



International School of Nanshan Shenzhen

K3 Unit of Inquiry Summary for 2020-2021

UNIT TIMELINE	September 1st - November 6 th (9 Weeks) *Dates are tentative	November 9 th - Jan 29 th (10 weeks) *Dates are tentative	February 22 nd - April 16 th (8 Weeks) *Dates are tentative	April 19 th - June 4 th (7 Weeks) *Dates are tentative
TRANSDISCIPLINARY THEME	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Where We Are In Place And Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
UNIT TITLE	Learning Through Play	The Arts	Forces	The Universe
CENTRAL IDEA	Play helps us to build relationships and learn new skills	We can express our creativity and imagination through the arts	Forces are all around us and they follow rules when interacting with objects .	Space exploration helps us understand Earth's place in the Universe
LINES OF INQUIRY	An inquiry into 1. Skills that help us play 2. Choices we can make in play 3. Relationships through play	An inquiry into 1. Different forms of art 2. Different tools and materials we use for arts 3. Our feelings and self-expression	An inquiry into 1. Different kinds of forces 2. How objects move 3. Forces in the real world	An inquiry into 1. Objects in Space 2. Day and night 3. The planet we live in
KEY CONCEPTS	Function Responsibility Causation	Form Function Perspective	Form Causation Connection	Form Change Connection
RELATED CONCEPTS	Learning Spaces Behavior Friendships Communication	Emotions Movement Appreciation Communication	Interaction Attraction and Repulsion Movement Speed and Direction	Motion Cycles Living and Non-Living Things Habitat
APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)	SELF-MANAGEMENT SKILLS Pg. 18 and 19, The Learner Sub-Skills: 1.ORGANIZATION	COMMUNICATION SKILLS Pg. 18, The Learner Sub-Skills: 1.EXCHANGING INFORMATION	THINKING SKILLS Pg. 16 and 17, The Learner Sub-Skills: 1.CRITICAL THINKING	RESEARCH SKILLS Pg. 16 and 17, The Learner Sub-Skills: 1.INFORMATION LITERACY

	<p>-Choose and complete tasks independently -Follow the directions of others -Follow classroom routines</p> <p>2.STATES OF MIND Using strategies that manage state of mind <i>-PERSEVERANCE</i> -Demonstrate persistence in tasks -Use strategies to problem-solve -Manage own emotions -Manage feelings and resolve conflict</p> <p>SOCIAL SKILLS Sub-Skills: 1.INTERPERSONAL RELATIONSHIPS -Practice empathy and care for others -Listen closely to others -Be respectful to others -Play cooperatively in a group: Sharing, taking turns -Help others</p>	<p><i>-LISTENING</i> -Listen to information -Listen actively and respectfully to other's ideas <i>-INTERPRETING</i> -Understand the ways in which images and language interact to convey ideas -Recognize the meaning of kinaesthetic communication (body language) <i>-SPEAKING</i> -Express oneself using words and sentences -Participate in conversations</p> <p>2.SYMBOLIC EXPLORATION AND EXPRESSION <i>-READING, WRITING AND MATHEMATICS</i> -Take on pretend roles and situations -Access a variety of sources for information and for pleasure -Understand that mark-making carries meaning -Use mark-making to convey meaning</p>	<p><i>-ANALYSING</i> -Observe carefully -Find unique characteristics -Consider meaning taken from materials and events -Synthesize new understandings by seeing relationships and connections <i>-EVALUATING</i> -Test generalizations, strategies or ideas <i>-FORMING DECISIONS</i> -Apply rules, strategies and ideas from one context to another</p> <p>2.CREATIVE THINKING <i>-GENERATING NOVEL IDEAS</i> -Use discussion and play to generate new ideas and investigations -Practice some "visible thinking routines" (Ritchhart, Church and Morrison 2011) <i>-CONSIDERING NEW PERSPECTIVES</i> -Seek Information -Consider alternative solutions, including those that might be unlikely or impossible, in play and other situations -Ask "what if" questions</p>	<p><i>-FORMULATING AND PLANNING</i> -Ask or express through play questions that can be researched <i>-DATA GATHERING AND DOCUMENTING (audio recording, drawing, photographing)</i> -Use all senses to observe and notice details <i>-EVALUATING AND COMMUNICATING</i> -Notice relationships and patterns</p>
<p>YEAR LONG APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)</p>	<p>THINKING SKILLS Pg. 16 and 17, The Learner Sub-Skills: 2.INFORMATION TRANSFER (Using skills and knowledge in multiple contexts) -Apply skills and knowledge in unfamiliar situations or outside of school -Make connections between units of inquiry</p> <p>3.REFLECTION AND METACOGNITION (Using thinking skills to reflect on the process of learning) -Identify strengths and areas for improvement -Reflect on their learning by asking questions such as:</p> <ul style="list-style-type: none"> • What did I learn today? • What can I already do? • What will I work on next? 			
<p>LEARNER PROFILE ATTRIBUTES</p>	<p>Caring Principled</p>	<p>Risk-Takers Open-Minded</p>	<p>Thinkers Inquirers</p>	<p>Knowledgeable Caring</p>
<p>ACTION FOCUS</p>	<p>PARTICIPATION Pg. 30, The Learner -Making appropriate choices and taking responsibility for personal learning and actions</p>	<p>PARTICIPATION Pg. 30, The Learner -Getting involved in class, school and community projects</p>	<p>PARTICIPATION Pg. 30, The Learner -Working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action</p>	<p>LIFESTYLE CHOICES Pg. 31, The Learner -Reflecting on the impact of personal choices on local and global environments</p>

