International School of Nanshan Shenzhen
Homeroom: Unit of Inquiry Summary 2018-2019
Grade 2

Grade Level	Dates: Aug. 20th – Oct. 12th	Dates: Oct. 15th – Nov. 23rd	Dates: Nov. 26th – Jan. 18th	Dates: Jan. 21st – March 15th	Dates: March 18th – Apr. 26th	Dates: Apr. 29th – June 14th
Transdisciplinary Theme	Who We Are	How We Express Ourselves	Where We Are In Place and Time	How We Organize Ourselves	Sharing the Planet	How the World Works
Unit Title	Wellness	Communication	Maps	Transportation	Animals	Discovering New Information
Central Idea	Our wellness depends on the choices we make.	People use a variety of ways to communicate their ideas.	People use maps to explore and navigate different places in the world.	There are different transportation systems for a variety of reasons.	People share the planet with many animals and their actions can help or harm them.	Scientists learn new information through a variety of ways.
Lines of Inquiry (3-4)	• The connection between the different types of wellness • Choices that affect our health • Ways we can take responsibility for our wellness	• Ways people share and express their ideas • The role of language in communication • Signs and symbols can convey messages	•Physical geography around the world •The evolution of maps • Purpose and importance of navigation	• How transportation is organized • Access to transportation • Responsible use of transportation	• Endangered animals around the world • How people and nature alter animals and their habitats • Actions people can take to help animals and nature	• Similarities and differences among scientists • The process of discovering new information • Solving problems with our new understandings
Key Concepts (2-3)	Connection Causation Responsibility	Form Perspective Function	Form Change Function	Function Reflection Responsibility	Form Causation Responsibility	Connection Change Reflection
Related Concepts (3-4)	Interaction Health Nutrition Emotions	Communication Messages Expression Symbols	Location Discovery Geography Orientation	System Organization Choice Consequences	Animals Endangered Conservation Habitat	Explorations Systems Process Discovery
Transdisciplinary Skills (1-2)	Self-Management Skills	Communication Skills	Research Skills	Thinking Skills	Research Skills	Research Skills
Attitudes (2)	Commitment Independence	Appreciation Tolerance	Confidence Curiosity	Cooperation Respect	Empathy Integrity	Creativity Enthusiasm
Learner Profile Attributes (2)	Balanced Reflective	Communicators Open-Minded	Thinkers Knowledgeable	Principled Thinkers	Balanced Caring	Inquirers Risk Taker

Science and Social Studies Scope and Sequence Outcomes	**PYP Outcomes:** **-** explain the impact of diet in providing the body with sources of potential energy - explain the need to act responsibly with regards to his or her health and the health of others **NB Outcomes:** - *demonstrate an understanding of the importance of the interactions between people (1.1.1)* • give examples of interactions between people • understand the importance of good listening and effective communication skills to interactions • understand that friends are important to one's happiness - *students will be expected to explain how good eating habits contribute to health and well-being (1.3.2)* • identify food groups and give examples of food in each group • explain the importance of eating meals regularly, particularly breakfast • identify safety practices associated with food **-** *understand, develop and maintain a healthy lifestyle (2.4.1)* Elaborations - demonstrate an understanding of the relationship between basic needs and a healthy lifestyle - explain that types of food eaten, level of physical activity and amount of rest and relaxation affects one's health - explain the effect of poor nutrition on teeth and the importance of regular	**PYP Outcomes:** - explore a variety of signs and symbols and interpret their messages - describe the impact of communications technology on everyday communication - demonstrate how non-verbal communication allows people to transcend language barriers - identify the cultural and historical context in which signs and symbols develop **NB Outcomes:** - *demonstrate an understanding of the importance of the interactions between people (1.1.1)* • give examples of interactions between people • understand the importance of good listening and effective communication skills to interactions **Additional Outcomes:**	**PYP Outcomes:** **-** locate on a globe or map his or her place in the world, and its relationship to various other places - explain how people's perceptions and representations of place have changed over time - explore a variety of signs and symbols and interpret their messages **NB Outcomes:** *-demonstrate an understanding that signs, symbols, direction and scale are used to present landmarks and locations (1.4.2)* • identify and develop signs and symbols used in legends on maps and globes • give verbal directions using relative terms for different locations • recognize that maps and globes are used to represent the world • use signs and symbols on simple maps to identify and locate features within the school and community • create and use simple maps and/or models • create and use pictures of develop symbols to represent features on a map **Additional Outcomes:**	**PYP Outcomes:** **-** assess the impact that changes in the environmental conditions can have on living things **-** use a variety of resources and tools to gather and process information about various regions and different ways of representing the world - identify the services and the users of these services in the local community - compare availability of services in two or more different communities - analyse the reasons for different services in place in a community - make connections between different services in the community - explore how transportation influences lifestyle and community - compare transportation systems within the local community to those in other communities - explain how and why changes in transportation have occurred over time - examine the impact of technological advances in transportation on the environment **NB Outcomes:** **-** *predict ways their community might change in the future and how they might contribute to that future (2.2.3)* Elaborations - identify and explain examples of changes that may take place in their community in the future - identify ways individuals and groups can contribute to future change **Additional Outcomes:**	**PYP Outcomes:** - explain people's responsibilities regarding the use of resources from the environment **-** assess the impact that changes in the environmental conditions can have on living things **NB Outcomes:** **Additional Outcomes:**	**PYP Outcomes:** - identify the difference between physical and chemical changes **NB Outcomes:** **-** *compare properties of familiar liquids and solids and investigate how they interact (2.5.2)* Elaborations - observe and identify properties of familiar liquids and solids - investigate how liquids and solids interact - investigate changes that result from the interaction of materials - demonstrate an understanding of floating and sinking by solving practical problems **Additional Outcomes:**

