



International School of Nanshan Shenzhen

Grade 2 Unit of Inquiry Summary for 2020-2021

UNIT TIMELINE	Dates: Aug - Oct	Dates: Oct - Nov	Dates: Nov - Jan	Dates: Feb - March	Dates: March - April	Dates: May - June
TRANSDISCIPLINARY THEME	<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 We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p style="text-align: center;">Where We Are In Place And Time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p style="text-align: center;">How We Organize Ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</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 living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p>	<p style="text-align: center;">How The World Works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>
UNIT TITLE	Healthy Lifestyle	Communication	Maps	Transportation	Insects	Science Everywhere
CENTRAL IDEA	Making balanced choices about daily routines enables us to have a healthy lifestyle	Communication enables us to express ourselves and build relationships	Maps present information that allow us to explore and discover the world	Transportation systems vary based on the environment and needs of the community	Insects provide many services to humans and the environment in different ways	Investigation and experimentation enable us to understand the world around us
LINES OF INQUIRY	An inquiry into 1. Components of a healthy lifestyle 2. The Connection between wellness and hygiene 3. Changes can make in our lifestyle	An inquiry into 1.The role of signs and symbols 2.Ways people share and express ideas 3.Languages around the world	An inquiry into 1.Physical features on a map 2.Different kinds of map 3.The evolution of maps	An inquiry into 1.How transportation is organized 2. Access to transportation 3. Connection between goods and services	An inquiry into 1.Products derived from insects 2.Role of insects in nature (<i>focus on pollination, decomposers/recyclers</i>) 3. Interactions between humans and insects (<i>focus on pesticides, habitat destroyed, ties into responsible use of resources</i>)	An inquiry into 1.The processes involved with the scientific method 2.Connection between science and invention 3.Science in the real world (<i>focus on conducting experiments to understand basic principles</i>)
KEY CONCEPTS	Form Connection Responsibility	Function Perspective Connection	Function Form Change	Function Perspective Connection	Connection Function Responsibility	Form Change Connection

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

	<p>variety of digital environments and media</p> <p>2.Literacy <i>READING</i></p> <p>-Use and interpret a range of terms and symbols</p> <p>3.ICT</p> <p>-Understand the impact of media representations and modes of presentation</p> <p>-Make informed choices about modes of communication based on audience</p> <p>-Communicate information and ideas effectively to multiple audiences using a variety of media and modalities</p>	<p><i>DATA GATHERING AND RECORDING</i></p> <p>-Gather information from a variety of primary and secondary sources</p> <p>-Use all senses to find and notice relevant</p> <p>-Record observations by drawing, note-taking, charting, tallying, writing statements, annotating images</p>		Differentiate reliable from unreliable resources	<p>-Keep an organized and logical system to document learning</p> <p>-Use time effectively and appropriately</p> <p>-Understand and use learning preferences</p> <p>-Take on and complete tasks as agreed</p> <p>-Set goals that are challenging and realistic</p>
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YEAR LONG APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)

SOCIAL SKILLS

Pg. 36, Learning and Teaching

Sub-Skills:

2.Social and Emotional Intelligence

- Be aware of own and other's emotions
- Manage anger and resolve conflict
- Be self and socially aware
- Be aware of own and other's impact as a member of a learning group

THINKING SKILLS

Pg. 32-34, Learning and Teaching

Sub-Skills:

2.Creative Thinking

GENERATING NOVEL IDEAS

- Use discussions and diagrams to generate new ideas and inquiries
- Practise "visible thinking" strategies and techniques
- Make unexpected or unusual connections between objects and/or ideas

CONSIDERING NEW PERSPECTIVES

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

3.Information Transfer

- Inquire in different contexts to gain different perspectives
- Make connections between units of inquiry and between subjects

-Transfer conceptual understandings across transdisciplinary themes and subjects

4.Reflection and Metacognition

- Using thinking skills to reflect on the process of learning
- Identify strengths and areas for improvement
- Consider new skills, techniques and strategies for effective learning
- Record thinking and reflection processes
- Reflect on their learning by asking questions such as:
 - What did I learn today?
 - What don't I yet understand?
 - What questions do I have now?
 - What can I already do?
 - What will I work on next?

