



International School of Nanshan Shenzhen
 Homeroom: Unit of Inquiry Summary 2018-2019
 K4



Grade Level	Dates: August 20 th – October 26 th	Dates: October 29 th – January 18 th	Dates: January 21 st – March 15 th	Dates: March 18 th – June 13 th
Transdisciplinary Theme	Who We Are	How We Express Ourselves	How the World Works	Sharing the Planet
Unit Title	Five Senses	Play	Light	Living Things
Central Idea	People can learn about themselves and their surroundings by using the five senses.	Ideas and feelings can be expressed through play.	Exploring light from different sources enables us to discover how it works.	Different environments have a diversity of living things.
Lines of Inquiry (3-4)	<ul style="list-style-type: none"> • Our five senses • How we use our senses to explore • The importance of our five senses 	<ul style="list-style-type: none"> • Communication through play <ul style="list-style-type: none"> • Imagination in play • Using different forms of play to express ourselves 	<ul style="list-style-type: none"> • Different sources of light • Exploring how light works <ul style="list-style-type: none"> • How we use light 	<ul style="list-style-type: none"> • The different environments around the world • Living things within different environments • Human impact on the environment
Key Concepts (2-3)	Form, Function and Reflection	Function and Perspective	Form, Change and Connection	Form, Causation and Responsibility
Related Concepts (3-4)	Systems, Interaction, Interdependence, Well-being	Communication, Imagination, Play, Discovery	Energy, Behaviour, Light, Properties	Living and Non Living Things, Habitat, Geography, Choices
Transdisciplinary Skills (1-2)	Communication Skills Research Skills	Social Skills Self-Management Skills	Thinking Skills Research Skills	Research Skills Thinking Skills
Attitudes (2)	Appreciation Empathy Confidence	Cooperation Creativity Independence Tolerance	Curiosity Enthusiasm Appreciation	Empathy Integrity Commitment Respect
Learner Profile Attributes (2)	Communicator Reflective Balanced	Open Minded Inquirer Risk Taker	Inquirers Thinkers Knowledgeable	Caring Principled Knowledgeable