	brushing and visits to the dentist - explain the importance of eating a complete breakfast **Additional Outcomes:**					
Numbers Scope and Sequence Outcomes	**PYP Outcomes:** **NB Outcomes**	**PYP Outcomes:** **NB Outcomes**	**PYP Outcomes:** **NB Outcomes**	**PYP Outcomes:** **NB Outcomes**	**PYP Outcomes:** **NB Outcomes**	**PYP Outcomes:** **NB Outcomes**
Data Handling Scope and Sequence Outcomes	**Phase Two Conceptual Understandings:** Information can be expressed as organized and structured data. Objects and events can be organized in different ways. **PYP Outcomes:** **Constructing** - understand that sets can be organized by one or more attributes (DH2.1) - understand that information about themselves and their surroundings can be collected and recorded in different ways (DH2.2) **Transferring** - collect and represent data in different types of graphs, for example, tally marks, bar graphs (DH2.4) - represent the relationship between objects in sets using tree, Venn and Carroll diagrams (DH2.5) **Applying** - collect, display and interpret data for the purpose of answering questions (DH2.7) - create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (DH2.8) - use tree Venn and Carroll diagrams to explore relationship between data (DH2.9) **NB Outcomes:** - collect first hand data and organize it using; tally marks, line plots, charts, lists to answer questions (SP1)	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**	**Phase Two Conceptual Understanding:** Some events in daily life are more likely to happen than others. **PYP Outcomes:** **Constructing** - understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain) (DH2.3) **Transferring** - represent the relationship between objects in sets using tree, Venn and Carroll diagrams (DH2.5) - express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain) (DH3.6) **Applying** - use tree Venn and Carroll diagrams to explore relationship between data (DH2.9) - identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain) (DH2.10) **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**	**Phase Two Conceptual Understanding:** Some events in daily life are more likely to happen than others. **PYP Outcomes:** **Constructing** - understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain) (DH2.3) **Transferring** - represent the relationship between objects in sets using tree, Venn and Carroll diagrams (DH3.5) - express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain) (DH3.6) **Applying** - use tree Venn and Carroll diagrams to explore relationship between data (DH2.9) - identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain) (DH2.10) **NB Outcomes:**

	- construct, label and interpret bar graphs to solve problems (SP2)					
Measurement Scope and Sequence Outcomes	**Phase Two Conceptual Understandings:** Standard units allow us to have a common language to identify, compare, order and sequence objects and events. **PYP Outcomes:** **Constructing** - understand the use of standard units to measure, for example, length, mass, money, time, temperature (M2.1) **Transferring** - estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature (M2.5) **Applying** - use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature (M2.8) **NB Outcomes:** - demonstrate an understanding of measuring mass (g, kg) (SS4)	**PYP Outcomes:** **NB Outcomes:**	**Phase Two Conceptual Understandings:** Standard units allow us to have a common language to identify, compare, order and sequence objects and events. **PYP Outcomes:** **Constructing** - understand the use of standard units to measure, for example, length, mass, money, time, temperature (M2.1) - understand that tools can be used to measure (M2.2) - 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) - understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds (M2.4) - understand the use of standard units to measure perimeter (M3.1) - understand that measures can fall between numbers on a measurement scale, for example, 3 ½ kg, between 4cm and 5cm (M3.2) - understand the relationships between units, for examples, meters, centimeters (M3.3) **Transferring** - estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature (M2.5) - read and write the time to the hour, half hour and quarter hour (M2.6) - estimate and compare lengths of time: second, minute, hour, day, week and month (M2.7) - estimate and measure using standard units of	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**