COMMUNICATION SKILLS:

Pg. 35, Learning and Teaching

Sub-Skills:

2.Literacy

READING

- Read a variety of sources for information and for pleasure
- Read critically and for comprehension
- Make inferences and draw conclusions

WRITING

- Use appropriate forms of writing for different purposes and audiences
- Use a variety of scaffolding for writing tasks
- Organize information logically

LEARNER PROFILE ATTRIBUTES	Balanced Reflective	Open-Minded Communicators	Thinkers Risk-Takers	Inquirers Thinkers	Principled Caring	Inquirers Knowledgeable
ACTION FOCUS	<p>LIFESTYLE CHOICES Pg.31, The Learner</p> <ul style="list-style-type: none"> -Making positive lifestyle changes in response to learning -Considering and acting on factors that contribute to personal, social and physical health and well-being -Taking responsibility for interactions and relationships with others -Engaging in responsible and sustainable consumption (for example, making informed decisions) 	<p>PARTICIPATION Pg. 30, The Learner</p> <ul style="list-style-type: none"> -Contributing to discussions and learning experiences -Making appropriate choices and taking responsibility for personal learning and actions -Working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action 	<p>PARTICIPATION Pg. 30, The Learner</p> <ul style="list-style-type: none"> -Contributing to discussions and learning experiences -Making appropriate choices and taking responsibility for personal learning and actions -Working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action 	<p>SOCIAL ENTREPRENEURSHIP Pg. 31, The Learner</p> <ul style="list-style-type: none"> -Supporting positive social change through responding to the needs of local, national and global communities -Identify and address challenges in innovative, resourceful and sustainable ways 	<p>SOCIAL JUSTICE Pg. 31, The Learner</p> <ul style="list-style-type: none"> -Exploring issues of fairness from different perspectives -Challenging assumptions and generalizations -Reflecting on experiences involving positive social change -Reflecting on the ethical consequences of potential decisions and actions <p>ADVOCACY Pg. 31, The Learner</p> <ul style="list-style-type: none"> -Initiating, or being part of, a campaign for positive change 	<p>PARTICIPATION Pg. 30, The Learner</p> <ul style="list-style-type: none"> -Contributing to discussions and learning experiences -Making appropriate choices and taking responsibility for personal learning and actions -Working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action <p>ADVOCACY Pg. 31, The Learner</p> <ul style="list-style-type: none"> -Supporting peers in the learning community

	surrounding food, energy, water, materials usage)					-Presenting reasoned arguments on behalf of others
SUBJECT INTEGRATION	PE Math	PE Music Art Mandarin Math Literacy	Math Music Library (Research Skills)	Math	Art Mandarin Literacy	Math
MATH INTEGRATION	Data Handling & Measurement (Grams & Kilograms)	Shape and Space (2D and 3D shapes)	Shape and Space (Positional words, directions) & Measurement (Temperature)	Measurement (Calendar) & Time	N/A	Data Handling - Probability
MATH STAND ALONE	Number Sense – Place Value	Number Sense – Addition & Subtraction		Number Sense – Multiplication & Division		Number Sense – Fractions
	PATTERNS AND FUNCTION					N/A
WRITING	Launching/ Personal Narrative	Poetry	Fictional Narrative	Persuasive Writing	Informational Writing	Author's Choice (Grammar & Conventions)
READING	Launching/ Realistic Fiction	Poetry/ Poetic Elements	Characters (Feelings, Traits, Change, Lessons) Reading Partnerships	Non-Fiction (Main Idea/ details)	Non-Fictional Features	Free Choice
MANDARIN	STAND ALONE UNIT UNIT TITLE: NARRATIVE WRITING	STAND ALONE UNIT UNIT TITLE: CHINESE CHENGYUS (IDIOMS)	STAND ALONE UNIT UNIT TITLE: STORIES	STAND ALONE UNIT UNIT TITLE: FUNDAMENTALS OF CHINESE WRITING	LITERACY INTEGRATED UNIT UNIT TITLE: INFORMATIONAL WRITING	UOI & LITERACY INTEGRATED UNIT UNIT TITLE: SCIENTIST BIOGRAPHIES
TECHNOLOGY SKILLS	Becoming Responsible Digital Citizens Use of seesaw/basic seesaw features. -Tagging Folders -Taking Good pictures and Videos -Giving positive self and peer feedback	Technology Focus Communicating Students will use various apps for their summative task -Shadow Puppet -Puppet Edu. -I movies -Puppet Pals	Technology Focus Investigating Identifying safe sites to research in Using Key Words in Research Using Images that are 'Labelled for Reuse' Becoming responsible digital citizens Students will be introduced to basic research skills Using different search engines namely -Kid Rex -Kiddle -Encyclopedia Britannica	NO Technology Focus *Use technology where appropriate to enhance learning	Technology Focus Investigating Students will research facts about insects and work on publishing their book <u>Review of the following:</u> Identifying safe sites to research in Using Key Words in Research Using Images that are 'Labelled for Reuse' Creating Students will use the following apps to create and publish their book -Epic -Book Creator	NO Technology Focus *Use technology where appropriate to enhance learning

