



International School of Nanshan Shenzhen
 Homeroom: Unit of Inquiry Summary 2018-2019
 K5



Grade Level	Dates: Nov. 26 th – June 14 th	Dates: Aug. 20 th – Oct. 12 th (7)	Dates: Oct. 15 th – Nov. 23 rd (6)	Dates: Jan. 14 th – March 29 th (9)	Dates: April 1 st – June 14 th (11)
Transdisciplinary Theme	How We Express Ourselves	How We Organize Ourselves	Who We Are	How the World Works	Sharing the Planet
Unit Title	Imagination	Organizing Ourselves	This is Me	Properties and Materials	Water
Central Idea	Imagination allows us to think, create and express ourselves in new ways.	People use a range of skills to organize their lives.	The values and relationships we have in our lives can shape us to be who we are.	Everything around us is matter and has different properties.	People can choose to take action in order to conserve water and protect marine life.
Lines of Inquiry (3-4)	<ul style="list-style-type: none"> • How we enjoy our imagination • How we use art forms to show our imagination • The way imagination helps us to think about other perspectives 	<ul style="list-style-type: none"> • Reasons we organize our lives • Ways in which organization helps us • Our responsibility to organize 	<ul style="list-style-type: none"> • Our personal values • How our actions impact those around us • Our roles and responsibilities within our relationships 	<ul style="list-style-type: none"> • States of matter and how they change • Types of materials and their properties • Why people choose materials for different purposes 	<ul style="list-style-type: none"> • How the planet uses water • Life in water • How humans affect water
Key Concepts (2-3)	Form Function Perspective	Causation Reflection Responsibility	Form Causation Responsibility	Change Function Causation	Function Connection Responsibility
Related Concepts (3-4)	Expression, Imagination, Opinion, Inspiration	Organization, Consequences, Behaviour, Community	Values, Choice, Perspective, Identity	Matter, Transformation, Properties, Prediction	Evidence, Resources, Cycles, Consumption
Transdisciplinary Skills (1-2)	Social Skills Thinking Skills	Self-Management Skills Social Skills	Communication Skills Social Skills	Thinking Skills Research Skills	Research Skills Communication Skills
Attitudes (2-3)	Creativity Enthusiasm Confidence	Integrity Commitment Independence	Tolerance Respect Appreciation	Confidence Curiosity	Cooperation Empathy
Learner Profile Attributes (2)	Thinkers Open Minded	Balanced Principled	Reflective Caring	Inquirers Risk Taker	Communicators Reflective Knowledgeable

<p style="text-align: center;">Science and Social Studies Scope and Sequence Outcomes</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - explore the use of imagination as a tool to solve problems (for example, particular inventions, scientific discoveries) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - <i>communicate effectively, solve problems and demonstrate conflict-resolution skills (K.1.7)</i> <p>Elaborations</p> <ul style="list-style-type: none"> - 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 <p>Additional Outcomes:</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - identify ways to organize himself or herself on a daily basis - plan and create a system of organization (for example, for his or her desk, classroom, school) - suggest improvements to organizational systems already in place in his or her home or school - recognize how his or her choices and behaviors affect learnings in the classroom - exhibit skills and strategies for organizing his or her time and belongings <p>NB Outcomes:</p> <ul style="list-style-type: none"> - <i>communicate effectively, solve problems and demonstrate conflict-resolution skills (K.1.7)</i> <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 - <i>describe and locate some of the natural and constructed features of their community (K.4.1)</i> - identify common features and landmarks in their community (classroom) - use basic mapping skills to identify, locate, and name familiar places within the community (classroom) - demonstrate awareness of the concepts of natural and constructed features 	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - create and share his or her own story about being a community member - recognize how his or her choices and behaviors affect learnings in the classroom <p>NB Outcomes:</p> <ul style="list-style-type: none"> - <i>demonstrate an understanding of themselves as unique and special (K.1.1)</i> <p>Elaborations</p> <ul style="list-style-type: none"> - identify characteristics about themselves that make them unique and special - develop an awareness that people have different abilities and that everyone makes a contribution to society - understand that there are similarities and differences among all people - identify basic feelings - understand and accept