SUBJECT INTEGRATION	PE (Full Integration) Music Art (Dance, Drama, Visual Arts) Mandarin Math (Year-Round Integration) Literacy (Year-Round Integration)	Music Art (Dance, Drama, Visual Arts) Mandarin Math (Year-Round Integration) Literacy (Year-Round Integration)	PE (Full Integration) Art (Dance) Mandarin Math (Year-Round Integration) Literacy (Year-Round Integration)	Mandarin Math (Year-Round Integration) Literacy (Year-Round Integration)
MANDARIN	Partial Integration with a focus on teaching key unit vocabulary in Mandarin Integrate with LOI's and Related Concepts	Partial Integration with a focus on teaching key unit vocabulary in Mandarin Integrate with LOI 1 and 3 and Related Concepts	Partial Integration with a focus on teaching key unit vocabulary in Mandarin Integrate with LOI's and Related Concepts	Full Integration
TECHNOLOGY SKILLS	Media Literacy Pg. 17, The Learner - Use all senses to notice and observe details	Media Literacy Pg. 17, The Learner -Use all senses to notice and observe details -Use media to communicate, share and connect with others (**Use Seesaw : for Posting photos, videos, audio, etc, in developmentally appropriate ways)	Media Literacy Pg. 17, The Learner -Use all senses to notice and observe details -Use media to communicate, share and connect with others (**Use Seesaw : for Posting photos, videos, audio, etc, in developmentally appropriate ways) -Communicate information and ideas using a variety of media (as their skills progress)	Media Literacy Pg. 17, The Learner -Use all senses to notice and observe details -Use media to communicate, share and connect with others (**Use Seesaw : for Posting photos, videos, audio, etc, in developmentally appropriate ways) -Communicate information and ideas using a variety of media (as their skills progress)
K3 CURRICULAR OUTCOMES INTEGRATED WITH THE UNITS OF INQUIRY				
SCIENCE OUTCOMES *Science NB outcomes are taken from the 'You and Your World K-2' document. *PYP Science outcomes are taken from the '2018 updated Science scope and sequence' document from the IB.	There are NO PYP/NB Science Outcomes for this unit.	There are NO NB/PYP Science Outcomes for this unit.	PYP Science Outcomes: Strand(s): -Forces and Energy There are NO NB/PYP Science Outcomes for this unit.	PYP Science Outcomes: Strand(s): -Living Things -Earth and Space Age 3-5 years, Pg. 11 The student will be able to: <ul style="list-style-type: none"> • Talk about activities that occur during the day and night • Compare activities that occur during the seasons • Make connections between the weather and how to protect himself or herself • Identify simple patterns in daily and seasonal cycles Age 9-12 years, Pg. 33 The student will be able to:

				<ul style="list-style-type: none"> • Identify regular and irregular events in time and space that occur in the solar system (Bold is focus) • Examine the impact of events that occur in the solar system on the Earth <p>Science Skills: -Observe carefully in order to gather data</p> <p>NB Outcomes: (You and Your World K-2) Pg. 76 1.2.3 Students will be expected to observe how living things respond to change in solar energy that occur on a daily and season cycle</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Describe changes in heat and light from the sun • Investigate and describe changes that occur daily in behaviors and location of living things resulting from the solar cycle • Investigate the changes that occur seasonally in the characteristics, behaviors and location of living things resulting from the solar cycle • Describe how humans prepare for seasonal changes • Identify the necessity for appropriate sun protection
<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): -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 • Exhibit skills and strategies for organizing his or her time and belonging. • Recognize how his or her choices and behaviors affect learning in the classroom (for example, respond to 	<p>There are NO PYP/NB Social Studies Outcomes for this unit.</p>	<p>There are NO PYP/NB Social Studies Outcomes for this unit.</p>	<p>There are NO PYP/NB Social Studies Outcomes for this unit.</p>

	<p>various picture and story prompts to explain how one person's actions can impact others)</p> <p>Social Studies Skills: -Identify roles, rights and responsibilities in society (Bold is focus)</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 Relate consequences to actions and decisions 			
<p>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 Art Outcomes: Outcomes Covered in the HR Classes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND There are NO PYP and NB Outcomes relevant to the responding strand for Dance, Drama and Visual arts for this unit.</p> <p>CREATING STRAND Phase 1 Conceptual Understandings: Pg. 19 -The creative process involves joining in, exploring and taking risks</p> <p>DANCE Pg. 19 Learning Outcomes: Learners</p> <ul style="list-style-type: none"> PYP D C 1.9 Work individually or in groups with trust and confidence <p>DRAMA Pg. 21 Learning Outcomes:</p>	<p>PYP Art Outcomes: Outcomes Covered in the HR Classes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1 Conceptual Understandings: Pg. 15 -We enjoy and experience different forms of Art. -The art is a means of communication and expression.</p> <p>DANCE Pg. 15 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> PYP D R 1.1 Show curiosity about live and recorded dance performances PYP D R 1.2 Describe the ideas and feelings communicated through body movements PYP D R 1.3 Identify and explain why certain body postures and movements communicate certain ideas and feelings (Bold is focus) PYP D R 1.4 Display audience etiquette and appropriate responses 	<p>PYP Art Outcomes: Outcomes Covered in the HR Classes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND There are NO PYP and NB Outcomes relevant to the responding strand for Dance, Drama and Visual arts for this unit.</p> <p>CREATING STRAND Phase 1 Conceptual Understanding Pg. 19 -The creative process involves joining in, exploring and taking risks</p> <p>DANCE Pg. 19 Learning Outcomes: Learners</p> <ul style="list-style-type: none"> PYP DRA C 1.3 Explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation PYP DRA C 1.4 Move freely through the space to show levels of low, 	<p>There are NO PYP/NB Outcomes relevant to the art strand for this unit.</p>