			-Brain Pop Online Safety Introduction to cyber bullying Reporting cyber bullying and seeking adult support **Students will celebrate hour of code and work on Coding activities.		-Seesaw Organizing Students will work on organizing the book content on digital publishing media Becoming responsible digital citizens Citing sources Paraphrasing <u>Review of the following:</u> Using different search engines namely -Kid Rex -Kiddle -Encyclopedia Britannica -Brain Pop Online Safety	
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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>PYP Science Outcomes: Strand(s): -Living Things</p> <p>PSPE Strand(s) Connections: -Active Living -Interactions</p> <p>Age 5-7 years, pg. 16 The student will be able to:</p> <ul style="list-style-type: none"> Recognize that living things, including humans, need certain resources for energy and growth Identify the major food groups and be aware of the role they play in human development <p>Age 9-12 years, pg. 28</p> <ul style="list-style-type: none"> Explain the impact of diet in providing the body with sources of potential energy 	<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): -Earth and Space Age 5-7 years, pg. 18 The student will be able to:</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>Science Skills: -Identify or generate a question or problem to be explored</p> <p>NB Outcomes: (You and Your World K-2) There are NO NB science outcomes relevant to this unit.</p>	<p>PYP Science Outcomes: Strand(s): -Living Things -Earth and Space Age 3-5 years, pg. 12 The student will be able to:</p> <ul style="list-style-type: none"> Take responsibility for living things found in his or her environment. Observe the needs of living things that enable them to stay healthy <p>Age 5-7 years, pg. 17</p> <ul style="list-style-type: none"> Investigate the responses of plants or animals to changes in their habitats (<i>Focus on 'insects'</i>) <p>Age 5-7 years, pg. 18</p> <ul style="list-style-type: none"> Analyze ways in which humans use the natural environment 	<p>PYP Science Outcomes: Strand(s): -Materials and Matter 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) <p>Age 5-7 years, pg. 20</p> <ul style="list-style-type: none"> Investigate and identify the properties of air Explore links between air, light and sound (for example, thunder and lightning) <p>Age 7-9 years, pg. 26</p> <ul style="list-style-type: none"> Recognize that water exists in the air in different forms <p>Age 9-12 years, pg. 31</p>
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	<p>Science Skills: -Use a variety of instruments and tools to measure data accurately</p> <p>NB Outcomes: (You and Your World K-2) Pg. 34 K.2.1 Students will describe the importance of personal hygiene and practice it in order to reduce the spread of germs and diseases.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Understand what is meant by personal hygiene • Understand that cleanliness is a factor in how others feel about us • Demonstrate practices that reduce the spread of germs and disease <p>Pg. 36 K.2.2 Students will be expected to identify and explain types of activities that support a healthy lifestyle.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Identify the factors that contribute to a healthy lifestyle • Describe behaviors that support these factors (e.g., wearing a bike helmet, wearing a seatbelt, physical activity, not smoking, healthy food choices) <p>Pg. 88 1.3.1 Students will be expected to understand,</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 (<i>Focus on actions taken within the school campus that impacts the environment – spraying insect repellents each month etc.</i>) <p>Age 5-7 years, pg. 21</p> <ul style="list-style-type: none"> • Explore the role of living things in recycling energy and matter <p>Age 7-9 years, pg. 24</p> <ul style="list-style-type: none"> • Recognize the ways in which plants and animals have adapted over time (Focus on insects) • Make links between different features of the environments and the specific needs of living things • Assess the impact that changes in environmental conditions can have on living things <p>Science Skills: -Use scientific vocabulary to explain their observations and experiences -Identify or generate a question or problem to be explored</p> <p>NB Outcomes: (Atlantic Canada Science Curriculum S4) Pg. 19</p>	<ul style="list-style-type: none"> • Identify the difference between physical and chemical changes <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 -Plan and carry out systematic investigations, manipulating variables as necessary -Make and test predictions -Interpret and evaluate data gathered in order to draw conclusions</p> <p>NB Outcomes: (You and Your World K-2) Pg. 78 1.2.4 Students will be expected to record observations and display data to explain seasonal changes (Bold is focus)</p> <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 • Propose conclusions based on observations, using commonly understood language <p>Pg. 118 Elaborations:</p>
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<p>develop and maintain a healthy lifestyle.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Understand that physical activity promotes fitness and enjoyment • Describe healthy ways for students to have fun in their free time • Understand the need for disease prevention, cleanliness of teeth and hands and other aspects of personal hygiene <p>Pg. 90 1.3.2 Students will be expected to explain how good eating habits contribute to health and well-being.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Identify food groups and give examples of foods in each group • Explain the importance of eating meals regularly, particularly breakfast • Identify safety practices associated with food (e.g., handling, packaging and storage) <p>Pg. 92 1.3.3 Students will be expected to identify habits and products that are harmful to our health</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Understand the dangers of second-hand smoke; alcohol and tobacco products; 				<ul style="list-style-type: none"> • 108-3 Describe how personal actions help conserve natural resources and care for living things and their habitats • 108-6 Identify their own and their family's impact on natural resources • 302-1 Identify a variety of local and regional habitats and their associated populations of plants and animals (Focus on insects) • 300-1 Compare the external features and behavioral patterns of animals that help them thrive in different kinds of places • 301-1 Predict how the removal of a plant or animal population affects the rest of the community • 302-2 Relate habitat loss to the endangerment or extinction of plants and animals (<i>focus on insects</i>) 	<ul style="list-style-type: none"> • Select and use appropriate materials to carry out investigations • Identify and use various sources of information and ideas • Communicate procedures and results, using drawings, demonstrations, as well as written and oral descriptions <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. (Bold is focus)</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Describe how water/moisture may change form and location • Demonstrate that air takes up space and changes location <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
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	<p>toxic household products; and vapor from markers, liquid paper and gasoline</p> <ul style="list-style-type: none"> • Understand the danger of misusing medication <p>Pg. 138 2.4.1 Students will be expected to understand, develop and maintain a healthy lifestyle.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between basic needs and a healthy lifestyle • Explain that types of food eaten, level of physical activity and amount of rest and relaxation affect one's health • Explain the effect of poor nutrition on teeth and the importance of regular brushing and visits to the dentist • Explain the importance of eating a complete breakfast 					<p>NB Outcomes: (Atlantic Canada Science Curriculum S4) Pg. 19</p> <ul style="list-style-type: none"> • 104-4 Compare the results of their investigations to those of others and recognize results may vary • 104-6 Demonstrate that specific terminology is used in science and technology in contexts • 106-4 Describe instances in which scientific ideas and discoveries have led to new inventions and applications • 204-3 State a prediction and a hypothesis based on an observed pattern of events • 205-5 Make observations and collect information relevant to a given question or problem
<p align="center">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 Age 9-12 years, pg. 44 The student will be able to:</p> <ul style="list-style-type: none"> • Identify and describe ways that family, groups and community influence personal choices <p>Social Skills: There are NO relevant social skills for this unit.</p>	<p>PYP Social Studies Outcomes: Strand(s): -Human systems and economic activities + -Social organization and culture Age 7-9 years, pg. 30 The student will be able to:</p> <ul style="list-style-type: none"> • Explore a variety of signs and symbols and interpret their messages 	<p>PYP Social Studies Outcomes: Strand(s): -Human systems and economic activities + -Continuity and change through time + -Resources and the environment Age 5-7 years, pg. 20 The student will be able to:</p> <ul style="list-style-type: none"> • Describe the natural features of local and other environments <p>Age 7-9 years, pg. 26</p>	<p>PYP Social Studies Outcomes: Strand(s): -Human systems and economic activities + -Continuity and change through time + -Resources and the environment Age 5-7 years, pg. 19 The student will be able to:</p> <ul style="list-style-type: none"> • Compare transportation systems within the local community to those in other communities 	<p>PYP Social Studies Outcomes: Strand(s): -Human systems and economic activities Age 9-12 years, pg. 42 The student will be able to:</p> <ul style="list-style-type: none"> • Explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry) <p>Social Skills:</p>	<p>There are NO Social Studies PYP/NB outcomes for this unit.</p>

