



International School of Nanshan Shenzhen  
 Homeroom: Unit of Inquiry Summary 2018-2019  
 Grade 1



Grade Level	Dates: Aug. 20 <sup>th</sup> – Oct. 12 <sup>th</sup>	Dates: Oct. 15 <sup>th</sup> – Nov. 23 <sup>rd</sup>	Dates: Nov. 26 <sup>th</sup> – Jan. 18 <sup>th</sup>	Dates: Jan. 21 <sup>st</sup> – March 15 <sup>th</sup>	Dates: March 18 <sup>th</sup> – Apr. 26 <sup>th</sup>	Dates: Apr. 29 <sup>th</sup> – June 14 <sup>th</sup>
Transdisciplinary Theme	Who We Are	How We Organize Ourselves	How We Express Ourselves	Where We Are In Place and Time	How the World Works	Sharing the Planet
Unit Title	Who We Are as Learners	Communities	Stories	Personal Histories	Living Things	Taking Action
Central Idea	Our choices shape who we are as learners.	A community is a shared space where members work towards a common purpose.	Authors use stories to communicate ideas and entertain others.	Discovering our personal histories helps us to understand where we came from.	All living things go through a process of change.	People's actions can change the environment.
Lines of Inquiry (3-4)	<ul style="list-style-type: none"> <li>• Our roles as learners</li> <li>• Our learning mindsets</li> <li>• Skills that help us learn</li> </ul>	<ul style="list-style-type: none"> <li>• The different roles in a community</li> <li>• Different types of communities</li> <li>• How communities are organized</li> </ul>	<ul style="list-style-type: none"> <li>• How stories are alike and different</li> <li>• How stories can change when they are retold               <ul style="list-style-type: none"> <li>• Perspectives of characters in stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Our family history and how it has changed</li> <li>• Traditions in my family</li> <li>• Celebrating different types of families</li> </ul>	<ul style="list-style-type: none"> <li>• How living things change</li> <li>• Similarities and differences in life cycles</li> <li>• The importance of living things</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of waste and pollution</li> <li>• Reduce, reuse and recycle</li> <li>• Actions we can take</li> </ul>
Key Concepts (2-3)	Reflection Perspective Responsibility	Connection Form Function	Form Change Perspective	Change Connection Perspective	Change Connection Reflection	Form Causation Responsibility
Related Concepts (3-4)	Identity Behaviour Choice Relationships	Roles Systems Interactions Order	Imagination Creativity Process Character	Tradition Culture Beliefs Diversity	Cycles Transformation Patterns Purpose	Sustainability Conservation Environment Choice
Transdisciplinary Skills (1-2)	Self-Management Skills Social Skills	Social Skills Communication Skills	Communication Skills	Research Skills Communication Skills	Research Skills	Thinking Skills
Attitudes (2)	Commitment Integrity	Cooperation Respect	Creativity Empathy	Tolerance Confidence Independence	Appreciation Curiosity	Commitment Enthusiasm
Learner Profile Attributes (2)	Principled Risk Taker	Open Minded Communicator	Communicator Thinker	Open Minded Inquirers	Reflective Caring	Knowledgeable Balanced

<p style="text-align: center;"><b>Science and Social Studies</b> Scope and Sequence Outcomes</p>	<p><b>PYP Outcomes:</b> <b>NB Outcomes:</b> - <i>demonstrate an understanding of the importance of interactions between people (1.1.1)</i> Elaborations - <b>Give examples of interactions between people</b> - <b>Understand the importance of good listening and effective communication skills to interactions</b> - <b>Demonstrate appropriate reactions to the ideas and actions of others</b> - <i>demonstrate an understanding that people within groups have rights and responsibilities (1.1.3)</i> <b>Elaborations</b> - <b>Identify basic rights and responsibilities</b> - <b>Give examples of rights and responsibilities that are common to children</b> - <b>Demonstrate appropriate decision making skills</b></p> <p><b>Additional Outcomes:</b></p>	<p><b>PYP Social Studies Outcomes:</b> - describe and compare the various communities to which he or she belongs - recognize the components of a local community - identify the contributions of different members of a community - create and share his or her own story about being a community member - demonstrate how various public places serve the needs of people in a community</p> <p><b>NB Outcomes:</b> - <i>demonstrate an understanding that people within groups have rights and responsibilities (1.1.3)</i> <b>Elaborations</b> - <b>Identify basic rights and responsibilities</b> - <b>Demonstrate an understanding that conflict may arise from different expectations, desires and capabilities of members of a group</b> - <b>Demonstrate appropriate decision making skills</b> - <b>Demonstrate an ability to solve conflicts through cooperation and peaceful means</b> - <b>Take age-appropriate actions to demonstrate their responsibilities as citizens (local, national, global)</b> - <i>demonstrate