International School of Nanshan Shenzhen
2021-2022 Grade 2 Curriculum Document

UNIT TIMELINE	Aug 11 – Sept 17 (6 weeks)	Sept 22 – Nov 5 (6 weeks)	Nov 8 - Jan 14 (7 weeks)	Jan 17 – March 11 (5 weeks)	March 14 – Apr 29 (6 weeks)	May 3- Jun 17 (6 weeks)
TRANSDISCIPLINARY THEME	**Who We Are** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	**How We Express Ourselves** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	**Where We Are In Place And Time** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	**Sharing The Planet** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	**How The World Works** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
UNIT TITLE	**Healthy Lifestyle**	**Communication**	**Maps**	**Transportation**	**Insects**	**Science Everywhere**
CENTRAL IDEA	Making **balanced choices** about daily **routines** enables us to have a **healthy lifestyle**	**Communication** enables us to **express** ourselves and build **relationships**	**Maps** present information that allows us to **explore** and **discover** the world	**Transportation systems** vary based on the **environment** and **needs** of the **community**	**Insects** provide many services to humans and the **environment** in different ways	**Investigation** and **experimentation** enable us to understand the world around us.
LINES OF INQUIRY	An inquiry into 1. Components of a healthy lifestyle *(Include teaching on hygienic practices)* 2. Importance of Personal Hygiene 3. Changes we can make in our lifestyle	An inquiry into 1.The role of signs and symbols 2.Ways people share and express ideas 3.Languages around the world	An inquiry into 1.Features on a map (Discuss on what will be the Focus) 2.Reading maps 3.The evolution of maps	An inquiry into 1.How transportation is organized 2.Changes in transportation 3.Goods and services *(Include access to transportation)*	An inquiry into 1.Role of insects in nature *(focus on pollination, decomposers/recyclers)* 2. Adaptation to environmental change 3. Interactions between humans and insects *(focus on pesticides, habitat destroyed,*	An inquiry into 1.The processes involved with the scientific method 2.Connection between science and problem-solving 3.Science in the real world *(focus on conducting experiments to understand basic principles)*

					ties into responsible use of resources)	
KEY CONCEPTS	Form Connection Responsibility	Function Perspective Connection	Function Form Change	Function Causation Connection	Connection Causation Responsibility	Form Change Connection
RELATED CONCEPTS	Relationships Nutrition Fitness Safety	Interaction Expression Symbols Culture	Location Geography Community Exploration (*Look through the lens of different maps as well as using maps to explore different places*)	System Organization Distribution Consequences	Habitat Behavior Endangered and extinct Interdependence	Prediction Process Transformation Discovery
APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)	**SOCIAL SKILLS** **Pg. 36, Learning and Teaching** Sub-Skills: **1.Interpersonal Relationships** -Practice empathy and care for others -Listen closely to others' perspectives and to instructions -Be respectful to others -Learn cooperatively in a group: being courteous, sharing, taking turns -Encourage others to contribute -Take on a variety of roles in group learning **SELF-MANAGEMENT SKILLS** **Pg. 36 and 37, Learning and Teaching** Sub-Skills: **1.Organization** -Use time effectively and appropriately -Understand and use learning preferences -Take on and complete tasks as agreed -Set goals that are challenging and realistic	**COMMUNICATION SKILLS** **Pg. 35, Learning and Teaching** Sub-Skills: **1.Exchanging Information** *LISTENING* -Listen to, and follow the information and directions of others -Listen actively to other perspectives and ideas -Ask for clarifications -Listen actively and respectfully while others speak *INTERPRETING* -Interpret visual, audio, and oral communication: recognizing and creating signs, interpreting and using symbols and sounds -Recognize the meaning of kinaesthetic communication (body language) *SPEAKING* -Speak and express ideas, clearly and logically in small or large groups. -State opinions clearly, logically and respectfully -Discuss and negotiate ideas and knowledge with peers and teachers -Communicate with peers, experts and members of the learning community using a variety of digital environments and media	**THINKING SKILLS** **Pg. 31, Learning and Teaching** Sub-Skills: **1.Critical Thinking** *ANALYSING* -Consider meaning of materials -Take knowledge or ideas apart by separating them into component parts *EVALUATING* -Organize relevant information to formulate an argument -Consider ideas from multiple perspectives -Synthesize new understandings by finding unique characteristics; seeing relationships and connections **RESEARCH SKILLS** (**Focus on using different maps to research information and explore an area or locality*) **Pg. 34, Learning and Teaching** Sub-Skills: **1.Information Literacy** *FORMULATING AND PLANNING* -Ask or design relevant questions of interest that can be researched -Outline a plan for finding necessary information -Evaluate and select appropriate information	**THINKING SKILLS** **Pg. 31, Learning and Teaching** Sub-Skills: **1.Critical Thinking** *ANALYSING* -Observe carefully in order to recognize problems -Consider meaning of materials -Take knowledge or ideas apart by separating them into component parts -Use models and simulations to explore complex systems and issues *EVALUATING* -Organize relevant information to formulate an argument -Consider ideas from multiple perspectives -Synthesize new understandings by finding unique characteristics; seeing relationships and connections -Identify obstacles and challenges	**RESEARCH SKILLS** **Pg. 34, Learning and Teaching** Sub-Skills: **1.Information Literacy** *SYNTHESIZING AND INTERPRETING* -Sort and categorize information -Use critical literacy skills to analyze and interpret information *EVALUATING AND COMMUNICATING* -Draw conclusions from relationships and patterns that emerge from data -Understand the significance of academic integrity and intellectual property rights -Create references and citations, use footnotes/endnotes to construct a bibliography according to recognized conventions **2.Media Literacy** -Locate, organize, analyze, evaluate and synthesize information from a variety of trusted sources, social media and online networks -Demonstrate awareness of media interpretations of events and ideas **3.Ethical use of media/information**	**THINKING SKILLS** **Pg. 31, Learning and Teaching** Sub-Skills: **1.Critical Thinking** *ANALYSING* -Observe carefully in order to recognize problems -Consider meaning of materials -Take knowledge or ideas apart by separating them into component parts -Use models and simulations to explore complex systems and issues *EVALUATING* -Organize relevant information to formulate an argument -Consider ideas from multiple perspectives -Synthesize new understandings by finding unique characteristics; seeing relationships and connections -Identify obstacles and challenges **SELF-MANAGEMENT SKILLS** **Pg. 36 and 37, Learning and Teaching** Sub-Skills: **1.Organization** -Plan short-and long-term tasks -Bring necessary equipment and supplies to class -Keep an organized and logical system to document learning

		2.Literacy *READING* -Use and interpret a range of terms and symbols **3.ICT** -Understand the impact of media representations and modes of presentation -Make informed choices about modes of communication based on audience -Communicate information and ideas effectively to multiple audiences using a variety of media and modalities	sources and/or digital tools based on the task *DATA GATHERING AND RECORDING* -Gather information from a variety of primary and secondary sources -Use all senses to find and notice relevant -Record observations by drawing, note-taking, charting, tallying, writing statements, annotating images		-Use media ethically to communicate, share and connect with others Differentiate reliable from unreliable resources	-Use time effectively and appropriately -Understand and use learning preferences -Take on and complete tasks as agreed -Set goals that are challenging and realistic

YEAR LONG APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)

SOCIAL SKILLS
Pg. 36, Learning and Teaching
Sub-Skills:
2.Social and Emotional Intelligence
-Be aware of own and other's emotions
-Manage anger and resolve conflict
-Be self and socially aware
-Be aware of own and other's impact as a member of a learning group

THINKING SKILLS
Pg. 32-34, Learning and Teaching
Sub-Skills:
2.Creative Thinking
GENERATING NOVEL IDEAS
-Use discussions and diagrams to generate new ideas and inquiries
-Practise "visible thinking" strategies and techniques
-Make unexpected or unusual connections between objects and/or ideas

CONSIDERING NEW PERSPECTIVES
-Ask "what if" questions and generate testable hypotheses
-Practise "visible thinking" strategies and techniques

3.Information Transfer
-Inquire in different contexts to gain different perspectives
-Make connections between units of inquiry and between subjects
-Transfer conceptual understandings across transdisciplinary themes and subjects

4.Reflection and Metacognition
-Using thinking skills to reflect on the process of learning
-Identify strengths and areas for improvement
-Consider new skills, techniques and strategies for effective learning
-Record thinking and reflection processes
-Reflect on their learning by asking questions such as:
- What did I learn today?

	• What don't I yet understand? • What questions do I have now? • What can I already do? • What will I work on next? **COMMUNICATION SKILLS:** **Pg. 35, Learning and Teaching** **Sub-Skills:** **2.Literacy** *READING* -Read a variety of sources for information and for pleasure -Read critically and for comprehension -Make inferences and draw conclusions *WRITING* -Use appropriate forms of writing for different purposes and audiences -Use a variety of scaffolding for writing tasks -Organize information logically					
LEARNER PROFILE ATTRIBUTES	Balanced Reflective	Open-Minded Communicators	Thinkers Risk-Takers	Inquirers Thinkers	Principled Caring	Inquirers Knowledgeable
ACTION FOCUS	**LIFESTYLE CHOICES** **Pg.31, The Learner** -Making positive lifestyle changes in response to learning -Considering and acting on factors that contribute to personal, social and physical health and well-being -Taking responsibility for interactions and relationships with others -Engaging in responsible and sustainable consumption (for example, making informed decisions surrounding food, energy, water, materials usage)	**PARTICIPATION** **Pg. 30, The Learner** -Contributing to discussions and learning experiences -Making appropriate choices and taking responsibility for personal learning and actions -Working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action	**PARTICIPATION** **Pg. 30, The Learner** -Contributing to discussions and learning experiences -Making appropriate choices and taking responsibility for personal learning and actions -Working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action	**SOCIAL ENTREPRENEURSHIP** **Pg. 31, The Learner** -Supporting positive social change through responding to the needs of local, national and global communities -Identify and address challenges in innovative, resourceful and sustainable ways	**SOCIAL JUSTICE** **Pg. 31, The Learner** -Exploring issues of fairness from different perspectives -Challenging assumptions and generalizations -Reflecting on experiences involving positive social change -Reflecting on the ethical consequences of potential decisions and actions **ADVOCACY** **Pg. 31, The Learner** -Initiating, or being part of, a campaign for positive change	**PARTICIPATION** **Pg. 30, The Learner** -Contributing to discussions and learning experiences -Making appropriate choices and taking responsibility for personal learning and actions -Working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action **ADVOCACY** **Pg. 31, The Learner** -Supporting peers in the learning community -Presenting reasoned arguments on behalf of others
SUBJECT INTEGRATION	PE Math	PE Music Art Mandarin Math Literacy	Math Music Library (Research Skills)	Math	Art Mandarin Literacy	Math
MATH INTEGRATION	Data Handling	Shape and Space (2D and 3D shapes)	Shape and Space (Positional words, directions) & Measurement (length)	Measurement (Calendar) & Time	N/A	Data Handling – Probability & Measurement (Grams and Kilograms, Temperature)

MATH STAND ALONE	Number Sense – Place Value (6 weeks) & Addition (2 weeks)	Number Sense – Addition & Subtraction			Number Sense – Multiplication & Division	Number Sense – Fractions
	P A T T E R N S A N D F U N C T I O N					
WRITING	Launching/ Personal Narrative	Poetry	Fictional Narrative	Persuasive Writing	Informational Writing	Author's Choice (Grammar & Conventions)
READING	Launching/ Realistic Fiction	Poetry/ Poetic Elements	Characters (Feelings, Traits, Change, Lessons) Reading Partnerships	Non-Fiction (Main Idea/ details)	Non-Fictional Features	Free Choice
MANDARIN	STAND ALONE UNIT UNIT TITLE: FICTIONAL STORIES	STAND ALONE UNIT UNIT TITLE: POEMS	STAND ALONE UNIT UNIT TITLE: NARRATIVE WRITING	STAND ALONE UNIT UNIT TITLE: CHENG YU (IDIOMS)		LITERACY INTEGRATED UNIT UNIT TITLE: INFORMATIONAL WRITING
TECHNOLOGY SKILLS **Investigating** **Creating** **Communicating** **Collaborating** **Organizing** **Becoming responsible digital citizens**	**Becoming Responsible Digital Citizens** Use of seesaw/basic seesaw features. -Tagging Folders -Taking Good pictures and Videos -Giving positive self and peer feedback	**Technology Focus** **Communicating** Students will use various apps for their summative task -Shadow Puppet -Puppet Edu. -I movies -Puppet Pals	**Technology Focus** **Investigating** Identifying safe sites to research in Using Key Words in Research Using Images that are 'Labelled for Reuse' **Becoming responsible digital citizens** Students will be introduced to basic research skills Using different search engines namely -Kid Rex -Kiddle -Encyclopedia Britannica -Brain Pop Online Safety Introduction to cyber bullying Reporting cyber bullying and seeking adult support **Students will celebrate hour of code and work on Coding activities.	NO Technology Focus *Use technology where appropriate to enhance learning	**Technology Focus** **Investigating** Students will research facts about insects and work on publishing their book <u>Review of the following:</u> Identifying safe sites to research in Using Key Words in Research Using Images that are 'Labelled for Reuse' **Creating** Students will use the following apps to create and publish their book -Epic -Book Creator -Seesaw **Organizing** Students will work on organizing the book content on digital publishing media **Becoming responsible digital citizens** Citing sources Paraphrasing <u>Review of the following:</u> Using different search engines namely -Kid Rex -Kiddle -Encyclopedia Britannica -Brain Pop Online Safety	NO Technology Focus *Use technology where appropriate to enhance learning

SCIENCE OUTCOMES						

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*Science NB outcomes are taken from the 'You and Your World K-2' document.