	<p>NB Outcomes: There are NO social studies NB outcomes for this unit.</p>	<ul style="list-style-type: none"> Identify the cultural and historical context in which signs and symbols develop Describe the impact of communications technology on everyday communication Demonstrate how non-verbal communication allows people to transcend language barriers <p>Social Skills: -Formulate and ask questions about the past, the future, places and society</p> <p>NB Outcomes: (You and Your World K-2) Pg. 62 1.1.1 Students will be expected to demonstrate an understanding of the importance of interactions between people.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Give examples of interactions between people Understand the importance of good listening and effective communication skills to interactions Understand that friends are important to one's happiness Demonstrate appropriate reactions 	<ul style="list-style-type: none"> Locate on a globe or map his or her place in the world, and its relationship to various other places Use a variety of resources and tools to gather and process information about various regions and different ways of representing the world Explore how people's perceptions and representations of place have changed over time <p>Social Skills: -Orientate in relation to place and time -Use and analyze evidence from a variety of historical, geographical and societal sources</p> <p>NB Outcomes: (You and Your World K-2) Pg. 48 K.4.1 Students will be expected to describe and locate some of the natural and constructed features of their community.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Identify common features and landmarks in their community Use basic mapping skills to identify, locate, and name familiar places within the community Demonstrate an awareness of the concepts of natural and constructed features <p>Pg. 100 1.4.2 Students will be expected to demonstrate an understanding that signs,</p>	<ul style="list-style-type: none"> Explain how and why changes in transport have occurred over time Examine the impact of technological advances in transport on the environment <p>Age 5-7 years, pg. 20</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, natural environment. <p>Age 7-9 years, pg. 32</p> <ul style="list-style-type: none"> Identify the services and the users of these services in the local community Compare availability of services in two or more different communities Analyze the reasons for different services in place in a community Make connections between different services in the community <p>Social Skills: - Formulate and ask questions about the past, the future, places and society</p> <p>NB Outcomes: (You and Your World K-2) Pg. 104 1.4.4 Students will be expected to explain how interactions between communities (local, national, and global) have changed over time.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Recognize that various kinds of communities 	<p>-Identify roles, rights and responsibilities in society</p> <p>NB Outcomes: (You and Your World K-2) There are NO NB social studies outcomes.</p>	
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		<p>to the ideas and actions of others</p> <p>Pg. 126 2.2.2 Students will be expected to demonstrate an understanding that technology has changed over time to meet their needs, wants and interests</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Identify examples of different types of technology Describe technologies that affect their everyday lives Assess the effect of technology on their lives Identify examples of technological milestones Describe how lifestyles of the past were different from today due to technological changes 	<p>symbols, direction and scale are used to represent landmarks and locations</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Identify and develop signs and symbols used in legends on maps and globes Give verbal directions using relative terms for different locations Recognize that maps and globes are used to represent the world Use signs and symbols on simple maps to identify and locate features within the school, community, and province Create and use simple maps and/or models Create and use pictures of developed symbols to represent features on a map 	<p>exist in their province, country and the world</p> <ul style="list-style-type: none"> Identify and describe how changes in transportations and communication have allowed communities to interact more easily <p>Pg. 108 1.4.6 Students will be expected to demonstrate an understanding of how communities depend on each other for the exchange of goods and services.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Recognize the difference between goods and services Give examples to show that communities produce different goods Recognize that services available in one community may be different from those available in other communities <p>Pg. 128 2.2.3 Students will be expected to predict ways their community might change in the future and how they might contribute to that future.</p> <p>Elaborations:</p> <ul style="list-style-type: none"> Identify and explain examples of changes that may take place in their community in the future Predict how changes in technology might affect individuals and communities in the future 		
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				<ul style="list-style-type: none"> Identify ways individuals and groups can contribute to future change 		
<p>MATH OUTCOMES</p> <p>*NB Outcomes for Math strands are taken from 'Mathematics Grade 2 Curriculum, 2008 ' **Math curriculum has been pushed down for all grades. **The page number for NB outcomes are in the ISNS Math scope and sequence document</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 2: Conceptual Understandings: -Information can be expressed as organized and structured data.</p> <p>-Objects and events can be organized in different ways.</p> <p>Learning Outcomes: Learners Constructing: PYP DH 2.1 Understand that sets can be organized by one or more attributes</p> <p>PYP DH 2.2 Understand that information about themselves and their surroundings can be collected and recorded in different ways</p> <p>Transferring: PYP DH 2.4 Collect and represent data in different types of graphs, for example, tally marks, bar graphs</p> <p>PYP DH 2.5 Represent the relationship between objects in sets using tree, Venn and Carroll diagrams</p> <p>Applying: PYP DH 2.7 Collect, display and interpret data for the purpose of answering questions</p>	<p>SHAPE AND SPACE OUTCOMES PYP Outcomes: Pg. No-21-23 Phase 2: Conceptual Understandings: -Shapes are classified and names according to their properties.</p> <p>-Some shapes are made up of parts that repeat in some way.</p> <p>Learning Outcomes: Learners Constructing: PYP SS2.4 Understand that geometric shapes are useful for presenting real-world situations</p> <p>Phase 3: PYP SS3.1 Understand the common language used to describe shapes</p> <p>PYP SS3.2 understand the properties of regular and irregular polygons</p> <p>Phase 2: Transferring: PYP SS 2.10 Represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling</p> <p>Phase 3: PYP SS 3.8 Sort, describe and model regular and irregular polygons</p>	<p>MEASUREMENT OUTCOMES: PYP Outcomes: Pg. No-17-19 Phase 2: Conceptual Understandings: -Standard units allow us to have a common language to identify, compare, order and sequence objects and events.</p> <p>Learning Outcomes: Learners Constructing: PYP M2.1 Understand the use of standard units to measure, for example, length, mass, money, time, temperature (Bold is focus)</p> <p>PYP M2.2 Understand that tools can be used to measure</p> <p>Phase 3: PYP M3.1 Understand the use of standard units to measure perimeter</p> <p>PYP M3.2 Understand that measures can fall between numbers on a measurement scale, for example, 3 ½ kg, between 4cm and 5cm</p> <p>PYP M3.3 Understand the relationships between units, for examples, meters, centimeters</p> <p>Transferring: PYP M2.5 Estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature (Bold is focus)</p>	<p>MEASUREMENT OUTCOMES: PYP Outcomes: Pg. No-17-19 Phase 2: Conceptual Understandings: -Standard units allow us to have a common language to identify, compare, order and sequence objects and events.</p> <p>Learning Outcomes: Learners Constructing: PYP M2.1 Understand the use of standard units to measure, for example, length, mass, money, time, temperature (Bold is the focus).</p> <p>PYP M2.2 Understand that tools can be used to measure</p> <p>PYP M2.3 Understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year</p> <p>PYP M2.4 Understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds</p> <p>Transferring: PYP M2.5 Estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature (Bold is focus)</p>	<p>There are NO MATH PYP/NB Outcomes for this unit.</p>	<p>DATA HANDLING (PROBABILITY) PYP Outcomes: Pg. No-13-15 Phase 2: Conceptual Understandings: - Some events in daily life are more likely to happen than others.</p> <p>Learning Outcomes: Learners Constructing: PYP DH 2.3 Understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain)</p> <p>Transferring: PYP DH 2.6 Express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain)</p> <p>Applying: PYP DH 2.10 Identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain)</p> <p>NB Outcomes:</p>

