



International School of Nanshan Shenzhen
2021-2022 Grade K5 Curriculum Document



UNIT TIMELINE	Aug 23 – Oct 29 (9 weeks)	Nov 8 – Jan 28 (9 weeks)	Feb 21 – Apr 21 (8 weeks)	Apr 25 - Jun 17 (8 weeks)
TRANSDISCIPLINARY THEME	<p>Who We Are An inquiry into the nature of the self; beliefs and values; <u>personal</u>, physical, mental, <u>social</u> and spiritual health; <u>human relationships including families, friends, communities</u>, and cultures; rights and responsibilities; what it means to be human.</p>	<p>How We Express Ourselves An inquiry into the ways in which we discover and <u>express ideas, feelings</u>, nature, culture, beliefs and values; the ways in which we reflect on, <u>extend and enjoy our creativity</u>; our appreciation of the aesthetic.</p>	<p>How the World Works An inquiry into the natural world and its <u>laws</u>; the interaction between the <u>natural world (physical and biological) and human societies</u>; how humans use their understandings of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with <u>other people and with other living things</u>; communities and the relationships within and between them; <u>access to equal opportunities</u>; peace and conflict resolution</p>
UNIT TITLE	This is Me	Imagination	Materials	Water
CENTRAL IDEA	Relationships are important for our well-being and are built with respect and care	The creative process helps us to communicate and express our imagination	Understanding how materials behave in their natural state and under certain conditions enables us to use them in different ways	People can choose to take action in order to conserve and share water with all living things
LINES OF INQUIRY	An inquiry into 1.Relationships in our lives 2.Roles and responsibilities in a relationship 3.How our words and actions change relationships	An inquiry into 1.Different ways we express our imagination 2.Connection between props and imagination 3.Dramatic performances	An inquiry into 1.States of matter 2.Different types of materials 3.Properties of materials	An inquiry into 1.Availability of water 2.How humans affect water 3.Conservation of water
KEY CONCEPTS	Form Responsibility Change	Form Connection Perspective	Change Form Function	Connection Causation Responsibility
RELATED CONCEPTS	Family Roles Behavior Choice	Creativity Emotions Characters Materials	Transformation Temperature Shape Texture	Needs and Wants Consumption Pollution Habitat Choice
APPROACHES TO LEARNING (DOMAIN AND SUB-SKILLS)	<p>SELF-MANAGEMENT SKILLS Pg. 18 and 19, The Learner Sub-Skills: 1.ORGANIZATION -Follow the directions of others -Follow classroom routines</p>	<p>SOCIAL SKILLS Sub-Skills: 1.INTERPERSONAL RELATIONSHIPS -Practice empathy and care for others -Listen closely to others -Be respectful to others</p>	<p>RESEARCH SKILLS Pg. 16 and 17, The Learner Sub-Skills: 1.INFORMATION LITERACY -FORMULATING AND PLANNING -Ask or express through play questions that can be researched</p>	<p>RESEARCH SKILLS Pg. 16 and 17, The Learner Sub-Skills: 1.INFORMATION LITERACY -FORMULATING AND PLANNING -Ask or express through play questions that can be researched</p>

	<p>2.STATES OF MIND Using strategies that manage state of mind -<i>PERSEVERANCE</i> -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>-Play cooperatively in a group: Sharing, taking turns -Help others</p> <p>THINKING SKILLS Pg. 16 and 17, The Learner Sub-Skills: 1.CRITICAL THINKING -<i>ANALYSING</i> -Observe carefully -<i>FORMING DECISIONS</i> -<i>Apply rules, strategies and ideas from one context to another</i></p> <p>2.CREATIVE THINKING -<i>GENERATING NOVEL IDEAS</i> -Use discussion and play to generate new ideas and investigations -Consider alternative solutions, including those that might be unlikely or impossible, in play and other situations -Ask “what if” questions</p>	<p>-Select information sources and digital tools -<i>DATA GATHERING AND DOCUMENTING (audio recording, drawing, photographing)</i> -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. -<i>EVALUATING AND COMMUNICATING</i> -Notice relationships and patterns</p> <p>THINKING SKILLS Pg. 16 and 17, The Learner Sub-Skills: 1.CRITICAL THINKING -<i>ANALYSING</i> -Observe carefully -Find unique characteristics -Consider meaning taken from materials and events -Synthesize new understandings by seeing relationships and connections -<i>EVALUATING</i> -Test generalizations, strategies or ideas -<i>FORMING DECISIONS</i> -<i>Apply rules, strategies and ideas from one context to another</i> -Revise understandings based on new information and evidence</p> <p>2.CREATIVE THINKING -<i>GENERATING NOVEL IDEAS</i> -Use discussion and play to generate new ideas and investigations -Make unexpected or unusual connections between objects and/or ideas -<i>CONSIDERING NEW PERSPECTIVES</i> -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>-Select information sources and digital tools -<i>DATA GATHERING AND DOCUMENTING</i> -Use all senses to observe and notice details -Gather information from a variety of sources (people, places, materials, literature) -<i>EVALUATING AND COMMUNICATING</i> -Notice relationships and patterns -Acknowledge sources, for example, from a book, movie or peer</p> <p>COMMUNICATION SKILLS Pg. 18, The Learner Sub-Skills: 1.EXCHANGING INFORMATION -<i>LISTENING</i> -Listen to information -Listen actively and respectfully to other’s ideas -<i>SPEAKING</i> -Participate in conversations</p>
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YEAR LONG APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)

SELF-MANAGEMENT SKILLS
Pg. 18 and 19, The Learner
Sub-Skills:
1.ORGANIZATION
-Choose and complete tasks independently