<p>Learners</p> <ul style="list-style-type: none"> • PYP DRA C 1.1 Engage in imaginative play using a range of stimuli • PYP DRA C 1.4 Explore familiar roles, themes and stories dramatically • PYP DRA C 1.5 Create roles in response to props, set and costumes <p>VISUAL ARTS Pg. 23 Learning Outcomes: Learners</p> <ul style="list-style-type: none"> • PYP VA C 1.5 Use their imagination and experiences to inform their art making • PYP VA C 1.9 Participate in individual and collaborative creative experiences (**Focus on Play doh, kinetic sand art, sidewalk chalk drawing) <p>NB Outcomes: There are NO NB Outcomes relevant to the creating strand for Dance, Drama and Visual Arts for this unit.</p>	<p>such as watching, listening and responding to favorite parts of the performance</p> <p>DRAMA Pg. 16 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP DRA R 1.1 Respond to live performances, stories and plays from other times and/or places • PYP DRA R 1.2 Talk about ideas and feelings in response to dramatic performances • PYP DRA R 1.3 Display audience etiquette and appropriate responses <p>VISUAL ARTS Pg. 18 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP VA R 1.1 Enjoy experiencing artworks • PYP VA R 1.2 Show curiosity and ask questions about artworks (Bold is focus) • PYP VA R 1.4 Identify the materials and processes used in the creation of an artwork (Bold is focus) • PYP VA R 1.6 Communicate their initial responses to an artwork in visual, oral or physical modes (Bold is focus -**Focus on children using facial expressions and gestures to communicate their responses to artwork) <p>NB Outcomes: There are NO NB Outcomes relevant to the responding strand for Dance, Drama and Visual arts for this unit.</p> <p>CREATING STRAND: Phase 1 Conceptual Understandings Pg. 19 -We can enjoy and learn from creating art. -We can express ourselves through arts.</p>	<p>medium and high and change of direction</p> <ul style="list-style-type: none"> • PYP DRA C 1.6 Develop physical awareness in using isolated body movements and gross motor skills • PYP DRA C 1.7 Explore different types of movements such as travelling, jumping and turning <p>PYP Outcomes: There are NO PYP Outcomes relevant to the creating strand for Drama and Visual arts for this unit.</p> <p>NB Outcomes: There are NO NB Outcomes relevant to the creating strand for Dance, Drama and Visual arts for this unit.</p>	
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DANCE

Pg. 19

Learning Outcomes:

Learners:

- PYP D C 1.1 Respond to word, rhythm and/or music through movements
- PYP D C 1.3 Explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation
- PYP D C 1.4 Move freely through the space to show levels of low, medium and high and change of direction
- PYP D C 1.5 Use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes
- PYP D C 1.6 Develop physical awareness in using isolated body movements and gross motor skills
- PYP D C 1.7 Explore different types of movements such as travelling, jumping and turning

DRAMA

Pg. 21

Learning Outcomes:

Learners:

- PYP DRA C 1.1 Engage in imaginative play using a range of stimuli
- PYP DRA C 1.2 Develop the ability to cooperate and communicate with others in creating drama
- PYP DRA C 1.3 Explore basic bodily movements and the use of space
- PYP DRA C 1.4 Explore familiar roles, themes and stories dramatically

NB Outcomes:

There are **NO NB** Outcomes relevant to the creating strand for **Dance and Drama** for this unit.

VISUAL ARTS

		<p>Pg. 23 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP VA C 1.1 Engage with, and enjoy a variety of visual arts experiences • PYP VA C 1.2 Select tools, materials and processes for specific purposes • PYP VA C 1.4 Realize that their artwork has meaning - (Focus on what students share when they create something – I made a toy, I made a car) • PYP VA C 1.7 Take responsibility for the care of tools and materials <p>NB Outcomes: NB 2.2 Explore basic art skills, techniques, and vocabulary through a wide range of materials and available technologies</p>		
<p>MUSIC STRAND OUTCOMES</p> <p>*Music NB outcomes are taken from 'Music Education K-5' document.</p> <p>*Music PYP outcomes are taken from the music section of the '2018 updated Arts scope and sequence' document from the IB.</p>	<p>PYP Music Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1 Conceptual Understandings: Pg. 15 -The art is a means of communication and expression</p> <p>MUSIC Pg. 17 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP M R 1.8 Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion) (Bold is focus) <p>CREATING STRAND Phase 1 Conceptual Understandings: Pg. 19 -We can express ourselves through arts.</p> <p>MUSIC Pg. 22 Learning Outcomes: Learners:</p>	<p>PYP Music Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1 Conceptual Understandings: Pg. 15 -We enjoy and experience different forms of Art. -The art is a means of communication and expression.</p> <p>MUSIC Pg. 17 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP M R 1.1 Use voice to imitate sounds and learn songs • PYP M R 1.4 Move their bodies to express the mood of the music • PYP M R 1.5 Describe how music makes them feel <p>CREATING STRAND Phase 1 Conceptual Understandings: Pg. 19 -We can express ourselves through arts.</p> <p>MUSIC</p>	<p>THERE ARE NO MUSIC PYP OUTCOMES FOR THIS UNIT.</p> <p>NB Outcomes: Pg. No 24-25 NB K.4.2 Explore music as part of their daily classroom activities</p>	<p>THERE ARE NO MUSIC PYP OUTCOMES FOR THIS UNIT.</p> <p>NB Outcomes: Pg. No 24-25 NB K.4.2 Explore music as part of their daily classroom activities</p>