*PYP Science outcomes are taken from the '2018 updated Science scope and sequence' document from the IB.

PYP Science Outcomes: Strand(s):
-Living Things

PSPE Strand(s) Connections:
-Active Living
-Interactions

Age 5-7 years, pg. 16
The student will be able to:
- Recognize that living things, including humans, need certain resources for energy and growth
- Identify the major food groups and be aware of the role they play in human development

Age 9-12 years, pg. 28
- Explain the impact of diet in providing the body with sources of potential energy

Science Skills:
-Use a variety of instruments and tools to measure data accurately

NB Outcomes: (You and Your World K-2)
Pg. 34
K.2.1 Students will describe the importance of personal hygiene and practice it in order to reduce the spread of germs and diseases.

Elaborations:
- Understand what is meant by personal hygiene
- Understand that cleanliness is a factor in how others feel about us
- Demonstrate practices that reduce the spread of germs and disease

Pg. 36
K.2.2 Students will be expected to identify and

There are NO Science PYP/NB outcomes for this unit.

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PYP Science Outcomes: Strand(s):
-Earth and Space
Age 5-7 years, pg. 18
The student will be able to:
- Identify or generate a question or problem to be explored in relation to human impact on the local environment

Science Skills:
-Identify or generate a question or problem to be explored

NB Outcomes: (You and Your World K-2)
There are **NO NB science outcomes** relevant to this unit.

PYP Science Outcomes: Strand(s):
-Living Things
-Earth and Space
Age 3-5 years, pg. 12
The student will be able to:
- Take responsibility for living things found in his or her environment.
- Observe the needs of living things that enable them to stay healthy.

Age 5-7 years, pg. 17
- Investigate the responses of plants or animals to changes in their habitats (*Focus on 'insects'*)

Age 5-7 years, pg. 18
- Analyze 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 (*Focus on actions taken within the school campus that impacts the environment – spraying insect repellents each month etc*).

Age 5-7 years, pg. 21
- Explore the role of living things in recycling energy and matter.

Age 7-9 years, pg. 24
- Recognize the ways in which plants and animals have adapted over time (Focus on insects)

PYP Science Outcomes: Strand(s):
-Materials and Matter
Age 3-5 years, pg. 13
The student will be able to:
- Use senses to describe observable properties of familiar materials (including solids, liquids, gases)

Age 5-7 years, pg. 20
- Investigate and identify the properties of air
- Explore links between air, light and sound (for example, thunder and lightning)

Age 7-9 years, pg. 26
- Recognize that water exists in the air in different forms

Age 9-12 years, pg. 31
- Identify the difference between physical and chemical changes (*Focus on physical change*)

Science Skills:
-Observe carefully in order to gather data
-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

NB Outcomes: (You and Your World K-2)
Pg. 78

	explain types of activities that support a healthy lifestyle. **Elaborations:** • Identify the factors that contribute to a healthy lifestyle • Describe behaviors that support these factors (e.g., wearing a bike helmet, wearing a seatbelt, physical activity, not smoking, healthy food choices) Pg. 88 **1.3.1 Students will be expected to understand, develop and maintain a healthy lifestyle.** **Elaborations:** • Understand that physical activity promotes fitness and enjoyment • Describe healthy ways for students to have fun in their free time • Understand the need for disease prevention, cleanliness of teeth and hands and other aspects of personal hygiene Pg. 90 **1.3.2 Students will be expected to explain how good eating habits contribute to health and well-being.** **Elaborations:** • Identify food groups and give examples of foods in each group • Explain the importance of eating meals regularly, particularly breakfast • Identify safety practices associated with food (e.g., handling, packaging and storage) Pg. 92				• Make links between different features of the environments and the specific needs of living things. • Assess the impact that changes in environmental conditions can have on living things. **Science Skills:** -Use scientific vocabulary to explain their observations and experiences -Identify or generate a question or problem to be explored **NB Outcomes: (Atlantic Canada Science Curriculum S4)** Pg. 19 • 108-3 Describe how personal actions help conserve natural resources and care for living things and their habitats. • 108-6 Identify their own and their family's impact on natural resources. • 302-1 Identify a variety of local and regional habitats and their associated populations of plants and animals *(*Focus on insects)* • 300-1 Compare the external features and behavioral patterns of animals that help them thrive in different kinds of places. • 301-1 Predict how the removal of a plant or animal population affects the rest of the community.	**1.2.4 Students will be expected to record observations and display data to explain** seasonal changes **(Bold is focus)** **Elaborations:** • Make and record relevant observations and measurements, using written language, pictures and charts • Understand and follow safety rules when performing investigations and activities • Propose conclusions based on observations, using commonly understood language Pg. 118 **Elaborations:** • Select and use appropriate materials to carry out investigations • Identify and use various sources of information and ideas • ▮ Communicate procedures and results, using drawings, demonstrations, as well as written and oral descriptions Pg. 144 **2.5.1 Students will be expected to describe how air and water interact in the environment** and how these elements impact on people and places. **(Bold is focus)** **Elaborations:** • ▮ Describe how water/ moisture may change form and location • ▮ Demonstrate that air takes up space and changes location

	1.3.3 Students will be expected to identify habits and products that are harmful to our health **Elaborations:** • Understand the dangers of second-hand smoke; alcohol and tobacco products; toxic household products; and vapor from markers, liquid paper and gasoline • Understand the danger of misusing medication Pg. 138 **2.4.1 Students will be expected to understand, develop and maintain a healthy lifestyle.** **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 affect one's health • Explain the effect of poor nutrition on teeth and the importance of regular brushing and visits to the dentist • Explain the importance of eating a complete breakfast				• 302-2 Relate habitat loss to the endangerment or extinction of plants and animals *(*Focus on insects)*	Pg. 146 **2.5.2 Students will be expected to compare properties of familiar liquids and solids and investigate how they interact.** **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 **NB Outcomes: (Atlantic Canada Science Curriculum S4)** Pg. 19 • 104-4 Compare the results of their investigations to those of others and recognize results may vary • 104-6 Demonstrate that specific terminology is used in science and technology in contexts • 106-4 Describe instances in which scientific ideas and discoveries have led to new inventions and applications • 204-3 State a prediction and a hypothesis based on an observed pattern of events • 205-5 Make observations and collect information relevant to a given question or problem
SOCIAL STUDIES OUTCOMES	**There are NO Social Studies PYP outcomes for this unit.** **NB Outcomes: (You and Your World K-2)**	**PYP Social Studies Outcomes: Strand(s):** **-Human systems and economic activities +**	**PYP Social Studies Outcomes: Strand(s):** **-Human systems and economic activities +**	**PYP Social Studies Outcomes: Strand(s):** **-Human systems and economic activities +**	**PYP Social Studies Outcomes: Strand(s):** **-Human systems and economic activities** Age 9-12 years, pg. 42	**There are NO Social Studies PYP/NB outcomes for this unit.**

*Social Studies NB outcomes are taken from the '**You and Your World K-2**' document. *PYP Social Studies outcomes are taken from the '**2018 updated Social Studies scope and sequence**' document from the IB.	Pg. 62 **1.1.1 Students will be expected to demonstrate an understanding of the importance of interactions between people.** **Elaborations:** • Understand that friends are important to one's happiness	**-Social organization and culture** Age 7-9 years, pg. 30 The student will be able to: • Explore a variety of signs and symbols and interpret their messages • Identify the cultural and historical context in which signs and symbols develop • Describe the impact of communications technology on everyday communication • Demonstrate how non-verbal communication allows people to transcend language barriers **Social Skills:** -Formulate and ask questions about the past, the future, places and society **NB Outcomes: (You and Your World K-2)** Pg. 62 **1.1.1 Students will be expected to demonstrate an understanding of the importance of interactions between people.** **Elaborations:** • Give examples of interactions between people • Understand the importance of good listening and effective communication skills to interactions • Demonstrate appropriate reactions to the ideas and actions of others Pg. 126 **2.2.2 Students will be expected to demonstrate an understanding that**	**-Continuity and change through time +** **-Resources and the environment** Age 5-7 years, pg. 20 The student will be able to: • Describe the natural features of local and other environments Age 7-9 years, pg. 26 • Locate on a globe or map his or her place in the world, and its relationship to various other places • Use a variety of resources and tools to gather and process information about various regions and different ways of representing the world • Explore how people's perceptions and representations of place have changed over time **Social Skills:** -Orientate in relation to place and time -Use and analyze evidence from a variety of historical, geographical and societal sources **NB Outcomes: (You and Your World K-2)** Pg. 48 **K.4.1 Students will be expected to describe and locate some of the natural and constructed features of their community.** **Elaborations:** • Identify common features and landmarks in their community • Use basic mapping skills to identify, locate, and name familiar places within the community • Demonstrate an awareness of the	**-Continuity and change through time +** **-Resources and the environment** Age 5-7 years, pg. 19 The student will be able to: • Compare transportation systems within the local community to those in other communities • Explain how and why changes in transport have occurred over time • Examine the impact of technological advances in transport on the environment Age 5-7 years, pg. 20 • Identify or generate a question or problem to be explored in relation to human impact on the local, natural environment. Age 7-9 years, pg. 32 • Identify the services and the users of these services in the local community • Compare availability if services in two or more different communities • Analyze the reasons for different services in place in a community • Make connections between different services in the community **Social Skills:** - Formulate and ask questions about the past, the future, places and society **NB Outcomes: (You and Your World K-2)** Pg. 104 **1.4.4 Students will be expected to explain how interactions between communities (local, national,**	The student will be able to: • Explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry) **Social Skills:** -Identify roles, rights and responsibilities in society **NB Outcomes: (You and Your World K-2)** **There are NO NB social studies outcomes.**	

		technology has changed over time to meet their needs, wants and interests **Elaborations:** • Identify examples of different types of technology • Describe technologies that affect their everyday lives • Assess the effect of technology on their lives • Identify examples of technological milestones • Describe how lifestyles of the past were different from today due to technological changes	concepts of natural and constructed features Pg. 100 **1.4.2 Students will be expected to demonstrate an understanding that signs, symbols, direction and scale are used to represent landmarks and locations** **Elaborations:** • 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, community, and province • Create and use simple maps and/or models • Create and use pictures of developed symbols to represent features on a map	**and global) have changed over time.** **Elaborations:** • Recognize that various kinds of communities exist in their province, country and the world • Identify and describe how changes in transportations and communication have allowed communities to interact more easily Pg. 108 **1.4.6 Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services.** **Elaborations:** • Recognize the difference between goods and services • Give examples to show that communities produce different goods • Recognize that services available in one community may be different from those available in other communities **Pg. 128** **2.2.3 Students will be expected to predict ways their community might change in the future and how they might contribute to that future.** **Elaborations:** • Identify and explain examples of changes that may take place in their community in the future • Predict how changes in technology might affect		