an understanding of the factors that influence how needs and wants are met (1.4.5)</i> <b>Elaborations</b> - <b>Identify different ways peoples' needs are met</b></p> <p><b>Additional Outcomes:</b></p>	<p><b>PYP Outcomes:</b> <b>NB Outcomes:</b> <b>Additional Outcomes:</b></p>	<p><b>PYP Social Studies Outcomes:</b> - identify and compare traditions and celebrations observed by others in the class - research and compare homes in different cultures - identify changes he or she has undergone from birth to present (for example, discuss with classmates what changes their families have undergone in their lifetimes) - use primary sources (such as parents and grandparents) to identify reasons for documenting personal history - talk about the different ways in which family history can be documented - place events from his or her life in chronological order (for example, using personal photos). - explain why a particular celebration is important in his or her own life</p> <p><b>NB Outcomes:</b> - <i>demonstrate an understanding of the similarity and diversity of social and cultural groups (1.1.2)</i> <b>Elaborations</b> - <b>Review the definition and characteristics of groups</b> - <b>Demonstrate an understanding that within each group there are certain characteristics that bring people (local, national, and global) together</b></p> <p><b>Additional Outcomes:</b></p>	<p><b>PYP Science Outcomes:</b> - recognize that living things, including humans, need certain resources for energy and growth - describe the life cycles of a variety of living things (for example, a range of animals and plants) - compare the life cycles of different living things - identify common components of life cycles (for example, birth, growth, maturity, reproduction, death)</p> <p><b>NB Outcomes:</b> - <i>describe how plants and animals meet their needs in a given environment (1.2.1)</i> <b>Elaborations</b> - <b>Describe different ways that animals and plants meet their needs</b> - <b>Observe and identify similarities and differences in the needs of living things</b> - <b>Describe how humans help meet the needs of animals and plants</b> - <b>Describe ways in which living things move to meet their needs</b> - <b>Identify characteristics that animals and plants have in common</b> - <b>Recognize that living things depend on a healthy environment</b> - <i>plan and conduct investigations that explore similarities and differences between plants and animals (1.2.2)</i> <b>Elaborations</b> - <b>Make predictions about animal and plan needs based on observed patterns</b> - <b>Ask questions about living things that lead to</b></p>	<p><b>PYP Science Outcomes:</b> - investigate the responses of plants or animals to changes in their habitats - identify or generate a question or problem to be explored in relation to human impact on the local environment - recognize that imagination contributes to scientific developments - explore the use of imagination as a tool to solve problems (for example, particular inventions, scientific discoveries) - reflect on the impact of air on living things - reflect on and self-assess his or her personal use of natural resources - investigate ways that familiar materials can be reused - group materials on the basis of properties for the purpose of recycling - describe how a particular material is recycled - explore the role of living things in recycling energy and matter</p> <p><b>PYP Social Studies Outcomes:</b> - create a list of practices that could be used to maintain natural resources at home and in school - critique the methods of waste management in his or her immediate environment - explain the different roles of people in the recycling process</p> <p><b>NB Outcomes:</b> - <i>take age appropriate action to practice responsible behavior in caring for the environment (1.2.6)</i> <b>Elaborations</b></p>
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					<p>further explorations and investigations</p> <ul style="list-style-type: none"> <li>- Identify new questions about what has been learned from a variety of sources</li> <li>- describe growth and development of familiar animals during their life cycle (2.1.1)</li> </ul> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>- Compare the life cycles of familiar animals and classify them according to their similarities and differences</li> <li>- Observe and describe the changes in appearance of an organism during its life cycle</li> <li>- Identify things that remain constant and those that change as organisms grow and develop</li> <li>- identify a variety of sources and ideas related to the life cycle of animals and to illustrate key concepts in animal development (2.1.2)</li> </ul> <p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>- Select and use appropriate materials to carry out investigations</li> <li>- identify and use various sources of information and ideas</li> <li>- use terminology and language about animal development that others understand</li> <li>- communicate procedures and results, using drawings, demonstrations, as well as written and oral descriptions</li> </ul> <p><b>Additional Outcomes:</b></p>	<ul style="list-style-type: none"> <li>- Identify examples of conservation and sustainability</li> <li>- Promote sustainable practices on a local, national, and global level</li> <li>- Identify materials that can be recycled locally and composted at home and/or school</li> <li>- Explain the role of the 5 R's: reduce, reuse, recycle, refuse &amp; rethink</li> <li>- Identify ways to keep home and school clean and safe</li> </ul> <p><b>Additional Outcomes:</b></p>
