



ISNS
EST 2002

International School of Nanshan Shenzhen 2021-2022 Grade K4 Curriculum Document



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UNIT TIMELINE	Aug 23 – Oct 29 (9 weeks)	Nov 1 – Jan 21 (9 weeks)	Feb 21 – Apr 21 (7 weeks)	Apr 25 – Jun 10 (7 Weeks)
TRANSDISCIPLINARY THEME	<p style="text-align: center;">How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and <u>express ideas, feelings, nature, culture, beliefs and values</u>; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p style="text-align: center;">Who We Are</p> <p>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.</p>	<p style="text-align: center;">How The World Works</p> <p>An inquiry into <u>the natural world and its laws</u>; 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.</p>	<p style="text-align: center;">Sharing The Planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other <u>living things</u>; communities <u>and the relationships within and between them</u>; access to equal opportunities; peace and conflict resolution</p>
UNIT TITLE	Play	Our Senses	Light	Plants
CENTRAL IDEA	Ideas and feelings can be expressed through play	People can learn about themselves and their surroundings by using their senses	Exploring light from different sources enables us to discover how it works	Living things and plants are interdependent on each other and important for our lives.
LINES OF INQUIRY	<p>An inquiry into</p> <ol style="list-style-type: none"> 1. Communication through play 2. Imagination in Play 3. Different forms of play (<i>*Focus on games and toys</i>) 	<p>An inquiry into</p> <ol style="list-style-type: none"> 1. Our senses 2. How we use our senses to explore 3. The importance of our five senses 	<p>An inquiry into</p> <ol style="list-style-type: none"> 1. Different sources of light 2. How does light change 3. Importance of light 	<p>An inquiry into</p> <ol style="list-style-type: none"> 1. Caring for plants 2. How plants contribute to life on Earth 3. Products obtained from plants
KEY CONCEPTS	Responsibility Perspective Connection	Form Function Change	Form Causation Connection	Responsibility Connection Function
RELATED CONCEPTS	Skill Interaction Creativity Discovery	Organs Well-Being Safety Adaptation	Properties Transformation Conservation Heat	Living and Non-Living Things Resources Growth Life Cycles
APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)	<p>SELF-MANAGEMENT SKILLS Pg. 18 and 19, The Learner Sub-Skills:</p> <p>1. ORGANIZATION -Choose and complete tasks independently -Follow the directions of others -Follow classroom routines</p> <p>2. STATES OF MIND</p>	<p>THINKING SKILLS Pg. 16 and 17, The Learner Sub-Skills:</p> <p>1. CRITICAL THINKING -ANALYSING -Observe carefully -Find unique characteristics</p> <p>2. CREATIVE THINKING</p>	<p>RESEARCH SKILLS Pg. 16 and 17, The Learner Sub-Skills:</p> <p>1. INFORMATION LITERACY -FORMULATING AND PLANNING -Ask or express through play questions that can be researched -DATA GATHERING AND DOCUMENTING (audio recording, drawing, photographing)</p>	<p>RESEARCH SKILLS Pg. 16 and 17, The Learner Sub-Skills:</p> <p>1. INFORMATION LITERACY -FORMULATING AND PLANNING -Ask or express through play questions that can be researched -Select information sources and digital tools</p>

<p>Using strategies that manage state of mind -PERSEVERANCE -Demonstrate persistence in tasks -Use strategies to problem-solve -Manage own emotions -Manage feelings and resolve conflict</p> <p>SOCIAL SKILLS Sub-Skills: 1.INTERPERSONAL RELATIONSHIPS -Practice empathy and care for others -Listen closely to others -Be respectful to others -Play cooperatively in a group: Sharing, taking turns -Help others</p>	<p>-GENERATING NOVEL IDEAS -Use discussion and play to generate new ideas and investigations -CONSIDERING NEW PERSPECTIVES -Seek Information -Consider alternative solutions, including those that might be unlikely or impossible, in play and other situations -Ask “what if” questions -Practise some “visible thinking” routines</p>	<p>-Use all senses to observe and notice details -Gather information from a variety of sources (people, places, materials, literature) -EVALUATING AND COMMUNICATING -Notice relationships and patterns</p> <p>THINKING SKILLS Pg. 16 and 17, The Learner Sub-Skills: 1.CRITICAL THINKING -ANALYSING -Observe carefully -Find unique characteristics -Consider meaning taken from materials and events -Synthesize new understandings by seeing relationships and connections -EVALUATING -Test generalizations, strategies or ideas -FORMING DECISIONS -Apply rules, strategies and ideas from one context to another -Revise understandings based on new information and evidence</p> <p>2.CREATIVE THINKING -GENERATING NOVEL IDEAS -Use discussion and play to generate new ideas and investigations -Make unexpected or unusual connections between objects and/or ideas -CONSIDERING NEW PERSPECTIVES -Seek Information -Consider alternative solutions, including those that might be unlikely or impossible, in play and other situations -Ask “what if” questions -Practise some “visible thinking” routines</p>	<p>-DATA GATHERING AND DOCUMENTING -Use all senses to observe and notice details -Record observations –drawing, charting, tallying-using emergent writing skills, when possible to write comments, annotate images, and so on. -EVALUATING AND COMMUNICATING -Notice relationships and patterns -Acknowledge sources, for example, from a book, movie or peer</p>
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YEAR LONG APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)

COMMUNICATION SKILLS
Pg. 18, The Learner
Sub-Skills:
1.EXCHANGING INFORMATION
-LISTENING
 -Listen to information
 -Listen actively and respectfully to other’s ideas
-INTERPRETING
 -Understand the ways in which images and language interact to convey ideas
 -Recognize the meaning of kinaesthetic communication (body language)
-SPEAKING
 -Express oneself using words and sentences
 -Participate in conversations

2.SYMBOLIC EXPLORATION AND EXPRESSION

-READING, WRITING AND MATHEMATICS

- Take on pretend roles and situations
- Access a variety of sources for information and for pleasure
- Understand that mark-making carries meaning
- Use mark-making to convey meaning

THINKING SKILLS

Pg. 16 and 17, The Learner

Sub-Skills:

1.CRITICAL THINKING

- ANALYSING
- Consider meaning taken from materials and events
- Synthesize new understandings by seeing relationships and connections
- EVALUATING
- Test generalizations, strategies or ideas
- FORMING DECISIONS
- Apply rules, strategies and ideas from one context to another

2.INFORMATION TRANSFER (Using skills and knowledge in multiple contexts)

- Apply skills and knowledge in unfamiliar situations or outside of school
- Make connections between units of inquiry

3.REFLECTION AND METACOGNITION (Using thinking skills to reflect on the process of learning)

- Identify strengths and areas for improvement
- Reflect on their learning by asking questions such as:
 - What did I learn today?
 - What can I already do?
 - What will I work on next?