			• individuals and communities in the future • Identify ways individuals and groups can contribute to future change			
MATH OUTCOMES *NB Outcomes for Math strands are taken from 'Mathematics Grade 2 Curriculum, 2008 ' **Math curriculum has been pushed down for all grades. **The page number for NB outcomes are in the ISNS Math scope and sequence document *Math outcomes for Number Sense strand is taken from '2018 updated Math scope and sequence' document from the IB	DATA HANDLING OUTCOMES: PYP Outcomes: Pg. No-13-15 Phase 2: Conceptual Understandings: -Information can be expressed as organized and structured data. -Objects and events can be organized in different ways. Learning Outcomes: Learners Constructing: PYP DH 2.1 Understand that sets can be organized by one or more attributes PYP DH 2.2 Understand that information about themselves and their surroundings can be collected and recorded in different ways Transferring: PYP DH 2.4 Collect and represent data in different types of graphs, for example, tally marks, bar graphs Applying: PYP DH 2.7 Collect, display and interpret data for the purpose of answering questions PYP DH 2.8 Create a pictograph and sample bar graph of real objects and interpret data by comparing quantities PYP DH 2.9 Use tree Venn and Carroll diagrams to explore relationship between data NB Outcomes: Pg. No-94-101	SHAPE AND SPACE OUTCOMES PYP Outcomes: Pg. No-21-23 Phase 2: Conceptual Understandings: -Shapes are classified and named according to their properties. -Some shapes are made up of parts that repeat in some way. Learning Outcomes: Learners Constructing: PYP SS 2.4 Understand that geometric shapes are useful for presenting real-world situations Phase 3: PYP SS3.1 Understand the common language used to describe shapes PYP SS3.2 understand the properties of regular and irregular polygons Phase 2: Transferring: PYP SS 2.10 Represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling Phase 3: PYP SS 3.8 Sort, describe and model regular and irregular polygons Applying: PYP SS 3.13 Analyze and describe 2D and 3D shapes,	MEASUREMENT OUTCOMES: PYP Outcomes: Pg. No-17-19 Phase 2: Conceptual Understandings: -Standard units allow us to have a common language to identify, compare, order and sequence objects and events. Learning Outcomes: Learners Constructing: PYP M2.1 Understand the use of standard units to measure, for example, **length**, mass, money, time, temperature **(Bold is focus)** PYP M2.2 Understand that tools can be used to measure Phase 3: PYP M3.1 Understand the use of standard units to measure perimeter PYP M3.2 Understand that measures can fall between numbers on a measurement scale, for example, 3 ½ kg, between 4cm and 5cm PYP M3.3 Understand the relationships between units, for examples, meters, centimeters Transferring: PYP M2.5 Estimate and measure objects using standard units of measurement: **length**, mass, capacity, money and temperature **(Bold is focus)**	MEASUREMENT OUTCOMES: PYP Outcomes: Pg. No-17-19 Phase 2: Conceptual Understandings: -Standard units allow us to have a common language to identify, compare, order and sequence objects and events. Learning Outcomes: Learners Constructing: PYP M2.1 Understand the use of standard units to measure, for example, length, mass, **money**, **time,** temperature **(Bold is the focus)** PYP M2.2 Understand that tools can be used to measure PYP M2.3 Understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year PYP M2.4 Understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds Transferring: PYP M2.5 Estimate and measure objects using standard units of measurement: length, mass, capacity, **money** and temperature **(Bold is focus)** PYP M2.6 Read and write the time to the hour, half hour and quarter hour PYP M2.7 Estimate and compare lengths of time:	There are NO MATH PYP/NB Outcomes for this unit.	DATA HANDLING (PROBABILITY) PYP Outcomes: Pg. No-13-15 Phase 2: Conceptual Understandings: - Some events in daily life are more likely to happen than others. Learning Outcomes: Learners Constructing: PYP DH 2.3 Understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain) Transferring: PYP DH 2.6 Express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain) Applying: PYP DH 2.10 Identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain) NB Outcomes: THERE ARE NO NB OUTCOMES MEASUREMENT OUTCOMES PYP Outcomes: Pg. No-17-19 Phase 2: Conceptual Understandings: -Standard units allow us to have a common language to identify, compare, order and sequence objects and events. Learning Outcomes: Learners

	NB SP 1 Collect firsthand data and organize it using; tally marks, line plots, charts, lists to answer questions NB SP 2 Construct, label and interpret bar graphs to solve problems	including regular and irregular polygons, using geometrical vocabulary **DATA HANDLING:** **Phase 2** **PYP OUTCOME:** **Learners** PYP DH 2.5 Represent the relationship between objects in sets using tree, Venn and Carroll diagrams **NB Outcomes:** **Pg. No-86-93** NB SS 6 Describe 3D objects according to the shape of the faces, and the number of edges and vertices NB SS 7 Sort regular and irregular polygons, including; triangles, quadrilaterals, pentagons, hexagons, octagons according to the number of sides	PYP M3.5 Estimate and measure using standard units of measurement: perimeter **Applying:** PYP M2.8 Use standard units of measurement to solve problems in real-life situations involving **length**, mass, capacity, money and temperature **(Bold is focus)** PYP M3.8 Use standard units of measurement to solve problems in real-life situations involving perimeter PYP M3.9 Select appropriate tools and units of measurement **NB Outcomes:** **Pg. No- 74-85** NB SS3 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 **(Bold is focus)** NB SS5 Demonstrate an understanding of perimeter of regular and irregular shapes **SHAPE AND SPACE OUTCOMES:** **PYP Outcomes:** **Pg. No-21-23** **Phase 2:** **Conceptual Understandings:** - Specific vocabulary can be used to describe an object's position in space. **Learning Outcomes:** **Learners** **Constructing:**	second, minute, hour, day, week and month **Applying:** PYP M2.8 Use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, **money** and temperature **(Bold is focus)** PYP M2.9 Use measures of time to assist with problem solving in real-life situations **Phase 3:** PYP M3.9 Select appropriate tools and units of measurement **NB Outcomes:** **Pg. No-70-73** NB SS1 Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years) NB SS2 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		**Constructing:** PYP M2.1 Understand the use of standard units to measure, for example, length, **mass,** money, time, **temperature (Bold is the focus).** PYP M2.2 Understand that tools can be used to measure **Phase 3:** PYP M3.2 Understand that measures can fall between numbers on a measurement scale, for example, 3 ½ kg, between 4cm and 5cm PYP M3.3 Understand the relationships between units, for examples, meters, centimeters / grams and kilograms **Transferring:** PYP M2.5 Estimate and measure objects using standard units of measurement: length, **mass**, capacity, money and **temperature (Bold is focus)** **Applying:** PYP M2.8 Use standard units of measurement to solve problems in real-life situations involving length, **mass,** capacity, money and **temperature (Bold is focus)** **Phase 3:** PYP M3.9 Select appropriate tools and units of measurement **NB Outcomes:** **Pg. No- 74-85** NB SS3 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

ORAL LANGUAGE – LISTENING & SPEAKING STRAND OUTCOMES			PYP SS 2.5 Understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment			length using referents; measuring and recording length, width and height (**Bold is focus**)
			Transferring: PYP SS 2.11 Interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment			**Pg. No-78-81** NB SS4 Demonstrate an understanding of measuring mass (g,kg).
			Applying: PYP SS 2.13 Interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment			
			NB Outcomes: There are NO NB outcomes for this unit.			

| **ORAL LANGUAGE – LISTENING & SPEAKING STRAND OUTCOMES**

*NB Outcomes for Language are taken from '**Atlantic Canada English Language Arts Curriculum, Elementary K-3**' **The page number for NB outcomes are in the ISNS Literacy scope and sequence document*

*Language outcomes for each strand is taken from '**2018 updated Language scope and sequence**' document from the IB | **Conceptual Understanding:** Pg. 13 Phase 2 -Everyone has a right to speak and to be listened to

PYP Outcomes: Phase 2: Learners PYP LS 2.5 Describe personal Experiences

PYP LS 2.13 Talk about the stories, writing, pictures and models they have created

NB Outcomes: NB LS 1.1 Express thoughts and feelings and describe experiences

NB LS 1.3 Express opinions and give simple explanations for some of their opinions (I like…because) | **Conceptual Understanding:** Pg. 13 Phase 2 -People communicate using different languages

-**The sounds of language are a symbolic way of representing ideas and objects**

Phase 3: -**Spoken communication is different from written communication it has its own set of rules**

PYP Outcomes: Phase 2: Learners PYP LS 2.13 Talk about the stories, writing, pictures and models they have created

NB Outcomes: NB LS 2.2 Use intonation, facial expression, and gestures to communicate ideas and feelings

NB LS 2.4 Engage in informal oral presentations and | **Conceptual Understanding** Pg. 13 Phase 2 **NONE CHOSEN FOR THIS UNIT**

PYP Outcomes: Phase 2: Learners PYP LS 2.9 Predict likely outcomes when listening to texts read aloud

PYP LS 2.13 Talk about the stories, writing, pictures and models they have created

PYP LS 2.11 Ask questions to gain information and respond to inquiries directed to themselves or to the class

NB Outcomes: NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions | **Conceptual Understanding:** Pg. 13 Phase 3 -Spoken language varies according to the purpose and audience

PYP Outcomes: Phase 2: PYP LS 2.10 Use language to address their needs, express feelings and opinions

Phase 3: Learners PYP LS 3.3 Pick out main events and relevant points in oral texts

PYP LS 3.8 Express thoughts, ideas and opinions and discuss them, respecting contributions from others

NB Outcomes: NB LS 1.3 Express opinions and give simple explanations for some of their opinions (I like…because) | **Conceptual Understanding:** Pg. 13 Phase 2 **NONE CHOSEN FOR THIS UNIT**

PYP Outcomes: Phase 2: PYP LS 2.11 Ask questions to gain information and respond to inquiries directed to themselves or to the class

Phase 3: Learners PYP LS 3.13 Understand and use specific vocabulary to suit different purposes

NB Outcomes: NB LS 1.2 Ask and respond to questions to clarify information or gather further information

NB LS 2.3 Respond to and give instructions or directions that include two or three components | **Conceptual Understanding:** Pg. 13 Phase 2 -Spoken language varies according to the purpose and audience

PYP Outcomes: Phase 2: Learners PYP LS 2.15 Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage)

NB Outcomes: NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions |

		respond to a variety of oral presentations and other texts NB LS 3.3 Recognize that volume of voice needs to be adjusted according to the situation, (e.g., playground, classroom)		NB LS 1.4 Listen to others' ideas and opinions		
VISUAL LANGUAGE – VIEWING & PRESENTING STRAND OUTCOMES *NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'* ***The page number for NB outcomes are in the ISNS Literacy scope and sequence document*** *Language outcomes for each strand is taken from '**2018 updated Language scope and sequence**' document from the IB*	**Conceptual Understanding: Pg. 16** **Phase 2** -Visual text can immediately gain our attention **PYP Outcomes:** Phase 2: Learners PYP VP 2.2 Talk about their own feelings in response to visual messages; show empathy for the way others might feel PYP VP 2.3 Relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's Farm." PYP VP 2.6 Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip PYP VP 2.13 View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story PYP VP 2.15 Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes. **NB Outcomes:** NB VP 4.2 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 sentences and proper names	**Conceptual Understanding: Pg. 16** **Phase 2** -Viewing and talking about the images others have created helps us to understand and create our own presentations **Phase 3** -Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images **PYP Outcomes:** Phase 2: Learners PYP VP 2.7 Use body language in mime and role play to communicate ideas and feelings visually PYP VP 2.8 Realize that shapes, symbols, and colors have meaning and include them in presentations **NB Outcomes:** NB VP 6.1 Make personal connections to text and share their responses in a variety of ways NB VP 7.2 Respond critically to texts -Formulate questions as well as understandings -Develop an understanding and respect for diversity	**Conceptual Understanding: Pg. 16** **Phase 3** -Visual texts provide alternative means to develop new levels of understanding -Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images **PYP Outcomes:** Phase 2: Learners PYP VP 2.2 Talk about their own feelings in response to visual messages; show empathy for the way others might feel PYP VP 2.13 View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story **NB Outcomes:** NB VP 4.6 Use a variety of strategies to create meaning -Make inferences by drawing on their own experiences and clues in the text -Identify character traits from textual clues -Make connection between texts, noticing similarities and characters, events, illustrations, and language NB VP 6.1 Make personal connections to text and share their responses in a variety of ways	**Conceptual Understanding: Pg. 16** **Phase 2** **NONE CHOSEN FOR THIS UNIT** **PYP Outcomes:** Phase 2: Learners PYP VP 2.10 Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed **NB Outcomes:** NB VP 4.6 Use a variety of strategies to create meaning -Identify main idea NB VP 6.2 Express and begin to support opinions about texts and the work of authors and illustrators	**Conceptual Understanding: Pg. 16** **Phase 3** -Visual texts can expand our database of sources of information **Phase 3** -Different visual techniques produce different effects and are used to present different types of information **PYP Outcomes:** Phase 2: Learners PYP VP 2.10 Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed PYP VP 2.12 Through teacher modeling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame PYP VP 2.14 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 **NB Outcomes:** NB VP 4.4 Use some features of written text to determine content, locate topics, and obtain information NB VP 5.1 Engage in the research process with assistance -Generate questions to guide research -Locate appropriate information with assistance (classroom, library, home, community) -Interact with the information	**Conceptual Understanding Pg. 16** **Phase 2** **NONE CHOSEN FOR THIS UNIT** **PYP Outcomes:** Phase 2: Learners PYP VP 2.9 Use a variety of implements to practice and develop handwriting and presentation skills **NB Outcomes:** NB VP 4.3 Select independently, and with teacher assistance, texts appropriate to their interests and learning needs NB VP 6.2 Express and begin to support opinions about texts and the work of authors and illustrators