<b>Numbers</b> Scope and Sequence Outcomes	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>				
<b>Data Handling</b> Scope and Sequence Outcomes	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>Phase One Conceptual Understanding:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>Phase One Conceptual Understanding:</b>

				<p>We collect information to make sense of the world around us.</p> <p><b>PYP Outcomes:</b></p> <p><b>Constructing</b></p> <ul style="list-style-type: none"> <li>- understand that sets can be organized by different attributes (DH1.1)</li> <li>- understand that information about themselves and their surroundings can be obtained in different ways (DH1.2)</li> </ul> <p><b>Transferring</b></p> <ul style="list-style-type: none"> <li>- represent information through pictographs and tally marks (DH1.4)</li> <li>- sort and label real objects by attributes (DH1.5)</li> </ul> <p><b>Applying</b></p> <ul style="list-style-type: none"> <li>- create pictographs and tally marks (DH1.6)</li> <li>- create living graphs using real objects and people (DH1.7)</li> <li>- describe real objects and events by attributes (DH1.8)</li> </ul> <p><b>NB Outcomes</b></p> <ul style="list-style-type: none"> <li>- Gather and record data about self and others to answer questions (SP1)</li> <li>- Construct and interpret concrete graphs and pictographs to solve problems (SP2)</li> </ul>		<p>We collect information to make sense of the world around us.</p> <p><b>PYP Outcomes:</b></p> <p><b>Constructing</b></p> <ul style="list-style-type: none"> <li>- understand that sets can be organized by different attributes (DH1.1)</li> <li>- understand that information about themselves and their surroundings can be obtained in different ways (DH1.2)</li> </ul> <p><b>Transferring</b></p> <ul style="list-style-type: none"> <li>- represent information through pictographs and tally marks (DH1.4)</li> <li>- sort and label real objects by attributes (DH1.5)</li> </ul> <p><b>Applying</b></p> <ul style="list-style-type: none"> <li>- create pictographs and tally marks (DH1.6)</li> <li>- create living graphs using real objects and people (DH1.7)</li> <li>- describe real objects and events by attributes (DH1.8)</li> </ul> <p><b>NB Outcomes</b></p> <ul style="list-style-type: none"> <li>- Gather and record data about self and others to answer questions (SP1)</li> <li>- Construct and interpret concrete graphs and pictographs to solve problems (SP2)</li> </ul>
<p><b>Measurement</b> Scope and Sequence Outcomes</p>	<p><b>PYP Outcomes:</b> <b>NB Outcomes:</b></p>	<p><b>PYP Outcomes:</b> <b>NB Outcomes:</b></p>	<p><b>PYP Outcomes:</b> <b>NB Outcomes:</b></p>	<p><b>PYP Outcomes:</b> <b>NB Outcomes:</b></p>	<p><b>Phase One Conceptual Understanding:</b> Objects have attributes that can be measured using non-standard units.</p> <p><b>NB Outcomes:</b></p> <ul style="list-style-type: none"> <li>- 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) (SS2)</li> <li>- Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison (SS3)</li> </ul>	<p><b>PYP Outcomes:</b> <b>NB Outcomes:</b></p>

					- Measure length to the nearest non-standard unit by; using multiple copies of a unit; using a single copy of a unit (iteration process) (SS4) - Demonstrate that changing the orientation of an object does not alter the measurements of its attributes (SS5)	
<b>Patterns and Function</b> Scope and Sequence Outcomes	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>
<b>Shape and Space</b> Scope and Sequence Outcomes	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>