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

-Find unique characteristics

-Consider meaning taken from materials and events

-Synthesize new understandings by seeing relationships and connections

-EVALUATING

-Test generalizations, strategies or ideas

2.CREATIVE THINKING

-GENERATING NOVEL IDEAS

-Use discussion and play to generate new ideas and investigations

-CONSIDERING NEW PERSPECTIVES

-Seek Information

-Practise some "visible thinking" routines

3.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

4.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

Caring
Principled
Communicators

Thinkers
Open-Minded
Risk-Taker

Inquirers
Thinkers
Knowledgeable

Balanced
Principled
Reflective

ACTION FOCUS

PARTICIPATION
Pg. 30, The Learner

PARTICIPATION
Pg. 30, The Learner

PARTICIPATION
Pg. 30, The Learner

LIFESTYLE CHOICES
Pg. 31, The Learner

	-Making appropriate choices and taking responsibility for personal learning and actions	-Making appropriate choices and taking responsibility for personal learning and actions -Contributing to discussions and learning experiences -Getting involved in class, school or community projects	-Making appropriate choices and taking responsibility for personal learning and actions -Contributing to discussions and learning experiences -Getting involved in class, school or community projects	-Reflecting on the impact of personal choices on local and global environments
SUBJECT INTEGRATION	Music PE (Full Integration) Math Mandarin (Partial Integration) Literacy	Art (Drama) Music PE (Full Integration) Math Mandarin (Partial Integration) Literacy	Art (Visual Art) Music Math Mandarin (Full Integration) Literacy	Math Mandarin (Full Integration) Literacy
MATH INTEGRATION	Data Handling (Sets, collecting data)	Patterns Shape and Space	Measurement	Data Handling (Create Pictographs and Tally Marks)
MATH STAND ALONE	Number Sense (Recognition of numbers, comparing sets, greater/lesser than conservation of numbers, counting)	Number Sense (Place value, skip counting 10's, addition, mental math strategies)	Number Sense (subtraction, mental math strategies, skip counting by 2's and 5's)	
	MEASUREMENT (PYP M 1.2 Can be covered through daily routines such as Calendar)			
WRITING	Personal Narrative (A time when....)	Fictional Stories	Informational	Persuasive
READING	Reading is Fun/ Character	Fiction (Reality vs Fantasy)	Informational/ Non-Fiction	Informational/ Non-Fiction
MANDARIN INTEGRATION	Partial Integration with related concepts and LOI 1	Partial Integration with LOI 1 and LOI 2	Partial Integration with important unit vocabulary along with LOI 1 and LOI 2 and ALL related concepts	Partial Integration with important unit vocabulary along with LOI 2 and LOI 3 and related concepts (Needs and wants; Pollution)
MANDARIN STAND ALONE	<p>Introduce 35 Chinese Characters that students will recognize and identify</p> <p>一 二 三 四 五 六 七 八 九 十</p> <p>云 日 月 山 水. 田 鱼 虫 牛 马 羊</p> <p>大 小 少 女 火 木 人 耳 上 下 口</p> <p>中 不 只</p>			
TECHNOLOGY SKILLS Investigating Creating Communicating Collaborating Organizing Becoming responsible digital citizens	Foundational Seesaw Skills -Tag folders -Good pictures -Taking Videos -Exposure to QWERTY Keyboard on I-pad	Technology Focus Creating Using the Chatterpix App Organizing Students will create their story presentations using specific apps like shadow puppet, puppet Edu and Chatterpix **Students will celebrate hour of code and work on Coding activities.	Foundational Seesaw Skills -Tag folders -Good pictures -Taking Videos -Exposure to QWERTY Keyboard on I-pad	Technology Focus Investigating Students will learn about marine animals and effect of pollution on them. Teachers will embed information about marine animals and students used QR scanner to find more information from the selected videos to watch Becoming responsible digital citizens Handling I-pads

				Online safety rules Importance of using their own work How to scan QR codes
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EY CURRICULAR OUTCOMES INTEGRATED WITH THE UNITS OF INQUIRY

<p align="center">SCIENCE OUTCOMES</p> <p>*Science NB outcomes are taken from the 'You and Your World K-2' document.</p> <p>*PYP Science outcomes are taken from the '2018 updated Science scope and sequence' document from the IB.</p>	<p>There are NO Science PYP/NB outcomes for this unit.</p>	<p>There are NO Science PYP/NB outcomes for this unit.</p>	<p>PYP Science Outcomes: Strand(s): -Materials and Matter -Living Things Age 3-5 years, pg.13 The student will be able to:</p> <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 • Recognize that materials can be solid, liquid or gas • Be aware of how to change water into a solid, liquid and gas • Apply understanding of basic properties of materials in order to match materials to purpose (for example, waterproofing, insulating) <p>Age 5-7 years, pg. 21</p> <ul style="list-style-type: none"> • Investigate ways that familiar materials can be reused • Group materials on the basis of properties for the purpose of recycling • Describe how a particular material is recycled <p>Age 9-12 years, pg. 31</p> <ul style="list-style-type: none"> • Identify the difference between physical and chemical changes • Investigate the ways materials can be changed (for example, metal, sand) • Assess the benefits and challenges of changing materials to suit people's needs and wants (for example, plastic) <p>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</p> <p>NB Outcomes: Pg. 77</p>	<p>PYP Science Outcomes: Strand(s): -Living Things -Earth and Space Age 5-7 years, pg. 17 The student will be able to:</p> <ul style="list-style-type: none"> • Investigate the responses of plants or animals to changes in their habitats <p>Age 5-7 years, pg. 18</p> <ul style="list-style-type: none"> • Identify or generate a question or problem to be explored in relation to human impact on the local environment. <p>Age 5-7 years, pg. 21</p> <ul style="list-style-type: none"> • Reflect on and self-assess his or her personal use of natural resources <p>Age 7-9 years, pg. 26</p> <ul style="list-style-type: none"> • Recognize that water exists in the air in different forms • Explore the impact of the sun on the availability of water • Describe how water sustains life • Analyse systems of water storage and usage, both natural and human-made • Explain why fresh water is a limited-resource • Identify water issues and propose solutions for responsible, equitable water use (for example, desalination) <p>Age 9-12 years, pg. 31</p> <ul style="list-style-type: none"> • Identify the difference between physical and chemical changes (Bold is focus) <p>Age 9-12 years, pg. 32</p> <ul style="list-style-type: none"> • Examine interactions between living things and non-living parts of the environment • Explain how human activities can have positive or adverse effects on local and other environments (for example, waste disposal, agriculture, industry)
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			<p>Elaborations:</p> <ul style="list-style-type: none"> • Make and record relevant observations and measurements, using written language, pictures and charts • Understand and follow safety rules when performing investigations and activities <p>Pg. 146 2.5.2 Students will be expected to compare properties of familiar liquids and solids and investigate how they interact.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • 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 	<p>Science Skills: -Observe carefully in order to gather data -Use scientific vocabulary to explain their observations and experiences</p> <p>NB Outcomes: You and Your World (K-2) Pg. 66 1.1.3 Students will be expected to demonstrate an understanding that people within groups have rights and responsibilities</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Take age-appropriate actions to demonstrate their (student) responsibilities as citizens (local, national, and global) <p>Pg. 80 1.2.5 Students will be expected to describe how people depend upon and interact with different natural environments.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Recognize that our way of life and our environment are affected by the presence and use of natural resources <p>Pg. 82 1.2.6 Students will be expected to take age-appropriate action to practice responsible behavior in caring for the environment.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Identify examples of conservation and sustainability • Promote sustainable practices on a local, national and global level <p>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</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Describe how water/moisture may change form and location • Understand the importance of conserving water and having clean water for our use
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				<p>Pg. 150 2.5.4 Students will be expected to demonstrate an understanding of sustainable development and its importance to our future</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Describe the impact that humans have on the environment Discuss the effects of waste disposal on the quality of our environment (e.g., air, soil, water) (Bold is focus)
<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</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"> Recognize how his or her choices and behaviors affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others) <p>NB Outcomes: Pg. 14 Elaborations:</p> <ul style="list-style-type: none"> Identify basic feelings Describe personal likes and dislikes Demonstrate respect toward others <p>Pg. 22 K.1.4 Students will be expected to demonstrate an understanding of how the roles of family members change over time.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Identify members of their families and extended families Identify roles and responsibilities of family members 	<p>There are NO Social studies PYP/NB outcomes for this unit.</p>	<p>There are NO Social studies PYP/NB outcomes for this unit.</p>	<p>PYP Social Studies Outcomes: Strand(s): -Resources and the environment Age 5-7 years, pg. 24 The student will be able to:</p> <ul style="list-style-type: none"> Discuss what is meant by a "limited resource" Create a list of practices that could be used to maintain natural resources at home and in school <p>Age 7-9 years, pg. 27</p> <ul style="list-style-type: none"> Explain people's responsibilities regarding the use of resources from the environment <p>Age 7-9 years, pg. 33</p> <ul style="list-style-type: none"> Explain why fresh water is a limited-resource Describe the relationships between the location of water and population distribution Analyse systems of water storage and usage, both natural and human-made Identify water issues and propose strategies for responsible, equitable water use <p>Social Studies Skills: -Identify roles, rights and responsibilities in society</p> <p>NB Outcomes: There are NO Social Studies NB outcomes for this unit.</p>