LEARNER PROFILE ATTRIBUTES	Open-Minded Inquirer Risk-Taker	Communicator Reflective Balanced	Inquirers Thinkers Knowledgeable	Caring Principled Knowledgeable
ACTION FOCUS	PARTICIPATION Pg. 30, The Learner -Making appropriate choices and taking responsibility for personal learning and actions	PARTICIPATION Pg. 30, The Learner -Contributing to discussions and learning experiences	PARTICIPATION Pg. 30, The Learner -Making appropriate choices and taking responsibility for personal learning and actions	PARTICIPATION Pg. 30, The Learner -Getting involved in class, school or community projects LIFESTYLE CHOICES Pg. 31, The Learner -Reflecting on the impact of personal choices on local and global environments
SUBJECT INTEGRATION	PE (Full Integration) Music (Dance, Drama) Visual Arts Math Literacy (Year-Round Integration) Mandarin (Partial Integration)	Music Visual Arts Math Literacy (Year-Round Integration) Mandarin (Partial Integration)	Library Literacy (Year-Round Integration) Mandarin (Partial Integration)	Math Literacy (Year-Round Integration) Mandarin (Partial Integration)
MATH INTEGRATION	Number Sense Shape and Space	Patterns Data Handling (Sorting)	N/A	Measurement

MATH STAND ALONE	NUMBER SENSE			
MANDARIN	Partial Integration with LOI 1 and LOI 3 and Related Concepts (Creativity and Skills)	Partial integration with all LOI's and all related concepts with a focus on learning important vocabulary in Mandarin.	Partial integration with LOI 1 and related concepts (Transformation, Conservation and Heat) with a focus on learning important vocabulary in Mandarin.	Partial Integration with LOI 1 and 3 and Related Concepts (Habitat and Life Cycles)
TECHNOLOGY SKILLS	Media Literacy Pg. 17, The Learner - Use all senses to notice and observe details -Use media to communicate, share and connect with others (**Use Seesaw : for Posting photos, videos, audio, etc, in developmentally appropriate ways)	Media Literacy Pg. 17, The Learner -Use all senses to notice and observe details -Use media to communicate, share and connect with others (**Use Seesaw : for Posting photos, videos, audio, etc, in developmentally appropriate ways)	Media Literacy Pg. 17, The Learner -Use all senses to notice and observe details -Use media to communicate, share and connect with others (**Use Seesaw : for Posting photos, videos, audio, etc, in developmentally appropriate ways) -Communicate information and ideas using a variety of media (as their skills progress)	Media Literacy Pg. 17, The Learner -Use all senses to notice and observe details -Use media to communicate, share and connect with others (**Use Seesaw : for Posting photos, videos, audio, etc, in developmentally appropriate ways) -Communicate information and ideas using a variety of media (as their skills progress)

EY CURRICULAR OUTCOMES INTEGRATED WITH THE UNITS OF INQUIRY

SCIENCE OUTCOMES *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.	There are NO PYP/NB Science Outcomes for this unit.	PYP Science Outcomes: Strand(s): -Materials and Matter Age 3-5 years, pg. 13 The student will be able to: <ul style="list-style-type: none"> Use senses to describe observable properties of familiar materials (including solids, liquids, gases) Describe observable changes (including changes of state) that occur in materials Science Skills: - Observe carefully in order to gather data (Bold is focus) -Use scientific vocabulary to explain their observations and experiences NB Outcomes: (You and Your World K-2) Pg. 40 K.3.1 Students will be expected to identify the five sense and describe methods to care for them. Elaborations: <ul style="list-style-type: none"> Link each sense to the receiving organ Identify the brain as the receiver and processor of information from each of the senses 	PYP Science Outcomes: Strand(s): -Forces and Energy -Materials and Matter Age 5-7 years, pg. 20 <ul style="list-style-type: none"> Explore the links between air, light and sound (for example, thunder and lightning) (Bold is focus) Science Skills: -Observe carefully in order to gather data (Bold is focus) -Use a variety of instruments and tools to measure data accurately (Bold is focus) NB Outcomes: (You and Your World K-2) Pg. 76 1.2.3 Students will be expected to observe and describe how living things respond to changes in solar energy that occur on a daily and seasonal cycle. Elaborations: <ul style="list-style-type: none"> Describe changes in heat and light from the sun 	PYP Science Outcomes: Strand(s): -Living Things Age 3-5 years, pg. 12 The student will be able to: <ul style="list-style-type: none"> Observe and describe the characteristics of living and non-living things Observe the needs of living things that enable them to stay healthy Take responsibility for living things found in his or her environment Age 3-5 years, pg. 14 <ul style="list-style-type: none"> Identify the parts of plants that are used by other living things (for example, for food, shelter and tools) Be aware of the role of plants in sustaining life (for example, providing oxygen, food) Show responsibility when caring for plants Age 5-7 years, pg.16 <ul style="list-style-type: none"> Recognize that living things, including humans, need certain resources for energy and growth Describe the life cycles of a variety of living things (for example, a range of animals and plants) (Bold is focus)
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		<ul style="list-style-type: none"> • Discuss the challenged faced when a sense does not function properly • Identify examples of activities in which sensory organs require protection <p>K.3.2 Students will be expected to use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Use senses to describe and identify objects • Use senses to detect changes in the form of various materials <p>K.3.3 Students will be expected to develop vocabulary about sensory experiences that permits meaningful communication of ideas.</p>		<ul style="list-style-type: none"> • Investigate the responses of plants or animals to changes in their habitats (Bold is focus) <p>Science Skills: -Observe carefully in order to gather data (Bold is focus) -Identify or generate a question or problem to be explored</p> <p>NB Outcomes: (You and Your World K-2) Pg. 72 1.2.1 Students will be expected to describe how plants and animals meet their needs in a given environment.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Describe different ways that animals and plants meet their needs (Bold is focus) • Observe and identify similarities and differences in the needs of living things • Describe how humans help meet the needs of animals and plants (Bold is focus) • Identify characteristics that animals and plants have in common (Bold is focus) • Recognize that living things depend on a healthy environment
<p>SOCIAL STUDIES OUTCOMES</p> <p>*Social Studies NB outcomes are taken from the ‘You and Your World K-2’ document.</p> <p>*PYP Social Studies outcomes are taken from the ‘2018 updated Social Studies scope and sequence’ document from the IB.</p>	<p>PYP Social Studies Outcomes: Strand(s): -Social organization and culture -Human systems and economic activities</p> <p>Age 3-5 years, pg. 13 The student will be able to:</p> <ul style="list-style-type: none"> • Suggest some suitable rules and routines for the class • Demonstrate ability to apply existing rules and routines to work and play with others <p>Age 3-5 years, pg. 15</p> <ul style="list-style-type: none"> • Demonstrate a positive attitude towards learning • Exhibit skills and strategies for organizing his or her time and belongings • Recognize how his or her choices and behaviors affect learning in the classroom (for example, respond to 	<p>There are NO PYP/NB Social Studies Outcomes for this unit.</p>	<p>There are NO PYP/NB Social Studies Outcomes for this unit.</p>	<p>There are NO PYP/NB Social Studies Outcomes for this unit.</p>