one's importance as a person - describe personal likes and dislikes - demonstrate respect toward others - <i>describe their own physical changes and unique characteristics (K.1.2)</i> <p>Elaborations</p> <ul style="list-style-type: none"> - recognize changes and individual differences, which include, e.g., height, shoe size and hair colour - recognize that children grow at different rates - develop a positive body image - <i>demonstrate an understanding of how the roles of family members change over time (K.1.4)</i> <p>Elaborations</p> <ul style="list-style-type: none"> - identify members of their families and extended families - identify roles and responsibilities of family members - demonstrate an awareness that the responsibilities of family members may change - demonstrate familiarity with the work related to maintaining a home and family 	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - investigate ways that familiar materials can be reused - group materials on the basis of properties for the purpose of recycling - use senses to describe observable properties of familiar materials (including solids, liquids, gases) - describe observable changes (including changes of state) that occur in materials - recognize that materials can be solid, liquid or gas - be aware of how to change water into a solid, liquid or gas - apply understanding of basic properties of materials in order to match materials to purpose <p>NB Outcomes:</p> <ul style="list-style-type: none"> - <i>use one or more of their senses to explore the characteristics of materials nothing how materials can be manipulated (K.3.2)</i> <p>Elaborations</p> <ul style="list-style-type: none"> - use senses to describe and identify objects - use senses to detect changes in the form of various materials - <i>develop vocabulary about sensory experiences that permits meaningful communication of ideas (K.3.3)</i> <p>Additional Outcomes:</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - recognize that living things, including humans, need certain resources for energy and growth - investigate the responses of plants or animals to changes in their habitats - analyse ways in which humans use the natural environment - identify or generate a question or problem to be explored in relation to human impact on the local environment - investigate and identify the properties of water - examine how people use water in their everyday life - reflect on the impact of water on living things - reflect on and self-assess his or her personal use of natural resources - create graphs and charts to organize and interpret information - create a list of practices that could be used to maintain natural resources at home and in school <p>NB Outcomes:</p> <ul style="list-style-type: none"> - <i>communicate effectively, solve problems and demonstrate conflict-resolution skills (K.1.7)</i> <p>Elaborations</p> <ul style="list-style-type: none"> - develop an awareness of rules and why they are made - acknowledge ideas and contributions of others - communicate personal feelings and thoughts appropriately - relate consequences to actions and decisions - identify and practice skills that would help them resolve conflict - <i>take age appropriate action to practice responsible behavior in caring for the environment (1.2.6)</i> <p>Elaborations</p> <ul style="list-style-type: none"> - Identify examples of conservation and sustainability - Promote sustainable practices on a local, national, and global level
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		<p>- demonstrate an awareness of the need for personal safety in home, school and community and be able to act accordingly (K.4.3)</p> <ul style="list-style-type: none"> - identify components and behaviors that promote personal safety <p>Additional Outcomes:</p>	<p>- communicate effectively, solve problems and demonstrate conflict-resolution skills (K.1.7)</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>- demonstrate an understanding of the importance of interactions between people (1.1.1)</p> <p>Elaborations</p> <ul style="list-style-type: none"> - 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 - demonstrate appropriate reactions to the ideas and actions of others <p>- communicate effectively, solve problems and demonstrate conflict-resolution skills (K.1.7)</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 		<ul style="list-style-type: none"> - Identify materials that can be recycled locally and composted at home and/or school - Explain the role of the 5 R's: reduce, reuse, recycle, refuse & rethink - Identify ways to keep home and school clean and safe <p>Additional Outcomes:</p>