- Demonstrate an awareness that the responsibilities of family members may change
- Demonstrate familiarity with the work related to maintaining a home and family

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K.1.6 Students will be expected to identify and describe groups to which they belong.

Elaborations:

- Identify the attributes of a family group (local, national, and global)
- Identify positive and negative feelings associated with belonging or wanting to belong in a group
- Develop an awareness that groups form for a variety of reasons and have a variety of purposes

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K.1.7 Students will be expected to communicate effectively, solve problems and demonstrate conflict-resolution skills.

Elaborations:

- Develop an awareness of rules and why they are made
- Identify and analyze formal and informal rules used in groups (e.g., families, friends, clubs, schools)
- Utilize effective listening skills
- Acknowledge ideas and contributions of others
- Understand that feelings and emotions are expressed in words, actions and facial/body expressions
- Communicate personal feelings and thoughts appropriately
- Relate consequences to actions and decisions
- Identify and practice skills that would help them resolve conflict
- Be able to use basic anger management strategies

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K.4.3 Students will be expected to demonstrate an awareness of the need for personal safety in home, school and community and be able to act accordingly.

	<p>Elaborations:</p> <ul style="list-style-type: none"> Identify components and behaviors that promote personal safety. Demonstrate appropriate anti-bullying 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. **The page number for NB outcomes are in the ISNS Math scope and sequence document</p> <p>*Math outcomes for Number Sense strand is taken from '2018 updated Math scope and sequence' document from the IB</p>	<p>DATA HANDLING OUTCOMES: PYP Outcomes: Pg. No-13-15 Phase 1: Conceptual Understandings: -We collect information to make sense of the world around us.</p> <p>Learning Outcomes: Learners Constructing: PYP DH 1.1 Understand that sets can be organized by different attributes</p> <p>PYP DH 1.2 Understand that information about themselves and their surroundings can be obtained in different ways</p> <p>Transferring: PYP DH 1.5 Sort and label real objects by attributes (Bold is the focus)</p> <p>Applying: PYP DH 1.8 Describe real objects and events by attributes</p> <p>NB Outcomes: There are NO NB Outcomes</p>	<p>PATTERNS PYP Outcomes: Pg. No-25-27 Phase 1: Conceptual Understandings: -Patterns and sequences occur in everyday situations. Patterns repeat and grow.</p> <p>Learning Outcomes: Learners Constructing: PYP PF1.1 Understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature</p> <p>Transferring: PYP PF1.2 Describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers</p> <p>Applying: PYP PF1.3 Extend and create patterns</p> <p>NB Outcomes: Pg. No-46-53 NB PR1 Demonstrate an understanding of repeating patterns (two or four elements) by; -describing -reproducing -extending -creating patterns using manipulatives, sounds and actions</p> <p>NB PR2 Translate repeating patterns from one representation to another</p> <p>NB PR3 Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20)</p> <p>NB PR4 Record equalities using the equal symbol</p> <p>SHAPE AND SPACE PYP Outcomes: Pg. No-21-23</p>	<p>MEASUREMENT PYP Outcomes: Pg. No-17-19 Phase 1: Conceptual Understandings: -Measurement involves comparing objects and events.</p> <p>-Objects have attributed that can be measured using non-standard units.</p> <p>Learning Outcomes: Learners 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>PYP M1.4 Compare the length, mass and capacity of objects using non-standard units</p> <p>Applying: PYP M1.6 Describe observations about events and objects in real-life situations (Bold is the focus)</p> <p>PYP M1.7 Use non-standard units of measurement to solve problems in real-life situations involving length, mass and capacity</p> <p>NB Outcomes: Pg. No- 54-57 NB SS1 Demonstrate an understanding of measurement as a process of comparing by; identifying attributes that can be compared; ordering objects; making statements of comparison; filling, covering or matching</p>	<p>DATA HANDLING (CREATE TALLY MARKS & PICTOGRAPHS) PYP Outcomes: Pg. No-13-15 Phase 1: Conceptual Understandings: - Organizing objects and events helps us to solve problems.</p> <p>Learning Outcomes: Learners Constructing: There are NO PYP/NB Outcomes.</p> <p>Transferring: Transferring PYP DH 1.4 Represent information through pictographs and tally marks</p> <p>Applying: PYP DH 1.6 Create pictographs and tally marks</p> <p>NB Outcomes: There are NO NB outcomes for this unit.</p>

		<p>Phase 1: Conceptual Understanding: -Shapes can be described and organized according to their properties.</p> <p>-Objects in our immediate environment have a position in space that can be described according to a point of reference.</p> <p>Learning Outcomes: Learners Constructing PYP SS1.1 Understand that 2D and 3D shapes have characteristics that can be described and compared</p> <p>PYP SS1.2 Understand that common language can be used to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down</p> <p>Transferring: PYP SS1.3 Sort, describe and compare 3D shapes</p> <p>PYP SS1.4 Describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down</p> <p>Applying: PYP SS1.5 Explore and describe the paths, regions and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down)</p> <p>NB Outcomes: Pg. No- 58-61 NB SS2 Sort 3D objects and 2D shapes using one attribute, and explain the sorting rule</p> <p>NB SS3 Replicate composite 2D shapes and 3D objects</p> <p>NB SS4 Compare 2D shapes to parts of 3D objects in the environment</p>		
LANGUAGE – SPEAKING AND LISTENING STRAND OUTCOMES	PYP Outcomes: Phase 1: Learners	PYP Outcomes: Phase 1: Learners	PYP Outcomes: Phase 1: Learners	PYP Outcomes: Phase 1: Learners