			measurement: perimeter (M3.5) **Applying** - use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature (M2.8) - use measures of time to assist with problem solving in real-life situations (M2.9) - use standard units of measurement to solve problems in real-life situations involving perimeter (M3.8) - select appropriate tools and units of measurement (M3.9) **NB Outcomes:** - relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years) (SS1) - relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem solving context (SS2) - demonstrate an understanding of measuring length (cm, m) by; selecting and justifying referents for the units cm and m; modelling and describing the relationship between the units cm and m; estimating length using referents; measuring and recording length, width and height (SS3) - demonstrate an understanding of perimeter of regular and irregular shapes (SS5)			
Patterns and Function Scope and Sequence Outcomes	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**
Shape and Space Scope and Sequence Outcomes	**PYP Outcomes:** **NB Outcomes:**	**Phase Two Conceptual Understanding:** Shapes are classified and names according to their properties.	**Phase Two Conceptual Understanding:** Specific vocabulary can be used to describe an object's position in space.	**Phase Two Conceptual Understanding:** Specific vocabulary can be used to describe an object's position in space.	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**

		Some shapes are made up of parts that repeat in some way. **PYP Outcomes:** **Constructing** - understand that geometric shapes are useful for presenting real-world situations (SS2.4) - understand the common language used to describe shapes (SS3.1) - understand the properties of regular and irregular polygons (SS3.2) **Transferring** - represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling (SS2.10) - sort, describe and model regular and irregular polygons (SS3.8) **Applying** **-** analyse and describe 2D and 3D shapes, including regular and irregular polygons, using geometrical vocabulary (SS3.14) **NB Outcomes:** **-** describe 3D objects according to the shape of the faces, and the number of edges and vertices (SS6) - sort regular and irregular polygons, including; triangles, quadrilaterals, pentagons, hexagons, octagons according to the number of sides (SS7)	**PYP Outcomes:** **Constructing** **-** understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment (SS2.5) **Transferring** - interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment (SS2.11) **Applying** - interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment (SS2. 13) **NB Outcomes:**	**PYP Outcomes:** **Constructing** **-** understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment (SS2.5) **Transferring** - interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment (SS2.11) **Applying** - interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment (SS2. 13) **NB Outcomes:**		
Language Scope and Sequence Outcomes **Listening & Speaking**	**PYP Outcomes:** **-** ask questions to gain information and respond to inquiries directed to themselves or to the class **NB Outcomes:** - express thoughts and feelings and describe past events (1.1) **-** recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary	**Phase Two Conceptual Understanding:** The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. **PYP Outcomes:** **-** memorize and join in with poems, rhymes and songs (LS2.3) - use language to address their	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:** **-** respond to and give directions or instructions that include two or three components (2.3) - engage in informal oral presentations and respond to a variety of oral presentations and other text (2.4)

	choices that affirm rather than hurt people (2.3)	needs, express feelings and opinions (LS2.10) - talk about the stories, writing, pictures and models they have created (LS2.13) - begin to communicate in more than one language (LS2.14) **NB Outcomes:** **-** use intonation, facial expressions, and gestures to communicate ideas and feelings (2.2) - engage in informal oral presentations and respond to a variety of oral presentations and other text (2.4)				
Language Scope and Sequence Outcomes **Viewing & Presenting**	**PYP Outcomes:** **-** show their understanding that visual messages influence our behavior (VP 2.5) - use a variety of implements to practice and develop handwriting and presentation skills (VP2.9) - through teacher modelling, become aware of terminology used to tell about visual effects for example, features, layout, border, frame (VP 2.12) - become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story (VP2.14) **NB Outcomes:**	**Phase Two Conceptual Understanding:** People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations. **PYP Outcomes:** - connect visual information with their own experiences to construct their own meaning, for example, when taking a trip (VP2.6) **-** use body language in mime and role play to communicate ideas and feelings visually (VP 2.7) - realize that shapes, symbols and colours have meaning and include them in presentations (VP 2.8) - become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story (VP2.14) - observe visual images and begin to appreciate, and be able to express, that they have	**PYP Outcomes:** - connect visual information with their own experiences to construct their own meaning, for example, when taking a trip (VP2.6) **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**	**PYP Outcomes:** **-** talk about their own feelings in response to visual messages; show empathy for the way others might feel (VP 2.2) **NB Outcomes:**	**PYP Outcomes:** **NB Outcomes:**