	<p>various picture and story prompts to explain how one person's actions can impact others)</p> <p>Age 5-7 years, pg. 23</p> <ul style="list-style-type: none"> Identify ways to organize himself or herself on a daily basis (<i>Focus on teaching skills like cleaning up, putting things away where they belong</i>) <p>Age 7-9 years, pg. 28</p> <ul style="list-style-type: none"> Work in a group to establish a shared vision and purpose for the class (Bold is focus) <p>Social Studies Skills: -Identify roles, rights and responsibilities in society (Bold is focus)</p> <p>NB Outcomes: (You and Your World K-2) Pg. 30 K1.7 Students will be expected to communicate effectively, solve problems and demonstrate conflict-resolution skills.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Develop an awareness of rules and why they are made Identify and analyse formal and informal rules used in groups (e.g., families, friends, clubs, schools) Utilize effective listening skills Acknowledge ideas and contributions of others Communicate personal feelings and thoughts appropriately Relate consequences to actions and decisions Identify and practise skills that would help them resolve conflict Be able to use basic anger managements strategies 			
<p>MATH OUTCOMES</p> <p>*NB Outcomes for Math strands are taken from 'Mathematics Grade 1 Curriculum, 2008 ' **Math curriculum has been pushed down for all grades.</p>	<p>NUMBER SENSE OUTCOMES: PYP Outcomes: Pg. No- 29-31 Phase 1: Conceptual Understandings: - Making connections between our experiences with number can help us to develop number sense.</p> <p>Learning Outcomes:</p>	<p>PATTERNS & FUNCTION PYP Outcomes: Pg. No-25-27 Phase 1: Conceptual Understandings -Patterns and sequences occur in everyday situations.</p> <p>Learning Outcomes: Learners</p>	<p>There are NO PYP/NB Math outcomes for this unit.</p>	<p>MEASUREMENT PYP Outcomes: Pg. No-17-19 Phase 1: Conceptual Understandings: -Measurement involves comparing objects and events.</p> <p>Learning Outcomes: Learners</p>

****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**

<p>Learners</p> <p>Constructing:</p> <p>PYP N1.1 Understand one- to-one correspondence</p> <p>PYP N1.2 Understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set.</p> <p>PYP N1.6 Recognize groups of zero to five objects without counting</p> <p>Transferring: There are NO PYP Outcomes</p> <p>Applying: There are NO PYP Outcomes</p> <p>NB Outcomes: Pg. No-18</p> <p>NB N2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots.</p> <p>SHAPE AND SPACE PYP Outcomes: Pg. No-21-23 Phase 1: Conceptual Understandings: - Shapes can be described and organized according to their properties.</p> <p>Learning Outcomes: Learners: Constructing PYP SS1.1 Understand that 2D and 3D shapes have characteristics that can be described and compared (Bold is focus)</p> <p>Transferring PYP SS1.3 Sort, describe and compare 2D shapes</p> <p>Applying: There are NO PYP Outcomes</p>	<p>Constructing:</p> <p>PYP PF1.1 Understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature</p> <p>Transferring: There are NO PYP Outcomes</p> <p>Applying:</p> <p>PYP PF1.3 Extend and create patterns</p> <p>NB Outcomes: Pg. No-34-37 NB PR1 Demonstrate an understanding of repeating patterns (two or three elements) by: identifying; reproducing; extending; creating patterns using manipulatives, sounds and actions</p> <p>DATA HANDLING PYP Outcomes: Pg. No-13-15 Phase 1: Conceptual Understandings - We collect information to make sense of the world around us.</p> <p>Constructing PYP DH 1.1 Understand that sets can be organized by different attributes</p> <p>Transferring</p> <p>PYP DH 1.5 Sort and label real objects by attributes (Bold is focus)</p> <p>Applying:</p> <p>There are NO PYP outcomes.</p> <p>NB Outcomes:</p> <p>There are NO NB outcomes.</p>		<p>Constructing: PYP M1.1 Understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder</p> <p>Transferring: PYP M1.3 Identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, cold</p> <p>Applying: PYP M1.6 Describe observations about events and objects in real-life situations</p> <p>NB Outcomes: Pg. No- 38-41 NB SS1 Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity).</p>
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	<p>NB Outcomes: Pg. No-42-45 NB SS2 Sort 2D objects using a single attribute</p> <p>NB SS3 Draw and describe 2D objects. (Adapted from NB K5 outcomes)</p>			
<p>ART STRAND OUTCOMES</p> <p>*Arts NB outcomes are taken from 'Visual Arts K-2' document and 'Arts Education – Foundation for the Atlantic Canada Arts Education Curriculum'</p> <p>*Arts PYP outcomes are taken from the visual arts section of the '2018 updated Arts scope and sequence' document from the IB.</p>	<p>PYP Art Outcomes: <u>Outcomes Covered in the HR Classes:</u> Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1 Conceptual Understandings: Pg. 15 -We enjoy and experience different forms of art</p> <p>DANCE Pg. 15 Learning Outcomes: Learners</p> <ul style="list-style-type: none"> • PYP D R 1.1 Show curiosity about live and recorded dance performances • PYP D R 1.2 Describe the ideas and feelings communicated through body movements <p>DRAMA Pg. 16 Learning Outcomes: Learners</p> <ul style="list-style-type: none"> • PYP DRA R 1.1 Respond to live performances, stories and plays from other times and/or places • PYP DRA R 1.2 Talk about ideas and feelings in response to dramatic performances <p>VISUAL ARTS Pg. 18 Learning Outcomes: Learners</p> <ul style="list-style-type: none"> • PYP VA R 1.1 Enjoy experiencing artworks • PYP VA R 1.2 Show curiosity and ask questions about artworks (Bold is focus) 	<p>PYP Art Outcomes: <u>Outcomes Covered in the HR Classes:</u> Strand(s): -Responding -Creating</p> <p>*There are NO PYP and NB Outcomes relevant to the responding and creating strand for Dance and Drama for this unit.</p> <p>RESPONDING STRAND Phase 1 Conceptual Understandings: Pg. 15 -The art is a means of communication and expression</p> <p>VISUAL ARTS Pg.18 Learning Outcomes: Learners</p> <ul style="list-style-type: none"> • PYP VA R 1.2 Show curiosity and ask questions about artworks • PYP VA R 1.3 Describe what they notice about an artwork • PYP VA R 1.8 Express opinions about an artwork <p>CREATING STRAND Phase 1 Conceptual Understandings: Pg. 19 -The creative process involves joining in, exploring and taking risks -In creating art, people make choices to construct meaning about the world around them.</p> <p>VISUAL ARTS Pg. 23 Learning Outcomes: Learners</p> <ul style="list-style-type: none"> • PYP VA C 1.5 Use their imagination and experiences to inform their art making • PYP VA C 1.6 Create artwork in response to a range of stimuli 	<p>There are NO PYP/NB ART Outcomes integrated with this unit.</p>	<p>There are NO PYP/NB ART Outcomes integrated with this unit.</p>

- PYP VA R 1.6 **Communicate their initial responses to an artwork in visual, oral or physical modes (Bold is focus)**
(Focus on children using facial expressions, gestures, pointing to art, expressing emotions to communicate their responses to artwork)

CREATING STRAND

Phase 1 Conceptual Understandings:

Pg. 19

-The creative process involves joining in, exploring and taking risks

DANCE

Pg. 19

Learning Outcomes:

Learners

- PYP D C 1.9 Work individually or in groups with trust and confidence

NB Outcomes: (Arts Education – Foundation for the Atlantic Canada Arts Education Curriculum)