	NB VP 6.1 Make personal connections to text and share their responses in a variety of ways				NB VP 7.1 Use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics	
WRITTEN LANGUAGE - READING STRAND OUTCOMES *NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'* ***The page number for NB outcomes are in the ISNS Literacy scope and sequence document*** *Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB*	**Conceptual Understanding:** **Pg. 20** **Phase 2** **-Words we see and hear enable us to create pictures in our minds** **PYP Outcomes:** **Phase 2:** Learners ==PYP R 2.1 Select and reread favorite texts for enjoyment (add this YR here too since focus on this heavily at start of RW launch)== PYP R 2.2 Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts PYP R 2.12 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 **NB Outcomes:** NB R 4.1 Regard reading as a source of interest, enjoyment, and information NB R 4.2 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) NB R 6.1 Make personal connections to text and share their responses in a variety of ways	**Conceptual Understanding:** **Pg. 20** **Phase 2** **-The sounds of spoken language can be represented visually** **-Written language works differently from spoken language** **-Consistent ways of recording words or ideas enable members of a language community to communicate** **-Words we see and hear enable us to create pictures in our minds** **PYP Outcomes:** **Phase 2:** Learners PYP R 2.8 Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography PYP R 2.13 Participate in learning engagements involving reading aloud-taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems. **NB Outcomes:** NB R 6.1 Make personal connections to text and share their responses in a variety of ways NB R 7.2 Respond critically to texts -Formulate questions as well as understandings -Develop an understanding and respect for diversity	**Conceptual Understanding:** **Pg. 20** **Phase 2** **-People read to learn (reading maps)** **PYP Outcomes:** **Phase 2:** Learners PYP R 2.5 Listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes PYP R 2.9 Make connections between personal experience and storybook characters **NB Outcomes:** NB R 4.6 Use a variety of strategies to create meaning -Make inferences by drawing on their own experiences and clues in the text -Identity character traits from contextual clues -Make connections between texts, noticing similarities in characters, events, illustrations, and language NB R 6.1 Make personal connections to text and share their responses in a variety of ways	**Conceptual Understanding:** **Pg. 20** **Phase 2** **-People read to learn (non-fiction)** **Phase 3:** **-Different types of text serve different purposes** **PYP Outcomes:** **Phase 2:** Learners PYP R 2.8 Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography **NB Outcomes:** NB R 4.4 Use some features of written text to determine content, locate topics, and obtain information NB R 4.6 Use a variety of strategies to create meaning -Identify main idea NB R 6.2 Express and begin to support opinions about texts and the work of authors and illustrators	**Conceptual Understanding:** **Pg. 20** **Phase 3** **-Applying a range of strategies helps us to read and understand new texts** **PYP Outcomes:** **Phase 2:** Learners PYP R 2.6 Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level **NB Outcomes:** NB R 4.4 Use some features of written text to determine content, locate topics, and obtain information NB R 5.1 Engage in the research process with assistance -Generate questions to guide research -Locate appropriate information with assistance (classroom, library, home, community) -Interact with the information NB R 7.1 Use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characters.	**Conceptual Understanding:** **Pg. 20** **Phase 3** **-The structure and organization of written language influences and conveys meaning** **PYP Outcomes:** **Phase 2:** Learners PYP R 2.12 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 **NB Outcomes:** NB R 4.3 Select independently, and with teacher assistance, text appropriate to their interest and their learning needs NB R 6.2 Express and begin to support opinions about texts and the work of authors and illustrators

WRITTEN LANGUAGE - WRITING STRAND OUTCOMES	Conceptual Understanding: Pg. 24 Phase 1	Conceptual Understanding: Pg. 24 Phase 2	Conceptual Understanding: Pg. 24 Phase 2	Conceptual Understanding: Pg. 24 Phase 3	Conceptual Understanding: Pg. 24 Phase 3	Conceptual Understanding: Pg. 24 Phase 3
*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3' **The page number for NB outcomes are in the ISNS Literacy scope and sequence document *Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB	-Everyone can express themselves in writing **PYP Outcomes:** **Phase 2:** Learners PYP W2.2 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 …" PYP W 2.3 Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged PYP W 2. 6 Create illustrations to match their own written text PYP W 2.7 Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality **Phase 3:** Learners PYP W 3.4 Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end PYP W3.12 Keep a log of ideas to write about **NB Outcomes:** NB W 8.1 Use writing and other forms of representing for a variety of functions - to express feelings, opinions, and imaginative ideas - to record experiences NB W 8.2 Begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes) NB W 8.3 Begin to experiment with language choices in	-People write to communicate -The sounds of spoken language can be represented visually (letters, symbols, characters) -Consistent ways of recording words or ideas enable members of a language community to understand each other's writing -Written language works differently than spoken language **PYP Outcomes:** **Phase 2:** Learners PYP W2.12 Illustrate their own writing and contribute to a class book or collection of published writing. **NB Outcomes:** NB W 8.1 Use writing and other forms of representing for a variety of functions -To express feelings, opinions, and imaginative ideas NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing NB W 9.2 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 NB W 10.4 With assistance, experiment with technology in writing and other forms of representing	-Consistent ways of recording words or ideas enable members of a language community to understand each other's writing **PYP Outcomes:** **Phase 2:** Learners PYP W 2. 4 Participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions PYP W 2.9 Form letters/characters conventionally and legibly, with an understanding as to why this is important within the language community **Phase 3:** Learners PYP W 3.4 Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end PYP W 3.9 Proofread their own writing and make some corrections and improvements **NB Outcomes:** NB W 8.1 Use writing and other forms of representing for a variety of functions -To express feelings, opinions, and imaginative ideas NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing -Use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information) -Use a variety of techniques for publishing/presenting	-We write in different ways for different purposes -The structure of different type of texts includes identifiable features **PYP Outcomes:** **Phase 2:** Learners PYP W 2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story **NB Outcomes:** NB W 8.1 Use writing and other forms of representing for a variety of functions -To express feelings, opinions, and imaginative ideas NB W 9.2 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 NB W 9.3 Consider their readers'/ listeners'/ viewers' questions, comments and begin to use such responses to assess and extend their learning NB W 10.4 With assistance, experiment with technology in writing and other forms of representing -Share writing/ representations on-line	-The structure of different type of texts includes identifiable features **PYP Outcomes:** **Phase 2:** Learners PYP W 2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story **NB Outcomes:** NB W 8.1 Use writing and other forms of representing for a variety of functions -To inform/communicate information NB W 9.3 Consider their readers'/ listeners'/ viewers' questions, comments and begin to use such responses to assess and extend their learning NB W 10.4 With assistance, experiment with technology in writing and other forms of representing -Compose simple text (and begin to revise and edit) with a word processing program -Share writing/ representations on-line NB W 10.5 Select, organize, and combine, with assistance, relevant information to construct and communicate meaning -Interact with resources (print, non-print, or human) to answer their own questions or learning needs -With assistance, develop strategies for making and organizing notes -Create a new product -Share their information in a variety of simple ways	-When writing the words we choose and how we choose to use them enable us to share our imaginings and ideas -We write in different ways for different purposes **PYP Outcomes:** **Phase 2:** Learners PYP W 2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story **NB Outcomes:** NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing -Use a variety of techniques for publishing/presenting (sharing writing/ representing with the class or another class, publishing on-line, submitting work to school/ district anthology or magazine) NB W 10.4 With assistance, experiment with technology in writing and other forms of representing -Compose simple text (and begin to revise and edit) with a word processing program -Share writing/ representations on-line

	imaginative writing and other ways of representing NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing -Use pre-writing strategies, such as drawing, talking, and reflecting -Use appropriate drafting strategies for getting ideas on paper (taking risks by using temporarily spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor) NB W 10.4 With assistance, experiment with technology in writing and other forms of representing -Create illustrations/drawings with a computer graphics/ drawing program	-Use a tape recorder to record choral readings, dramatizations, retellings or finished pieces of writing --Share writing/ representations online	(sharing writing/ representing with the class or another class, publishing on-line, submitting work to school/ district anthology or magazine) NB W 10.4 With assistance, experiment with technology in writing and other forms of representing -Share writing/ representations on-line			
ART STRAND OUTCOMES *Arts NB outcomes are taken from '**Visual Arts K-2**' document. *Arts PYP outcomes are taken from the visual arts section of the '**2018 updated Arts scope and sequence**' document from the IB.	**There are NO ART PYP and NB outcomes integrated with this unit.**	**PYP Visual Art Outcomes: Strand(s):** **-Responding** **-Creating** **RESPONDING STRAND** **Phase 1/2 Conceptual Understandings:** **Pg. 15** -People communicate ideas, feelings and experiences through the arts. -We can reflect on and learn from the different stages of creating -We solve problems during the creative process by thinking critically and imaginatively. **VISUAL ARTS** **Pg. 18** **Phase 1:** **Learning Outcomes for the Responding Strand:**	**There are NO ART PYP and NB outcomes integrated with this unit.**	**There are NO ART PYP and NB outcomes integrated with this unit.**	**PYP Visual Art Outcomes: Strand(s):** **-Responding** **-Creating** **RESPONDING STRAND** **Phase 1/2 Conceptual Understandings:** **Pg. 15** -People share art with others -There is a relationship between the artist and the audience. **VISUAL ARTS** **Pg. 18** **Phase 1** **Learning Outcomes for the Responding Strand:** **Learning Outcomes** • PYP R 1.5 Analyze the relationships within an artwork and construct meanings	**There are NO ART PYP and NB outcomes integrated with this unit.**

		• PYP R 1.4 Identify the materials and processes used in the creation of an artwork • PYP R 1.5 Analyze the relationships within an artwork and construct meanings • PYP R 1.6 Identify the stages of their own and others' creative processes **CREATING STRAND** **Phase 1/2 Conceptual Understandings:** **Pg. 19** -The creative process involves joining in, exploring and taking risks. -We communicate our ideas, feelings and experiences through our artwork. -We are receptive to the value of working individually and collaboratively to create art. **VISUAL ARTS** **Pg. 23** **Phase 1 and 2** **Learning Outcomes for the Creating Strand:** • PYP C 1.9 Participate in individual and collaborative creative experiences. • PYP C 2.2 Identify, plan and make specific choices of materials, tools and processes • PYP C 2.5 Combine a variety of formal elements to communicate ideas, feelings and/or experiences **NB Outcomes:** **GCO 1: Students will be expected to create, independently or**			• PYP R 1.7 Make personal connections to artworks **CREATING STRAND** **Phase 1/2 Conceptual Understandings:** **Pg. 19** -We can communicate our ideas, feelings and experiences through our artwork. -Applying a range of strategies helps us to express ourselves. **VISUAL ARTS** **Pg. 23** **Phase 2** **Learning Outcomes for the Creating Strand:** • PYP C 2.1 Identify, plan and make specific choices of materials, tools and processes • PYP C 2.5 Combine a variety of formal elements to communicate ideas, feelings and/or experiences • PYP R 2.7 Consider their audience when creating artwork. **NB Outcomes:** **GCO 1: Students will be expected to create, independently or collaboratively, a variety of artworks.** **Pg. 2** NB 1.1 Create art for a variety of reasons and recognize that there are many kinds of visual arts **GCO 2: Students will be expected to explore skills, processes and materials.**	

		collaboratively, a variety of artworks. **Pg. 2** NB 1.1 Create art for a variety of reasons and recognize that there are many kinds of visual arts **GCO 2: Students will be expected to explore skills, processes and materials.** **Pg. 3** NB 2.2 Explore basic art skills, techniques, and vocabulary through a wide range of materials and available technologies NB 2.3 Using a variety of materials, visually communicate stories, ideas, and experiences **GCO 4: Students will be expected to reflect on and respond to their own and others' artworks.** **Pg. 8 and 9** NB 4.4 Use descriptive language to talk about their own work and that of their peers			**Pg. 3** NB 2.1 Explore the elements (color, **shape**, line, value, space, **form**, and texture) and the principles of design with emphasis on **pattern** and repetition in the visual environment NB 2.2 Explore basic art skills, techniques, and vocabulary through a wide range of materials and available technologies NB 2.3 Using a variety of materials, visually communicate stories, ideas, and experiences **GCO 3: Students will be expected to develop critical awareness of and value for the role of the arts in creating and reflecting culture. Students will begin to understand that visual art is a record of human experiences and expressions.** **Pg. 7** NB 3.3 Describe how visual arts are used in school and at home **GCO 4: Students will be expected to reflect on and respond to their own and others' art works.** **Pg. 8 and 9** NB 4.3 Choose and present work from their portfolio NB 4.4 Use descriptive language to talk about their own work and that of their peers	

| PE OUTCOMES

*PE NB outcomes are taken from 'Elementary Physical Education K-5' document.