		been created to achieve particular purposes (VP 2.15) **NB Outcomes:**				
Language Scope and Sequence Outcomes **Reading**	**PYP Outcomes:** - make connections between personal experience and storybook characters (R2.9) **NB Outcomes:** - make personal connections to text and share their responses in a variety of ways (6.1) - use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characters (7.1) **Reading Genre:** Realistic Fiction	**PYP Outcomes:** - read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography (R 2.8) - understand sound-symbol relationships and recognize familiar sounds/symbols/words of the language community (R2.10) **NB Outcomes:** - use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characters (7.1) **Reading Genre:** Poetry	**PYP Outcomes:** **NB Outcomes:** **Reading Genre:** Realistic Fiction	**PYP Outcomes:** **NB Outcomes:** - express and begin to support opinions about texts and the world of authors and illustrators (6.2) **Reading Genre:** Informational/Nonfiction	**Phase Two Conceptual Understanding:** People read to learn **PYP Outcomes:** **NB Outcomes:** - 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) **Reading Genre:** Informational/Nonfiction	**Phase Two Conceptual Understanding:** People read to learn **PYP Outcomes:** **NB Outcomes:** - use some features of written text to determine content, locate topics, and obtain information (4.4) **Reading Genre:** Informational/Nonfiction
Language Scope and Sequence Outcomes **Writing**	**PYP Outcomes:** - 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) - write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story (W2.5) - create illustrations to match their own written text (W2.6) **NB Outcomes:** - with assistance, begin to use technology in writing and other forms of representing (10.4) **Writing Form:** Personal Narrative/Recount	**PYP Outcomes:** **NB Outcomes:** - with assistance, begin to use technology in writing and other forms of representing (10.4) **Writing Form:** Poetry	**PYP Outcomes:** **NB Outcomes:** **Writing Form:** Narrative (Standalone)	**PYP Outcomes:** **NB Outcomes:** - consider their readers’/listeners’/viewers’ questions, comments and begin to use such responses to assess and extend their learning (9.3) **Writing Form:** Persuasive Writing	**PYP Outcomes:** - illustrate their own writing and contribute to a class book or collection of published writing (W2.12) **NB Outcomes:** - begin to develop, with assistance, some ways to make their own notes (8.2) - with assistance, begin to use technology in writing and other forms of representing (10.4) **Writing Form:** Informational Writing	**PYP Outcomes:** **NB Outcomes:** **Writing Form:** Procedural Writing/Science Lab Report
PSPE Scope and Sequence Outcomes	**Identity:** **Phase Two Conceptual Understanding:** Identifying and understanding our emotions helps us to regulate our behavior.	**Identity:** **Phase Two Conceptual Understanding:** Movements can be used to convey feelings, attitudes, ideas or emotions.	**Identity:** **Active Living:** **Interactions:**	**Identity:** **Active Living:** **Interactions:**	**Identity:** **Active Living:** **Interactions:**	**Identity:** **Active Living:** **Interactions:**

	A positive attitude helps us to overcome challenges and approach problems. **PYP Outcomes:** - explain how different experiences can result in different emotions - identify feelings and begin to understand how these are related to behavior - identify and understand the consequences of actions **Active Living:** **Phase Two Conceptual Understanding:** Regular exercise is part of a healthy lifestyle. Food choices can affect our health. **PYP Outcomes:** **-** recognize the importance of regular exercise in the development of well-being - identify healthy food choices **Interactions:**	**Active Living:** **Interactions:**			**Phase Two Conceptual Understanding:** Our actions towards others influence their actions towards us. Responsible citizenship involves conservation and preservation of the local environment. **PYP Outcomes:** - understand the impact of their actions on each other and the environment	