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			<p>words, actions and facial/body expressions</p> <ul style="list-style-type: none"> - 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>- demonstrate an awareness of the need for personal safety in home, school and community and be able to act accordingly (K.4.3)</p> <ul style="list-style-type: none"> - identify components and behaviors that promote personal safety - demonstrate appropriate anti-bullying strategies - demonstrate an understanding that different kinds of touching can give people different feelings - identify good and bad touches in the home, school and community - demonstrate an ability to access help when in a dangerous, abusive, or potentially abusive situation <p>Additional Outcomes:</p>		
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
Data Handling Scope and Sequence Outcomes	<p>PYP Outcomes: NB Outcomes:</p>	<p>Phase One Conceptual Understanding: Organizing objects and events helps us to solve problems. PYP Outcomes: Constructing - understand that sets can be organized by different attributes (DH1.1) - understand that information about themselves and their surroundings can be obtained in different ways (DH1.2) Transferring - sort and label real objects by attributes (DH1.5) Applying - describe real objects and events by attributes (DH1.8)</p> <p>NB Outcomes:</p>	<p>PYP Outcomes: NB Outcomes:</p>	<p>PYP Outcomes: NB Outcomes:</p>	<p>Phase One Conceptual Understanding: We collect information to make sense of the world around us. PYP Outcomes: Transferring - represent information through pictographs and tally marks (DH1.4) Applying - create pictographs and tally marks (DH1.6)</p> <p>NB Outcomes:</p>
Measurement Scope and Sequence Outcomes	Phase One Conceptual Understanding:	Phase One Conceptual Understanding:	PYP Outcomes: NB Outcomes:	Phase One Conceptual Understanding:	PYP Outcomes: NB Outcomes:

	<p>Measurement involves comparing objects and events. Objects have attributes that can be measured using non-standard units.</p> <p>PYP Outcomes:</p> <p>Constructing</p> <ul style="list-style-type: none"> - understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder (M1.1) <p>Transferring</p> <ul style="list-style-type: none"> - identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, cold (M1.3) - compare the length, mass and capacity of objects using non-standard units (M1.4) <p>Applying</p> <ul style="list-style-type: none"> - describe observations about events and objects in real-life situations (M1.6) - use non-standard units of measurement to solve problems in real-life situations involving length, mass and capacity (M1.7) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of measurement as a process of comparing by; identifying attributes that can be compared; ordering objects; making statements of comparison; filling, covering or matching (SS1) 	<p>Events can be ordered and sequenced.</p> <p>PYP Outcomes:</p> <p>Constructing</p> <ul style="list-style-type: none"> - understand that events in daily routines can be described and sequenced, for example, before, after, bedtime, story time, today, tomorrow (M1.2) <p>Transferring</p> <ul style="list-style-type: none"> - identify, describe and sequence events in their daily routine, for example, before, after, bedtime, story time, today, tomorrow (M1.5) <p>NB Outcomes:</p>		<p>Measurement involves comparing objects and events. Objects have attributes that can be measured using non-standard units.</p> <p>PYP Outcomes:</p> <p>Constructing</p> <ul style="list-style-type: none"> - understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder (M1.1) <p>Transferring</p> <ul style="list-style-type: none"> - identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, cold (M1.3) - compare the length, mass and capacity of objects using non-standard units (M1.4) <p>Applying</p> <ul style="list-style-type: none"> - describe observations about events and objects in real-life situations (M1.6) - use non-standard units of measurement to solve problems in real-life situations involving length, mass and capacity (M1.7) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of measurement as a process of comparing by; identifying attributes that can be compared; ordering objects; making statements of comparison; filling, covering or matching (SS1) 	
<p>Patterns and Function Scope and Sequence Outcomes</p>	<p>Phase One Conceptual Understanding: Patterns repeat and grow.</p> <p>PYP Outcomes:</p> <p>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>Transferring</p> <ul style="list-style-type: none"> - describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers (PF1.2) <p>Applying</p> <ul style="list-style-type: none"> - extend and create patterns (PF1.3) 	<p>Phase One Conceptual Understanding: Patterns and sequences occur in everyday situations.</p> <p>PYP Outcomes:</p> <p>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>Transferring</p> <ul style="list-style-type: none"> - describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers (PF1.2) <p>Applying</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>NB Outcomes:</p> <ul style="list-style-type: none"> - Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20) (PR3) - Record equalities using the equal symbol (PR4) 	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>