*PE PYP outcomes are taken from the '2018 updated PSPE scope and sequence' document from the IB. | PYP PSPE Outcomes:
Strand(s):
-Active Living
<u>Type of Experience:</u>
Health Related Fitness

IDENTITY
There are **NO PYP outcomes** for this unit relevant to the strand of 'Identity'.

ACTIVE LIVING
Phase 2 Conceptual Understandings:
Pg. 16
-Regular exercise is part of a healthy lifestyle
-Food choices can affect our health
-Maintaining good hygiene can help to prevent illness

Pg. 17
Learning Outcomes:
Learners:
- PYP AL 2.1 Recognize the importance of regular exercise in the development of well-being
- PYP AL 2.2 Identify healthy food choices
- PYP AL 2.3 Communicate their understanding of the need for good hygiene practices
- PYP AL 2.4 Reflect on the interaction between body systems during exercise

INTERACTION
There are **NO PYP outcomes** for this unit relevant to the strand of 'interaction'.

NB Outcomes:
Pg. 39
GCO 3: Students will develop knowledge, skills and values | PYP PSPE Outcomes:
Strand(s):
-Identity
-Interaction
<u>Type of Experience:</u>
Games

IDENTITY
Phase 2 Conceptual Understandings:
Pg. 12
-Understanding and respecting other people's perspectives helps us to develop empathy.

Pg. 13 and 14
Learning Outcomes:
Learners:
- PYP ID 2.1 Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences
- PYP ID 2.4 Identify feelings and begin to understand how these are related to behavior
- PYP ID 2.8 Recognize other's perspectives and accommodate these to shape a broader view of the world
- PYP ID 2.9 Identify and understand the consequences of actions
- PYP ID 2.10 Are aware of their emotions and begin to regulate their emotional responses and behavior

ACTIVE LIVING
There are **NO PYP outcomes** for this unit relevant to the strand of 'Active Living'. | **There are NO PE PYP and NB outcomes integrated with this unit.** | **There are NO PE PYP and NB outcomes integrated with this unit.** | **There are NO PE PYP and NB outcomes integrated with this unit.** | **There are NO PE PYP and NB outcomes integrated with this unit.** |
|---|---|---|---|---|---|---|

	required to achieve and maintain well-being. **Pg. 41** **SCO 3.1** Recognize emotional and social skills that apply to the learning and performance of physical activity: ★ I can list 3 positive feelings that I get from participating in physical activities. ★ I can regulate my emotions when trying new activities or challenges. ★ I can cooperate with others. **Pg. 40** **SCO 3.2** Refine knowledge of physical fitness concepts and principles to improve well-being and performance ★ I can list two benefits of physical activity. ★ I can count my heart beats for 10 seconds. ★ I can tell the difference between a slow heart rate/breathing and a fast heart rate/breathing ★ I can list 3 ways to speed up my heart rate and breathing. ★ I can pace myself for 2 minutes. ★ I can identify which muscles help me jump, climb, hang, push, and pull.	**INTERACTIONS** **Phase 2 Conceptual Understandings:** **Pg. 19** -Participation in a group can require group members to take on different roles and responsibilities -There are norms of behavior that guide the interactions within different groups, and people adapt to these norms -Accepting others into a group builds open-mindedness **Pg. 19 and 20** **Learning Outcomes:** Learners: • PYP IN 2.1 Value interacting, playing and learning with others • PYP IN 2.2 Discuss and set goals for group interactions • PYP IN 2.3 Cooperate with others • PYP IN 2.4 Ask questions and express wonderings • PYP IN 2.8 Share ideas clearly and confidently • PYP IN 2.9 Seek adult support in situations of conflict **NB Outcomes:** **Pg.34** **GCO 1: Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments** **Pg. 37** **SCO 1.4** Refine a variety of fundamental manipulative skills				

		★ I can roll a small ball underhand with one hand and hit a small target. ★ I can throw an object underhand with one hand to a moving partner. ★ I can catch an object at various levels and different distances with two hands. ★ I can control an object by keeping it close to my body, moving in various directions. ★ I can hit an object with my hand. ★ I can hit an object with one hand on a paddle. ★ I can hit an object with two hands using a stick or bat. ★ I can kick a ball and hit a target from farther distances. ★ I can manipulate (push, pull, carry; etc.) different objects. **Pg. 39** **GCO 3: Students will develop knowledge, skills and values required to achieve and maintain well-being.** **Pg. 41** **SCO 3.1** Recognize emotional and social skills that apply to the learning and performance of physical activity: ★ I can cooperate with others. ★ I can give positive feedback. ★ I can give cues to others to help them get better.				
MUSIC STRAND OUTCOMES	There are NO Music PYP and NB outcomes integrated with this unit.	**PYP Music Outcomes:** **Strand(s)** **-Responding** **-Creating**	**PYP Music Outcomes:** **Strand(s)** **-Responding** **-Creating**	There are NO Music PYP and NB outcomes integrated with this unit.	There are NO Music PYP and NB outcomes integrated with this unit.	There are NO Music PYP and NB outcomes integrated with this unit.

*Music NB outcomes are taken from '**Music Education K-5**' document. *Music PYP outcomes are taken from the music section of the '**2018 updated Arts scope and sequence**' document from the IB.		**RESPONDING STRAND** **Pg. 17** **Phase 2 Conceptual Understanding:** -We are receptive to art practices and artworks from different cultures, places and times (including our own). -People communicate ideas, feelings and experiences through the arts. -We can reflect on and learn from the different stages of creating. -There is a relationship between the artist and the audience. **PYP Learning Outcomes for the Responding Strand:** **PHASE 2:** **Learning Outcomes:** **Learners:** • PYP R 2.1 Sing individually and in unison • PYP R 2.2 Recognize music from a basic range of cultures and styles • PYP R 2.3 Express their responses to music from different cultures and styles • PYP R 2.4 Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) • PYP R 2.5 Explore individually or collectively a musical response to a narrated story • PYP R 2.6 Reflect on and communicate their reactions to music using musical vocabulary • PYP R 2.7 Record and share the stages of the	**RESPONDING STRAND** **Pg. 17** **Phase 2 Conceptual Understanding:** -People communicate ideas, feelings and experiences through the arts. -We can reflect on and learn from the different stages of creating. -There is a relationship between the artist and the audience. **PYP Learning Outcomes for the Responding Strand:** **PHASE 2:** **Learning Outcomes:** **Learners:** • PYP R 2.3 Express their responses to music from different cultures and styles • PYP R 2.4 Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) • PYP R 2.5 Explore individually or collectively a musical response to a narrated story • PYP R 2.6 Reflect on and communicate their reactions to music using musical vocabulary • PYP R 2.7 Record and share the stages of the process of creating a composition • PYP R 2. 8 Share performances with each other and give constructive criticism **CREATING STRAND** **Pg. 22**			

		process of creating a composition • PYP R 2. 8 Share performances with each other and give constructive criticism **CREATING STRAND** **Pg. 22** **Phase 2 Conceptual Understandings:** -We can communicate our ideas, feelings and experiences through our artwork. -We solve problems during the creative process by thinking critically and imaginatively. -Applying a range of strategies helps us to express ourselves. -We are receptive to the value of working individually and collaboratively to create art. **PYP Learning Outcomes for the Creating Strand:** **PHASE 2:** **Learning Outcomes:** **Learners:** • PYP C 2.1 Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings • PYP C 2.2 Express one or more moods/feelings in a musical composition • PYP C 2.3 Create music to represent different cultures and styles • PYP C 2.4 Create a soundscape based on personal experiences • PYP C 2.5 Collaboratively create a musical sequence using known musical elements (for	**Phase 2 Conceptual Understandings:** -We can communicate our ideas, feelings and experiences through our artwork. -We solve problems during the creative process by thinking critically and imaginatively. -Applying a range of strategies helps us to express ourselves. -We are receptive to the value of working individually and collaboratively to create art. **PYP Learning Outcomes for the Creating Strand:** **PHASE 2:** **Learning Outcomes:** **Learners:** • PYP C 2.2 Express one or more moods/feelings in a musical composition • PYP C 2.4 Create a soundscape based on personal experiences • PYP C 2.5 Collaboratively create a musical sequence using known musical elements (for example, rhythm, melody and contrast) • PYP C 2.6 Read, write and perform simple musical patterns and phrases • PYP C 2.7 Create music for different purposes **NB Outcomes: (Music Education K-5)** **GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.**			

example, rhythm, melody and contrast)
- PYP C 2.6 Read, write and perform simple musical patterns and phrases
- PYP C 2.7 Create music for different purposes

NB Outcomes: (Music Education K-5)

GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

Pg. No 58-61
NB 2.1.2 Explore and use tone color to express thoughts, experiences, and feelings

NB 2.1.3 Discover and experiment with a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on texts and tone color

NB 2.1.4 Explore a variety if rhythmic/melodic concepts and forms to create, make and present music

GCO 2: Students will be expected to create and/or present, independently and collaboratively, expressive products in the arts for a range of audiences and purposes.

Pg. No 62-63
NB 2.2.3 Use movement to enhance their music-making

GCO 3: Students will be expected to demonstrate

Pg. No 58-61
NB 2.1.3 Discover and experiment with a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on texts and tone color

NB 2.1.4 Explore a variety if rhythmic/melodic concepts and forms to create, make and present music

NB 2.1.6 Perform and record simple rhythmic and melodic patterns, using standard or adapted notation

GCO 2: Students will be expected to create and/or present, independently and collaboratively, expressive products in the arts for a range of audiences and purposes.

Pg. No 62-63
NB 2.2.4 Explore songs about the natural world

GCO 3: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

Pg. No 64-65
NB 2.3.2 Explore instruments from a variety of cultures including those found in the music of Atlantic Canada (*Focus on exploring instruments from different parts of the world)

GCO 4: Students will be expected to respect the contributions to the arts of

		critical awareness of and value for the role of the arts in creating and reflecting culture. **Pg. No 64-65** NB 2.3.1 Explore the music they encounter in the community and the purposes it serves in community life *(**Focus on Chinese [host country] and their own cultures)* NB 2.3.2 Explore instruments from a variety of cultures including those found in the music of Atlantic Canada **GCO 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.** **Pg. No 66-67** NB 2.4.1 Compare music of various cultures NB 2.4.2 Explore singing games and dances from a variety of cultures **GCO 5: Students will be expected to examine the relationship among the arts, societies and environments.** **Pg. No 68-69** NB 2.5.1 Explore ways in which their own lives and circumstances influence the music they make and create NB 2.5.2 Explore and make connections between culture and music	**individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.** **Pg. No 66-67** NB 2.4.1 Compare music of various cultures NB 2.4.2 Explore singing games and dances from a variety of cultures **GCO 5: Students will be expected to examine the relationship among the arts, societies and environments.** **Pg. No 68-69** NB 2.5.2 Explore and make connections between culture and music NB 2.5.3 Use music and visual imagery to interpret their world **GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.** **Pg. No 70-71** NB 2.6.1 Respond to music with emphasis on metre, melodic direction, timbre, and in-tune singing NB 2.6.3 Explore possibilities and make choices during the music-making process **GCO 8: Students will be expected to analyze the relationship between artistic intent and the expressive work.**			