	<p>PYP DH 2.8 Create a pictograph and sample bar graph of real objects and interpret data by comparing quantities</p> <p>PYP DH 2.9 Use tree Venn and Carroll diagrams to explore relationship between data</p> <p>NB Outcomes: Pg. No-94-101 NB SP 1 Collect firsthand data and organize it using; tally marks, line plots, charts, lists to answer questions</p> <p>NB SP 2 Construct, label and interpret bar graphs to solve problems</p> <p>MEASUREMENT OUTCOMES PYP Outcomes: Pg. No-17-19 Phase 2: Conceptual Understandings: -Standard units allow us to have a common language to identify, compare, order and sequence objects and events.</p> <p>Learning Outcomes: Learners Constructing: PYP M2.1 Understand the use of standard units to measure, for example, length, mass, money, time, temperature (Bold is the focus).</p> <p>PYP M2.2 Understand that tools can be used to measure</p>	<p>Applying: PYP SS 3.13 Analyze and describe 2D and 3D shapes, including regular and irregular polygons, using geometrical vocabulary</p> <p>NB Outcomes: Pg. No-86-93 NB SS 6 Describe 3D objects according to the shape of the faces, and the number of edges and vertices</p> <p>NB SS 7 Sort regular and irregular polygons, including; triangles, quadrilaterals, pentagons, hexagons, octagons according to the number of sides</p>	<p>PYP M3.5 Estimate and measure using standard units of measurement: perimeter</p> <p>Applying: PYP M2.8 Use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature (Bold is focus)</p> <p>PYP M3.8 Use standard units of measurement to solve problems in real-life situations involving perimeter</p> <p>PYP M3.9 Select appropriate tools and units of measurement</p> <p>NB Outcomes: Pg. No- 74-85 NB SS3 Demonstrate an understanding of measuring length (cm, m) by; selecting and justifying referents for the units cm and m; modelling and describing the relationship between the units cm and m; estimating length using referents; measuring and recording length, width and height</p> <p>NB SS5 Demonstrate an understanding of perimeter of regular and irregular shapes</p> <p>SHAPE AND SPACE OUTCOMES: PYP Outcomes: Pg. No-21-23 Phase 2: Conceptual Understandings:</p>	<p>PYP M2.6 Read and write the time to the hour, half hour and quarter hour</p> <p>PYP M2.7 Estimate and compare lengths of time: second, minute, hour, day, week and month</p> <p>Applying: PYP M2.8 Use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature (Bold is focus)</p> <p>PYP M2.9 Use measures of time to assist with problem solving in real-life situations</p> <p>Phase 3: PYP M3.9 Select appropriate tools and units of measurement</p> <p>NB Outcomes: Pg. No-70-73 NB SS1 Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years)</p> <p>NB SS2 Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem solving context</p>		
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	<p>Phase 3: PYP M3.2 Understand that measures can fall between numbers on a measurement scale, for example, 3 ½ kg, between 4cm and 5cm</p> <p>PYP M3.3 Understand the relationships between units, for examples, meters, centimeters</p> <p>Transferring: PYP M2.5 Estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature (Bold is focus)</p> <p>Applying: PYP M2.8 Use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature (Bold is focus)</p> <p>Phase 3: PYP M3.9 Select appropriate tools and units of measurement</p> <p>NB Outcomes: Pg. No-78-81 NB SS4 Demonstrate an understanding of measuring mass (g,kg).</p>		<p>- Specific vocabulary can be used to describe an object's position in space.</p> <p>Learning Outcomes: Learners Constructing: PYP SS 2.5 Understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment</p> <p>Transferring: PYP SS 2.11 Interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment</p> <p>Applying: PYP SS 2.13 Interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment</p> <p>NB Outcomes: There are NO NB outcomes for this unit.</p>			
<p>ORAL LANGUAGE - LISTENING & SPEAKING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic</p>	<p>PYP Outcomes: Phase 2: Learners PYP LS 2.5 Describe personal Experiences</p>	<p>PYP Outcomes: Phase 2: Learners PYP LS 2.3 Memorize and join in with poems, rhymes and songs</p>	<p>PYP Outcomes: Phase 2: Learners PYP LS 2.9 Predict likely outcomes when listening to texts read aloud</p> <p>NB Outcomes:</p>	<p>PYP Outcomes: Phase 2: PYP LS 2.10 Use language to address their needs, express feelings and opinions</p> <p>Phase 3: Learners</p>	<p>PYP Outcomes: Phase 2: PYP LS 2.11 Ask questions to gain information and respond to inquiries directed to themselves or to the class</p> <p>Phase 3:</p>	<p>PYP Outcomes: Phase 2: Learners PYP LS 2.15 Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage)</p>