	Listening and Speaking	Viewing and Presenting	Reading	Writing
Year Round Language Outcomes	- listen and respond in small or large groups for increasing periods of time (LS2.1) - listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form (LS2.2) - follow classroom instructions, showing understanding (LS2.4) - distinguish beginning, medial and ending sounds of words with increasing accuracy (LS2.7) - follow two-step directions (LS2.8) - predict likely outcomes when listening to texts read aloud (LS2.9) - use oral language to communicate during classroom activities, conservations and imaginative play (LS2.12) - use grammatical rules of languages(s) of instruction (LS2.15) **New Brunswick Outcomes:** - ask and respond to questions to clarify information or gather further information (1.2) - listen to ideas and opinions of others (1.4) - sustain one-to-one conversations and contribute to small and large group interactions (2.1) - demonstrate a growing awareness of social conventions such as turn taking and politeness in conversation and co-operative play (3.1) - recognize that volume of voice needs to be adjusted according to the situation, (playground, classroom)	- attend to visual information showing understanding through discussion, role play and illustrations (VP2.1) - relate to different context presented in visual texts according to their own experiences (VP2.3) - observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed (VP2.10) - recognize ICT iconography and follow prompts to access programs or activate devices (VP2.11)	- select and reread favourite texts for enjoyment (R2.1) - understand that print is permanent, for example, when listening to familiar stories notices when the reader leaves out or changes parts (R2.2) - participate in shared reading, posing and responding to questions and joining in the refrains (R2.3) - participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group (R2.4) - listen attentively and respond actively to read-aloud situations make predictions, anticipate possible outcomes (R2.5) - read and understand the meaning of self-selected and teacher-selected texts at an appropriate level (R2.6) - use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (R2.7) - instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols (R2.11) - have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation (R2.12) - participate in learning engagements involving reading aloud-taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems (R2.13) **New Brunswick Outcomes:** - regard reading/viewing as sources of interest, enjoyment, and information (4.1) - 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) - select independently, and with teacher assistance, texts appropriate to their interests and learning needs (4.3) - use combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct	- enjoy writing and value their own efforts (W2.1) - read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged (W2.3) - participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions (W2.4) - demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality (W2.7) - connect written codes with the sounds of spoken language and reflect this understanding when recording ideas (W2.8) - form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community (W2.9) - discriminate between types of code, for example, letters, numbers, symbols words/characters (W2.10) - write an increasing number of frequently used words or ideas independently (W2.11) **New Brunswick Outcomes:** - use writing and other forms of representing for a variety of functions • to ask questions • to generate and organize ideas • to express feelings, opinions, and imaginative ideas • to inform/communicate information • to record experiences • to explore learning (8.1) - use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Reader's Theatre) (9.1) - demonstrate some awareness of audience and purpose • Choose particular forms for specific audiences and purposes • realize that work to be shared with an audience needs editing (9.2) - consider their readers'/listeners'/viewers' questions, comments and begin to use such responses to assess and extend their learning (9.3)

			• predict on the basis of what makes sense, what sounds right, and what the print suggests • make meaningful substitutions • attempt to self-correct predictions that interfere with meaning • begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (4.5) - use a variety of strategies to create meaning • identify the main idea • predict content using text information along with personal knowledge and experiences • make inferences by drawing on their own experiences and clues in the text • identify character traits from contextual clues • make connections between texts noticing similarities in characters, events, illustrations and language follow written directions (4.6) - respond critically to texts • formulate questions as well as understandings • develop an understanding and respect for diversity (7.2)	- develop strategies for prewriting, drafting, revising, editing, proofreading, and presenting/publishing • use prewriting strategies such as drawing, talking and reflecting • use appropriate drafting strategies for getting ideas on paper • use simple revision strategies to create a meaningful message • use simple editing strategies • use a variety of techniques for publishing/presenting (10.1) - use some conventions of written language • use conventional spacing between words • use an increasing number of letters to represent sounds • use an increasing number of words spelled conventionally • use simple sentence structures • attempt to use punctuation • use capital letters for proper names, pronoun I, and sentence beginnings (10.2) - demonstrate engagement with the creation of pieces of writing and other representation • engage in writing and representing activities everyday • sustain engagement in writing and other forms of representation • choose to write independently during free choice time • share writing and other representations with others and seek response • contribute during shared writing activities • contribute observations/information to classroom records of field trips, science experiments, etc. (10.3) - with assistance, begin to use technology in writing and other forms of representing (10.4) - with assistance, begin to experiment with technology in writing and other forms of representing (10.5) - select, organize, and combine, with assistance, relevant information to construct and communicate meaning

				• interact with resources to answer their own questions or learning needs • with assistance, develop strategies for making or organizing notes • create a new product • share their information in a variety of simple ways (10.6)