	<ul style="list-style-type: none"> • PYP M C 1.5 Explore sound as a means of expressing imaginative ideas <p>NB Outcomes: Pg. No 16-19</p> <p>NB K.1.2 Explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on sound sources - (Bold is focus - <i>**For K3, focus on distinguishing natural versus man-made sound sources and incorporating sounds during imaginative play, mimicking sounds like the characters in the stories during read-aloud)</i></p> <p>NB K.1.3 Participate in activities that explore a variety of sound sources (Bold is focus – <i>**For K3, participating in group songs, clapping, listening to music will be the focus)</i></p>	<p>Pg. 22 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP M C 1.5 Explore sounds as a means of expressing imaginative ideas (Bold is focus) • PYP M C 1.7 Participate in performing and creating music both individually and collectively (Bold is focus) <p>NB Outcomes: Pg. 20-21</p> <p>NB K.2.1 Perform simple rhythmic patterns</p> <p>NB K.2.3 Combine music and movement in their music making</p> <p>NB K.2.4 Explore songs about celebration and family</p> <p>NB K.2.5 Participate in group music-making</p> <p>Pg. No 22-23</p> <p>NB K.3.1 Describe and share music they encounter at home, both in daily life and as part of seasonal celebrations (Bold is focus)</p> <p>Pg. No 24-25</p> <p>NB K.4.2 Explore music as part of their daily classroom activities</p>		
<p>PSPE STRAND 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 -Interaction Type of Experience: Games</p> <p>IDENTITY Phase 2 Conceptual Understandings: Pg. 12</p>	<p>THERE ARE NO PE PYP/NB OUTCOMES FOR THIS UNIT.</p>	<p>PYP PSPE Outcomes: Strand(s): -Active Living Type of Experience: Movement Composition</p> <p>ACTIVE LIVING Phase 1 Conceptual Understandings: Pg. 16 -We can explore our body's capacity for movement.</p>	<p>THERE ARE NO PE PYP/NB OUTCOMES FOR THIS UNIT.</p>

-As people grow and change, they develop new skills, understandings and abilities.
-Emotions, attitudes and beliefs influence the way we act.
-Positive thoughts help us to develop a positive attitude

Pg. 13 and 14

Learning Outcomes:

Learners:

- PYP ID 1.1 Identify themselves in relation to others (for example, family, peers, school, class, ethnicity, gender)
- PYP ID 1.5 Identify their feelings and emotions and explain possible causes
- PYP ID 1.6 Recognize that others have emotions, feelings and perspectives that may be different from their own
- PYP ID 1.7 Identify and **explore strategies that help them to cope with change (Bold is focus)**
- PYP ID 1.11 Demonstrate a sense of competence with developmentally appropriate tasks and seek support to develop independence.

ACTIVE LIVING

Phase 1 Conceptual Understandings:

Pg. 16

-Safe participation requires sharing space and following rules

Pg. 17

Learning Outcomes:

Learners:

- PYP AL 1.1 Engage in a variety of different physical activities
- PYP AL 1.6 Develop a range of fine and gross motor skills

INTERACTION

Phase 1 Conceptual Understandings:

Pg. 19

-Interacting with others can be fun

-Our bodies can move creatively in response to different stimuli

Pg. 17

Learning Outcomes:

Learners:

- PYP AL 1.1 Engage in a variety of different physical activities
- PYP AL 1.7 Explore creative movements in response to different stimuli

INTERACTIONS

There are **NO relevant PYP outcomes** for this unit from the strand 'Interaction'.

IDENTITY

There are **NO relevant PYP outcomes** for this unit from the strand 'Identity'.

NB Outcomes:

Pg. 19

GCO 1: Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.

Pg. 19

SCO 1.1a Explore body and space awareness as it relates to movement

- ★ I can move in personal space safely.
- ★ I can move in general space safely.
- ★ I can follow simple instructions or rules.

Pg. 20

SCO 1.1b: Explore effort and relationships concepts across a variety of movement activities

- ★ I can move fast and slow, speed up and slow down.
- ★ I can land loudly and softly.
- ★ I can move in/out, over /under, around/through.

-Our behavior affects others

Pg. 19 and 20

Learning Outcomes:

Learners:

- PYP IN 1.1 Enjoy interacting, playing and engaging with others
- PYP IN 1.2 Take turns

NB Outcomes:

Pg. 19

GCO 1: Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.

SCO 1.1 a: Explore body and space awareness as it relates to movement

- ★ I can move in personal space safely.
- ★ I can move in general space safely.
- ★ I can follow simple instructions or rules.
- ★ I can move at different levels and in different directions

Pg. 24

GCO 2: Students will develop strategies and tactics to participate in a variety of activities

SCO 2.1 Explore a variety of tactics that can be used in simple games and activities.

- ★ I can find one safe way to avoid getting tagged.
- ★ I can find one safe way to tag others.
- ★ I can stay inside the lines.

Pg. 25

GCO 3: Students will develop knowledge, skills and values required to achieve and maintain well-being.

Pg. 25

SCO 3.1 Explore emotional and social skills that apply to the learning and performance of physical activity, and;

- ★ I can share equipment and space with others.