<p>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>PYP LS 2.13 Talk about the stories, writing, pictures and models they have created</p> <p>NB Outcomes: NB LS 1.1 Express thoughts and feelings and describe experiences</p> <p>NB LS 1.3 Express opinions and give simple explanations for some of their opinions (I like...because)</p>	<p>PYP LS 2.13 Talk about the stories, writing, pictures and models they have created</p> <p>NB Outcomes: NB LS 2.2 Use intonation, facial expression, and gestures to communicate ideas and feelings</p> <p>NB LS 2.4 Engage in informal oral presentations and respond to a variety of oral presentations and other texts</p> <p>NB LS 3.3 Recognize that volume of voice needs to be adjusted according to the situation, (e.g., playground, classroom)</p>	<p>NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions</p>	<p>PYP LS 3.3 Pick out main events and relevant points in oral texts</p> <p>PYP LS 3.8 Express thoughts, ideas and opinions and discuss them, respecting contributions from others</p> <p>NB Outcomes: NB LS 1.3 Express opinions and give simple explanations for some of their opinions (I like...because)</p> <p>NB LS 1.4 Listen to others' ideas and opinions</p>	<p>Learners PYP LS 3.13 Understand and use specific vocabulary to suit different purposes</p> <p>NB Outcomes: NB LS 1.2 Ask and respond to questions to clarify information or gather further information</p> <p>NB LS 2.3 Respond to and give instructions or directions that include two or three components</p>	<p>NB Outcomes: NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions</p>
<p>VISUAL LANGUAGE - VIEWING & 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>PYP Outcomes: Phase 2: Learners PYP VP 2.2 Talk about their own feelings in response to visual messages; show empathy for the way others might feel</p> <p>PYP VP 2.3 Relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's Farm."</p> <p>PYP VP 2.6 Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip</p> <p>PYP VP 2.13 View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story</p> <p>PYP VP 2.15 Observe visual images and begin to</p>	<p>PYP Outcomes: Phase 2: Learners PYP VP 2.7 Use body language in mime and role play to communicate ideas and feelings visually</p> <p>PYP VP 2.8 Realize that shapes, symbols, and colors have meaning and include them in presentations</p> <p>NB Outcomes: NB VP 6.1 Make personal connections to text and share their responses in a variety of ways</p> <p>NB VP 7.2 Respond critically to texts -Formulate questions as well as understandings -Develop an understanding and respect for diversity</p>	<p>PYP Outcomes: Phase 2: Learners PYP VP 2.2 Talk about their own feelings in response to visual messages; show empathy for the way others might feel</p> <p>PYP VP 2.13 View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story</p> <p>NB Outcomes: NB VP 4.6 Use a variety of strategies to create meaning -Make inferences by drawing on their own experiences and clues in the text -Identify character traits from textual clues -Make connection between texts, noticing similarities and characters, events, illustrations, and language</p>	<p>PYP Outcomes: Phase 2: Learners PYP VP 2.4 Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products</p> <p>PYP VP 2.5 Show their understanding that visual messages influence our behavior</p> <p>PYP VP 2.10 Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed</p> <p>PYP VP 2.14 Become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story</p> <p>NB Outcomes: NB VP 4.6 Use a variety of strategies to create meaning -Identify main idea</p> <p>NB VP 6.2 Express and begin to support opinions about texts and the work of authors and illustrators</p>	<p>PYP Outcomes: Phase 2: Learners PYP VP 2.10 Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed</p> <p>PYP VP 2.12 Through teacher modeling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame</p> <p>PYP VP 2.14 Become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story</p> <p>NB Outcomes: NB VP 4.4 Use some features of written text to determine content, locate topics, and obtain information</p> <p>NB VP 5.1 Engage in the research process with assistance -Generate questions to guide research</p>	<p>PYP Outcomes: Phase 2: Learners PYP VP 2.9 Use a variety of implements to practice and develop handwriting and presentation skills</p> <p>NB Outcomes: NB VP 4.3 Select independently, and with teacher assistance, texts appropriate to their interests and learning needs</p> <p>NB VP 6.2 Express and begin to support opinions about texts and the work of authors and illustrators</p>