	<p>NB Outcomes: - Translate repeating patterns from one representation to another (PR2)</p>	<p>- extend and create patterns (PF1.3)</p> <p>NB Outcomes: - demonstrate an understanding of repeating patterns (two or four elements) by;</p> <ul style="list-style-type: none"> • describing • reproducing • extending • creating patterns using manipulatives, sounds and actions (PR1) 			
<p>Shape and Space Scope and Sequence Outcomes</p>	<p>PYP Outcomes: NB Outcomes:</p>	<p>Phase One Conceptual Understanding: Shapes can be describes and organized according to their properties. Objects in our immediate environment have a position in space that can be described according to a point of reference.</p> <p>PYP Outcomes: Constructing - understand that 2D and 3D shapes have characteristics that can be described and compared (SS1.1) - understand that common language can be used to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down (SS1.2) Transferring - sort, describe and compare 3D shapes (SS1.3) - describe position and direction, for example, inside, outside, above, below, next to, behind, in front, up, down (SS1.4) Applying - explore and describe the paths, regions and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down) (SS1.5)</p> <p>NB Outcomes:</p>	<p>PYP Outcomes: NB Outcomes:</p>	<p>Phase One Conceptual Understanding: Shapes can be describes and organized according to their properties. Objects in our immediate environment have a position in space that can be described according to a point of reference.</p> <p>PYP Outcomes: Constructing - understand that 2D and 3D shapes have characteristics that can be described and compared (SS1.1) - understand that common language can be used to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down (SS1.2) Transferring - sort, describe and compare 3D shapes (SS1.3) - describe position and direction, for example, inside, outside, above, below, next to, behind, in front, up, down (SS1.4) Applying - explore and describe the paths, regions and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down) (SS1.5) \</p> <p>NB Outcomes: - Sort 3D objects and 2D shapes using one attribute, and explain the sorting rule (SS2)</p>	<p>PYP Outcomes: NB Outcomes:</p>

		<ul style="list-style-type: none"> - Sort 3D objects and 2D shapes using one attribute, and explain the sorting rule (SS2) - Replicate composite 2D shapes and 3D objects (SS3) - Compare 2D shapes to parts of 3D objects in the environment (SS4) 		<ul style="list-style-type: none"> - Replicate composite 2D shapes and 3D objects (SS3) - Compare 2D shapes to parts of 3D objects in the environment (SS4) 	
<p>Language Scope and Sequence Outcomes</p> <p>Listening & Speaking</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - use gestures, actions, body language and/or words to communicate needs and to express ideas (SL1.1) - tell their own stories using words, gestures, and objects/artifacts (SL1.5) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - express opinions (I like...I don't like...) (1.3) - engage in simple oral presentations and respond to oral presentations and other texts (2.4) 	<p>Phase One Conceptual Understandings:</p> <p>Spoken words connect us with others.</p> <p>People listen and speak to share thoughts and feelings.</p> <p>PYP Outcomes:</p> <ul style="list-style-type: none"> - name classmates, teachers and familiar classroom and playground objects (SL1.3) - interact effectively with peers and adults in familiar social settings (SL1.4) - follow classroom directions and routines, using context cues (SL1.10) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - demonstrate that they are becoming aware of social conventions in group work and co-operative play (3.1) 	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - interact effectively with peers and adults in familiar social settings (SL1.4) <p>NB Outcomes:</p> <ul style="list-style-type: none"> - express feelings and give simple directions of past experiences (1.1) - demonstrate that they are becoming aware of social conventions in group work and co-operative play (3.1) - develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people (3.2) 	<p>Phase One Conceptual Understandings:</p> <p>People ask questions to learn from others.</p> <p>PYP Outcomes:</p> <p>NB Outcomes:</p> <ul style="list-style-type: none"> - begin to ask and respond to questions, seeking information (Who? What? Why? Where? When?) (1.2) - engage in simple oral presentations and respond to oral presentations and other texts (2.4) 	<p>PYP Outcomes:</p> <p>NB Outcomes:</p> <ul style="list-style-type: none"> - engage in simple oral presentations and respond to oral presentations and other texts (2.4)