Language Scope and Sequence Outcomes <b>Listening &amp; Speaking</b>	<p><b>Phase One Conceptual Understanding:</b> Spoken words connect us with others People listen and speak to share thoughts and feelings.</p> <p><b>Phase Two Conceptual Understanding:</b> Everyone has the right to speak and be listened to.</p> <p><b>PYP Outcomes:</b> - use gestures, actions, body language and/or words to communicate needs and to express ideas (LS1.1) - use language to address their needs, express feelings and opinions (LS2.10)</p> <p><b>NB Outcomes:</b> - express thoughts and feelings and describe experiences (1.1) - demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play (3.1) - recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people (3.2)</p>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<p><b>PYP Outcomes:</b> - talk about the stories, writing, pictures and models they have created (LS2.13)</p> <p><b>NB Outcomes:</b></p>	<p><b>Phase One Conceptual Understanding:</b> People ask questions to learn from others.</p> <p><b>Phase Two Conceptual Understanding:</b> People communicate using different languages.</p> <p><b>PYP Outcomes:</b> - tell their own stories using words, gestures, and objects/artifacts (LS1.5) - realize that people speak different languages (LS1. 11) - describe personal experiences (LS2.5)</p> <p><b>NB Outcomes:</b> - express thoughts and feelings and describe experiences (1.1) - engage in informal oral presentations and respond to a variety of oral presentations and other texts (2.4)</p>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>

	- recognize that volume of voice needs to be adjusted according to the situation, (ex. Playground, classroom) (3.3)					
Language Scope and Sequence Outcomes <b>Viewing &amp; Presenting</b>	<b>PYP Outcomes:</b> - show their understanding that visual messages influence our behaviour (VP2.5)  <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> - recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences (VP1.4) - relate the different contexts presented in visual texts according to their own experiences for example, “that looks like my uncle’s farm!” (VP2.3)  <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> - talk about their own feelings in response to visual messages; show empathy for the way others might feel (VP2.2) - 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 (VP2.13)  <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> - through teaching modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame (VP2.12) - become aware of the use an organization of visual effects to create a particular impact, for example, dominant images show what is important in a story (VP2.14)  <b>NB Outcomes:</b>	<b>PYP Outcomes:</b> - talk about their own feelings in response to visual messages; show empathy for the way others might feel (VP2.2)  <b>NB Outcomes:</b>
Language Scope and Sequence Outcomes <b>Reading</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b> - select independently, and with teacher assistance, texts appropriate to their interest and learning needs (4.1)  <b>Reading Genre: Realistic Fiction/Focusing on Reading Habits in Grade 1</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b> <b>Reading Genre: Nonfiction (Informational)</b>	<b>Phase One Conceptual Understanding:</b> Illustrations convey meaning. Print conveys meaning. Stories can tell about imagined worlds. <b>PYP Outcomes:</b> express opinions about the meaning of a story (R1.10) show empathy for characters in a story (R1.11)  <b>NB Outcomes:</b> - 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) (4.2) - express and begin to support opinions about texts and the work of authors and illustrators (6.2)  <b>Reading Genre: Fiction</b>	<b>Phase One Conceptual Understanding:</b> Printed information can tell about the real world.  <b>PYP Outcomes:</b> <b>NB Outcomes:</b> - engage in the research process with assistance • Generate questions to guide research • Locate appropriate information with assistance • Interact with the information (5.1) - respond critically to texts • formulate questions as well as understandings • develop an understanding and respect for diversity (7.2)  <b>Reading Genre: Nonfiction (Informational)</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b> - use some features of written text to determine content, locate topics, and obtain information (4.4) - engage in the research process with assistance • Generate questions to guide research • Locate appropriate information with assistance • Interact with the information (5.1)  <b>Reading Genre: Nonfiction (Informational)</b>	<b>PYP Outcomes:</b> <b>NB Outcomes:</b> - use some features of written text to determine content, locate topics, and obtain information (4.4) - engage in the research process with assistance • Generate questions to guide research • Locate appropriate information with assistance • Interact with the information (5.1)  <b>Reading Genre: Nonfiction (Informational)</b>
Language Scope and Sequence Outcomes <b>Writing</b>	<b>Phase One Conceptual Understanding:</b> People write to tell about their experiences, ideas and feelings.	<b>PYP Outcomes:</b> - illustrate their own writing and contribute to a class book or collection of published writing (W2.12) <b>NB Outcomes:</b>	<b>Phase One Conceptual Understanding:</b> Writing conveys meaning. <b>Phase Two Conceptual Understanding:</b> People write to communicate.	<b>PYP Outcomes:</b> <b>NB Outcomes:</b> - begin to develop, with assistance, some ways to make their own notes (8.2)	<b>PYP Outcomes:</b> <b>NB Outcomes:</b> - begin to develop, with assistance, some ways to make their own notes (8.2)	<b>PYP Outcomes:</b> <b>NB Outcomes:</b> - begin to develop, with assistance, some ways to make their own notes (8.2)