	<p>appreciate, and be able to express, that they have been created to achieve particular purposes.</p> <p>NB Outcomes: NB VP 4.2 Expand their understanding of concepts of print -Punctuation in text serves a purpose -Upper- and lower-case letters have specific forms and functions (first word in sentences and proper names)</p> <p>NB VP 6.1 Make personal connections to text and share their responses in a variety of ways</p>		<p>NB VP 6.1 Make personal connections to text and share their responses in a variety of ways</p>		<p>-Locate appropriate information with assistance (classroom, library, home, community) -Interact with the information</p> <p>NB VP 7.1 Use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics</p>	
<p>WRITTEN LANGUAGE - READING 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>PYP Outcomes: Phase 2: Learners PYP R 2.2 Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts</p> <p>PYP R 2.12 Have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation</p> <p>NB Outcomes: NB R 4.1 Regard reading as a source of interest, enjoyment, and information</p> <p>NB R 4.2 Expand their understanding of concepts of print -Punctuation in text serves a purpose - Upper- and lower-case letters have specific forms and functions (first word in</p>	<p>PYP Outcomes: Phase 2: Learners</p> <p>PYP R 2.8 Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography</p> <p>PYP R 2.13 Participate in learning Engagements involving reading aloud-taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.</p> <p>NB Outcomes: NB R 6.1 Make personal connections to text and share their responses in a variety of ways</p> <p>NB R 7.2 Respond critically to texts -Formulate questions as well as understandings</p> <p>-Develop an understanding and respect for diversity</p>	<p>PYP Outcomes: Phase 2: Learners PYP R 2.5 Listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes</p> <p>PYP R 2.9 Make connections between personal experience and storybook characters</p> <p>NB Outcomes: NB R 4.6 Use a variety of strategies to create meaning -Make inferences by drawing on their own experiences and clues in the text -Identify character traits from contextual clues -Make connections between texts, noticing similarities in characters, events, illustrations, and language</p> <p>NB R 6.1 Make personal connections to text and share their responses in a variety of ways</p>	<p>PYP Outcomes: Phase 2: Learners PYP R 2.8 Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography</p> <p>NB Outcomes: NB R 4.4 Use some features of written text to determine content, locate topics, and obtain information</p> <p>NB R 4.6 Use a variety of strategies to create meaning -Identify main idea</p> <p>NB R 6.2 Express and begin to support opinions about texts and the work of authors and illustrators</p>	<p>PYP Outcomes: Phase 2: Learners PYP R 2.6 Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level</p> <p>NB Outcomes: NB R 4.4 Use some features of written text to determine content, locate topics, and obtain information</p> <p>NB R 5.1 Engage in the research process with assistance - Generate questions to guide research - Locate appropriate information with assistance (classroom, library, home, community) - Interact with the information</p> <p>NB R 7.1 Use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characters.</p>	<p>PYP Outcomes: Phase 2: Learners PYP R 2.12 Have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation</p> <p>NB Outcomes: NB R 4.3 Select independently, and with teacher assistance, text appropriate to their interest and their learning needs</p> <p>NB R 6.2 Express and begin to support opinions about texts and the work of authors and illustrators</p>