Pg. 16

- Explore movement skills through dance
- Demonstrate an understanding of the importance of warm-up and cool-down activities
- Explore basic movement patterns
- **Perform simple created movement sequences, using elements of body and space awareness, and qualities of speed and force (Bold is focus)**
- Demonstrate basic dance steps and patterns alone and with others
- Respond to a variety of stimuli to create movement sequences alone and with others, using a variety of themes

Pg. 18

- Explore the role of dance in their lives

Pg. 20

- Identify ways of moving safely and sensitively through environments
- Explore dance as it is used in school and community celebrations
- Explore connections among dance and the other arts

- PYP VA C 1.6 Take responsibility for the care of tools and materials

NB Outcomes: (Visual Arts K-2, May 2014)

Pg. 2

NB 1.2 **Create art works based on memory, mood, feelings, imagination, and fantasy** including responses to music and literature **(Bold is focus)** - *(Focus on textures, leaf prints, leaf rubbings and other natural materials to create artistic prints)*

Pg.22

- **Share ideas and feelings with others about the creation of dance works (Bold is focus)**
- Understand that there are many reasons for dancing

DRAMA

Pg. 21

Learning Outcomes:

Learners

- Engage in imaginative play using a range of stimuli
- Explore familiar roles, themes and stories dramatically
- Create roles in response to props, set and costumes

NB Outcomes: (Arts Education – Foundation for the Atlantic Canada Arts Education Curriculum)

Pg. 24

- Develop and play roles
- Demonstrate an understanding of the responsibilities of the individual to the larger group
- Demonstrate effective use of space, costumes and properties to enhance dramatizations
- Create drama based on play, imagination, and/or literature (**Focus on role playing or recreating favorite fairy tales**)

Pg.25

- Demonstrate effective communication skills, such as listening and speaking, both in and out of role
- Express ideas, moods, and feelings creatively through engagement in drama

Pg. 26

- Explore games, stories, and dramatic works from a variety of cultures
- Demonstrate appropriate audience skills and respect for the contribution of others

Pg. 28

- **Describe their feelings and ideas about their own drama and the work**

	<p>of others, using a given set of criteria (Bold is focus)</p> <p>Pg. 30</p> <ul style="list-style-type: none"> • Demonstrate an awareness that drama exists in various media (film, radio, and television) • Understand that there are many reasons for role-play. <p>VISUAL ARTS</p> <p>Pg. 23</p> <p>Learning Outcomes: Learners</p> <ul style="list-style-type: none"> • PYP VA C 1.5 Use their imagination and experiences to inform their art making • PYP VA C 1.9 Participate in individual and collaborative creative experiences <i>(**Focus on Play doh, kinetic sand art, sidewalk chalk drawing)</i> <p>NB Outcomes: (Visual Arts K-2, May 2014)</p> <p>Pg. 2</p> <p>NB 1.2 Create art works based on memory, mood, feelings, imagination, and fantasy including responses to music and literature (Bold is focus)</p>			
<p>MUSIC STRAND OUTCOMES</p> <p>*Music NB outcomes are taken from 'Music Education K-5' document.</p> <p>*Music PYP outcomes are taken from the music section of the '2018 updated Arts scope and sequence' document from the IB.</p>	<p>PYP Music Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1 Conceptual Understandings: Pg. 15 -The art is a means of communication and expression</p> <p>MUSIC Pg. 17 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP M R 1.8 Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion) (Bold is focus) <p>CREATING STRAND Phase 1 Conceptual Understandings:</p>	<p>PYP Music Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1 Conceptual Understandings: Pg. 15 -We enjoy and experience different forms of Art. -The art is a means of communication and expression.</p> <p>MUSIC Pg. 17 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP M R 1.1. Use voice to imitate sounds and learn songs • PYP M R 1.4 Move their bodies to express the mood of the music • PYP M R 1.5 Describe how music makes them feel 	<p>There are NO MUSIC PYP OUTCOMES integrated with this unit.</p> <p>NB Outcomes: Pg. No 24-25 NB K.4.2 Explore music as part of their daily classroom activities</p>	<p>There are NO MUSIC PYP OUTCOMES Integrated with this unit.</p> <p>NB Outcomes: Pg. No 24-25 NB K.4.2 Explore music as part of their daily classroom activities</p>

<p>Pg. 19 -We can express ourselves through arts.</p> <p>MUSIC Pg. 22 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP M C 1.5 Explore sound as a means of expressing imaginative ideas <p>NB Outcomes: Pg. No 16-19 NB K.1.2 Explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on sound sources - (Bold is focus - **For K3, focus on distinguishing natural versus man-made sound sources and incorporating sounds during imaginative play, mimicking sounds like the characters in the stories during read-aloud)</p> <p>NB K.1.3 Participate in activities that explore a variety of sound sources (Bold is focus – **For K3, participating in group songs, clapping, listening to music will be the focus)</p> <p>Pg. 20-21 NB K.2.1 Perform simple rhythmic patterns</p> <p>NB K.2.3 Combine music and movement in their music making</p> <p>NB K.2.4 Explore songs about celebration and family</p> <p>NB K.2.5 Participate in group music-making</p>	<p>CREATING STRAND Phase 1 Conceptual Understandings: Pg. 19 -We can express ourselves through arts.</p> <p>MUSIC Pg. 22 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP M C 1.4 Use the voice and body to create musical patterns (**Focus on introducing the concept of using body to produce patterns such as, clapping, stomping, snapping etc.) • PYP M C 1.5 Explore sounds as a means of expressing imaginative ideas (Bold is focus) • PYP M C 1.7 Participate in performing and creating music both individually and collectively (Bold is focus) <p>NB Outcomes: Pg. 16-19 NB K. 1.1 Experience beat and rhythm and distinguish between fast/slow, higher/lower, loud/soft, the speaking voice, and the singing voice</p> <p>NB K.1.2 Explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on sound sources</p> <p>NB K.1.3 Participate in activities that explore a variety of sound sources</p> <p>Pg. 20-21 NB K.2.1 Perform simple rhythmic patterns</p> <p>NB K.2.3 Combine music and movement in their music making</p> <p>NB K.2.4 Explore songs about celebration and family</p> <p>NB K.2.5 Participate in group music-making</p> <p>NB Outcomes: Pg. No 22-23</p>		
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		<p>NB K.3.1 Describe and share music they encounter at home, both in daily life and as part of seasonal celebrations (Bold is focus)</p> <p>Pg. No 24-25 NB K.4.2 Explore music as part of their daily classroom activities</p> <p>Pg. No 26-27 NB K.5.1 Use music and movement to describe personal experiences (Bold is focus – Use music and movement incorporated within daily activities)</p> <p>Pg. No 28-31 NB K.6.2 Describe high/low fast/slow and loud/soft</p> <p>Pg. No 32-33 NB K.7.1 Identify, by sight and sound, musical technologies with which they have personal experience</p> <p>NB K.7.2 Demonstrate an awareness of how to make sounds using classroom technologies <i>(Focus on the 5 senses element of using classroom materials to produce music)</i></p>		
<p align="center">PE OUTCOMES</p> <p>*PE NB outcomes are taken from 'Elementary Physical Education K-5' document.</p> <p>*PE PYP outcomes are taken from the '2018 updated PSPE scope and sequence' document from the IB.</p>	<p>PYP PE Outcomes: Strand(s): -Identity -Active Living -Interaction <u>Type of Experience:</u> Games</p> <p>IDENTITY Phase 1 Conceptual Understandings: Pg. 12 -As people grow and change, they develop new skills, understandings and abilities. -Emotions, attitudes and beliefs influence the way we act. -Positive thoughts help us to develop a positive attitude</p> <p>Pg. 13 and 14 Learning Outcomes:</p>	<p>There are NO PYP and NB PE Outcomes integrated with this unit.</p>	<p>There are NO PYP and NB PE Outcomes integrated with this unit.</p>	<p>There are NO PYP and NB PE Outcomes integrated with this unit.</p>