		NB 2.5.3 Use music and visual imagery to interpret their world **GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.** **Pg. No 70-71** NB 2.6.2 Describe their own and others' music-making with emphasis on beat, tempo, dynamics, high/low, and same/different NB 2.6.3 Explore possibilities and make choices during the music-making process **GCO 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.** **Pg. No 72-73** NB 2.7.2 Explore various technologies for expressive music-making, including electronic sound sources **GCO 8: Students will be expected to analyze the relationship between artistic intent and the expressive work.** **Pg. No 74-75** NB 2.8.1 Share ideas and feelings about their music-making NB 2.8.2 Talk about their reasons for making and creating music	**Pg. No 74-75** NB 2.8.1 Share ideas and feelings about their music-making NB 2.8.2 Talk about their reasons for making and creating music			

TECHNOLOGY STRAND OUTCOMES	Learning Technology	Learning Technology	Learning Technology	There is NO Technology Focus for this unit.	Learning Technology	There is NO Technology Focus for this unit.
*The technology outcomes are taken from the **ISTE** standards for students. *The domains for technology – [Learning Technology, Learning Through Technology and Learning About Technology] are taken from **'From Principles into Practice, The Learning Community, Pg. 49, 2018)**	TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations *(*Focus on foundations of seesaw and handling I-pad)* Learning Outcomes: • Understand and use technology systems **Learning Through Technology** COLLABORATING/ COMMUNICATING -Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others Learning Outcomes: • Communicate information and ideas effectively to multiples audiences using a variety of media and formats **Learning About Technology** BECOMING A RESPONSIBLE DIGITAL CITIZEN Learning Outcomes: • Advocate and practice safe, legal and responsible use of information and technology • Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity	TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations Learning Outcomes: • Understand and use technology systems • Select and use applications effectively and productively **Learning Through Technology** COLLABORATING/ COMMUNICATING -Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others Learning Outcomes: • Interact, collaborate and publish with peers, experts or others employing a variety of employments and media • Communicate information and ideas effectively to multiples audiences using a variety of media and formats **Learning About Technology** BECOMING A RESPONSIBLE DIGITAL CITIZEN Learning Outcomes: • Advocate and practice safe, legal and responsible use of information and technology • Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity	TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations Learning Outcomes: • Understand and use technology systems • Select and use applications effectively and productively **Learning Through Technology** INVESTIGATING -Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources Learning Outcomes: • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media • Identify and define authentic problems and significant questions for investigation **Learning About Technology** BECOMING A RESPONSIBLE DIGITAL CITIZEN Learning Outcomes: • Advocate and practice safe, legal and responsible use of information and technology • Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity • Demonstrate personal responsibility for lifelong learning		TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations Learning Outcomes: • Understand and use technology systems • Select and use applications effectively and productively • Transfer current knowledge to learning of new technologies **Learning Through Technology** CREATING Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology Learning Outcomes: • Apply existing knowledge to generate new ideas, products and processes • Create original works as a means of personal or group expression INVESTIGATING -Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources Learning Outcomes: • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media • Evaluate and select information sources and digital tools based on the appropriateness to specific tasks	

| | | | | • Exhibit leadership for digital citizenship | | • Identify and define authentic problems and significant questions for investigation

ORGANIZING
-Apply digital tools to gather, organize and use information

<u>Learning Outcomes:</u>
• Plan and manage activities to develop a solution or complete a project

Learning About Technology
BECOMING A RESPONSIBLE DIGITAL CITIZEN

<u>Learning Outcomes:</u>
• Advocate and practice safe, legal and responsible use of information and technology
• Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity
• Demonstrate personal responsibility for lifelong learning
• Exhibit leadership for digital citizenship | |

GRADE 2 YEAR-ROUND CURRICULAR OUTCOMES

| **MATH YEAR-ROUND OUTCOMES** | **Number Sense**
PYP Outcomes:
STAND ALONE 1 PLACE VALUE
Pg. No-28-31
Phase 2:
Conceptual Understandings:
- The base 10 place value system is used to represent numbers and number relationships.

Learning Outcomes:
Learners
Constructing: | **Data Analysis**
There are NO PYP/NB Year-round Math outcomes: | **Measurement**
There are NO PYP/NB Year-round Math outcomes: | **Patterns and Function**
PYP Outcomes:
Pg. No-25-27
Phase: 2
Conceptual Understandings:
-Whole numbers exhibit patterns and relationships that can be observed and described.

-Patterns can be represented using - numbers and other symbols.

Learning Outcomes:
Learners | **Shape and Space**
There are NO PYP/NB Year-round Math outcomes: |

	PYP N2.2 Estimate quantities to 100 or beyond **Phase 3:** PYP N3.1 Model numbers to thousands or beyond using the base 10 place value system **Transferring:** PYP N3.9 Read, write, compare and order whole numbers to thousands or beyond **Applying:** PYP N3.15 Use whole numbers up to thousands or beyond in real-life situations **NB Outcomes:** **Pg. No- 14-61** NB N1 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 NB N2 Represent and describe numbers to 1000, concretely, pictorially and symbolically - NB N3 Compare and order numbers to 1000 NB N4 Estimate quantities less than 1000 using referents NB N5 Illustrate, concretely & pictorially, the meaning of place value for numerals to 1000 **PYP Outcomes:** **STAND ALONE 2 OPERATIONS** **Pg. No-28-31** **Phase 2:** **Conceptual Understandings:** -The operations of addition, subtraction, multiplication and			**Constructing:** PYP PF 2.1 Understand that patterns can be found in numbers, for example, odd and even numbers, skip counting PYP PF 2.2 Understand the inverse relationship between addition and subtraction PYP PF 2.3 Understand the associative and commutative properties of addition **Phase 3:** PYP PF 3.2 Understand that multiplication is repeated addition and that division is repeated subtraction PYP PF 3.3 Understand the inverse relationship between multiplication and division **Transferring:** **Phase 2:** PYP PF 2.4 Represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers PYP PF 2.5 Describe number patterns, for example, odd and even numbers, skip counting **Applying:** PYP PF 2.7 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 PYP PF 2.8 Use the properties and relationships of addition and subtraction to solve problems ***PR = Patterns & Relation** **NB Outcomes:** **Pg. No- 62-69** NB PR 1 Demonstrate an understanding of increasing patterns by; -describing -extending

	division are related to each other and are used to process information to solve problems. -Number operations can be modeled in a variety of ways. -There are many mental methods that can be applied for exact and approximate computations. **Learning Outcomes:** **Learners** **Constructing:** PYP N2.4 Use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference PYP N2.5 Model addition and subtraction of whole numbers PYP N2.6 Develop strategies for memorizing addition and subtraction number facts PYP N2.7 Estimate sums and differences PYP N2.8 Understand situations that involve multiplication and division **Phase 3** PYP N3.5 Model multiplication and division of whole numbers PYP N3.6 Use the language of multiplication and division, for example, factor, multiple, **product**, **quotient**, prime numbers, composite numbers **(Bold is focus)** **Phase 2:** **Transferring:** PYP N2.12 Describe mental and written strategies for adding and subtracting two-digit numbers **Phase 3** PYP N3.10 Develop strategies for memorizing addition, subtraction multiplication and division number facts			-comparing -creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000) NB PR 2 Demonstrate an understanding of decreasing patterns by; -describing -extending -comparing -creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000) Solve one-step addition and subtraction equations involving symbols representing an unknown number (PR3)	

	Applying: PYP N2.15 Use fast recall for addition and subtraction facts in real-life situations PYP N2.17 Use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations PYP N2.18 Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator PYP N2.19 Use strategies to evaluate the reasonableness of answers **NB Outcomes:** **Pg. No- 14-61** NB N6 Describe and apply mental mathematics strategies for adding two 2-digit numerals NB N7 Describe and apply mental mathematics strategies for subtracting two 2-digit numerals NB N8 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context NB N9 Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) NB N10 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)			

	NB N11 Demonstrate an understanding of multiplication to 5x5 NB N12 Demonstrate an understanding of division (limited to division related to multiplication facts up to 5x5) **PYP Outcomes:** **STAND ALONE 3 FRACTIONS** **Pg. No- 28-31** **Phase 2** **Conceptual Understandings:** -Fractions are ways of representing whole-part relationships. **Phase 2:** **Learning Outcomes:** **Learners** **Constructing:** PYP N2.3 Model simple fraction relationships **Phase 3:** PYP N3.3 Use the language of fractions, for example, numerator, denominator **Transferring:** PYP N3.11 Read, write compare and order fractions **Phase 2:** **Applying:** PYP N2.16 Use fractions in real-life situations **NB Outcomes:** **Pg. No- 14-61** NB N13 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				
LANGUAGE YEAR - ROUND OUTCOMES	**Listening and Speaking** **PYP Outcomes:** Learners	**Viewing and Presenting** **PYP Outcomes:** Learners	**Reading** **PYP Outcomes:** Learners	**Writing** **PYP Outcomes:** Learners	NOT APPLICABLE

	Listening and Speaking	Viewing and Presenting	Reading	Writing	
	PYP LS 2.1 Listen and respond in small or large groups for increasing periods of time - PYP LS 2.2 Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form - PYP LS 2.4 Follow classroom instructions, showing understanding - PYP LS 2.6 Obtain simple information from accessible spoken texts PYP LS 2.7 Distinguish beginning, medial and ending sounds of words with increasing accuracy PYP LS 2.8 Follow two-step directions PYP LS 2.10 Use language to address their needs, express feelings and opinions PYP LS 2.11 Ask questions to gain information and respond to inquiries directed to themselves or to the class PYP LS 2.12 Use oral language to communicate during classroom activities, conversations and imaginative play PYP LS 2.13 Talk about the stories, writing, pictures and models they have created PYP LS 2.15 Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage) **NB Outcomes:** NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions NB LS 3.1 Demonstrate a growing awareness of social conventions such as turn-taking and politeness	PYP VP 2.1 Attend to visual information showing understanding through discussion, role-play, illustrations PYP VP 2.9 Use a variety of implements to practice and develop handwriting and presentation skills PYP VP 2.11 Recognize technology iconography and follow prompts to access programs or activate devices **NB Outcomes:** NB VP 4.1 Regard viewing as sources of interest, enjoyment, and information NB VP 4.3 Select independently, and with teacher assistance, texts appropriate to their interests and learning needs NB VP 4.4 Use some features of written text to determine content, locate topics, and obtain information NB VP 4.5 Use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct -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 (Did it make sense? Did it sound right? If its tiger, would it start with "p"? NB VP 4.6 Use a variety of strategies to create meaning -Predict content using text information along with personal knowledge and experiences -Follow written directions NB VP 4.7 Consistently match one-to-one	PYP R 2.1 Select and reread favorite texts for enjoyment PYP R 2.2 Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts PYP R 2.3 Participate in shared reading, posing and responding to questions and joining in the Refrains PYP R 2.4 Participate in guided reading situations, observing and applying reading behaviors and interacting effectively with the group PYP R 2.5 Listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes PYP R 2.6 Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level PYP R 2.7 Use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed) PYP R 2.8 Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT (Information Communication Technology) or (Internet Connected Tech) iconography PYP R 2.10 Understand sound-symbol relationships and recognize familiar sounds/symbols/words of the language community PYP R 2.11 Instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols PYP R 2.12 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 **NB Outcomes:** NB R 4.1 Regard reading as a	PYP W2.1 Enjoy writing and value their own efforts PYP W 2.3 Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged PYP W 2. 4 Participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions PYP W2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story PYP W 2.8 Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas PYP W 2.9 Form letters/characters conventionally and legibly, with an understanding as to why this is important within the language community PYP W 2.10 Discriminate between types of code, for example, letters, numbers, symbols, words/characters PYP W 2.11 Write an increasing number of frequently used words or ideas independently **Phase 3:** PYP W 3.9 Proofread their own writing and make some corrections and improvements PYP W 3.10 Use feedback from teachers and other students to improve their writing PYP W 3.14 Participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement **NB Outcomes:** NB W 8.1 Use writing and other forms of representing for a variety of functions - to ask questions - to generate and organize ideas - to explore learning NB W 9.1 Use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre) NB W 9.2 Demonstrate some awareness of audience and purpose -Choose particular forms for specific audiences and purposes	

	in conversation and co-operative play NB LS 3.2 Recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people	NB VP 7.2 Respond critically to texts -Formulate questions as well as understandings -Develop an understanding and respect for diversity	source of interest, enjoyment, and information NB R 4.3 Select independently, and with teacher assistance, text appropriate to their interest and their learning needs NB R 4.5 Use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct -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) Did it make sense? Did it sound right? If its tiger, would it start with "P"?) NB R 4.6 Use a variety of strategies to create meaning -Predict content using text information along with personal knowledge and experiences -Follow written directions NB R 4.7 Consistently match one-to-one NB R 7.2 Respond critically to texts -Formulate questions as well as understandings -Develop an understanding and respect for diversity	-Realize that work to be shared with an audience needs editing NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing -Use pre-writing strategies, such as drawing, talking, and reflecting -Use appropriate drafting strategies for getting ideas on paper (taking risks by using temporarily spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor) -Use simple editing strategies (e.g., making some simple corrections in spelling and punctuation - capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling) NB W 10.2 Use some conventions of written language -Use conventional spacing between words -Use an increasing number of letters to represent sounds (most vowel and consonant sounds represented) -Use an increasing number of words spelled conventionally -Use simple sentence structures -Attempt to use punctuation (periods, question marks, exclamation marks) -Use capital letters for proper names, pronoun "I", and sentence beginnings NB W 10.3 Demonstrate engagement with the creation of pieces of writing and other representations -Engage in writing and representing activities every day -Sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.) -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.		