<p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</p> <p><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>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>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>NB LS 3.2 Develop the concepts/vocabulary of feelings and unawareness that some vocabulary choices can hurt people</p>	<p>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>NB Outcomes: NB LS 2.2 Begin to use gestures and tone to convey meaning</p>	<p>PYP LS 1.9 Understand simple questions and respond with actions or words</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 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>PYP LS 1.2 Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or Words</p> <p>NB Outcomes: NB LS 1.3 Express opinions (I like...; I don't like...)</p> <p>NB LS 2.4 Engage in simple oral presentations and respond to oral presentations and other texts</p>
<p>LANGUAGE – VIEWING AND PRESENTING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</p> <p><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>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>NB Outcomes: NB VP 4.5 Use, with support, the various cueing systems and a variety of strategies to construct meaning from text</p> <ul style="list-style-type: none"> - Use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct - Begin to recognize some high frequency sight words <p>NB VP 6.2 Express opinions about texts and the work of authors and illustrators. (Bold is focus)</p> <p>NB VP 7.2 Recognize some basic components of texts such as author, illustrator, and title</p> <p>NB VP 7.4. Begin to develop an understanding and respect for diversity</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 1.7 Select and incorporate colours, shapes, symbols and images into visual presentations</p> <p>PYP VP 1.9 Locate and use appropriate technology iconography to activate different devices, for example, computer games, CD player, television (Technology focused outcome)</p> <p>PYP VP 1.10 Listen to terminology associated with visual texts and understand terms such as colour, shape, size</p> <p>NB Outcomes: NB VP 4.5 Use, with support, the various cueing systems and a variety of strategies to construct meaning from text</p> <ul style="list-style-type: none"> - Use knowledge of oral language patterns (syntax) to predict, confirm/self-correct - Begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants) <p>NB VP 5.1 With assistance, interact with a variety of texts (e.g., pictures, computer software, video tapes, non-fiction) as well as human and community resources. (Technology focused outcome)</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.3 Observe visual cues that indicate context; show understanding by matching pictures with context</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 (Bold is focus)</p> <p>NB Outcomes: NB VP 4.3 Select, with teacher assistance, texts appropriate to their interests and learning needs</p> <p>NB VP 4.5 Use, with support, the various cueing systems and a variety of strategies to construct meaning from text</p> <ul style="list-style-type: none"> -Begin to match one-to-one spoken to printed word 	<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 1.3 Observe visual cues that indicate context; show understanding by matching pictures with context (Bold is focus)</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 (Bold is focus)</p> <p>NB Outcomes: NB VP 4.3 Select, with teacher assistance, texts appropriate to their interests and learning needs</p>