<p style="text-align: center;">Social-Emotional and Cognitive Outcomes</p>	<p><i>Creative Curriculum</i></p> <p>1. Regulates own emotions and behaviors</p> <ul style="list-style-type: none"> • manages feelings • follows limits and expectations • takes care of own needs appropriately <p>2. Establishes and sustains positive relationships</p> <ul style="list-style-type: none"> • forms relationships with adults • responds to emotional cues • interacts with peers • makes friends <p>3. Participates cooperatively and constructively in group situations</p> <ul style="list-style-type: none"> • balances needs and rights of self and others • solves social problems <p>11. Demonstrates positive approaches to learning</p> <ul style="list-style-type: none"> • attends and engages • persists • solves problems • shows curiosity and motivation • shows flexibility and inventiveness in thinking <p>12. Remembers and connects experiences</p> <ul style="list-style-type: none"> • recognizes and recalls • makes connections <p>13. Uses classification skills</p> <p>14. Uses symbols and images to represent something not present</p> <ul style="list-style-type: none"> • thinks symbolically • engages in sociodramatic play 	<p><i>Creative Curriculum</i></p> <p>1. Regulates own emotions and behaviors</p> <ul style="list-style-type: none"> • manages feelings • follows limits and expectations • takes care of own needs appropriately <p>2. Establishes and sustains positive relationships</p> <ul style="list-style-type: none"> • forms relationships with adults • responds to emotional cues • interacts with peers • makes friends <p>3. Participates cooperatively and constructively in group situations</p> <ul style="list-style-type: none"> • balances needs and rights of self and others • solves social problems <p>11. Demonstrates positive approaches to learning</p> <ul style="list-style-type: none"> • attends and engages • persists • solves problems • shows curiosity and motivation • shows flexibility and inventiveness in thinking <p>12. Remembers and connects experiences</p> <ul style="list-style-type: none"> • recognizes and recalls • makes connections <p>13. Uses classification skills</p> <p>14. Uses symbols and images to represent something not present</p> <ul style="list-style-type: none"> • thinks symbolically • engages in sociodramatic play 	<p><i>Creative Curriculum</i></p> <p>1. Regulates own emotions and behaviors</p> <ul style="list-style-type: none"> • manages feelings • follows limits and expectations • takes care of own needs appropriately <p>2. Establishes and sustains positive relationships</p> <ul style="list-style-type: none"> • forms relationships with adults • responds to emotional cues • interacts with peers • makes friends <p>3. Participates cooperatively and constructively in group situations</p> <ul style="list-style-type: none"> • balances needs and rights of self and others • solves social problems <p>11. Demonstrates positive approaches to learning</p> <ul style="list-style-type: none"> • attends and engages • persists • solves problems • shows curiosity and motivation • shows flexibility and inventiveness in thinking <p>12. Remembers and connects experiences</p> <ul style="list-style-type: none"> • recognizes and recalls • makes connections <p>13. Uses classification skills</p> <p>14. Uses symbols and images to represent something not present</p> <ul style="list-style-type: none"> • thinks symbolically • engages in sociodramatic play 	<p><i>Creative Curriculum</i></p> <p>1. Regulates own emotions and behaviors</p> <ul style="list-style-type: none"> • manages feelings • follows limits and expectations • takes care of own needs appropriately <p>2. Establishes and sustains positive relationships</p> <ul style="list-style-type: none"> • forms relationships with adults • responds to emotional cues • interacts with peers • makes friends <p>3. Participates cooperatively and constructively in group situations</p> <ul style="list-style-type: none"> • balances needs and rights of self and others • solves social problems <p>11. Demonstrates positive approaches to learning</p> <ul style="list-style-type: none"> • attends and engages • persists • solves problems • shows curiosity and motivation • shows flexibility and inventiveness in thinking <p>12. Remembers and connects experiences</p> <ul style="list-style-type: none"> • recognizes and recalls • makes connections <p>13. Uses classification skills</p> <p>14. Uses symbols and images to represent something not present</p> <ul style="list-style-type: none"> • thinks symbolically
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				<ul style="list-style-type: none"> engages in sociodramatic play
Science and Social Studies Outcomes	<p>New Brunswick Outcomes: - Students will be expected to identify the five senses and describe methods to care for them (K.3.1)</p> <ul style="list-style-type: none"> link each sense to the receiving organ identify the brain as the receiver and processor of information from each of the senses discuss the challenges faced when sense does not function properly identify examples of activities in which sensory organs require protection <p>- students will be expected to develop vocabulary about sensory experiences that permits meaningful communication of ideas. (K.3.3)</p> <p>PYP Outcomes: - use senses to describe observable properties of familiar materials (including solids, liquids, gases)</p> <p>Creative Curriculum: 28. Uses tools and other technology to perform tasks 29. Demonstrates knowledge about self</p>	<p>New Brunswick Outcomes: - <i>communicate effectively, solve problems and demonstrate conflict-resolution skills (K.1.7)</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> develop an awareness of rules and why they are made identify and analyse formal and informal rules used in groups utilize effective listening skills acknowledge ideas and contributions of others understand that feelings and emotions are expressed in words, actions and facial/body expressions communicate personal feelings and thoughts appropriately relate consequences to actions and decisions identify and practice skills that would help them resolve conflict be able to use basic anger management strategies <p>PYP Outcomes: - suggest some suitable rules and routines for the class - demonstrate ability to apply existing rules and routines to work and play with others - recognize how his or her choices and behaviours affect learning in the classroom</p>	<p>Creative Curriculum 24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks</p>	<p>PYP Outcomes: - observe and describe the characteristics of living things - observe the needs of living things that enable them to stay healthy - take responsibility for living things found in his or her environment - be aware of the role of plants in sustaining life - show responsibility when caring for plants</p> <p>Creative Curriculum 25. Demonstrates knowledge of the characteristics of living things 27. Demonstrates knowledge of Earth's environment</p>
Language Outcomes	- Use their own experience as a stimulus when drawing and "writing" (W 1.4)	PYP Outcomes: - use gestures, actions, body language and/or words to		

		<p>communicate needs and to express ideas (SL 1.1)</p> <ul style="list-style-type: none"> - Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions (VP 1.6) - 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 (W 1.2) 		
<p>Year Round Language Outcomes</p>	<p>Listening and Speaking Conceptual Understandings: Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.</p> <p>Outcomes: - listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words (SL 1.2) - name classmates, teachers and familiar classroom and playground objects (SL 1.3) - interact effectively with peers and adults in familiar social settings (SL 1.4) - tell their own stories using words, gestures, and objects/artifacts (SL 1.5) - Repeat/echo single words (SL 1.6) - use single words and two word phrases in context (SL 1.7)</p>	<p>Viewing and Presenting Conceptual Understandings: 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>Outcomes - attend to visual information showing understanding through play, gestures, facial expression (VP 1.1) - Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise (VP 1.2) - Observe visual cues that indicate context; show understanding by matching pictures with context (VP 1.3) - Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and</p>	<p>Reading Conceptual Understandings: Conceptual understandings Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.</p> <p>Outcomes - Enjoy listening to stories (R 1.1) - Choose and “read” picture books for pleasure (R 1.2) - Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting) (R 1.3) - Show curiosity and ask questions about pictures or text (R 1.4) - Listen attentively and respond to stories read aloud (R 1.5) - Participate in shared reading,</p>	<p>Writing Conceptual Understandings: Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.</p> <p>Outcomes - Experiment with writing using different writing implements and media (W 1.1) - Differentiate between illustrations and written text (W 1.3) - Show curiosity and ask questions about written language (W 1.5) - Listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction (W 1.7) - Begin to discriminate between letters/characters, numbers and</p>