GRADE 2 REPORTED OUTCOMES WITHIN EACH UNIT OF INQUIRY

REPORTED OUTCOMES (*Choose only these outcomes in the scope and sequence section on Manage Bac)	UOI 1 – HEALTHY LIFESTYLE	UOI 2 – COMMUNICATION	UOI 3 - MAPS	UOI 4 – TRANSPORTATION	UOI 5 – INSECTS	UOI 6 – SCIENCE EVERYWHERE
	ENGLISH **ORAL LANGUAGE – LISTENING AND SPEAKING** **Phase 2** **PYP Learning Outcomes:** • Describe personal experiences **VISUAL LANGUAGE – VIEWING AND PRESENTING** **Phase 2** **PYP Learning Outcomes:** • Talk about their own feelings in response to visual messages; show empathy for the way others might feel - • Relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's Farm." - • Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip - **WRITTEN LANGUAGE – WRITING OUTCOMES** **Phase 2** **PYP Learning Outcomes:** • Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality - Phase 3	**ENGLISH** **ORAL LANGUAGE – LISTENING AND SPEAKING** **Phase 2** **PYP Learning Outcomes:** • Talk about the stories, writing, pictures and models they have created - **NB Outcomes:** • NB LS 2.2 Use intonation, facial expression, and gestures to communicate ideas and feelings - • NB LS 2.4 Engage in informal oral presentations and respond to a variety of oral presentations and other texts - • NB LS 3.3 Recognize that volume of voice needs to be adjusted according to the situation, (e.g., playground, classroom) - **VISUAL LANGUAGE – VIEWING AND PRESENTING** **Phase 2** **PYP Learning Outcomes:** • Use body language in mime and role play to communicate ideas and feelings visually - • Realize that shapes, symbols, and colors have meaning and include them in presentations - **NB Outcomes:**	**ENGLISH** **ORAL LANGUAGE – LISTENING AND SPEAKING** **Phase 2** **PYP Learning Outcomes:** • Predict likely outcomes when listening to texts read aloud - • Talk about the stories, writing, pictures and models they have created - **VISUAL LANGUAGE – VIEWING AND PRESENTING** **NB Outcomes:** • **NB VP 4.6 Use a variety of strategies to create meaning** • NB VP 4.6 A Make inferences by drawing on their own experiences and clues in the text - • NB VP 4.6 B Identify character traits from textual clues - • NB VP 4.6 C Make connection between texts, noticing similarities and characters, events, illustrations, and language - **WRITTEN LANGUAGE – READING OUTCOMES** **Phase 2** **PYP Learning Outcomes:** • Make connections between personal experience and storybook characters **WRITTEN LANGUAGE – WRITING OUTCOMES**	**ENGLISH** **ORAL LANGUAGE – LISTENING AND SPEAKING** **Phase 3:** **PYP Learning Outcomes:** • Pick out main events and relevant points in oral texts **NB Outcomes:** • NB LS 1.3 Express opinions and give simple explanations for some of their opinions (I like…because) • NB LS 1.4 Listen to others' ideas and opinions **VISUAL LANGUAGE – VIEWING AND PRESENTING** **Phase 2:** **PYP Learning Outcomes:** • Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed **NB Outcomes:** • **NB VP 4.6 Use a variety of strategies to create meaning** • NB VP 4.6 D Predict content using text information along with personal knowledge and experiences - • NB VP 4.6 E Follow written directions - • NB VP 4.6 F Identify main idea - **WRITTEN LANGUAGE – READING OUTCOMES** **NB Outcomes:** • **NB R 4.6 Use a variety of strategies to create meaning** • NB R 4.6 F Identify main idea -	**ENGLISH** **ORAL LANGUAGE – LISTENING AND SPEAKING** **PYP Outcomes:** **Phase 2:** • Ask questions to gain information and respond to inquiries directed to themselves or to the class **Phase 3:** Learners • Understand and use specific vocabulary to suit different purposes - **VISUAL LANGUAGE – VIEWING AND PRESENTING** **PYP Outcomes:** **Phase 2:** • Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed - **NB VP 5.1 Engage in the research process with assistance** • NB VP 5.1 A Generate questions to guide research - • NB VP 5.1 B Locate appropriate information with assistance (classroom, library, home, community) -	**ENGLISH** **ORAL LANGUAGE – LISTENING AND SPEAKING** **PYP Outcomes:** **Phase 2:** • Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage) - **NB Outcomes:** • NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions - **WRITTEN LANGUAGE – READING OUTCOMES** **NB Outcomes:** • NB R 4.3 Select independently, and with teacher assistance, text appropriate to their interest and their learning needs - **WRITTEN LANGUAGE – WRITING OUTCOMES** **PYP Outcomes:** **Phase 2:** • Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story - **NB Outcomes:** NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing - **MATH – DATA HANDLING (CHANCE & PROBABILITY)**

- Keep a log of ideas to write about -

MATH –DATA HANDLING
Phase 2
PYP Learning Outcomes:
- Understand that sets can be organized by one or more attributes -
- Understand that information about themselves and their surroundings can be collected and recorded in different ways -
- Collect and represent data in different types of graphs, for example, tally marks, bar graphs -
- Collect, display and interpret data for the purpose of answering questions -
- Create a pictograph and sample bar graph of real objects and interpret data by comparing quantities -

NB Outcomes:
- NB SP 1 Collect firsthand data and organize it using; tally marks, line plots, charts, lists to answer questions -
- NB SP 2 Construct, label and interpret bar graphs to solve problems -

SCIENCE

Living Things

Phase 2

NB Outcomes:
- NB K.2.1 Students will describe the importance of personal hygiene and practice it in order to reduce the spread of germs and diseases. -
- NB K 2.1 A Understand what is meant by personal hygiene -

- NB VP 6.1 Make personal connections to text and share their responses in a variety of ways -
- NB VP 7.2 Respond critically to texts -
- NB VP 7.2 A Formulate questions as well as understandings -
- NB VP 7.2 B Develop an understanding and respect for diversity -

WRITTEN LANGUAGE – READING OUTCOMES
Phase 2
PYP Learning Outcomes:
- Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography -
- Participate in learning engagements involving reading aloud-taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems. -

NB Outcomes:
- NB R 6.1 Make personal connections to text and share their responses in a variety of ways -
- NB R 7.2 Respond critically to texts -
- NB R 7.2 A Formulate questions as well as understandings -
- NB R 7.2 B Develop an understanding and respect for diversity -

WRITTEN LANGUAGE – WRITING OUTCOMES
Phase 2
PYP Learning Outcomes:
- Illustrate their own writing and contribute to a class book or collection of published writing. -

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Phase 2
PYP Learning Outcomes:
- Form letters/characters conventionally and legibly, with an understanding as to why this is important within the language community -
- Participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions -

Phase 3:
- Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end -

NB Outcomes:
- NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing -
- **NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing**
- NB W 10.1 C Use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information) -
- NB W 10.1 D Use a variety of techniques for publishing/presenting (sharing writing/ representing with the class or another class, publishing on-line, submitting work to school/ district anthology or magazine) -

MATH
SHAPE AND SPACE
Phase 2
PYP Learning Outcome:

WRITTEN LANGUAGE – WRITING OUTCOMES
Phase 2
PYP Learning Outcomes:
- Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story -

NB Outcomes:
- **NB W 8.1 Use writing and other forms of representing for a variety of functions**
- NB W 8.1 A To express feelings, opinions, and imaginative ideas -
- NB W 8.1 E To ask questions -
- NB W 8.1 F To generate and organize ideas -
- NB W 8.1 G To explore learning -
- **NB W 9.2 Demonstrate some awareness of audience and purpose**
- NB W 9.2 A Choose particular forms for specific audiences and purposes -
- NB W 9.2 B Realize that work to be shared with an audience needs editing -

MATH – MEASUREMENT:
Phase 2
PYP Learning Outcomes:
- Understand the use of standard units to measure, for example, time -
- Understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year -
- Understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds -
- Read and write the time to the hour, half hour and quarter hour -
- Estimate and compare lengths of time: second, minute, hour, day, week and month -
- Use measures of time to assist with problem solving in real-life situations -

NB Outcomes:

- NB VP 5.1 C Interact with the information -

WRITTEN LANGUAGE – READING OUTCOMES
NB Outcomes:
- NB R 4.4 Use some features of written text to determine content, locate topics, and obtain information -

WRITTEN LANGUAGE – WRITING OUTCOMES
NB Outcomes:
NB W 8.1 Use writing and other forms of representing for a variety of functions
- NB W 8.1 C To inform/communicate information -

NB W 10.4 With assistance, experiment with technology in writing and other forms of representing
- NB W 10.4 D Compose simple text (and begin to revise and edit) with a word processing program -

NUMBER SENSE
PYP Learning Outcomes:
Phase 2:
- Understand situations that involve multiplication -

Phase 3
- Model multiplication of whole numbers -
- Use the language of multiplication, for example, product -

NB Outcomes:
- NB N11 Demonstrate an understanding of multiplication to 5x5 -

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PYP Outcomes:
Phase 2:
- Identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain) -

MATH – MEASUREMENT:
PYP Outcomes:
Phase 3:
- Understand the relationships between units, for examples, meters, centimeters / grams and kilograms -

Phase 2:
- Estimate and measure objects using standard units of measurement: length, **mass**, capacity, money and temperature -
- Use standard units of measurement to solve problems in real-life situations involving length, **mass**, capacity, money and temperature

Phase 3:
- Select appropriate tools and units of measurement

UOI
SCIENCE
STRAND: MATERIALS AND MATTER
PYP Learning Outcomes:
Phase 1:
- Use senses to describe observable properties of familiar materials (including solids, liquids, gases) -
- Observe carefully in order to gather data -
- Use scientific vocabulary to explain their