Learners:

- PYP ID 1.1 Identify themselves in relation to others (for example, family, peers, school, class, ethnicity, gender)
- PYP ID 1.5 Identify their feelings and emotions and explain possible causes
- PYP ID 1.6 Recognize that others have emotions, feelings and perspectives that may be different from their own
- PYP ID 1.7 Identify and **explore strategies that help them to cope with change (Bold is focus)**
- PYP ID 1.11 Demonstrate a sense of competence with developmentally appropriate tasks and seek support to develop independence.

ACTIVE LIVING

Phase 1 Conceptual Understandings:

Pg. 16

-Safe participation requires sharing space and following rules

Pg. 17

Learning Outcomes:

Learners:

- PYP AL 1.1 Engage in a variety of different physical activities
- PYP AL 1.6 Develop a range of fine and gross motor skills

INTERACTION

Phase 1 Conceptual Understandings:

Pg. 19

-Interacting with others can be fun
-Our behavior affects others

Pg. 19 and 20

Learning Outcomes:

Learners:

- PYP IN 1.1 Enjoy interacting, playing and engaging with others
- PYP IN 1.2 Take turns

NB Outcomes:

Pg. 19

GCO 1: Students will develop competency in a variety of movement concepts and

	<p>skills in a diverse range of activities and environments.</p> <p>SCO 1.1 a: Explore body and space awareness as it relates to movement</p> <ul style="list-style-type: none"> ★ I can move in personal space safely. ★ I can move in general space safely. ★ I can follow simple instructions or rules. ★ I can move at different levels and in different directions <p>Pg. 24</p> <p>GCO 2: Students will develop strategies and tactics to participate in a variety of activities</p> <p>SCO 2.1 Explore a variety of tactics that can be used in simple games and activities.</p> <ul style="list-style-type: none"> ★ I can find one safe way to avoid getting tagged. ★ I can find one safe way to tag others. ★ I can stay inside the lines. ★ I can move closer or further away to hit a target. 			
<p style="text-align: center;">MANDARIN OUTCOMES - SPEAKING AND LISTENING STRAND OUTCOMES</p> <p><i>*The '2018 updated Language scope and sequence' document from the IB is used to provide the foundational outcomes for Mandarin.</i></p> <p><i>*NB Outcomes for Mandarin are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</i></p> <p><i>**The page number for NB outcomes are in the ISNS Mandarin scope and sequence document</i></p>	<p>PYP Outcomes: Phase 1: Learners PYP LS 1.3 Name classmates, teachers, and familiar classroom and playground objects</p> <p>PYP LS 1.5 Tell their own stories using words, gestures, and objects/artifacts</p> <p>PYP LS 1.11 Realize that people speak different languages</p> <p>PYP LS 1.12 Use the mother tongue (with translation, if necessary) to express needs and explain ideas</p> <p>NB Outcomes: NB LS 1.1 Express feelings and give simple descriptions of past experiences</p> <p>NB LS 1.3 Express opinions (I like...; I don't like...)</p> <p>NB LS 2.2 Begin to use gestures and tone to convey meaning</p> <p>NB LS 3.1 Demonstrate that they are becoming aware of social conventions in group work and cooperative play</p>	<p>PYP Outcomes: Phase 1: Learners PYP LS 1.2 Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or Words</p> <p>PYP LS 1.10 Follow classroom directions and routines, using context clues</p> <p>PYP LS 1.11 Realize that people speak different languages</p> <p>PYP LS 1.12 Use the mother tongue (with translation, if necessary) to express needs and explain ideas</p> <p>NB Outcomes: NB LS 1.1 Express feelings and give simple descriptions of past experiences</p> <p>NB LS 2.2 Begin to use gestures and tone to convey meaning</p>	<p>PYP Outcomes: Phase 1: Learners PYP LS 1.9 Understand simple questions and respond with actions or words</p> <p>PYP LS 1.11 Realize that people speak different languages</p> <p>PYP LS 1.12 Use the mother tongue (with translation, if necessary) to express needs and explain ideas</p> <p>PYP LS 1.13 Realize that word order can change from one language to another</p> <p>NB Outcomes: NB LS 1.2 Begin to ask and respond to questions, seeking information (Who? What? When? Where? Why?)</p> <p>NB LS 2.1 Participate in conversation and in small and whole group discussion</p>	<p>PYP Outcomes: Phase 1: Learners PYP LS 1.2 Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or Words</p> <p>PYP LS 1.11 Realize that people speak different languages</p> <p>PYP LS 1.12 Use the mother tongue (with translation, if necessary) to express needs and explain ideas</p> <p>PYP LS 1.13 Realize that word order can change from one language to another</p> <p>NB Outcomes: NB LS 1.2 Begin to ask and respond to questions, seeking information (Who? What? When? Where? Why?)</p> <p>NB LS 1.3 Express opinions (I like...; I don't like...)</p>