	<p><b>PYP Outcomes:</b> <b>NB Outcomes:</b></p> <p><b>Writing Form: Personal Narrative/Recount (Standalone)</b></p>	<p>- begin to develop, with assistance, some ways to make their own notes (8.2)</p> <p><b>Writing Form: Explanatory Report (Community Book)</b></p>	<p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- enjoy writing and value their own efforts (W2.1)</li> <li>- illustrate their own writing and contribute to a class book or collection of published writing (W2.12)</li> </ul> <p><b>NB Outcomes:</b></p> <ul style="list-style-type: none"> <li>- begin to experiment with language choices in imaginative writing and other ways of representing (8.3)</li> <li>- demonstrate some awareness of audience and purpose</li> <li>• Choose particular forms for specific audiences and purposes</li> <li>• realize that work to be shared with an audience needs editing (9.2)</li> <li>- develop strategies for prewriting, drafting, revising, editing, proofreading, and presenting/publishing</li> <li>• use prewriting strategies such as drawing, talking and reflecting</li> <li>• use appropriate drafting strategies for getting ideas on paper</li> <li>• use simple revision strategies to create a meaningful message</li> <li>• use simple editing strategies</li> <li>• use a variety of techniques for publishing/presenting (10.1)</li> </ul> <p><b>Writing Form: Narrative</b></p>	<p><b>Writing Form: Descriptive Report</b></p>	<p><b>Writing Form: Procedural</b></p>	<p><b>Writing Form: Persuasive</b></p>
<p>PSPE Scope and Sequence Outcomes</p>	<p><b>Identity:</b> <b>Phase One Conceptual Understandings:</b></p> <ul style="list-style-type: none"> <li>- Each person is an individual.</li> <li>- As people grow and change they develop new skills, understandings and abilities.</li> <li>- Positive thoughts help us to develop a positive attitude.</li> <li>- Reflecting on our experiences helps us to understand ourselves better.</li> </ul>	<p><b>Identity:</b> <b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)</li> </ul> <p><b>Active Living:</b></p> <p><b>Interactions:</b></p>	<p><b>Identity:</b> <b>Active Living:</b></p> <p><b>Interactions:</b></p>	<p><b>Identity:</b> <b>Phase One Conceptual Understandings:</b></p> <ul style="list-style-type: none"> <li>- Emotions, attitudes and beliefs influence the way we act</li> <li>- Knowing how we are similar to and different from others helps shape our understanding of self</li> </ul>	<p><b>Identity:</b> PYP Outcomes:</p> <ul style="list-style-type: none"> <li>- describe how they have grown and changed</li> </ul> <p><b>Active Living:</b></p> <p><b>Interactions:</b></p>	<p><b>I Identity:</b> <b>Active Living:</b></p> <p><b>Interactions:</b></p>

	<p>- Developing independence builds self-worth and personal responsibility.</p> <p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- identify and explore strategies that help them to cope with change</li> <li>- identify positive thoughts and attitudes towards themselves and others</li> <li>- willingly approach and persevere with new situations</li> <li>- reflect on their experiences in order to build a deeper understanding of self</li> <li>- demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence</li> </ul> <p><b>Active Living:</b></p> <p><b>Interactions:</b></p>			<p>- Reflecting on our experiences helps us to understand ourselves better</p> <p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- describe some physical and personal characteristics and personal preferences</li> <li>- talk about similarities and differences between themselves and others</li> <li>- recognize that others have emotions, feelings and perspectives that may be different from their own</li> <li>- reflect on their experiences in order to build a deeper understanding of self</li> </ul> <p><b>Active Living:</b></p> <p><b>Interactions:</b></p>		
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<p>Year Round Language Outcomes</p>	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>- listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words (LS1.2)</li> <li>- interact effectively with peers and adults in familiar social settings (LS1.4)</li> <li>- join in with poems, rhymes, songs and repeated phrases in shared books (LS1.8)</li> <li>- understand simple questions and respond with actions or words (LS1.9)</li> <li>- follow classroom directions and routines, using context cues (LS1.10)</li> <li>- use the mother tongue (with translation, if necessary) to express needs and explain ideas (LS1.12)</li> <li>- realize that word order can change from one language to another (LS1.13)</li> <li>- use own grammar style as part of the process of developing grammatical awareness (LS1.14)</li> <li>- follow two step directions (LS2.8)</li> <li>- listen and respond in small or large groups for increasing periods of time (LS2.1)</li> <li>- listen to and enjoy stories read aloud; show understanding by responding oral, written or visual form (LS2.2)</li> <li>- ask questions to gain information and respond to inquiries directed to themselves or the class (LS2.11)</li> </ul> <p><b>New Brunswick Outcomes:</b></p> <ul style="list-style-type: none"> <li>- ask and respond to questions to clarify information or gather further information (1.2)</li> <li>- express opinions and give simple explanations for some of their opinions (I like... I don't like...) (1.3)</li> <li>- listen to ideas and opinions of others (1.4)</li> <li>- sustain one-to-one conversations and contribute to small and large-group interactions (2.1)</li> <li>- use intonation, facial expressions, and gestures to communicate ideas and feelings (2.2)</li> <li>- respond to and give directions or instructions that include two or three components (2.3)</li> </ul>	<p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>- make personal connections to visual texts, for example, a picture book about children making friends in a new situation (VP1.5)</li> <li>- select and incorporate colours, shapes, symbols and images into visual presentations (VP1.7)</li> <li>- show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages (VP1.8)</li> <li>- realize that shapes, symbols and colours have meaning and include them in presentations (VP2.8)</li> <li>- recognize ICT iconography and follow prompts to access programs or active devices (VP2.11)</li> <li>- observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed (VP2.10)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- enjoy listening to stories (R1.1)</li> <li>- choose and "read" picture books for pleasure (R1.2)</li> <li>- locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting) (R1.3)</li> <li>- show curiosity and ask questions about pictures or text (R1.4)</li> <li>- listen attentively and respond to stories read aloud (R1.5)</li> <li>- participates in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity (R1.6)</li> <li>- make connections to their own experience when listening to or "reading" texts (R1.7)</li> <li>- begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words (R1.8)</li> <li>- recognize their own first name (R1.9)</li> <li>- distinguish between pictures and written text, for example, can point to a picture when asked (R1.12)</li> <li>- indicate printed text where the teacher should start reading (R1.13)</li> <li>- handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end (R1.14)</li> <li>- realize that the organization of on-screen text is different from how text is organized in a book (R1.15)</li> <li>- join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction (R1.16)</li> </ul> <p><b>PHASE TWO</b></p> <ul style="list-style-type: none"> <li>- select and reread favourite texts for enjoyment (R2.1)</li> <li>- participate in shared reading, posing and responding to questions and joining in the refrains (R2.3)</li> <li>- participate in guided reading situations, observing and applying behaviours and interacting effectively with the group (R2.4)</li> <li>- listen attentively and respond actively to read-aloud situations make predictions, anticipate possible outcomes (R2.5)</li> <li>- make connections between personal experience and storybook characters (R2.9)</li> </ul> <p><b>New Brunswick Outcomes:</b></p> <ul style="list-style-type: none"> <li>- regard reading/viewing as sources of interest, enjoyment, and information (4.1)</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- experiment with writing using different writing implements and media (W1.1)</li> <li>- choose to write as play, or in informal situations for example, filling in forms in a present post office, writing a menu or wish list for a party (W1.2)</li> <li>- differentiate between illustrations and written text (W1.3)</li> <li>- use their own experience as a stimulus when drawing and "writing" (W1.4)</li> <li>- show curiosity and ask questions about written language (W1.5)</li> <li>- participate in shared writing, observing the teacher's writing and making suggestions (W1.6)</li> <li>- listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction (W1.7)</li> <li>- begin to discriminate between letters/characters, numbers and symbols (W1.8)</li> <li>- show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded (W1.9)</li> <li>- write their own name independently (W1.10)</li> </ul> <p><b>PHASE TWO</b></p> <ul style="list-style-type: none"> <li>- write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example "I like...", "I can...", "I went to...", "I am going to..." (W2.2)</li> <li>- read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged (W2.3)</li> <li>- participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions (W2.4)</li> <li>- create illustrations to match their own written text (W2.6)</li> </ul> <p><b>New Brunswick Outcomes:</b></p> <ul style="list-style-type: none"> <li>- use writing and other forms of representing for a variety of functions <ul style="list-style-type: none"> <li>• to ask questions</li> <li>• to generate and organize ideas</li> <li>• to express feelings, opinions, and imaginative ideas</li> <li>• to inform/communicate information</li> </ul> </li> </ul>