• NB K 2.1 B Understand that cleanliness is a factor in how others feel about us - • NB K 2.1 C Demonstrate practices that reduce the spread of germs and disease - • NB K.2.2 Students will be expected to identify and explain types of activities that support a healthy lifestyle. - • NB K 2.2 A Identify the factors that contribute to a healthy lifestyle - • NB K 2.2 B Describe behaviors that support these factors (e.g., wearing a bike helmet, wearing a seatbelt, physical activity, not smoking, healthy food choices) - • NB 1.3.1 Students will be expected to understand, develop and maintain a healthy lifestyle. - • NB 1.3.1 B Describe healthy ways for students to have fun in their free time - • NB 1.3.1 C Understand the need for disease prevention, cleanliness of teeth and hands and other aspects of personal hygiene - • NB 1.3.2 Students will be expected to explain how good eating habits contribute to health and well-being. - • NB 1.3.2 C Identify safety practices associated with food (e.g., handling, packaging and storage) - • NB 1.3.3 Students will be expected to identify habits and products that are harmful to our health -	**NB Outcomes:** • NB W 8.1 Use writing and other forms of representing for a variety of functions - • NB W 8.1 A To express feelings, opinions, and imaginative ideas - • NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing - • NB W 9.2 Demonstrate some awareness of audience and purpose - • NB W 9.2 A Choose particular forms for specific audiences and purposes - • NB W 9.2 B Realize that work to be shared with an audience needs editing - **MATH** **DATA HANDLING** **Phase 2** **PYP Learning Outcome:** • Represent the relationship between objects in sets using tree, Venn and Carroll diagrams - **SHAPE AND SPACE** **Phase 2** **PYP Learning Outcomes:** • Understand that geometric shapes are useful for presenting real-world situations - • Represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling **Phase 3**	• Understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment - • Interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment - • Interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment - **MEASUREMENT** **Phase 2** **PYP Learning Outcome:** **(Separate the outcomes for length and temperature, perimeter as 2 different things)** • Estimate and measure objects using standard units of measurement: length - • Estimate and measure objects using standard units of measurement: temperature - • Use standard units of measurement to solve problems in real-life situations involving length - • Use standard units of measurement to solve problems in real-life situations involving temperature - **Phase 3:** • Understand the use of standard units to measure perimeter - • Understand that measures can fall between numbers on a measurement scale, for	• NB SS1 Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years) - • NB SS2 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 - **MATH – SUBTRACTION NUMBER SENSE** **Phase 2** **PYP Learning Outcomes:** • Use the language of subtraction for example, take away, minus and difference - • Use mental and written strategies for subtraction of two-digit numbers or beyond in real-life situations - **NB Outcomes:** • NB N7 Describe and apply mental mathematics strategies for subtracting two 2-digit numerals - **Social Studies** **Human Systems & Economic Activities:** **PYP Learning Outcomes:** **Phase 2:** • Compare transportation systems within the local community to those in other communities - • Explain how and why changes in transport have occurred over time - • Examine the impact of technological advances in transport on the environment - **Phase 3:** • Identify the services and the users of these services in the local community - • Analyze the reasons for different services in place in a community - **NB Outcomes:**	**PATTERNS & FUNCTION** **PYP Learning Outcomes:** **Phase 2:** • Represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers - **Patterns & Relation** **NB Outcomes:** • NB PR 1 Demonstrate an understanding of increasing patterns by; - -describing -extending -comparing -creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000) • NB PR 2 Demonstrate an understanding of decreasing patterns by; - -describing -extending -comparing -creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000) **UOI** **Science** **Strand: Living Things** **Phase 2:** • Explore the role of living things in recycling energy and matter - **Phase 3:** • Recognize the ways in which plants and animals have adapted over time - • Assess the impact that changes in	observations and experiences - • Identify or generate a question or problem to be explored - • Make and test predictions - **NB Outcomes:** • NB 1.2.4 A Make and record relevant observations and measurements, using written language, pictures and charts - • NB 1.2.4 C Propose conclusions based on observations, using commonly understood language - • NB Communicate procedures and results, using drawings, demonstrations, as well as written and oral descriptions - • NB 2.5.1 A Describe how water/ moisture may change form and location - • NB 106-4 Describe instances in which scientific ideas and discoveries have led to new inventions and applications -

- NB 1.3.3 A Understand the dangers of second-hand smoke; alcohol and tobacco products; toxic household products; and vapor from markers, liquid paper and gasoline -
- NB 1.3.3 B Understand the danger of misusing medication -

- NB 2.4.1 Students will be expected to understand, develop and maintain a healthy lifestyle. -
- NB 2.4.1 A Demonstrate an understanding of the relationship between basic needs and a healthy lifestyle -
- NB 2.4.1 B Explain that types of food eaten, level of physical activity and amount of rest and relaxation affect one's health -
- NB 2.4.1 C Explain the effect of poor nutrition on teeth and the importance of regular brushing and visits to the dentist -
- NB 2.4.1 D Explain the importance of eating a complete breakfast -

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- Understand the common language used to describe shapes -
- Understand the properties of regular and irregular polygons -
- Sort, describe and model regular and irregular polygons -
- Analyze and describe 2D and 3D shapes, including regular and irregular polygons, using geometrical vocabulary -

NB Outcomes:
- Describe 3D objects according to the shape of the faces, and the number of edges and vertices -
- Sort regular and irregular polygons, including triangles, quadrilaterals, pentagons, hexagons, octagons according to the number of sides -

NUMBER SENSE:
Phase 3
PYP Learning Outcome:
- Model numbers to thousands or beyond using the base 10 place value system -
- Read, write, compare and order whole numbers to thousands or beyond -

NB Outcomes:
- NB N2 Represent and describe numbers to 1000, concretely, pictorially and symbolically -
- NB N3 Compare and order numbers to 1000 -
- NB N5 Illustrate, concretely & pictorially, the meaning of place value for numerals to 1000 -

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example, 3 ½ kg, between 4cm and 5cm -
- Estimate and measure using standard units of measurement: perimeter -
- Select appropriate tools and units of measurement -

NB Outcomes:
- **NB SS3 Demonstrate an understanding of measuring length (cm, m) by;**
- NB SS3 A Selecting and justifying referents for the units cm and m; -
- NB SS3 B Modelling and describing the relationship between the units cm and m; -
- NB SS3 C Estimating length using referents; measuring and recording length, width and height -
- NB SS5 Demonstrate an understanding of perimeter of regular and irregular shapes -

SOCIAL STUDIES:
HUMAN SYSTEMS & ECONOMIC ACTIVITIES:
PYP Learning Outcomes:
Phase 2:
- Describe the natural features of local and other environments -

Phase 3:
- Locate on a globe or map his or her place in the world, and its relationship to various other places -
- Use a variety of resources and tools to gather and process information about various regions and different ways of representing the world -

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- **NB 1.4.4 Students will be expected to explain how interactions between communities (local, national, and global) have changed over time.**
- NB 1.4.4 A Recognize that various kinds of communities exist in their province, country and the world -
- **NB 1.4.6 Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services.**
- NB 1.4.6 A Recognize the difference between goods and services -
- NB 1.4.6 B Give examples to show that communities produce different goods -
- **NB 2.2.3 Students will be expected to predict ways their community might change in the future and how they might contribute to that future.**
- NB 2.2.3 A Identify and explain examples of changes that may take place in their community in the future -
- NB 2.2.3 C Identify ways individuals and groups can contribute to future change -

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environmental conditions can have on living things. -

NB Outcomes: (Atlantic Canada Science Curriculum S4)
- 108-3 Describe how personal actions help conserve natural resources and care for living things and their habitats -
- 300-1 Compare the external features and behavioral patterns of animals that help them thrive in different kinds of places. -

Social Studies
Strand: Human systems and economic activities
PYP Learning Outcomes:
Phase 4:

- Explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry) -

		SOCIAL STUDIES: HUMAN SYSTEMS & ECONOMIC ACTIVITIES: PYP Learning Outcomes: Phase 3: • 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 - • Formulate and ask questions about the past, the future, places and society - **NB Outcomes:** • **NB 1.1.1 Students will be expected to demonstrate an understanding of the importance of interactions between people. -** • NB 1.1.1 A Give examples of interactions between people - • NB 1.1.1 B Understand the importance of good listening and effective communication skills to interactions - • NB 1.1.1 C Demonstrate appropriate reactions to the ideas and actions of others - • **NB 2.2.2 Students will be expected to demonstrate an understanding that technology has changed over time to meet their needs, wants and interests -** • NB 2.2.2 A Identify examples of different types of technology -	• Explore how people's perceptions and representations of place have changed over time - **NB Outcomes:** • **NB K.4.1 Students will be expected to describe and locate some of the natural and constructed features of their community.** • NB K.4.1 A Identify common features and landmarks in their community - • NB K. 4. 1 B Use basic mapping skills to identify, locate, and name familiar places within the community - • NB K. 4. 1 C Demonstrate an awareness of the concepts of natural and constructed features - • **NB 1.4.2 Students will be expected to demonstrate an understanding that signs, symbols, direction and scale are used to represent landmarks and locations** • NB 1.4.2 A Identify and develop signs and symbols used in legends on maps and globes - • NB 1.4.2 B Give verbal directions using relative terms for different locations - • NB 1.4.2 C Recognize that maps and globes are used to represent the world - • NB 1.4.2 D Use signs and symbols on simple maps to identify and locate features within the school, community, and province - • NB 1.4.2 E Create and use simple maps and/or models -			

		NB 2.2.2 B Describe technologies that affect their everyday lives - NB 2.2.2 C Identify examples of technological milestones - NB 2.2.2 D Describe how lifestyles of the past were different from today due to technological changes -	NB 1.4.2 F Create and use pictures of developed symbols to represent features on a map -			
SEMESTER 1 REPORTED STANDALONE OUTCOMES FOR LITERACY AND MATH	**ENGLISH** **ORAL LANGUAGE – LISTENING AND SPEAKING** **Phase 2** **PYP Learning Outcomes:** • Ask questions to gain information and respond to inquiries directed to themselves or to the class • Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage) **NB Outcomes:** • NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions **VISUAL LANGUAGE – VIEWING AND PRESENTING** **NB Outcomes:** • **NB VP 4.6 Use a variety of strategies to create meaning** • NB VP 4.6 D Predict content using text information along with personal knowledge and experiences - • NB VP 4.6 E Follow written directions - **WRITTEN LANGUAGE – READING OUTCOMES** **Phase 2** **PYP Learning Outcomes:** • Participate in guided reading situations, observing and applying reading behaviors and interacting effectively with the group **NB Outcomes:** • NB R 4.3 Select independently, and with teacher assistance, text appropriate to their interest and their learning needs **WRITTEN LANGUAGE – WRITING OUTCOMES** **Phase 3** **PYP Learning Outcomes:** • PYP W 3.10 Use feedback from teachers and other students to improve their writing **NB Outcomes:** • **NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing** • NB W 10.1 A Use pre-writing strategies, such as drawing, talking, and reflecting -	**SEMESTER 2 REPORTED STANDALONE OUTCOMES FOR LITERACY AND MATH**	**ENGLISH** **ORAL LANGUAGE – LISTENING AND SPEAKING** **Phase 2** **PYP Learning Outcomes:** • Ask questions to gain information and respond to inquiries directed to themselves or the class - • Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage) - **NB Outcomes:** • NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions - **WRITTEN LANGUAGE – READING OUTCOMES** **Phase 2** **PYP Learning Outcomes:** • Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group - **NB Outcomes:** • NB R 4.3 Select independently, and with teacher assistance, text appropriate to their interest and their learning needs - **WRITTEN LANGUAGE – WRITING OUTCOMES** **Phase 3** **PYP Learning Outcomes:** • Use feedback from teachers and other students to improve their writing - **NB Outcomes:** • **NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing** • NB W 10.1 A Use pre-writing strategies, such as drawing, talking, and reflecting - • NB W 10.1 B Use appropriate drafting strategies for getting ideas on paper (taking risks by using temporarily spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor) - • NB W 10.1 E -Use simple editing strategies (e.g., making some simple corrections in spelling and punctuation - capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling) -

- NB W 10.1 B Use appropriate drafting strategies for getting ideas on paper (taking risks by using temporarily spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor) -
- NB W 10.1 E Use simple editing strategies (e.g., making some simple corrections in spelling and punctuation - capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling) -
- **NB W 10.2 Use some conventions of written language**
- NB W 10.2 A Use conventional spacing between words -
- NB W 10.2 B Use an increasing number of letters to represent sounds (most vowel and consonant sounds represented) -
- NB W 10.2 C Use an increasing number of words spelled conventionally -
- NB W 10.2 D Use simple sentence structures -
- NB W 10.2 E Attempt to use punctuation (periods, question marks, exclamation marks) -
- NB W 10.2 F Use capital letters for proper names, pronoun "I", and sentence beginning -

MATH STANDALONE OUTCOMES

NUMBER SENSE

Phase 1

PYP Learning Outcomes: (Separate the addition from subtraction)

- Use the language of addition for example, add, plus, sum
- Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies

NB Outcomes:

- NB N6 Describe and apply mental mathematics strategies for adding two 2 digit numerals -
- NB N9 A Demonstrate an understanding of addition of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) -
- **NB N10 Apply mental mathematics strategies and number properties such as:**
-using doubles -
-making 10 -
-using the commutative property -
-using the property of zero -

- **NB W 10.2 Use some conventions of written language**
- NB W 10.2 A Use conventional spacing between words -
- NB W 10.2 B Use an increasing number of letters to represent sounds (most vowel and consonant sounds represented) -
- NB W 10.2 C Use an increasing number of words spelled conventionally -
- NB W 10.2 D Use simple sentence structures -
- NB W 10.2 E Attempt to use punctuation (periods, question marks, exclamation marks) -
- NB W 10.2 F Use capital letters for proper names, pronoun "I", and sentence beginnings -

MATH STANDALONE OUTCOMES
NUMBER SENSE
PYP Learning Outcomes:
Phase 2
- Understand situations that involve division -

Phase 3
- Model division of whole umbers -
- Use the language of division, for example, quotient -

NB Outcomes:
- NB N13 Demonstrate an understanding of fractions by;
- NB N13 A Explaining that a fraction represents a part of a whole -
- NB N13 B Describing situations in which fractions are used -
- NB N13 Comparing fractions of the same whole with like denominators -

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