	<p>(These are the social conventions that we will look for – This is NOT an NB outcome) Social Conventions –</p> <ul style="list-style-type: none"> • Taking turns Communicating • Share materials • Agree and disagree using appropriate language • Be polite • Offer and/or help <p>NB LS 3.2 Develop the concepts/vocabulary of feelings and unawareness that some vocabulary choices can hurt people</p>	<p>NB LS 3.3 Demonstrate a growing awareness that different kinds of language are appropriate to different situations</p>	<p>NB LS 2.3 Respond to and give simple directions or instructions</p> <p>NB LS 3.3 Demonstrate a growing awareness that different kinds of language are appropriate to different situations</p>	<p>NB LS 2.1 Participate in conversation and in small and whole group discussion</p> <p>NB LS 2.4 Engage in simple oral presentations and respond to oral presentations and other texts</p> <p>NB LS 3.3 Demonstrate a growing awareness that different kinds of language are appropriate to different situations</p>
<p>MANDARIN OUTCOMES - VIEWING AND PRESENTING STRAND OUTCOMES</p> <p><i>*The '2018 updated Language scope and sequence' document from the IB is used to provide the foundational outcomes for Mandarin.</i></p> <p><i>*NB Outcomes for Mandarin are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</i></p> <p><i>**The page number for NB outcomes are in the ISNS Mandarin scope and sequence document</i></p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.1 Attend to visual information showing understanding through play, gestures, facial expression</p> <p>PYP VP 1.4 Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences</p> <p>PYP VP 1.6 Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</p> <p>PYP VP 1.8 Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite pages</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information (Bold will be the focus)</p> <p>NB VP 6.2 Express opinions (through actions) about the work of authors and illustrators</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.2 Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise</p> <p>PYP VP 1.3 Observe visual cues that indicate context; show understanding by matching pictures with context</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information</p> <p>NB VP 5.1 With assistance, interact with a variety of simple texts (ex. Pictures, computer software, videotapes, non-fiction) as well as human and community resources</p> <p>NB VP 6.2 Express opinions (simple words) about texts and the work of authors and illustrators</p> <p>NB VP 7.3 Begin to ask questions of texts</p> <p>NB VP 9.2 Demonstrate a beginning awareness of audience and purpose</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.5 Make personal connections to visual texts, for example, a picture book about children making friends in a new situation</p> <p>PYP VP 1.7 Visual language is all around us. Select and incorporate colors, shapes, symbols and images into visual presentations</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information (Bold will be the focus)</p> <p>NB VP 4.2 Understand basic concepts of print including directionality, word, space, letter, and sound</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.5 Make personal connections to visual texts, for example, a picture book about children making friends in a new situation</p> <p>PYP VP 1.7 Visual language is all around us. Select and incorporate colors, shapes, symbols and images into visual presentations</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information (Bold will be the focus)</p> <p>NB VP 4.2 Understand basic concepts of print including directionality, word, space, letter, and sound</p>
<p>TECHNOLOGY OUTCOMES</p> <p><i>*The technology outcomes are taken from the ISTE standards for students.</i></p> <p><i>*The domains for technology – [Learning Technology, Learning</i></p>	<p>Not Applicable</p>	<p>Not Applicable</p>	<p>Learning Technology TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations (<i>*Focus on foundations of seesaw and handling I-pad</i>)</p> <p><u>Learning Outcomes:</u></p>	<p>Learning Technology TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations (<i>*Focus on foundations of seesaw and handling I-pad</i>)</p> <p><u>Learning Outcomes:</u></p>

Through Technology and Learning About Technology] are taken from 'From Principles into Practice, The Learning Community, Pg. 49, 2018)			<ul style="list-style-type: none"> Understand and use technology systems 	<ul style="list-style-type: none"> Understand and use technology systems
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LITERACY STRANDS					
K4 Monthly Breakdown of Literacy Outcomes					
MONTHS	AUGUST	SEPTEMBER - OCTOBER	NOVEMBER - DECEMBER	JANUARY – FEBRUARY - MARCH	APRIL - MAY - June
<p>LANGUAGE – SPEAKING AND LISTENING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</p> <p>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>	<p>Settling in and practices routines</p> <p>PYP Outcomes:</p> <p>Phase 1:</p> <p>Learners</p> <p>PYP LS 1.3 Name classmates, teachers and familiar classroom and playground objects</p> <p>PYP LS 1.4 Interact effectively with peers and others in familiar social settings</p> <p>PYP LS 1.6 Repeat and echo single words</p> <p>PYP LS 1.7 Use single words and two-word phrases in context</p> <p>PYP LS 1.10 Follow classroom directions and routines using context clues</p> <p>NB Outcomes</p> <p>There are NO NB Outcomes.</p>	<p>PYP Outcomes:</p> <p>Phase 1:</p> <p>Learners</p> <p>PYP LS 1.1 Use gestures, actions, body language and or words to communicate needs and express ideas</p> <p>PYP LS 1.8 Join in with poems, rhymes, songs and repeated phrases in shared books</p> <p>PYP LS 1.9 Understand simple questions and respond with actions or words</p> <p>NB Outcomes:</p> <p>NB LS 1.3 Express opinions (I like...; I don't like..)</p> <p>NB LS 2.2 Begin to use gestures and tone to convey meaning.</p> <p>NB LS 2.3 Respond to and give simple directions and instructions (Bold will be the focus)</p> <p>NB LS 3.1 Demonstrate that they are becoming aware of social conventions in group work and cooperative play.</p> <p>NB LS 3.2 Develop the concepts/ vocabulary of feelings and an awareness that some vocabulary choices can hurt people. (Words in bold will be the focus in the outcome for the time period mentioned)</p>	<p>PYP Outcomes:</p> <p>Phase 1:</p> <p>Learners</p> <p>PYP LS 1.15 Telling a story using words, gestures, objects and artifacts</p> <p>NB Outcomes:</p> <p>NB LS 1.1 Express feelings and give simple descriptions of past experiences</p> <p>NB LS 2.2 Begin to use gestures and tone to convey meaning</p> <p>NB LS 3.1 Demonstrate that they are becoming aware of social conventions in group work and cooperative play. (These are the social conventions that we will look for – This is NOT an NB outcome)</p> <p>Social Conventions –</p> <ul style="list-style-type: none"> Taking turns Communicating Share materials Agree and disagree using appropriate language Be polite Offer and/or help <p>NB LS 3.2 Develop the concepts/ vocabulary of feelings and an awareness that some vocabulary choices can hurt people.</p>	<p>PYP Outcomes:</p> <p>Phase 1:</p> <p>Learners</p> <p>There are NO PYP Outcomes.</p> <p>NB Outcomes:</p> <p>NB LS 1.2 Begin to ask and respond to questions, seeking information (Who? What? When? Where? Why?)</p> <p>NB LS 2.1 Participate in conversation and in small and whole group discussion</p> <p>NB LS 3.1 Demonstrate that they are becoming aware of social conventions in group work and cooperative play.</p> <p>NB LS 3.2 Develop the concepts/ vocabulary of feelings and an awareness that some vocabulary choices can hurt people.</p>	<p>PYP Outcomes:</p> <p>Phase 1:</p> <p>Learners</p> <p>There are NO PYP Outcomes.</p> <p>NB Outcomes:</p> <p>NB LS 1.4 Listen to the ideas and opinions of others</p> <p>NB LS 2.4 Engage in simple oral presentations and respond to oral presentations and other texts.</p> <p>NB LS 3.1 Demonstrate that they are becoming aware of social conventions in group work and cooperative play.</p> <p>NB LS 3.2 Develop the concepts/ vocabulary of feelings and an awareness that some vocabulary choices can hurt people.</p> <p>NB VP 6.1 Respond personally (I like that because ...) to texts in a variety of ways</p> <p>NB VP 6.2 Verbally express (I like that because ...) opinions about texts and the work of authors and illustrators</p>