<p style="text-align: center;">MANDARIN OUTCOMES - SPEAKING AND LISTENING STRAND OUTCOMES</p> <p>*The '2018 updated Language scope and sequence' document from the IB is used to provide the foundational outcomes for Mandarin.</p> <p>*To make it developmentally appropriate, K3 will only focus on the Listening and Speaking sub-strand.</p> <p>*NB Outcomes for Mandarin 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>PYP Outcomes: Listening & Speaking Strand: Pg. 13 Phase 1 Conceptual Understanding: -Spoken words connect us with others Learners</p> <p>Pg. 13 and 14 Learning Outcomes: Learners PYP LS 1.1 Use gestures, actions, body language and or words to communicate needs and express ideas (Bold is focus)</p> <p>PYP LS 1.3 Name classmates, teachers and familiar classroom and playground objects</p> <p>PYP LS 1.6 Repeat and echo single words</p> <p>PYP LS 1.10 Follow classroom directions and routines using context clues</p> <p>NB Outcomes: 1.3 Express opinions (I like...; I don't like..) 2.2 Begin to use gestures and tone to convey meaning. 2.3 Respond to and give simple directions and instructions (Bold will be the focus)</p>	<p>PYP Outcomes: Listening & Speaking Strand: Pg. 13 Phase 1 Conceptual Understanding: -Spoken words connect us with others Learners</p> <p>Pg. 13 and 14 Learning Outcomes: Learners PYP LS 1.1 Use gestures, actions, body language and or words to communicate needs and express ideas (Bold is focus)</p> <p>PYP LS 1.6 Repeat and echo single words</p> <p>NB Outcomes: 1.3 Express opinions (I like...; I don't like..) 2.2 Begin to use gestures and tone to convey meaning. 2.3 Respond to and give simple directions and instructions (Bold will be the focus)</p>	<p>PYP Outcomes: Listening & Speaking Strand: Pg. 13 Phase 1 Conceptual Understanding: -Spoken words connect us with others Learners -People listen and speak to share thoughts and feelings</p> <p>Pg. 13 and 14 Learning Outcomes: Learners PYP LS 1.1 Use gestures, actions, body language and or words to communicate needs and express ideas (Bold is focus)</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>NB Outcomes: 1.3 Express opinions (I like...; I don't like..) 2.2 Begin to use gestures and tone to convey meaning. 2.3 Respond to and give simple directions and instructions (Bold will be the focus)</p>	<p>PYP Outcomes: Listening & Speaking Strand: Pg. 13 Phase 1 Conceptual Understanding: -Spoken words connect us with others Learners -People listen and speak to share thoughts and feelings</p> <p>Pg. 13 and 14 Learning Outcomes: Learners PYP LS 1.1 Use gestures, actions, body language and or words to communicate needs and express ideas (Bold is focus)</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>NB Outcomes: 1.3 Express opinions (I like...; I don't like..) 2.2 Begin to use gestures and tone to convey meaning. 2.3 Respond to and give simple directions and instructions (Bold will be the focus)</p>
<p style="text-align: center;">MANDARIN OUTCOMES - VIEWING AND PRESENTING STRAND OUTCOMES</p> <p>*The '2018 updated Language scope and sequence' document from the IB is used to provide the foundational outcomes for Mandarin.</p> <p>*NB Outcomes for Mandarin are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</p>	<p>PYP Outcomes: Viewing & Presenting Strand: Pg. 16 Phase 1 Conceptual Understanding: -Visual language is all around us</p> <p>Pg. 17 Learning Outcomes: Learners PYP VP 1.1 Attend to visual information showing understanding through play, gestures, facial expression</p> <p>PYP VP 1.6 Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</p>	<p>PYP Outcomes: Viewing & Presenting Strand: Pg. 16 Phase 1 Conceptual Understanding: -Visual language is all around us</p> <p>Pg. 17 Learning Outcomes: Learners PYP VP 1.1 Attend to visual information showing understanding through play, gestures, facial expression</p> <p>PYP VP 1.6 Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</p>	<p>PYP Outcomes: PYP Outcomes: Viewing & Presenting Strand: Pg. 16 Phase 1 Conceptual Understanding: -Visual language is all around us -We can enjoy and learn from visual language</p> <p>Pg. 16 Learning Outcomes: Learners PYP VP 1.2 Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise^[L]_[SEP]</p>	<p>PYP Outcomes: PYP Outcomes: Viewing & Presenting Strand: Pg. 16 Phase 1 Conceptual Understanding: -Visual language is all around us -We can enjoy and learn from visual language</p> <p>Pg. 16 Learning Outcomes: Learners PYP VP 1.2 Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise^[L]_[SEP]</p>

<p>**The page number for NB outcomes are in the ISNS Mandarin scope and sequence document</p>	<p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information (Bold will be the focus)</p> <p>NB VP 6.1 Respond personally to texts in a variety of ways (*Such as clap, smile, enjoyment)</p> <p>NB VP 6.2 Express opinions (through actions) about the work of authors and illustrators (Bold will be the focus)</p>	<p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information (Bold will be the focus)</p> <p>NB VP 6.1 Respond personally to texts in a variety of ways (*Such as clap, smile, enjoyment)</p> <p>NB VP 6.2 Express opinions (through actions) about the work of authors and illustrators (Bold will be the focus)</p>	<p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information</p> <p>NB VP 6.1 Respond personally to texts in a variety of ways (*Such as clap, smile, enjoyment)</p> <p>NB VP 6.2 Express opinions (through actions) about the work of authors and illustrators (Bold will be the focus)</p>	<p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information</p> <p>NB VP 6.1 Respond personally to texts in a variety of ways (*Such as clap, smile, enjoyment)</p> <p>NB VP 6.2 Express opinions (through actions) about the work of authors and illustrators (Bold will be the focus)</p>
<p>TECHNOLOGY 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 Practice, The Learning Community, Pg. 49, 2018)</p>	<p>Not Applicable</p>	<p>Not Applicable</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>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