		NB VP 6.2 Express opinions about texts and the work of authors and illustrators. (Bold is focus)		
<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>**<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>PYP Outcomes: Phase 1: Learners 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 1.9 Recognize their own first name</p> <p>PYP R 1.11 Show empathy for characters in a story</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 4.5 Use, with support, the various cueing systems and a variety of strategies to construct meaning from text</p> <ul style="list-style-type: none"> - Use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct - Begin to recognize some high frequency sight words <p>NB R 6.2 Express opinions about texts and the work of authors and illustrators (Bold will be the focus)</p> <p>NB R 7.2 Recognize some basic components of texts such as author, illustrator, and title</p> <p>NB R 7.4. Begin to develop an understanding and respect for diversity</p>	<p>PYP Outcomes: Phase 1: Learners PYP R 1.7 Make connections to their own experience when listening to or “reading” texts</p> <p>PYP R 1.10 Express opinions about the meaning of a story</p> <p>PYP R 1.11 Show empathy for characters in a story</p> <p>PYP R 1.13 Indicate printed text where the teacher should start reading</p> <p>PYP R 1.15 Realize that the organization of on-screen text is different from how text is organized in a book (Technology focused outcome)</p> <p>NB Outcomes: NB R 4.5 Use, with support, the various cueing systems and a variety of strategies to construct meaning from text</p> <ul style="list-style-type: none"> - Use knowledge of oral language patterns (syntax) to predict, confirm/self-correct - Begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants) <p>NB R 6.2 Express opinions about texts and the work of authors and illustrators (Bold will be the focus)</p>	<p>PYP Outcomes: Phase 1: Learners PYP R 1.4 Show curiosity and ask questions about pictures or text</p> <p>PYP R 1.5 Listen attentively and respond to stories read aloud</p> <p>NB Outcomes: 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</p> <ul style="list-style-type: none"> - Begin to match one-to-one spoken to printed word 	<p>PYP Outcomes: Phase 1: Learners PYP R 1.4 Show curiosity and ask questions about pictures or text</p> <p>PYP R 1.3 Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)</p> <p>NB Outcomes: NB R 4.1 Regard reading as a source of interest, enjoyment, and information NB R 6.1 Respond personally to text in a variety of ways.</p> <p>NB R 7.3 Begin to ask questions of text</p>
<p>LANGUAGE – WRITING STRAND OUTCOMES</p>	<p>PYP Outcomes: Phase 1 Learners</p>	<p>PYP Outcomes: Phase 1: Learners</p>	<p>PYP Outcomes: Phase 1: Learners PYP LS 1.9 Understand simple questions and respond with actions or words</p>	<p>PYP Outcomes: Phase 1: Learners</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>PYP W1.2 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 1.3 Differentiate between illustrations and written text</p> <p>PYP W1.4 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 1.10 Write their own name independently</p> <p>NB Outcomes: NB W 10.1 Begin to develop strategies for prewriting, drafting, revising, editing, and presenting e.g. -Use drawing and talking as ways to rehearse for writing</p> <p>NB W 10.2 Use some conventions of written language -Use drawings, letters, and approximations to record meaning -Establish one-to-one correspondence between spoken and written words -Use an increasing number of letters to represent sounds</p>	<p>PYP W1.2 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: NB W 9.2 Demonstrate some awareness of audience and purpose</p> <p>NB W 10.1 Begin to develop strategies for prewriting, drafting, revising, editing, and presenting e.g. -Use drawing and talking as ways to rehearse for writing</p> <p>NB W 10.2 Use some conventions of written language -Use drawings, letters, and approximations to record meaning -Develop the concept of directionality (left to right; top to bottom) -Establish one-to-one correspondence between spoken and written words -Use an increasing number of letters to represent sounds</p> <p>NB W 10.2 Use some conventions of written language -Use drawings, letters, and approximations to record meaning -Write in <i>plays</i> situations (e.g., making grocery lists, making signs, playing school, preparing menus)</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 W 10.1 Begin to develop strategies for prewriting, drafting, revising, editing, and presenting e.g. -Confer with others, respond orally to comments, and begin to add on (simple revision strategies) -Use simple editing</p> <p>NB W 10.2 Use some conventions of written language -Write complete sentences (although they are not always punctuated correctly with periods) -Experiment with punctuation (sometimes overgeneralize use of periods-e.g., periods after every word). -Understand that letters that can be written in upper- and lower-case forms (but often tend to use them indiscriminately) -Begin to spell some words conventionally</p> <p>NB W 10.4 With assistance, begin to use technology in writing and other forms of representing -Use a drawing program/ simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption (Bold is focus - Technology focused outcome)</p> <p>NB W 10.5 With assistance, engage in the research process to construct and communicate meaning -Interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community -Record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing) -Share information with others in a variety of ways</p>	<p>PYP W 1.6 Participate in shared writing, observing, observing the teacher's writing and making suggestions</p> <p>NB Outcomes: NB W 9.2 Demonstrate some awareness of audience and purpose</p> <p>NB W 10.1 Begin to develop strategies for prewriting, drafting, revising, editing, and presenting e.g. -Confer with others, respond orally to comments, and begin to add on (simple revision strategies) -Use simple editing</p> <p>NB W 10.2 Use some conventions of written language -Write complete sentences (although they are not always punctuated correctly with periods) -Experiment with punctuation (sometimes overgeneralize use of periods-e.g., periods after every word). -Understand that letters that can be written in upper-and lower-case forms (but often tend to use them indiscriminately) -Begin to spell some words conventionally</p> <p>NB W 10.4 With assistance, begin to use technology in writing and other forms of representing -Use a tape recorder to tape a completed piece of writing, an oral retelling, or a dramatization (Bold is focus- Technology focused outcome)</p> <p>NB W 10.5 With assistance, engage in the research process to construct and communicate meaning -Interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community -Record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing) -Share information with others in a variety of ways</p>
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<p align="center">MANDARIN OUTCOMES - SPEAKING AND LISTENING STRAND OUTCOMES</p> <p>*The '2018 updated Language scope and sequence' document from the IB is used to provide the foundational outcomes for Mandarin.</p> <p>*NB Outcomes for Mandarin are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</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>PYP LS 1.13 Realize that word order can change from one language to another</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>NB LS 3.2 Develop the concepts/vocabulary of feelings and unawareness that some vocabulary choices can hurt people</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>PYP LS 1.13 Realize that word order can change from one language to another</p> <p>NB Outcomes: 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 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>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 1.3 Express opinions (I like...; I don't like...)</p> <p>NB LS 2.4 Engage in simple oral presentations and respond to oral presentations and other texts</p>
<p align="center">MANDARIN OUTCOMES - VIEWING AND PRESENTING STRAND OUTCOMES</p> <p>*The '2018 updated Language scope and sequence' document from the IB is used to provide the foundational outcomes for Mandarin.</p> <p>*NB Outcomes for Mandarin are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</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 1.5 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 6.2 Express opinions about texts and the work of authors and illustrators. (Bold will be the focus)</p> <p>NB VP 7.2 Recognize some basic components of texts such as author, illustrator, and title</p> <p>NB VP 7.4. Begin to develop an understanding and respect for diversity</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 1.7 Select and incorporate colors, shapes, symbols and images into visual presentations</p> <p>PYP VP 1.10 Listen to terminology associated with visual texts and understand terms such as color, shape, size</p> <p>NB Outcomes: NB VP 6.2 Express opinions about texts and the work of authors and illustrators. (Bold will be the focus)</p>	<p>PYP Outcomes: Phase 1: Learners PYP VP 1.3 Observe visual cues that indicate context; show understanding by matching pictures with context</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 (Bold is focus)</p> <p>NB Outcomes: NB VP 4.3 Select, with teacher assistance, texts appropriate to their interests and learning needs</p> <p>NB VP 4.5 Use, with support, the various cueing systems and a variety of strategies to construct meaning from text -Begin to match one-to-one spoken to printed word</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 1.3 Observe visual cues that indicate context; show understanding by matching pictures with context (Bold is focus)</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 (Bold is focus)</p> <p>NB Outcomes: NB VP 4.3 Select, with teacher assistance, texts appropriate to their interests and learning needs</p>
<p align="center">ART STRAND OUTCOMES</p>	<p>There are NO ART PYP/NB Outcomes integrated with this unit.</p>	<p>PYP Art Outcomes: Outcomes Covered in the HR Classes:</p>	<p>PYP Art Outcomes: Strand(s):</p>	<p>There are NO ART PYP/NB Outcomes integrated with this unit.</p>

*Arts NB outcomes are taken from 'Visual Arts K-2' document and 'The Arts Education – Foundation for the Atlantic Canada Arts Education Curriculum'

*Arts PYP outcomes are taken from the visual arts section of the '2018 updated Arts scope and sequence' document from the IB.

Strand(s):
-Responding
-Creating

*There are **NO PYP and NB** Outcomes relevant to the responding and creating strand for **Dance and Visual arts** for this unit.

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.

DRAMA
Pg. 16
Learning Outcomes:
 Learners:

- 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
- PYP DRA R 1.4 Realize that dramatic conventions are used to craft performance
- PYP DRA R 1.5 Use materials to symbolically show location and character
- PYP DRA R 1.6 Respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums

CREATING STRAND:
Phase 1 Conceptual Understandings
Pg. 19
 -We can enjoy and learn from creating art.
 -We can express ourselves through arts.

DRAMA
Pg. 21
Learning Outcomes:
 Learners:

- PYP DRA C 1.1 Engage in imaginative play using a range of stimuli
- PYP DRA C 1.2 Develop the ability to cooperate and communicate with others in creating drama

-Responding
-Creating

*There are **NO PYP and NB** Outcomes relevant to the responding and creating strand for **Dance and Drama** for this unit.

RESPONDING STRAND
Phase 1 Conceptual Understandings:
Pg. 15
 -The art is a means of communication and expression.
 -People share art with others.