<p>Language Scope and Sequence Outcomes</p> <p>Viewing & Presenting</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise (VP1.2) <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences (VP1.4) <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>	<p>PYP Outcomes:</p> <p>NB Outcomes:</p>
<p>Language Scope and Sequence Outcomes</p> <p>Reading</p>	<p>Phase One Conceptual Understanding:</p> <p>Stories can tell about imagined words.</p> <p>PYP Outcomes:</p> <p>NB Outcomes:</p> <p>Reading Genres: Fiction vs. Nonfiction</p>	<p>Phase One Conceptual Understanding:</p> <p>There are established ways of setting out print and organizing books.</p> <p>PYP Outcomes:</p> <ul style="list-style-type: none"> - handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end (R1.14) <p>NB Outcomes:</p> <p>Reading Genres: Standalone (Reading is Fun!)</p>	<p>PYP Outcomes:</p> <ul style="list-style-type: none"> - make connections to their own experience when listening to or "reading" texts (R1.7) <p>NB Outcomes:</p> <p>Reading Genres: Realistic Fiction</p>	<p>Phase One Conceptual Understanding:</p> <p>Printed information can tell about the real world.</p> <p>PYP Outcomes:</p> <p>NB Outcomes:</p> <p>Reading Genres: Informational/Nonfiction</p>	<p>Phase One Conceptual Understanding:</p> <p>Printed information can tell about the real world.</p> <p>PYP Outcomes:</p> <p>NB Outcomes:</p> <p>Reading Genres: Informational/Nonfiction</p>

<p>Language Scope and Sequence Outcomes</p> <p>Writing</p>	<p>PYP Outcomes: - begin to consider their readers'/listeners'/viewers' questions, comments about their work (9.3)</p> <p>NB Outcomes:</p> <p>Writing Form: Narrative</p>	<p>PYP Outcomes: - experiment with writing using different writing implements and media (W1.1)</p> <p>NB Outcomes:</p> <p>Writing Form: Instructions/Procedures /Explanatory Report</p>	<p>PYP Outcomes: NB Outcomes: - use their own experience as a stimulus when drawing and "writing" (W1.4)</p> <p>Writing Form: Personal Recount</p>	<p>PYP Outcomes: NB Outcomes: - with assistance, engage in the research process to construct and communicate meaning</p> <ul style="list-style-type: none"> interact with a variety of simple texts (pictures, computer software, videotapes, easy fiction and no-fiction) as well as human and community resources record information in simple ways share information with others in a variety of ways (10.5) <p>Writing Form: Instructions/Procedures /Descriptive Report</p>	<p>PYP Outcomes: NB Outcomes: - demonstrate some awareness of audience and purpose (9.2) - with assistance, engage in the research process to construct and communicate meaning</p> <ul style="list-style-type: none"> interact with a variety of simple texts (pictures, computer software, videotapes, easy fiction and no-fiction) as well as human and community resources record information in simple ways share information with others in a variety of ways (10.5) <p>Writing Form: Persuasive</p>
<p>PSPE Scope and Sequence Outcomes</p>	<p>Identity: PYP Outcomes: - recognize that others have emotions, feeling and perspectives that may be different from their own (I1.6)</p> <p>Active Living: Phase One Conceptual Understanding: Our bodies can move creatively in response to different stimuli.</p> <p>PYP Outcomes: - explore creative movements in response to different stimuli (AL1.7)</p> <p>Interactions: Phase One Conceptual Understanding: Ideas and feelings can be communicated with others in a variety of ways.</p>	<p>Identity: Phase One Conceptual Understandings: Positive thoughts help us to develop a positive attitude. Developing independence builds self-worth and personal responsibility.</p> <p>Active Living: Phase One Conceptual Understanding: Safe participation requires sharing space and following rules.</p> <p>PYP Outcomes: - recognize that acting upon instructions and being aware of others helps to ensure safety (AL1.8)</p> <p>Interactions: PYP Outcomes: - take turns (Int.1.2) - listen respectfully to others (Int.1.3)</p>	<p>Identity: Each person is an individual. As people grow and change they develop new skills, understandings and abilities. Positive thoughts help us to develop a positive attitude. Reflecting on our experiences helps us to understand ourselves better.</p> <p>PYP Outcomes: - describe how they have grown and changed (I1.2) - reflect on their experiences in order to build a deeper understanding of self (I1.10)</p> <p>Active Living: Interactions: Phase One Conceptual Understanding: Our relationships with others contribute to our well-being.</p>	<p>Identity: Active Living: Interactions: PYP Outcomes: - ask questions (Int.1.5)</p>	<p>Identity: Active Living: Interactions: Phase One Conceptual Understanding: Caring for our local environments fosters appreciation.</p> <p>PYP Outcomes: - talk about their interactions with the environment (Int.1.9)</p>