	Numbers	Data Analysis	Measurement	Patterns and Function	Shape and Space
Year Round Math Outcomes	**Constructing** - estimate quantities to 100 or beyond (N2.2) - model simple fraction relationships (N2.3) - use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference (N2.4) - model addition and subtraction of whole numbers (N2.5) - develop strategies for memorizing addition and subtraction number facts (N2.6) - estimate sums and differences (N2.7) - understand situations that involve multiplication and division (N2.8) - model numbers to thousands or beyond using the base 10 place value system (N3.1) - use the language of fractions, for example, numerator, denominator (N3.3) - model multiplication and division of whole numbers (N3.5) - use the language of multiplication and division, for example, factor, multiple, **product**, **quotient**, prime numbers, composite numbers (N3.6) **Transferring** - describe mental and written strategies for adding and subtracting two-digit numbers (N2.12) - read, write, compare and order whole numbers to thousands or beyond (N3.9) - develop strategies for memorizing addition, subtraction multiplication and division number facts (N3.10) - read, write compare and order fractions (N3.11) **Applying** - use fast recall or addition and subtraction facts in real-life situations (N2.15) - use fractions in real-life situations (N2.16) - use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations (N2.17)			**Constructing** - understand that patterns can be found in numbers, for example, odd and even numbers, skip counting (PF2.1) - understand the inverse relationship between addition and subtraction (PF2.2) - understand the associative and commutative properties of addition (PF2.3) - understand that multiplication is repeated addition and that division is repeated subtraction (PF3.2) - understand the inverse relationship between multiplication and division (PF3.3) **Transferring** - represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers (PF2.4) - describe number patterns, for example, odd and even numbers, skip counting (PF2.5) **Applying** - extend and create patterns in numbers, for example, odd and even numbers, skip counting (PF2.6) - use number patterns to represent and understand real-life situations (PF2.7) - use the properties and relationships of addition and subtraction to solve problems (PF2.8) **New Brunswick Outcomes:** - demonstrate an understanding of increasing patterns by; • describing • extending • comparing	

	- select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator (N2.18) - use strategies to evaluate the reasonableness of answers (N2.19) - use whole numbers up to thousands or beyond in real-life situations (N3.15) **New Brunswick Outcomes:** - say the number sequence forward and backward from 0 to 1000 by; • 5s, 10s, or 100s, using any starting point • 3s, using starting points that are multiples of 3 • 4s, using starting points that are multiples of 4 • 25s, using starting points that are multiplies of 25 (N1) - represent and describe numbers to 1000, concretely, pictorially and symbolically (N2) - compare and order numbers to 1000 (N3) - estimate quantities less than 1000 using referents (N4) - illustrate, concretely & pictorially, the meaning of place value for numerals to 1000 (N5) - describe and apply mental mathematics strategies for adding two 2 digit numerals (N6) - describe and apply mental mathematics strategies for subtracting two 2-digit numerals (N7) - apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context (N8) - demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) (N9) - apply mental mathematics strategies and number properties such as: • using doubles • making 10 • using the commutative property • using the property of zero • thinking addition for subtraction to determine answers for basic addition facts and related subtraction facts (to 18) (N10) - demonstrate an understanding of multiplication to 5x5 (N11)			• creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000) (PR1) - demonstrate an understanding of decreasing patterns by; • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000) (PR2) - Solve one-step addition and subtraction equations involving symbols representing an unknown number (PR3)	

<table>
<tr><td></td><td colspan="2">- demonstrate an understanding of division (limited to division related to multiplication facts up to 5x5) (N12)
- demonstrate an understanding of fractions by;
• explaining that a fraction represents a part of a whole
• describing situations in which fractions are used
• comparing fractions of the same whole with like denominators (N13)</td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="4">Year Round Skills</td><td>Science</td><td colspan="5">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)</td></tr>
<tr><td>Social Studies</td><td colspan="5">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</td></tr>
<tr><td>PYP Transdisciplinary Skills</td><td>Social Skills
Accepting responsibility
Respecting others
Cooperating
Resolving conflict
Group decision-making
Adopting a variety of group roles</td><td>Communication Skills
Listening
Speaking
Reading
Viewing
Presenting
Non-verbal communication</td><td>Research Skills
Formulating questions
Observing
Planning
Collecting data
Recording data
Organizing data
Interpreting data
Presenting research findings</td><td>Thinking Skills
Acquisition of knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation
Dialectical thought
Metacognition</td><td>Self-Management Skills
Gross motor skills
Fine motor skills
Spatial awareness
Organization
Time management
Safety
Healthy lifestyle
Codes of behavior
Informed choices</td></tr>
</table>