VISUAL ART
Pg. 18
Learning Outcomes:
 Learners:

- 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 1.4 Identify the materials and processes used in the creation of an artwork
- PYP VA R 1.6 Communicate their initial responses to an artwork in visual, oral or physical modes

CREATING STRAND:
Phase 1 Conceptual Understandings
Pg. 19
 -We can enjoy and learn from creating art.
 -The creative process involves joining in, exploring and taking risks.
 -In creating art, people make choices to construct meaning about the world around them.
 -Our experiences and imagination can inspire us to create

VISUAL ART
Pg. 23
Learning Outcomes:
 Learners:

- PYP VA C 1.2 Select tools, materials and processes for specific purposes
- PYP VA C 1.4 Realize that their artwork has meaning
- PYP VA C 1.5 Use their imagination and experiences to inform their art making

		<ul style="list-style-type: none"> • PYP DRA C 1.3 Explore basic bodily movements and the use of space • PYP DRA C 1.4 Explore familiar roles, themes and stories dramatically • PYP DRA C 1.5 Create roles in response to props, set and costumes • PYP DRA C 1.6 Work individually or in groups with confidence <p>NB Outcomes: (Arts Education – Foundation for the Atlantic Canada Arts Education Curriculum) Pg. 24</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Explore and express ideas, moods and feelings, using vocal elements, movement, improvisation, and preparatory dramatic exercises (Bold is focus) • Discuss a character’s point of view in a dramatic work • Develop and play roles • Create drama based on play, imagination and/or literature (Focus on role playing or recreating favorite fairy tales) • Demonstrate appropriate audience skills and respect for the contribution of others • Demonstrate an awareness that drama exists in various media (film, radio and television) • Consider how well-suited dramatic elements are to the purpose of the play • Demonstrate an understanding of the responsibilities of the individual to the larger group • Demonstrate effective use of space, costumes and properties to enhance dramatizations <p>Pg.25</p> <ul style="list-style-type: none"> • Demonstrate effective communication skills, such as listening and speaking, both in and out of role • Apply drama concepts, skills, and techniques to develop characters and roles • Express ideas, moods, and feelings creatively through engagement in drama 	<ul style="list-style-type: none"> • PYP VA C 1.7 Take responsibility for the care of tools and materials <p>NB Outcomes: (Visual Arts K-2) Pg. 3</p> <p>NB 2.2 Explore basic art skills, techniques, and vocabulary through a wide range of materials and available technologies</p> <p>NB 2.3 Using a variety of materials, visually communicate stories, ideas and experiences</p> <p>Pg. 7</p> <p>NB 3.1 Identify visual communication in daily life and its effects on people (Bold is focus) (**Focus on having students identify and give examples of where they see visual arts in the real world)</p> <p>NB 3.3 Describe how visual arts are used in school and at home</p> <p>Pg. 9</p> <p>NB 4.4 Use descriptive language to talk about their own work and that of their peers (Bold is focus)</p>	

		<p>Pg. 26</p> <ul style="list-style-type: none"> • Explore games, stories, and dramatic works from a variety of cultures • Demonstrate appropriate audience skills and respect for the contribution of others <p>Pg. 28</p> <ul style="list-style-type: none"> • Describe their feelings and ideas about their own drama and the work of others, using a given set of criteria (Bold is focus) <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>PSPE 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 PSPE Outcomes: Strand(s): -Identity -Active Living -Interaction <u>Type of Experience:</u> Adventure Challenge</p> <p><u>IDENTITY</u> Phase 1 Conceptual Understandings: Pg. 12 -Emotions, attitudes and beliefs influence the way we act -Positive Thoughts helps us to develop a positive attitude</p> <p>Pg. 13 and 14 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • 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 	<p>PYP PSPE Outcomes: Strand(s): -Active Living <u>Type of Experience:</u> Movement Composition</p> <p><u>ACTIVE LIVING</u> Phase 1 Conceptual Understandings: Pg. 16 -We can explore our body's capacity for movement. -Our bodies can move creatively in response to different stimuli -Safe participation requires sharing space and following rules</p> <p>Pg. 17 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP AL 1.1 Engage in a variety of different physical activities • PYP AL 1.5 Explore and reflect on the changing capabilities of the human body • PYP AL 1.7 Explore creative movements in response to different stimuli <p><u>INTERACTIONS</u></p>	<p>There are NO PYP and NB PSPE Outcomes for this unit.</p>	<p>There are NO PYP and NB PSPE Outcomes for this unit.</p>

- PYP ID 1.8 Identify positive thoughts and attitudes in themselves and others
- PYP ID 1.9 Willingly approach and persevere with new situations

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
- PYP AL 1.8 Recognize that acting upon instructions and being aware of others helps to ensure safety

INTERACTION

Phase 1 Conceptual Understandings:

Pg. 19

-Interacting with others can be fun
 -Group experiences depend on cooperation of group members
 -Ideas and feelings can be communicated with others in a variety of modes
 -Our relationship with others contribute to our well-being (for example, parent-child; teacher-student; friend-friend)
 -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
- PYP IN 1.3 Listen respectfully to others
- PYP IN 1.4 Share their own relevant ideas and feelings in an appropriate manner
- PYP IN 1.6 Celebrate the accomplishments of others

There are **NO relevant PYP outcomes** for this unit from the strand 'Interaction'.

IDENTITY

There are **NO relevant PYP outcomes** for this unit from the strand 'Identity'.

NB Outcomes:

Pg. 19

GCO 1: Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.

Pg. 19

SCO 1.1a Explore body and space awareness as it relates to movement

- ★ I can move in personal space safely.
- ★ I can move in general space safely.
- ★ I can follow simple instructions or rules.
- ★ I can move different body parts in various ways.
- ★ I can create shapes like a ball or pencil with my body.
- ★ I can move at different levels and in different directions

Pg. 20

SCO 1.1b Explore effort and relationships concepts across a variety of movement activities

- ★ I can move fast and slow, speed up and slow down.
- ★ I can land loudly and softly.
- ★ I can lead and I can follow
- ★ I can move in/out, over /under, around/through.
- ★ I can respond to sound cues

Pg. 21

SCO 1.2 Explore a variety of movement principles related to stability skills;

- ★ I can start and stop while maintaining my balance.

	<ul style="list-style-type: none"> • PYP IN 1.7 Reach out for help when it is needed for themselves or others • PYP IN 1.8 Identify when their actions have impacted on others <p>NB Outcomes: Pg. 25 GCO 3: Students will develop knowledge, skills and values, required to achieve and maintain well-being.</p> <p>Pg. 25 SCO 3.1 Explore emotional and social skills that apply to the learning and performance of a physical activity</p> <ul style="list-style-type: none"> ★ I can tell how I feel after physical activity. ★ I can share equipment and space with others. ★ I can play fair. ★ I can work with a partner. ★ I can practice without stopping (persistence) to learn a new skill. ★ I can try really hard to do my best during physical activity. ★ I can use cues from my teacher to get better. ★ I can follow class rules. 	<ul style="list-style-type: none"> ★ I can balance for 3 seconds on different parts of my body (foot, bum, belly, back, one hand/one foot). ★ I can keep my balance on different objects. I can walk on a line. ★ I can show a ready position. <p>Pg. 22 SCO 1.3 Explore a variety of fundamental locomotor skills, and;</p> <ul style="list-style-type: none"> ★ I can run (Inclusive component: I can wheel) ★ I can hop in one place on each foot. ★ I can jump from two feet to two feet. (Inclusive component: I can push far in one go (add picture of wheelchair) ★ I can gallop. ★ I can leap. ★ I can rock back and forth on my back. ★ I can do a pencil roll. 		
<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 -We enjoy and experience different forms of arts</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>PYP Music Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1 Conceptual Understandings: Pg. 15 -We enjoy and experience different forms of arts</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>PYP Music Outcomes: Strand(s): -Creating</p> <p>There are NO PYP outcomes from the Responding strand for this unit.</p> <p>CREATING STRAND Phase 1 Conceptual Understandings: Pg. 19 -Our experiences and imagination can inspire us to create</p> <p>MUSIC Pg. 22 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP M C 1.8 Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) 	<p>There are NO PYP Music outcomes from the Responding and Creating strand 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>