	<ul style="list-style-type: none"> - Join in with poems, rhymes, songs and repeated phases in shared books (SL 1.8) - Understand simple questions and respond with actions or words (SL 1.9) - Follow classroom directions and routines, using context cues (SL 1.10) - Realize that people speak different languages (SL 1.11) - Use the mother tongue to express needs and explain ideas (SL 1.12) 	<p>differences (VP 1.4)</p> <ul style="list-style-type: none"> - Make personal connections to visual texts, for example, a picture book about children making friends in a new situation (VP 1.5) - select and incorporate colours, shapes, symbols and images into visual presentations (VP 1.7) - Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages (VP 1.8) 	<ul style="list-style-type: none"> joining in with rhymes, refrains and repeated text as they gain familiarity (R 1.6) - Make connections to their own experience when listening to or “reading” texts (R 1.7) - Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words (R 1.8) - Recognize their own first name (R 1.9) - Show empathy for characters in a story (R 1.11) - Distinguish between pictures and written text, for example, can point to a picture when asked (R 1.12) - Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end (R 1.14) - Join in with chants, poems, songs, word games, gaining familiarity with the sounds and patterns of the language of instruction (R 1.16) <p>By the end of K4;</p> <ul style="list-style-type: none"> • All/most children will have exposure to all the single letter sounds and should be able to segment and build cvc words with support. • Most children will be able to read simple books with support and be familiar high frequency words. 	<p>symbols (W 1.8)</p> <ul style="list-style-type: none"> - Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded (W 1.9) - Write their own name independently (W 1.10) <p>By the end of K4;</p> <ul style="list-style-type: none"> • All children will be able to write their name, correctly forming the letters. • Most children will be able to correctly form letters and numbers.
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			<ul style="list-style-type: none"> A few children will be confident readers. 		
Year Round Math Outcomes	<p>Numbers Constructing</p> <ul style="list-style-type: none"> - understand one-to-one correspondence (N1.1) - understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set (N1.2) - understand the relative magnitude of whole numbers (numbers to 10) (N1.5) <p>Transferring</p> <ul style="list-style-type: none"> - connect number names and numerals to the quantities they represent (numbers to 10) (N1.9) <p>Applying</p> <ul style="list-style-type: none"> - count to determine the number of objects in a set (numbers to 10) (N1.10) - use number words and numerals to represent quantities in real-life situations (numbers to 10) (N1.11) <p>Numbers New Brunswick Outcomes:</p> <ul style="list-style-type: none"> - Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1 (N1) - Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots (N2) - Relate a numeral, 1 to 10, to its respective quantity (N3) - Represent and describe numbers 2 to 10, concretely and pictorially (N4) - Compare quantities, 1 to 10, using one to one correspondence (N5) 		<p>Patterns and Relations Constructing</p> <ul style="list-style-type: none"> - understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature (PF1.1) <p>Applying</p> <ul style="list-style-type: none"> - extend and create patterns (PF1.3) <p>Patterns and Relations New Brunswick Outcomes:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of repeating patterns (two to three elements) by; identifying; reproducing; extending; creating patterns using manipulatives, sounds and actions (PR1) 		<p>Shape and Space Constructing</p> <ul style="list-style-type: none"> - understand that 2D and 3D shapes have characteristics that can be described and compared (SS1.1) <p>Transferring</p> <ul style="list-style-type: none"> - sort, describe and compare 3D shapes (SS1.3) <p>Shape and Space New Brunswick Outcomes:</p> <ul style="list-style-type: none"> - Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity) (SS1) - Sort 3D objects using a single attribute (SS2) - Build and describe 3D objects (SS3)
	Year Round Skills	Science	<p>Observe carefully in order to gather data</p> <p>Use a variety of instruments and tools to measure data accurately</p> <p>Use scientific vocabulary to explain their observations and experiences</p> <p>Identify or generate a question or problem to be explored</p> <p>Plan and carry out systematic investigations, manipulating variables as necessary</p> <p>Make and test predictions</p> <p>Interpret and evaluate data gathered in order to draw conclusions</p> <p>Consider scientific models and application of these models (including their limitations)</p>		
Social Studies		<p>Formulate and ask questions about the past, the future, places and society</p>			

		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				
	PYP Transdisciplinary Skills	Social Skills Accepting responsibility Respecting others Cooperating Resolving conflict Group decision-making Adopting a variety of group roles	Communication Skills Listening Speaking Reading Viewing Presenting Non-verbal communication	Research Skills Formulating questions Observing Planning Collecting data Recording data Organizing data Interpreting data Presenting research findings	Thinking Skills Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical thought Metacognition	Self-Management Skills Gross motor skills Fine motor skills Spatial awareness Organization Time management Safety Healthy lifestyle Codes of behavior Informed choices