<p style="text-align: center;">LANGUAGE – VIEWING AND PRESENTING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from ‘Atlantic Canada English Language Arts Curriculum, Elementary K-3’ <i>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</i></p> <p>*Language outcomes for each strand is taken from ‘2018 updated Language scope and sequence’ document from the IB</p>	<p>Settling in and practices routines</p> <p>PYP Outcomes: Learners PYP VP 1.6 Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</p> <p>NB Outcomes: There are NO NB Outcomes.</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.1 Attend to visual information showing understanding through play, gestures, facial expression</p> <p>PYP VP 1.4 Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences</p> <p>PYP VP 1.8 Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite pages</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information (Bold will be the focus)</p> <p>NB VP 4.5 Use with support, the various cueing systems and a variety of strategies to construct meaning -Begin to use knowledge of sound-symbol relationships as one reading cue (eg., initial and final consonants)</p> <p>NB VP 6.1 Respond personally to texts in a variety of ways</p> <p>NB VP 6.2 Express opinions (through actions) about the work of authors and illustrators</p> <p>NB VP 7.2 Recognize some basic components of texts such as author, illustrator, and title</p> <p>NB VP 8.1 Understand that print carries a message</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.2 Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise</p> <p>PYP VP 1.3 Observe visual cues that indicate context; show understanding by matching pictures with context</p> <p>PYP VP 1.5 Make personal connections to visual texts, for example, a picture book about children making friends in a new situation</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information</p> <p>NB VP 4.5 Use, with support the, the various cueing systems and a variety of strategies to construct meaning from text – use meaning cues (personal experiences, context, picture cues) to predict, confirm/ self-correct – use knowledge of oral language patterns (syntax) to predict, confirm/ self-correct (Bold will be the focus)</p> <p>NB VP 5.1 With assistance, interact with a variety of simple texts (ex. Pictures, computer software, videotapes, non-fiction) as well as human and community resources</p> <p>NB VP 6.1 Respond personally to texts in a variety of ways</p> <p>NB VP 6.2 Express opinions (simple words) about texts and the work of authors and illustrators</p> <p>NB VP 7.3 Begin to ask questions of texts</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.7 Visual language is all around us. Select and incorporate colors, shapes, symbols and images into visual presentations</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment and information (Bold will be the focus)</p> <p>NB VP 4.5 Use with support, the various cueing systems and a variety of strategies to construct meaning from text – Use meaning cues (personal experiences, context, picture cues) to predict, confirm/ self-correct (bold is focus) – Use knowledge of oral language patterns (syntax) to predict, confirm/ self-correct (bold is focus) -Begin to recognize some high frequency sight words</p> <p>NB VP 5.1 With assistance, interact with a variety of simple texts (ex. Pictures, computer software, videotapes, non-fiction) as well as human and community resources</p> <p>NB VP 6.1 Respond personally (I like that because ...) to texts in a variety of ways</p> <p>NB VP 6.2 Verbally express (I like that because ...) opinions about texts and the work of authors and illustrators</p> <p>NB VP 7.4 Begin to develop an understanding and respect for diversity</p> <p>NB VP 8.2 Use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)</p>	<p>PYP Outcomes: Phase 1: Learners There are NO PYP Outcomes.</p> <p>NB Outcomes: NB VP 4.2 Understand basic concepts of print including directionality, word, space, letter, and sound</p> <p>NB VP 4.5 Use, with support the, the various cueing systems and a variety of strategies to construct meaning from text – Use meaning cues (personal experiences, context, picture cues) to predict, confirm/ self-correct (Bold will be the focus) -Begin to use knowledge of sound-symbol relationships as one reading cue (eg., initial and final consonants) -Begin to match one to one spoken to printed word.</p> <p>NB VP 5.1 With assistance, interact with a variety of simple texts (ex. Pictures, computer software, videotapes, non-fiction) as well as human and community resources</p> <p>NB VP 6.1 Respond personally (I like that because ...) to texts in a variety of ways</p> <p>NB VP 6.2 Verbally express (I like that because ...) opinions about texts and the work of authors and illustrators</p> <p>NB VP 7.1 Recognize some basic types of texts (e.g. videos, poems, posters, letters, true and imaginary texts)</p> <p>NB VP 8.2 Use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)</p>
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			<p>NB VP 8.2 Use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)</p> <p>NB VP 9.2 Demonstrate a beginning awareness of audience and purpose</p>	<p>NB VP 9.2 Demonstrate a beginning awareness of audience and purpose (bold is focus)</p>	<p>NB VP 9.1 Create written and media texts using some familiar forms (e.g. lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)</p> <p>NB VP 9.3 Begin to consider readers'/listeners'/viewers'/questions/comments about their work</p>
<p>LANGUAGE – READING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</p> <p>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>	<p>Settling in and practices routines</p> <p>PYP Outcomes: Learners There are NO PYP Outcomes.</p> <p>NB Outcomes: There are NO NB Outcomes.</p>	<p>PYP Outcomes: Learners PYP R 1.1 Enjoy listening to stories</p> <p>PYP R 1.2 Choose and “read” picture books for pleasure</p> <p>PYP R 1.5 Listen attentively and respond to stories read aloud</p> <p>PYP R 1.6 Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity</p> <p>PYP R 1.8 Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words</p> <p>PYP R 1.9 Recognize their own first name</p> <p>PYP R 1.16 Join in with chants, poems, songs, word games, gaining familiarity with the sounds and patterns of the language of instruction</p> <p>NB Outcomes: NB R 4.1 Regard reading as sources of interest, enjoyment and information</p> <p>NB R 4.4 Engage in reading or reading like behaviors as they experience a variety of literature.</p> <p>NB R 4.5 Use with support, the various cueing systems and a variety of strategies to construct meaning</p>	<p>PYP Outcomes: Learners PYP R 1.3 Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)</p> <p>PYP R 1.4 Show curiosity and ask questions about pictures or text</p> <p>PYP R 1.7 Make connections to their own experience when listening to or “reading” texts</p> <p>PYP R 1.8 Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words</p> <p>PYP R 1.12 Distinguish between pictures and written text, for example, can point to a picture when asked</p> <p>PYP R 1.14 Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end</p> <p>NB Outcomes: NB R 4.1 Regard reading as sources of interest, enjoyment and information (bold is focus)</p> <p>NB R 4.5 Use, with support the, the various cueing systems and a variety of strategies to construct meaning from text – use meaning cues (personal experiences, context, picture cues) to predict, confirm/ self-correct</p>	<p>PYP Outcomes: Learners PYP R 1.3 Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)</p> <p>PYP R 1.7 Make connections to their own experience when listening to or “reading” texts</p> <p>PYP R 1.14 Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end</p> <p>NB Outcomes: NB R 4.1 Regard reading as sources of interest, enjoyment and information (bold is focus)</p> <p>NB R 4.3 Select, with teacher assistance, texts appropriate to their interests and learning needs</p> <p>NB R 4.5 Use with support, the various cueing systems and a variety of strategies to construct meaning from text – Use meaning cues (personal experiences, context, picture cues) to predict, confirm/ self-correct (bold is focus) – Use knowledge of oral language patterns (syntax) to predict, confirm/ self-correct (bold is focus) -Begin to recognize some high frequency sight words</p> <p>NB R 5.1 With assistance, interact with a variety of simple texts (ex. Pictures, computer software,</p>	<p>PYP Outcomes: Learners There are NO PYP Outcomes.</p> <p>NB Outcomes: NB R 4.2 Understand basic concepts of print including directionality, word, space, letter, and sound</p> <p>NB R 4.5 Use, with support the, the various cueing systems and a variety of strategies to construct meaning from text – Use meaning cues (personal experiences, context, picture cues) to predict, confirm/ self-correct (bold is focus) -Begin to use knowledge of sound-symbol relationships as one reading cue (eg., initial and final consonants) -Begin to match one to one spoken to printed word.</p> <p>NB R 5.1 With assistance, interact with a variety of simple texts (ex. Pictures, computer software, videotapes, non-fiction) as well as human and community resources</p> <p>NB R 6.1 Respond personally (I like that because ...) to texts in a variety of ways</p> <p>NB R 6.2 Verbally express (I like that because ...) opinions about texts and the work of authors and illustrators</p> <p>NB R 7.1 Recognize some basic types of texts (e.g. videos, poems, posters, letters, true and imaginary texts)</p>