- PYP M R 1.8 Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- PYP M R 1.10 Recognize different sources of music in daily life

CREATING STRAND

Phase 1 Conceptual Understandings:

Pg. 19

-We can express ourselves through arts

MUSIC

Pg. 22

Learning Outcomes:

Learners:

- PYP M C 1.1 Use vocal sounds, rhythms and instruments to express feelings or ideas
- PYP M C 1.4 Use the voice and body to create musical patterns
- PYP M C 1.5 Explore sound as a means of expressing imaginative ideas
- PYP M C 1.6 Recreate sounds from familiar experiences
- PYP M C 1.8 Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)

NB Outcomes:

Pg. No 24-25

NB K.4.2 Explore music as part of their daily classroom activities

Pg. No 26-27

NB K.5.1 Use music and movement to describe personal experiences

NB 1.5.3 Use music and role-play to interpret their world (***Focus on students incorporating music during dramatic play using vocal sounds or singing while playing with different props*)

Pg. No 28-31

NB K.6.1 Respond through movement to simple melodies with emphasis on beat, tempo and dynamics

NB K.6.2 Describe high/low fast/slow and loud/soft

- PYP M R 1.8 Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- PYP M R 1.10 Recognize different sources of music in daily life

CREATING STRAND

Phase 1 Conceptual Understandings:

Pg. 19

-We can express ourselves through arts

-Our experiences and imagination can inspire us to create

MUSIC

Pg. 22

Learning Outcomes:

Learners:

- PYP M C 1.1 Use vocal sounds, rhythms and instruments to express feelings or ideas
- PYP M C 1.2 Create and accompany music using a variety of sounds and instruments
- PYP M C 1.4 Use the voice and body to create musical patterns
- PYP M C 1.5 Explore sound as a means of expressing imaginative ideas
- PYP M C 1.6 Recreate sounds from familiar experiences
- PYP M C 1.8 Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)

NB Outcomes:

Pg. No 24-25

NB K.4.2 Explore music as part of their daily classroom activities

Pg. No 26-27

NB K.5.1 Use music and movement to describe personal experiences

NB 1.5.3 Use music and role-play to interpret their world (***Focus on students incorporating music during dramatic play using vocal sounds or singing while playing with different props*)

Pg. No 28-31

- PYP M C 1.9 Create their own basic musical instruments

NB Outcomes:

Pg. No 24-25

NB K.4.2 Explore music as part of their daily classroom activities

	<p>Pg. No 34-35 NB K.8.1 Talk about reasons for making music at home</p> <p>NB K.8.2 Share ideas and feelings during music-making</p>	<p>NB K.6.1 Respond through movement to simple melodies with emphasis on beat, tempo and dynamics</p> <p>NB K.6.2 Describe high/low fast/slow and loud/soft</p> <p>Pg. No 34-35 NB K.8.1 Talk about reasons for making music at home</p> <p>NB K.8.2 Share ideas and feelings during music-making</p>		
<p>TECHNOLOGY STRAND OUTCOMES</p> <p>*The technology outcomes are taken from the ISTE standards for students.</p> <p>*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)</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> <ul style="list-style-type: none"> Understand and use technology systems <p>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</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Communicate information and ideas effectively to multiples audiences using a variety of media and formats <p>Learning About Technology BECOMING A RESPONSIBLE DIGITAL CITIZEN</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> 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 	<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> <ul style="list-style-type: none"> Understand and use technology systems <p>Learning Through Technology CREATING -Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Create original works as a means of personal or group expression Use models and simulation ideas to explore complex systems and issues <p>ORGANIZING -Apply digital tools to gather, organize and use information</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Plan and manage activities to develop a solution or complete a project <p>Learning About Technology BECOMING A RESPONSIBLE DIGITAL CITIZEN</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Advocate and practice safe, legal and responsible use of information and technology 	<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> <ul style="list-style-type: none"> Understand and use technology systems <p>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</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Communicate information and ideas effectively to multiples audiences using a variety of media and formats <p>Learning About Technology BECOMING A RESPONSIBLE DIGITAL CITIZEN</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> 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 	<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> <ul style="list-style-type: none"> Understand and use technology systems Transfer current knowledge to learning of new technologies <p>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</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Evaluate and select information sources and digital tools based on the appropriateness to specific tasks <p>Learning About Technology BECOMING A RESPONSIBLE DIGITAL CITIZEN</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity 		<ul style="list-style-type: none"> Demonstrate personal responsibility to lifelong learning
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YEAR-ROUND CURRICULAR OUTCOMES

YEAR-ROUND CURRICULAR OUTCOMES					
MATH YEAR-ROUND OUTCOMES	<p style="text-align: center;">Number Sense</p> <p>PYP Outcomes: Pg. No-28-31 Phase 1: Conceptual Understandings: -Numbers are a naming system.</p> <p>-Numbers can be used in many ways for different purposes in the real world.</p> <p>-Numbers are connected to each other through a variety of relationships.</p> <p>-Making connections between our experiences with number can help us to develop number sense.</p> <p>Learning Outcomes: Learners Constructing: 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 N1.3 Understand that numbers can be constructed in multiple ways, for example, by combining and partitioning</p> <p>PYP N1.4 Understand conservation of number</p> <p>PYP N1.5 Understand the relative magnitude of whole numbers</p> <p>PYP N1.6 Recognize groups of zero to five objects without counting (subitizing)</p>	<p style="text-align: center;">Data Analysis</p> <p>PYP Outcomes: There are NO PYP/NB Shape outcomes.</p>	<p style="text-align: center;">Measurement</p> <p>PYP Outcomes: Pg. No-17-19 Phase 1: Conceptual Understandings: - Events can be ordered and sequenced.</p> <p>Learning Outcomes: Learners Constructing: PYP M1.2 Understand that events in daily routines can be described and sequenced, for example, before, after, bedtime, story time, today, tomorrow</p> <p>Transferring: PYP M1.5 Identify, describe and sequence events in their daily routine, for example, before, after, bedtime, story time, today, tomorrow</p> <p>Applying: PYP M1.6 Describe observations about events and objects in real-life situations (Bold is Focus)</p> <p>NB Outcomes: There are NO NB Outcomes:</p>	<p style="text-align: center;">Patterns and Function</p> <p>There are NO PYP/NB Patterns outcomes.</p>	<p style="text-align: center;">Shape and Space</p> <p>There are NO PYP/NB Shape outcomes.</p>