<p style="text-align: center;">Year Round Language Outcomes</p>	<p style="text-align: center;">Listening and Speaking</p> <ul style="list-style-type: none"> - listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words (SL1.2) - repeat and echo single words (SL1.6) - join in with poems, rhymes, songs and repeated phrases in shared books (SL1.8) - understand simple questions and respond with actions or words (SL1.9) - realize that people speak different languages (SL1.11) - use the mother tongue to express needs and explain ideas (SL1.12) - realize that word order can change from one language to another (SL1.13) - use own grammar style as part of the process of developing grammatical awareness (SL1.14) <p style="text-align: center;">New Brunswick Outcomes</p> <ul style="list-style-type: none"> - listen to ideas and opinions of others (1.4) - participate in conversation and in small and whole group discussion (2.1) - begin to use gestures and tone to convey meaning (2.2) - respond and give simple directions or instructions (2.3) - demonstrate a growing awareness that different kinds of language are appropriate to different situations (3.3) 	<p style="text-align: center;">Viewing and Presenting</p> <ul style="list-style-type: none"> - attend to visual information showing understanding through play, gestures, facial expression (VP1.1) - observe visual cues that indicate context; show understanding by matching pictures with context (VP1.3) - recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences (VP1.4) - make personal connections to visual text, for example, a picture book about children making friends in a new situation (VP1.5) - use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions (VP1.6) - select and incorporate colours, shapes, symbols and images into visual presentations (VP1.7) - show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages (VP1.8) - locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television (VP1.9) - listen to terminology associated with visual texts and understand terms such as colour, shape and size (VP1.10) 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> - enjoy listening to stories (R1.1) - choose and “read” picture books for pleasure (R1.2) - locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting) (R1.3) - show curiosity and ask questions about pictures or text (R1.4) - listen attentively and respond to stories read aloud (R1.5) - participates in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity (R1.6) - begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words (R1.8) - recognize their own first name (R1.9) - distinguish between pictures and written text, for example, can point to a picture when asked (R1.12) - indicate printed text where the teacher should start reading (R1.13) - 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) - make connections to their own experience when listening to or “reading” texts (R1.7) <p style="text-align: center;">New Brunswick Outcomes</p> <ul style="list-style-type: none"> - regard reading/viewing as sources of interest, enjoyment, and information (4.1) - understand basic concepts of print including directionality, word, space, letter and sound (4.2) - select, with teacher assistance, texts appropriate to their interests and learning needs (4.3) - engage in reading or reading-like behaviour as they experience a variety of literature (4.4) - use, with support, the various cueing systems and a variety of strategies to construct meaning from text <ul style="list-style-type: none"> • use meaning cues (personal experiences, context, picture cues) to predict, confirm, self-correct • use knowledge of oral language patterns (syntax) to predict, confirm, self-correct 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> - 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) - differentiate between illustrations and written text (W1.3) - show curiosity and ask questions about written language (W1.5) - participate in shared writing, observing the teacher’s writing and making suggestions (W1.6) - listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction (W1.7) - begin to discriminate between letters/characters, numbers and symbols (W1.8) - show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded (W1.9) - write their own name independently (W1.10) <p style="text-align: center;">New Brunswick Outcomes</p> <ul style="list-style-type: none"> - understand that print carries a message (8.1) - use writing and other forms of representing to convey meaning (communicate messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning) (8.2) - create written and media texts using some familiar forms (e.g. lists, letters, personal narratives, retellings, messages, finger plays, drawing, puppetry) (9.1) - begin to develop strategies for prewriting, drafting, revising, editing and presenting <ul style="list-style-type: none"> • use drawing and talking as a way to rehearse writing • take risks with temporary spelling as a strategy for getting ideas on paper (drafting) • confer with others, respond orally to comments and begin to add on (simple revisions strategies) • use simple editing (10.1) - use some conventions of written language <ul style="list-style-type: none"> • use drawings, letters, and approximations to record meaning
