving in real-life situations</p> <p>NB OUTCOMES: Pg. No- 58-69 NB SS1 Relate the number of days to a week and the number of months to a year in a problem-solving context</p> <p>NB SS2 Relate the size of a unit of measure to the number of units (limited to a nonstandard units) used to measure length and mass (weight)</p> <p>NB SS3 Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison</p> <p>NB SS4 Measure length to the nearest non-standard unit by; using multiple copies of a unit; using a single copy of a unit (iteration process)</p> <p>NB SS5 Demonstrate that changing the orientation of an object does not alter the measurement of its attributes</p>	<p>Transferring: PYP PF2.5 Describe number patterns for example, odd and even numbers, skip counting</p> <p>Applying: PYP PF2.6 Extend and create patterns in numbers, for example, odd and even numbers, skip counting</p> <p>PYP PF2.8 Use the properties and relationships of addition and subtraction to solve problems</p> <p>NB Outcomes: Pg. No-50-53 NB PR2 Demonstrate an understanding of increasing patterns by; -Describing, -Reproducing -Extending -Creating patterns using manipulatives, diagrams, sounds and actions</p> <p>NB PR3 Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100)</p> <p>NB PR4 Record equalities and inequalities symbolically using the equal symbol or the not equal symbol</p>	
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	<p>NB N5 Compare and order numbers up to 100</p> <p>NB N7 Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.</p> <p>STAND ALONE 2 COMPARING ADDITION & SUBTRACTION: Pg. No-28-31</p> <p>Phase 1: Conceptual Understandings:</p> <p>Learning Outcomes: Learners Constructing: PYP N1.2 Understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set</p> <p>PYP N1.4 Understand conservation of number</p> <p>PYP N1.7 Understand whole-part relationships</p> <p>PYP N1.8 Use the language of mathematics to compare quantities, for example, more, less, first, second</p> <p>Phase 2: PYP N2.2 Estimate quantities to 100</p> <p>PYP N2.4 Use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference</p> <p>PYP N2.5 Model addition and subtraction of whole numbers</p> <p>PYP N2.6 Develop strategies for memorizing addition and subtraction number facts</p>				
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<p>PYP N2.7 Estimate sums and differences</p> <p>Transferring: Phase 2: PYP N2.11 Read, write, compare and order cardinal and ordinal numbers (up to tenth)</p> <p>Applying: Phase 1; PYP N2.14 Use cardinal and ordinal numbers in real-life situations (up to tenth)</p> <p>Phase 2: PYP N2.15 Use fast recall of addition and subtraction number facts in real-life situations (up to 18)</p> <p>NB Outcomes: Pg. No- 15-49 NB N3 Describe order or relative position using ordinal numbers (up to tenth)</p> <p>NB N6 Estimate quantities to 100 using referents.</p> <p>NB N8 Demonstrate and explain the effect of adding zero to or subtracting zero from any number</p> <p>NB N9 Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by; - using personal strategies for adding and subtracting with and without the support of manipulatives - creating and solving problems that involve addition and subtraction - explaining that the order in which numbers are added does not affect the sum</p>				
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	<p>-explaining that the order in which numbers are subtracted may affect the difference</p> <p>NB N10 Apply mental mathematics strategies such as:</p> <ul style="list-style-type: none"> -using doubles -making 10 -one more, one less -two more, two less <p>addition for subtraction to determine basic addition facts to 18 and related subtraction facts</p>				
<p>LANGUAGE YEAR - ROUND OUTCOMES</p>	<p>Listening and Speaking</p> <p>PYP Outcomes:</p> <p>Phase 1:</p> <p>Learners</p> <p>PYP LS 1.2 Listen and respond to picture books, showing pleasure, and demonstrating their understanding</p> <p>Through gestures, expression and/or words</p> <p>PYP LS 1.6 Repeat/echo single words</p> <p>PYP LS 1.7 Use single words and two-word phrases in context</p> <p>PYP LS 1.8 Join in with poems, rhymes, songs, and repeated phrases in shared books</p> <p>PYP LS 1.9 Understand simple questions and respond with actions or words</p> <p>PYP LS 1.10 Follow classroom directions and routines, using context clues</p> <p>Phase 2:</p> <p>PYP LS 2.12 Use oral language to communicate during classroom activities, conversations and imaginative play</p> <p>NB Outcomes:</p> <p>NB LS 1.3 Express opinions and give simple explanations for some of their opinions (I like...because)</p>	<p>Viewing and Presenting</p> <p>PYP Outcomes:</p> <p>Phase 1:</p> <p>Learners</p> <p>PYP VP 1.1 Attend to visual information showing understanding through play, gestures, facial expression</p> <p>PYP VP 1.3 Observe visual cues that indicate context; show understanding by matching pictures with context</p> <p>PYP VP 1.6 Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</p> <p>PYP VP 1.9 Locate and use appropriate technology iconography to activate different devices, for example, computer games, CD player, television</p> <p>Phase 2:</p> <p>There are NO PYP Phase 2 outcomes</p> <p>NB Outcomes:</p> <p>NB VP 4.3 Select independently, and with teacher assistance, texts appropriate to their interests and learning needs</p> <p>NB VP 4.5 Use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct</p>	<p>Reading</p> <p>PYP Outcomes:</p> <p>Phase 1:</p> <p>Learners</p> <p>PYP R1.1 Enjoy listening to stories</p> <p>PYP R1.2 Choose and “read” picture books for pleasure</p> <p>PYP R 1.3 Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)</p> <p>PYP R 1.5 Listen attentively and respond to stories read aloud</p> <p>PYP R 1.6 Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity</p> <p>PYP R 1.16 Join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction</p> <p>Phase 2:</p> <p>PYP R 2.4 Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group</p> <p>NB Outcomes:</p> <p>NB R 4.1 Regard reading as a source of interest, enjoyment, and information</p> <p>NB R 4.3 Select independently, and with teacher assistance, text</p>	<p>Writing</p> <p>PYP Outcomes:</p> <p>Phase 1:</p> <p>Learners</p> <p>PYP W1.1 Experiment with writing using different writing implements and media</p> <p>PYP W 1.5 Show curiosity and ask questions about written language</p> <p>PYP W 1.6 Participate in shared writing, observing, observing the teacher’s writing and making suggestions</p> <p>Phase 2:</p> <p>PYP W 2.1 Enjoy writing and value their own efforts</p> <p>PYP W 2. 4 Participate in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions</p> <p>PYP W 2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story</p> <p>NB Outcomes:</p> <p>NB W 8.1 Use writing and other forms of representing for a variety of functions</p> <ul style="list-style-type: none"> - to ask questions - to generate and organize ideas - to express feelings, opinions, and imaginative ideas - to inform/communicate information - to record experiences 	<p>NOT APPLICABLE</p>