LITERACY STRANDS		K3 MONTHLY BREAKDOWN OF LITERACY OUTCOMES				
MONTHS	AUGUST	SEPTEMBER - OCTOBER	NOVEMBER - DECEMBER	JANUARY – FEBRUARY - MARCH	APRIL - MAY - June	
<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’</p>	<p>Settling in and practices routines</p> <p>PYP Outcomes: Listening & Speaking Strand: Pg. 13 Phase 1 Conceptual Understanding: -Spoken words connect us with others Learners -People listen and speak to share thoughts and feelings</p> <p>Pg. 13 and 14 Learning Outcomes: Learners</p>	<p>PYP Outcomes: Listening & Speaking Strand: Pg. 13 Phase 1 Conceptual Understanding: -Spoken words connect us with others Learners -People listen and speak to share thoughts and feelings</p> <p>Pg. 13 and 14 Learning Outcomes: Learners</p>	<p>PYP Outcomes: Listening & Speaking Strand: Pg. 13 Phase 1 Conceptual Understanding: -Spoken words connect us with others Learners -People listen and speak to share thoughts and feelings</p> <p>Pg. 13 and 14 Learning Outcomes: Learners</p>	<p>PYP Outcomes: Listening & Speaking Strand: Pg. 13 Phase 1 Conceptual Understanding: -Spoken words connect us with others Learners -People listen and speak to share thoughts and feelings -People ask questions to learn from others</p> <p>Pg. 13 and 14 Learning Outcomes:</p>	<p>PYP Outcomes: Listening & Speaking Strand: Pg. 13 Phase 1 Conceptual Understanding: -Spoken words connect us with others Learners -People listen and speak to share thoughts and feelings -People ask questions to learn from others</p> <p>Pg. 13 and 14 Learning Outcomes:</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>Learners PYP LS 1.3 Name classmates, teachers and familiar classroom and playground objects</p> <p>PYP LS 1.6 Repeat and echo single words</p> <p>PYP LS 1.10 Follow classroom directions and routines using context clues</p> <p>NB Outcomes There are NO NB Outcomes.</p>	<p>PYP LS 1.1 Use gestures, actions, body language and or words to communicate needs and express ideas</p> <p>PYP LS 1.3 Name classmates, teachers and familiar classroom and playground objects</p> <p>PYP LS 1.6 Repeat and echo single words</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>NB Outcomes: NB LS 1.3 Express opinions (I like...; I don't like..)</p> <p>NB LS 2.2 Begin to use gestures and tone to convey meaning.</p> <p>NB LS 2.3 Respond to and give simple directions and instructions (Bold will be the focus)</p> <p>NB LS 3.1 Demonstrate that they are becoming aware of social conventions in group work and cooperative play. (Bold will be the focus)</p> <p>NB LS 3.2 Develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people. (Words in bold will be the focus in the outcome for the time period mentioned) (Bold will be the focus)</p>	<p>PYP LS 1.3 Name classmates, teachers and familiar classroom and playground objects</p> <p>PYP LS 1.6 Repeat and echo single words</p> <p>PYP LS 1.7 Use single words and two-word phrases in context</p> <p>PYP LS 1.10 Follow classroom directions and routines using context clues</p> <p>NB Outcomes: NB LS 1.1 Express feelings and give simple descriptions of past experiences (Bold will be the focus)</p> <p>NB LS 2.2 Begin to use gestures and tone to convey meaning</p> <p>NB LS 3.1 Demonstrate that they are becoming aware of social conventions in group work and cooperative play.</p> <p><i>(**These are the social conventions that we will look for – This is NOT an NB outcome)</i></p> <p>Social Conventions:</p> <ul style="list-style-type: none"> • Taking turns Communicating • Share materials • Agree and disagree using appropriate language • Be polite • Offer and/or help <p>NB LS 3.2 Develop the concepts/ vocabulary of feelings and an awareness that some vocabulary choices can hurt people. (Bold will be the focus)</p>	<p>Learners PYP LS 1.3 Name classmates, teachers and familiar classroom and playground objects</p> <p>PYP LS 1.4 Interact effectively with peers and others in familiar social settings</p> <p>PYP LS 1.6 Repeat and 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 1.10 Follow classroom directions and routines using context clues</p> <p>NB Outcomes: NB LS 1.2 Begin to ask and respond to questions, seeking information (Who? What? When? Where? Why?)</p> <p>NB LS 2.1 Participate in conversation and in small and whole group discussion</p> <p>NB LS 3.1 Demonstrate that they are becoming aware of social conventions in group work and cooperative play (Bold will be the focus)</p> <p>NB LS 3.2 Develop the concepts/ vocabulary of feelings and an awareness that some vocabulary choices can hurt people.</p>	<p>Learners PYP LS 1.3 Name classmates, teachers and familiar classroom and playground objects</p> <p>PYP LS 1.4 Interact effectively with peers and others in familiar social settings</p> <p>PYP LS 1.6 Repeat and 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 1.10 Follow classroom directions and routines using context clues</p> <p>NB Outcomes: NB LS 2.1 Participate in conversation and in small and whole group discussion</p> <p>NB LS 3.1 Demonstrate that they are becoming aware of social conventions in group work and cooperative play. (Bold will be the focus)</p> <p>NB LS 3.2 Develop the concepts/ vocabulary of feelings and an awareness that some vocabulary choices can hurt people.</p>
<p>VISUAL LANGUAGE - VIEWING &</p>	<p>Settling in and practices routines</p> <p>PYP Outcomes: Viewing & Presenting Strand: Pg. 16</p>	<p>PYP Outcomes: Viewing & Presenting Strand: Pg. 16</p>	<p>PYP Outcomes: PYP Outcomes: Viewing & Presenting Strand: Pg. 16</p>	<p>PYP Outcomes: PYP Outcomes: Viewing & Presenting Strand: Pg. 16</p>	<p>PYP Outcomes: PYP Outcomes: Viewing & Presenting Strand: Pg. 16</p>