PYP N1.8 Use the language of mathematics to compare quantities, for example, more, less, first, second

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 N1.12 Use the language of mathematics to compare quantities in real-life situations, for example, more, less, first, second

NB Outcomes:

Pg. No- 15-45

NB N1 Say the number sequence, 0 to 100, by:

- 1s to 20, forward and backward between any two given numbers
- 2s to 20, forward starting at 0
- 5s and 10s to 100, forward starting at 0

NB N2 Recognize, at a glance, and name familiar arrangements of 1 to 10 objects and dots

NB N3 Demonstrate an understanding of counting by;

- indicating that the last number said identifies "how many"
- showing that any set has only one count
- using the counting on strategy
- using parts of equal groups to count sets

NB N4 Represent and describe numbers to 20 concretely, pictorially and symbolically

NB N5 Compare sets containing up to 20 elements to solve problems using;

- referents

	<p>-one to one correspondence</p> <p>NB N6 Estimate quantities to 20 using referents.</p> <p>NB N7 Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles</p> <p>NB N8 Identify the number, up to 20, that is one more, two more, one less and two less than a given number</p> <p>NB N9 Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically by;</p> <ul style="list-style-type: none"> -using familiar and mathematical language to describe additive and subtractive actions from their experience -creating and solving problems in context that involve addition and subtraction -modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically <p>NB N10 Apply mental mathematics strategies (memorization not intended) such as:</p> <ul style="list-style-type: none"> -counting on and counting back -making 10 -doubles using addition to subtract for the basic addition and subtraction facts to 18 				
<p>LANGUAGE YEAR-ROUND OUTCOMES</p>	<p>Listening and Speaking PYP Outcomes: Learners PYP LS 1.1 Use gestures, actions, body language and/or words to communicate needs and to express ideas</p> <p>PYP LS 1.2 Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or</p>	<p>Viewing and Presenting PYP Outcomes: Learners PYP VP 1.1 Attend to visual information showing understanding through play, gestures, facial expression</p> <p>PYP VP 1.3 Observe visual cues that indicate context; show understanding by matching pictures with context</p>	<p>Reading PYP Outcomes: Learners PYP R1.1 Enjoy listening to stories</p> <p>PYP R 1.2 Choose and “read” picture books for pleasure</p> <p>PYP R 1.3 Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)</p>	<p>Writing PYP Outcomes: Learners PYP W 1.5 Show curiosity and ask questions about written language</p> <p>PYP W 1.6 Participate in shared writing, observing, observing the teacher’s writing and making suggestions</p> <p>PYP W 1.7 Listen and respond to shared books (enlarged texts),</p>	<p>NOT APPLICABLE</p>

	<p>Words</p> <p>PYP LS 1.4 Interact effectively with peers and adults in familiar social settings</p> <p>PYP LS 1.6 Repeat/echo single words</p> <p>PYP LS 1.7 Use single words and two-word phrases in context</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>PYP LS 1.10 Follow classroom directions and routines, using context clues</p> <p>PYP LS 1.12 Use the mother tongue (with translation, if necessary) to express needs and explain ideas</p> <p>PYP LS 1.14 Use own grammar style as part of the process of developing grammatical awareness</p> <p>NB Outcomes: NB LS 1.2 Begin to ask and respond to questions, seeking information (Who? What? Why? Where? When?)</p> <p>NB LS 1.4 Listen to the ideas and opinions of others</p> <p>NB LS 2.1 Participate in conversation and in small- and whole - group discussion</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>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 a source of interest, enjoyment, and information</p> <p>NB VP 4.2 Understand basic concepts of print including directionality, word, space, letter, and sound.</p> <p>NB VP 4.3 Select, with teacher assistance, texts appropriate to their interests and learning needs</p> <p>NB VP 4.4 Engage in reading or reading-like behavior as they experience a variety of literature</p> <p>NB VP 4.5 Use, with support, the various cueing systems and a variety of strategies to construct meaning from text</p> <p>- Begin to recognize some high frequency sight words</p> <p>NB VP 6.1 Respond personally to text in a variety of ways.</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 7.3 Begin to ask questions of text</p>	<p>PYP R 1.4 Show curiosity and ask questions about pictures or text</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 1.16 Join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction</p> <p>NB Outcomes: NB R 4.1 Regard reading as a source of interest, enjoyment, and information</p> <p>NB R 4.2 Understand basic concepts of print including directionality, word, space, letter, and sound</p> <p>NB R 4.3 Select, with teacher assistance, texts appropriate to their interests and learning needs</p> <p>NB R 4.4 Engage in reading or reading-like behavior 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 from text - Begin to recognize some high frequency sight words</p> <p>NB R 6.1 Respond personally to text in a variety of ways.</p> <p>NB R 7.1 Recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)</p> <p>NB R 7.3 Begin to ask questions of text</p>	<p>observing conventions of print, according to the language(s) of instruction</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>NB Outcomes: NB W 8.1 Understand that print carries a message.</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, stories, messages, finger plays, drawings, puppetry)</p> <p>NB W 9.3 Begin to consider their readers'/ listeners/viewers' questions, comments about their work</p> <p>NB W 10.1 Begin to develop strategies for prewriting, drafting, revising, editing, and presenting e.g. -Take risks with temporary spelling as a strategy for getting ideas on paper (drafting)</p> <p>NB W 10.2 Use some conventions of written language -Establish one-to-one correspondence between spoken and written words -Begin to use conventional spacing between words -Use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and end sound)</p> <p>NB W 10.3 Demonstrate engagement with writing and other forms of representation -Choose to write when given a choice of activities -Take risks to express self in writing -Sustain engagement in writing and other forms of representation (e.g.,</p>	
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				<p>creating with blocks or paint, role-playing, telling a story through drawing and writing)</p> <ul style="list-style-type: none">-Write in play situations (e.g., making grocery lists, making signs, playing school, preparing menus)-Engage in writing and representing activities every day-Share writing and other representations willingly with others	
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Drafted on April 10, 2020

On-going Review completed on June 7, 2021 in collaboration with the Homeroom Teachers

Final Revisions made by the PYPC on June 17, 2021