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Year Round Math Outcomes	<p style="text-align: center;"><b>Numbers Constructing</b></p> <ul style="list-style-type: none"> <li>- understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set (N1.2)</li> <li>- understand conservation of number (N1.4)</li> </ul>	<p style="text-align: center;"><b>Data Analysis</b></p>	<p style="text-align: center;"><b>Measurement Constructing</b></p> <ul style="list-style-type: none"> <li>- understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year (M2.3)</li> <li>- understand that time is measured using universal units of measure,</li> </ul>	<p style="text-align: center;"><b>Patterns and Function Constructing</b></p> <ul style="list-style-type: none"> <li>- understand that patterns can be found in numbers, for example, odd and even numbers, skip counting (PF2.1)</li> </ul> <p style="text-align: center;"><b>Transferring</b></p> <ul style="list-style-type: none"> <li>- represent patterns in a variety of ways for example, using words,</li> </ul>	<p style="text-align: center;"><b>Shape and Space Constructing</b></p> <ul style="list-style-type: none"> <li>- understand that there are relationships among and between 2D and 3D shapes (SS2.1)</li> <li>- understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes (SS2.2)</li> </ul>

	<ul style="list-style-type: none"> <li>- understand the relative magnitude of whole numbers (N1.5)</li> <li>- understand whole-part relationships (N1.7)</li> <li>- use the language of mathematics to compare quantities, for example, more, less, first, second (N1.8)</li> <li>- model numbers to hundreds or beyond using the base 10 place value system (N2.1)</li> <li>- estimate quantities to 100 (N2.2)</li> <li>- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference (N2.4)</li> <li>- model addition and subtraction of whole numbers (N2.5)</li> <li>- develop strategies for memorizing addition and subtraction number facts (N2.6)</li> <li>- estimate sums and differences (N2.7)</li> </ul> <p style="text-align: center;"><b>Transferring</b></p> <ul style="list-style-type: none"> <li>- read and write whole numbers up to hundreds and beyond (N2.10)</li> <li>- read, write, compare and order cardinal and ordinal numbers (N2.11) (up to tenth)</li> </ul> <p style="text-align: center;"><b>Applying</b></p> <ul style="list-style-type: none"> <li>- use number words and numerals to represent quantities in real-life situations (N1.11)</li> <li>- use the language of mathematics to compare quantities in real-life situations, for example, more, less, first, second (N1.12) <ul style="list-style-type: none"> <li>- use whole numbers up to hundreds or beyond in real-life situations (N2.13)</li> </ul> </li> <li>- use cardinal and ordinal numbers in real-life situations (N2.14) (up to tenth) <ul style="list-style-type: none"> <li>- use fast recall of addition and subtraction number facts in real-life situations (N2.15) (up to 18)</li> </ul> </li> </ul> <p style="text-align: center;"><b>New Brunswick Outcomes</b></p> <ul style="list-style-type: none"> <li>- say the number sequence, 0 to 100, by: (N1) <ul style="list-style-type: none"> <li>• 2s, 5s and 10s, forward and backward, using starting</li> </ul> </li> </ul>		<p>for example, years, months, days, hours, minutes and seconds (M2.4)</p> <p style="text-align: center;"><b>Transferring</b></p> <ul style="list-style-type: none"> <li>- estimate and compare lengths of time: second, minute, hour, day, week and month (M2.7)</li> </ul> <p style="text-align: center;"><b>Applying</b></p> <ul style="list-style-type: none"> <li>- use measures of time to assist with problem solving in real-life situations (M2.9)</li> </ul> <p style="text-align: center;"><b>New Brunswick Outcomes</b></p> <ul style="list-style-type: none"> <li>- relate the number of days to a week and the number of months to a year in a problem-solving context (SS1)</li> </ul>	<p>drawings, symbols, materials, actions, numbers (PF2.4)</p> <ul style="list-style-type: none"> <li>- describe number patterns for example, odd and even numbers, skip counting (PF2.5)</li> </ul> <p style="text-align: center;"><b>Applying</b></p> <ul style="list-style-type: none"> <li>- extend and create patterns in numbers, for example, odd and even numbers, skip counting (PF2.6)</li> <li>- use number patterns to represent and understand real life situations (PF2.7) <ul style="list-style-type: none"> <li>- use the properties and relationships of addition and subtraction to solve problems (PF2.8)</li> </ul> </li> </ul> <p style="text-align: center;"><b>New Brunswick Outcomes</b></p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of repeating patterns (three to five elements) by; <ul style="list-style-type: none"> <li>• Describing</li> <li>• Extending</li> <li>• Comparing</li> <li>• Creating patterns using manipulatives, diagrams, sounds and actions (PR1)</li> </ul> </li> <li>- Demonstrate an understanding of increasing patterns by; <ul style="list-style-type: none"> <li>• Describing,</li> <li>• Reproducing</li> <li>• Extending</li> <li>• Creating patterns using manipulatives, diagrams, sounds and actions (PR2)</li> </ul> </li> <li>- demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100) (PR3)</li> <li>- Record equalities and inequalities symbolically using the equal symbol or the not equal symbol (PR4)</li> </ul>	<ul style="list-style-type: none"> <li>- understand that geometric shapes are useful for representing real-world situations (SS2.4)</li> </ul> <p style="text-align: center;"><b>Transferring</b></p> <ul style="list-style-type: none"> <li>- sort, describe and label 2D and 3D shapes (SS2.6) <ul style="list-style-type: none"> <li>- analyse and describe the relationships between 2D and 3D shapes (SS2.7)</li> </ul> </li> </ul> <p style="text-align: center;"><b>Applying</b></p> <ul style="list-style-type: none"> <li>- analyse and use what they know about 3D shapes to describe and work with 2D shapes (SS2.12)</li> </ul> <p style="text-align: center;"><b>New Brunswick Outcomes</b></p> <ul style="list-style-type: none"> <li>- sort 2D shapes and 3D objects using two attributes, and explain the sorting rule (SS6)</li> <li>- describe, compare and construct 3D objects, including; cubes; spheres; cones; cylinders; pyramids (SS7)</li> <li>- describe, compare and construct 2D shapes, including; triangles; squares; rectangles; circles (SS8)</li> <li>- identify 2D shapes as parts of 3D objects in the environment (SS9)</li> </ul>
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	<p>points that are multiples of 2, 5 and 10 respectively</p> <ul style="list-style-type: none"> <li>• 10s using starting points from 1 to 9</li> <li>• 2s starting from 1</li> </ul> <p>- demonstrate if a number (up to 100) is even or odd. (N2)</p> <p>- describe order or relative position using ordinal numbers (up to tenth) (N3)</p> <p>- represent and describe numbers to 100, concretely, pictorially and symbolically. (N4)</p> <p>- compare and order numbers up to 100 (N5)</p> <p>- estimate quantities to 100 using referents. (N6)</p> <p>- illustrate, concretely and pictorially, the meaning of place value for numerals to 100. (N7)</p> <p>- demonstrate and explain the effect of adding zero to or subtracting zero from any number (N8)</p> <p>- demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by;</p> <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• creating and solving problems that involve addition and subtraction</li> <li>• explaining that the order in which numbers are added does not affect the sum</li> <li>• explaining that the order in which numbers are subtracted may affect the difference (N9)</li> </ul> <p>- apply mental mathematics strategies such as:</p> <ul style="list-style-type: none"> <li>• using doubles</li> <li>• making 10</li> <li>• one more, one less</li> <li>• two more, two less</li> <li>• addition for subtraction to determine basic addition facts to 18 and related subtraction facts (N10)</li> </ul>				
Year Round Skills	<b>Science</b>	Observe carefully in order to gather data			

		Use a variety of instruments and tools to measure data accurately Use scientific vocabulary to explain their observations and experiences Identify or generate a question or problem to be explored Plan and carry out systematic investigations, manipulating variables as necessary Make and test predictions Interpret and evaluate data gathered in order to draw conclusions Consider scientific models and application of these models (including their limitations)				
	<b>Social Studies</b>	Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society				
	<b>PYP Transdisciplinary Skills</b>	<b>Social Skills</b> Accepting responsibility Respecting others Cooperating Resolving conflict Group decision-making Adopting a variety of group roles	<b>Communication Skills</b> Listening Speaking Reading Viewing Presenting Non-verbal communication	<b>Research Skills</b> Formulating questions Observing Planning Collecting data Recording data Organizing data Interpreting data Presenting research findings	<b>Thinking Skills</b> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical thought Metacognition	<b>Self-Management Skills</b> Gross motor skills Fine motor skills Spatial awareness Organization Time management Safety Healthy lifestyle Codes of behavior Informed choices