<p style="text-align: center;">PRESENTING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3' <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>Pg. 16 Phase 1 Conceptual Understanding: -Visual language is all around us</p> <p>Pg. 17 Learning Outcomes: Learners PYP VP 1.6 Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</p> <p>NB Outcomes: There are NO NB Outcomes.</p>	<p>Phase 1 Conceptual Understanding: -Visual language is all around us</p> <p>Pg. 16 Learning Outcomes: Learners PYP VP 1.1 Attend to visual information showing understanding through play, gestures, facial expression</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information (Bold will be the focus)</p> <p>NB VP 6.1 Respond personally to texts in a variety of ways (*Such as clap, smile, enjoyment)</p> <p>NB VP 6.2 Express opinions (through actions) about the work of authors and illustrators (Bold will be the focus)</p>	<p>Phase 1 Conceptual Understanding: -Visual language is all around us -We can enjoy and learn from visual language</p> <p>Pg. 16 Learning Outcomes: Learners PYP VP 1.2 Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise^[1]_[2]</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information</p> <p>NB VP 6.1 Respond personally to texts in a variety of ways (*Such as clap, smile, enjoyment)</p> <p>NB VP 6.2 Express opinions (through actions) about the work of authors and illustrators (Bold will be the focus)</p>	<p>Phase 1 Conceptual Understanding: -Visual language is all around us -The pictures, images, and symbols in our environment have meaning -We can enjoy and learn from visual language</p> <p>Pg. 17 Learning Outcomes: Learners PYP VP 1.7 Visual language is all around us. Select and incorporate colors, shapes, symbols and images into visual presentations</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information (Bold will be the focus)</p> <p>NB VP 5.1 With assistance, interact with a variety of simple texts (ex. Pictures, computer software, videotapes, non-fiction) as well as human and community resources</p> <p>NB VP 6.1 Respond personally to texts in a variety of ways (*Such as clap, smile, enjoyment)</p> <p>NB VP 6.2 Express opinions (through actions) about the work of authors and illustrators (Bold will be the focus)</p> <p>NB VP 7.4 Begin to develop an understanding and respect for diversity</p>	<p>Phase 1 Conceptual Understanding: -Visual language is all around us -The pictures, images, and symbols in our environment have meaning -We can enjoy and learn from visual language</p> <p>Pg. 16 and 17 Learning Outcomes: Learners PYP VP 1.3 Observe visual cues that indicate context; show understanding by matching pictures with context</p> <p>PYP VP 1.8 Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite pages</p> <p>NB Outcomes: NB VP 4.2 Understand basic concepts of print including directionality, word, space, letter, and sound</p> <p>NB VP 5.1 With assistance, interact with a variety of simple texts (ex. Pictures, computer software, videotapes, non-fiction) as well as human and community resources</p> <p>NB VP 6.1 Respond personally to texts in a variety of ways (*Such as clap, smile, enjoyment)</p> <p>NB VP 6.2 Express opinions (simple words) about texts and the work of authors and illustrators</p> <p>NB VP 7.1 Recognize some basic types of texts (e.g. videos, poems, posters, letters, true and imaginary texts)</p> <p>NB VP 7.3 Begin to ask questions of texts</p>
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					NB VP 8.1 Understand that print carries a message
<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>**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>Settling in and practices routines</p> <p>PYP Outcomes: Learners There are NO PYP Outcomes.</p> <p>NB Outcomes: There are NO NB Outcomes.</p>	<p>PYP Outcomes: Reading Strand: Pg. 20 Phase 1 Conceptual Understanding: -People read for pleasure</p> <p>Pg. 20 Learning Outcomes: Learners PYP R 1.1 Enjoy listening to stories^{[L][SEP]}</p> <p>NB Outcomes: 4.1 Regard reading as sources of interest, enjoyment and information</p> <p>6.1 Respond personally to texts in a variety of ways (*Such as clap, smile)</p> <p>6.2 Express opinions (through actions) about the work of authors and illustrators</p>	<p>PYP Outcomes: Reading Strand: Pg. 20 Phase 1 Conceptual Understanding: -People read for pleasure</p> <p>Pg. 20 and 21 Learning Outcomes: Learners PYP R 1.1 Enjoy listening to stories^{[L][SEP]}</p> <p>PYP R 1.14 Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end (Bold will be the focus)</p> <p>NB Outcomes: 4.1 Regard reading as sources of interest, enjoyment and information</p> <p>6.1 Respond personally to texts in a variety of ways (*Such as clap, smile)</p> <p>6.2 Express opinions (through actions) about the work of authors and illustrators</p>	<p>PYP Outcomes: Reading Strand: Pg. 20 Phase 1 Conceptual Understanding: -Illustrations convey meaning -Print conveys meaning -People read for pleasure</p> <p>Pg. 20, 21 and 22 Learning Outcomes: Learners PYP R 1.1 Enjoy listening to stories^{[L][SEP]}</p> <p>PYP R 1.5 Listen attentively and respond to stories read aloud (Bold will be the focus)</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 1.8 Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words (Bold will be the focus)</p> <p>PYP R 1.12 Distinguish between pictures and written text, for example, can point to a picture when asked^{[L][SEP]}</p> <p>PYP R 1.14 Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end (Bold will be the focus)</p> <p>PYP R 1.16 Join in with chants, poems, songs, word games, gaining familiarity with the sounds and patterns of the language of instruction</p>	<p>PYP Outcomes: Reading Strand: Pg. 20 Phase 1 Conceptual Understanding: -Illustrations convey meaning -Print conveys meaning -People read for pleasure -There are established ways of setting out print and organizing books</p> <p>Pg. 20, 21 and 22 Learning Outcomes: Learners PYP R 1.1 Enjoy listening to stories^{[L][SEP]}</p> <p>PYP R 1.3 Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting) (Bold will be the focus)</p> <p>PYP R 1.5 Listen attentively and respond to stories read aloud (Bold will be the focus)</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 1.8 Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words (Bold will be the focus)</p> <p>PYP R 1.9 Recognize their own first name (Only for students who show readiness)</p> <p>PYP R 1.12 Distinguish between pictures and written text, for example, can point to a picture when asked^{[L][SEP]}</p>