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Year Round Math Outcomes	<p style="text-align: center;">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 that numbers can be constructed in multiple ways, for example, by combining and partitioning (N1.3) - understand conservation of number (N1.4) - understand the relative magnitude of whole numbers (N1.5) - recognize groups of zero to five objects without counting (subitizing) (N1.6) 	<p style="text-align: center;">Data Analysis</p>	<p style="text-align: center;">Measurement</p>	<p style="text-align: center;">Patterns and Function</p>	<p style="text-align: center;">Shape and Space</p>

	<p>- use the language of mathematics to compare quantities, for example, more, less, first, second (N1.8)</p> <p style="text-align: center;">Transferring</p> <p>- connect number names and numerals to the quantities they represent (N1.9)</p> <p style="text-align: center;">Applying</p> <p>- count to determine the number of objects in a set (N1.10)</p> <p>- use number words and numerals to represent quantities in real-life situations (N1.11)</p> <p>- use the language of mathematics to compare quantities in real-life situations, for example, more, less, first, second (N1.12)</p> <p style="text-align: center;">New Brunswick Outcomes</p> <p>- say the number sequence, 0 to 100, by:</p> <ul style="list-style-type: none"> • 1s forward and backward between any two given numbers • 2s to 20, forward starting at 0 • 5s and 10s to 100, forward starting at 0 (N1) <p>- recognize, at a glance, and name familiar arrangements of 1 to 10 objects and dots (N2)</p> <p>- demonstrate an understanding of counting by;</p> <ul style="list-style-type: none"> • indicating that the last number said identifies “how many” • showing that any set has only one count • using the counting on strategy • using parts of equal groups to count sets (N3) <p>- represent and describe numbers to 20 concretely, pictorially and symbolically (N4)</p> <p>- compare sets containing up to 20 elements to solve problems using;</p> <ul style="list-style-type: none"> • referents • one to one correspondence (N5) <p>- estimate quantities to 20 using referents. (N6)</p> <p>- demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles (N7)</p> <p>- Identify the number, up to 20, that is one more, two more, one less and two less than a given number (N8)</p> <p>- demonstrate an understanding of addition of numbers with answers to 20 and their</p>				
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	<p>corresponding subtraction facts, concretely, pictorially and symbolically by;</p> <ul style="list-style-type: none"> • using familiar and mathematical language to describe additive and subtractive actions from their experience • creating and solving problems in context that involve addition and subtraction • modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically (N9) <p>- apply mental mathematics strategies (memorization not intended) such as:</p> <ul style="list-style-type: none"> • counting on and counting back • making 10 • doubles • using addition to subtract for the basic addition and subtraction facts to 18 (N10) 					
Year Round Skills	Science	<p>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)</p>				
	Social Studies	<p>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</p>				
	PYP Transdisciplinary Skills	Social Skills	Communication Skills	Research Skills	Thinking Skills	Self-Management Skills
	<ul style="list-style-type: none"> Accepting responsibility Respecting others Cooperating Resolving conflict Group decision-making Adopting a variety of group roles 	<ul style="list-style-type: none"> Listening Speaking Reading Viewing Presenting Non-verbal communication 	<ul style="list-style-type: none"> Formulating questions Observing Planning Collecting data Recording data Organizing data Interpreting data Presenting research findings 	<ul style="list-style-type: none"> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical thought Metacognition 	<ul style="list-style-type: none"> Gross motor skills Fine motor skills Spatial awareness Organization Time management Safety Healthy lifestyle Codes of behavior Informed choices 	