		<p>-Begin to use knowledge of sound-symbol relationships as one reading cue (eg., initial and final consonants)</p> <p>NB R 6.1 Respond personally to texts in a variety of ways</p> <p>NB R 6.2 Express opinions (through actions) about the work of authors and illustrators</p> <p>NB R 7.2 Recognize some basic components of texts such as author, illustrator, and title</p>	<p>– use knowledge of oral language patterns (syntax) to predict, confirm/ self-correct</p> <p>-Begin to use knowledge of sound-symbol relationships as one reading cue (eg., initial and final consonants)</p> <p>NB R 5.1 With assistance, interact with a variety of simple texts (ex. Pictures, computer software, videotapes, non-fiction) as well as human and community resources</p> <p>NB R 6.1 Respond personally to texts in a variety of ways</p> <p>NB R 6.2 Express opinions (simple words) about texts and the work of authors and illustrators</p> <p>NB R 7.3 Begin to ask questions of texts</p>	<p>videotapes, non-fiction) as well as human and community resources</p> <p>NB R 6.1 Respond personally (I like that because ...) to texts in a variety of ways</p> <p>NB R 6.2 Verbally express (I like that because ...) opinions about texts and the work of authors and illustrators</p> <p>NB R 7.4 Begin to develop an understanding and respect for diversity</p>	
<p>LANGUAGE – WRITING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from ‘Atlantic Canada English Language Arts Curriculum, Elementary K-3’</p> <p>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</p> <p>*Language outcomes for each strand is taken from ‘2018 updated Language scope and sequence’ document from the IB</p>	<p>Settling in and practices routines</p> <p>PYP Outcomes:</p> <p>Learners</p> <p>PYP W 1.5 Show curiosity and ask questions about written language</p> <p>NB Outcomes:</p> <p>There are NO NB Outcomes.</p>	<p>PYP Outcomes:</p> <p>Learners</p> <p>PYP W 1.1 Experiment with writing using different writing implements and media</p> <p>PYP W 1.7 Listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction</p> <p>NB Outcomes:</p> <p>NB W 8.1 Understand that print carries a message</p> <p>NB W 10.3 Demonstrate engagement with writing and other forms of representation</p> <p>-Choose to write when given a choice of activities.</p> <p>-Sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role-playing, telling a story through drawing and writing)</p> <p>-Engage in writing and presenting activities every day</p>	<p>PYP Outcomes:</p> <p>Learners</p> <p>PYP W 1.2 Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party</p> <p>PYP W 1.8 Begin to discriminate between letters/characters, numbers and symbols</p> <p>NB Outcomes:</p> <p>NB W 8.2 Use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)</p> <p>NB W 9.2 Demonstrate a beginning awareness of audience and purpose</p> <p>NB W 10.1 Begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.</p>	<p>PYP Outcomes:</p> <p>Learners</p> <p>PYP W 1.3 Differentiate between illustrations and written text</p> <p>PYP W 1.4 Use their own experience as a stimulus when drawing and “writing”</p> <p>PYP W 1.8 Begin to discriminate between letters/characters, numbers and symbols</p> <p>PYP W 1.9 Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded</p> <p>PYP W 1.10 Write their own name independently</p> <p>NB Outcomes:</p> <p>NB W 8.2 Use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)</p>	<p>PYP Outcomes:</p> <p>Learners</p> <p>There are NO PYP Outcomes.</p> <p>NB Outcomes:</p> <p>NB W 8.2 Use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)</p> <p>NB W 9.1 Create written and media texts using some familiar forms (e.g. lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)</p> <p>NB W 9.3 Begin to consider readers’/listeners’/viewers/ questions/comments about their work</p> <p>NB W 10.2 Use some conventions of written language</p> <p>-Establish one to one correspondence between spoken and written words</p>

		<p>-Share writing and other representations willingly with others. (Bold will be the focus)</p>	<p>-Use drawing and talking as ways to rehearse for writing (Bold will be the focus)</p> <p>NB W 10.3 Demonstrate engagement with writing and other forms of representation</p> <p>-Engage in writing and presenting activities every day</p> <p>-Share writing and other representations willingly with others. (Bold will be the focus)</p>	<p>NB W 9.2 Demonstrate a beginning awareness of audience and purpose (bold is focus)</p> <p>NB W 10.2 Use some conventions of written language</p> <p>-Use drawings, letters, and approximations to record meaning</p> <p>-Understand that letters can be written in upper and lower case forms (but often tend to them indiscriminately)</p> <p>-Use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle and ending sound)</p> <p>-Develop the concept of directionality (left to right; top to bottom)</p> <p>NB W 10.3 Demonstrate engagement with writing and other forms of representation</p> <p>-Engage in writing and representing activities every day</p> <p>-Share writing and other representations willingly with others (bold is focus)</p> <p>-Take risks to express self in writing.</p>	<p>NB W 10.3 Demonstrate engagement with writing and other forms of representation</p> <p>-Engage in writing and representing activities every day</p> <p>-Share writing and other representations willingly with others (bold is focus).</p> <p>-Write in <i>play</i> situations (e.g. making grocery lists, making signs, playing school, preparing menus)</p> <p>NB W 10.4 With assistance, begin to use technology in writing and other forms of representing</p> <p>NB W 10.5 With assistance, engage in the research process to construct and communicate meaning</p> <p>-Interact with a variety of simple texts (e.g. pictures, computer software, easy fiction and non-fiction) as well as human and community resources</p> <p>-Record information in simple ways (eg drawings, labels, predesigned booklets, short pieces of writing)</p>
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K4 MATH YEAR-ROUND OUTCOMES

NUMBER SENSE STRAND

Number Sense Outcomes:

PYP Outcomes:

Pg. No- 29-31

Phase 1:

Conceptual Understandings:

-Making connections between our experiences with number can help us to develop number sense.

Constructing

PYP N1.1 Understand one- to-one correspondence

PYP N1.2 Understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set.

PYP N1.4 Understand conservation of a number

PYP N1.5 Understand the relative magnitude of whole numbers

PYP N1.6 Recognize groups of zero to five objects without counting

Transferring

PYP N1.9 Connect number names and numerals to the quantities they represent

Applying

PYP N1.10 Count to determine the number of objects in a set

PYP N1.11 Use number words and numerals to represent quantities in real-life situations

PYP N1.13 Subitize in real-life situations

NB OUTCOMES

Pg. No-14-33

NB N1 Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1.

NB N2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots.

NB N3 Relate a numeral, 1 to 10, to its respective quantity.

NB N4 Represent and describe numbers 2 to 10, concretely and pictorially.

NB N5 Compare quantities, 1 to 10, using one-to-one correspondence.

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