	<p>NB LS 1.4 Listen to others' ideas and opinions</p> <p>NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions</p>	<p>-Predict on the basis of what makes sense, what sounds right, and what the print suggests</p> <p>-Make meaningful substitutions</p> <p>-Attempt to self-correct predictions that interfere with meaning</p> <p>-Begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (Did it make sense? Did it sound right? If its tiger, would it start with "p"?)</p> <p>NB VP 4.6 Use a variety of strategies to create meaning</p> <p>-Predict content using text information along with personal</p> <p>-Follow written directions</p> <p>NB VP 4.7 Consistently match one-to-one</p> <p>NB VP 7.2 Respond critically to texts</p> <p>-Develop an understanding and respect for diversity</p>	<p>appropriate to their interest and their learning needs</p> <p>NB R 4.5 Use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct</p> <p>-Predict on the basis of what makes sense, what sounds right, and what the print suggests</p> <p>-Make meaningful substitutions</p> <p>-Attempt to self-correct predictions that interfere with meaning</p> <p>-Begin to monitor their own reading by cross-checking meaning cues (with cues from beginning and last letters of the word) Did it make sense? Did it sound right? If its tiger, would it start with "P"?)</p> <p>NB R 4.6 Use a variety of strategies to create meaning</p> <p>-Predict content using text information along with personal</p> <p>-Follow written directions</p> <p>NB R 4.7 Consistently match one-to-one</p> <p>NB R 7.2 Respond critically to texts</p> <p>-Formulate questions as well as understandings</p> <p>-Develop an understanding and respect for diversity</p>	<p>- to explore learning</p> <p>NB W 9.1 Use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)</p> <p>NB W 9.2 Demonstrate some awareness of audience and purpose</p> <p>-Choose particular forms for specific audiences and purposes</p> <p>-Realize that work to be shared with an audience needs editing</p> <p>NB W 9.3 Consider their readers'/ listeners'/ viewers' questions, comments and begin to use such responses to assess and extend their learning</p> <p>NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing</p> <p>NB W 10.3 Demonstrate engagement with the creation of pieces of writing and other representations</p> <p>-Engage in writing and representing activities every day</p> <p>-Sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.)</p> <p>-Choose to write independently during free choice time</p> <p>-Share writing and other representations with others and seek response</p> <p>-Contribute during shared writing activities</p> <p>-Contribute observations/information to classroom records of field trips, science experiments, etc.</p>	
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Drafted on April 20, 2020

Revised on June 2, 2020 in collaboration with the Grade level Homeroom Teachers.

Final Revisions made by the PYPC on June 17, 2020.