				<p>NB Outcomes: 4.1 Regard reading as sources of interest, enjoyment and information (bold is focus)</p> <p>6.1 Respond personally to texts in a variety of ways (*Such as clap, smile)</p> <p>6.2 Express opinions (through actions) about the work of authors and illustrators</p>	<p>PYP R 1.14 Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end (Bold will be the focus)</p> <p>PYP R 1.16 Join in with chants, poems, songs, word games, gaining familiarity with the sounds and patterns of the language of instruction</p> <p>NB Outcomes: 4.1 Regard reading as sources of interest, enjoyment and information (bold is focus)</p> <p>4.2 Understand basic concepts of print including directionality, word, space, letter, and sound (Bold will be focus only for those students who show readiness)</p> <p>6.1 Respond personally to texts in a variety of ways (*Such as clap, smile)</p> <p>6.2 Express opinions (through actions) about the work of authors and illustrators</p>
<p>WRITTEN LANGUAGE - WRITING STRAND OUTCOMES</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</p>	<p>Settling in and practices routines</p> <p>PYP Outcomes: Learners There are NO PYP Outcomes.</p> <p>NB Outcomes: There are NO NB Outcomes.</p>	<p>PYP Outcomes: Writing Strand: Pg. 24 Phase 1 Conceptual Understanding: -Writing conveys meaning</p> <p>Pg. 24 Learning Outcomes: Learners PYP W 1.1 Experiment with writing using different writing implements and media</p> <p>NB Outcomes: There are NO NB Outcomes.</p>	<p>PYP Outcomes: Writing Strand: Pg. 24 Phase 1 Conceptual Understanding: -Writing conveys meaning</p> <p>Pg. 24 Learning Outcomes: 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 menu or wish list for a party ^[L]_[SEP]</p> <p>PYP W 1.7 Listen and respond to shared books (enlarged texts),</p>	<p>PYP Outcomes: Writing Strand: Pg. 24 Phase 1 Conceptual Understanding: -Writing conveys meaning</p> <p>Pg. 25 Learning Outcomes: Learners 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</p>	<p>PYP Outcomes: Writing Strand: Pg. 24 Phase 1 Conceptual Understanding: -Writing conveys meaning -Everyone can express themselves in writing</p> <p>Pg. 24 and 25 Learning Outcomes: Learners PYP W 1.3 Differentiate between illustrations and written text</p> <p>PYP W 1.4 Use their own experience as a stimulus when drawing and "writing"</p>

<p>updated Language scope and sequence' document from the IB</p>			<p>observing conventions of print, according to the language(s) of instruction^[L] ^[SEP] Bold will be the focus)</p> <p>^[L] ^[SEP] NB Outcomes: There are NO NB Outcomes.</p>	<p>some familiar sounds can be recorded</p> <p>NB Outcomes: There are NO NB Outcomes.</p>	<p>PYP W 1.5 Show curiosity and ask questions about written language</p> <p>PYP W 1.8 Begin to discriminate between letters/characters, numbers and symbols^[L] ^[SEP]</p> <p>PYP W 1.10 Write their own name independently (Only for students showing readiness)</p> <p>NB Outcomes: 8.1 Understand that print carries a message</p>
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MATH YEAR-ROUND OUTCOMES

<p style="text-align: center; font-weight: bold; margin: 0;">NUMBER SENSE STRAND OUTCOMES</p> <p style="font-size: small; margin-top: 10px;">*NB Outcomes for Math Number Sense strand are taken from 'Mathematics Grade 1 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 style="font-size: small; margin-top: 10px;">*Math outcomes for Number Sense strand is taken from '2018 updated Math scope and sequence' document from the IB</p>	<p>NUMBER SENSE OUTCOMES:</p> <p>PYP Outcomes:</p> <p>Pg. 29</p> <p>Phase 1:</p> <p>Conceptual Understandings:</p> <p>- Numbers are a naming system.</p> <p>Pg. 29</p> <p>Learning Outcomes:</p> <p>Learners</p> <p>Constructing</p> <p>PYP N1.1 Understand one- to-one correspondence</p> <p>PYP N1.4 Understand conservation of a number</p> <p>Transferring:</p> <p>There are NO PYP Outcomes.</p>
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Applying:

There are NO PYP Outcomes.

NB Outcomes:

NB N1 Say the number sequence by 1s starting anywhere from 1 to 5 and from 5 to 1. (Adapted from NB K5 outcomes)

NB N2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots.

NB N5 Compare quantities, 1 to 10, using one-to-one correspondence.

*****K3 does not have math outcomes for the following strands – Data Handling, Patterns and Function, Measurement and Shape and Space. However, students can be exposed to these concepts through provocations in a play-setting.***

Drafted on March 16, 2020

Revised on May 24, 2020 in collaboration with PYPC, Math and Literacy Coordinators.

Final Revisions made by PYPC on June 15, 2020