	<p>sentence and proper names)</p> <p>NB R 6.1 Make personal connections to text and share their responses in a variety of ways</p>					
<p>WRITTEN 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>PYP Outcomes: Phase 2: Learners PYP W2.2 Write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..."</p> <p>PYP W 2.3 Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged</p> <p>PYP W 2. 6 Create illustrations to match their own written text</p> <p>PYP W 2.7 Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality</p> <p>Phase 3: Learners PYP W 3.4 Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end</p> <p>PYP W3.12 Keep a log of ideas to write about</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representing for a variety of functions - to express feelings, opinions, and imaginative ideas - to record experiences</p>	<p>PYP Outcomes: Phase 2: Learners PYP W2.12 Illustrate their own writing and contribute to a class book or collection of published writing.</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representing for a variety of functions - to express feelings, opinions, and imaginative ideas</p> <p>NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing</p> <p>NB W 9.2 Demonstrate some awareness of audience and purpose</p> <p>-Choose particular forms for specific audiences and purposes</p> <p>-Realize that work to be shared with an audience needs editing</p> <p>NB W 10.4 With assistance, experiment with technology in writing and other forms of representing</p> <p>-Use a tape recorder to record choral readings, dramatizations, retellings or finished pieces of writing</p>	<p>PYP Outcomes: Phase 2: Learners PYP LS 2.13 Talk about the stories, writing, pictures and models they have created</p> <p>PYP LS 2.11 Ask questions to gain information and respond to inquiries directed to themselves or to the class</p> <p>Phase 3: Learners PYP W 3.4 Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representing for a variety of functions - to express feelings, opinions, and imaginative ideas</p> <p>NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing</p> <p>NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing -Use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information) -Use a variety of techniques for publishing/presenting (sharing writing/</p>	<p>PYP Outcomes: Phase 2: Learners PYP W 2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representing for a variety of functions - to express feelings, opinions, and imaginative ideas</p> <p>NB W 9.2 Demonstrate some awareness of audience and purpose</p> <p>-Choose particular forms for specific audiences and purposes</p> <p>-Realize that work to be shared with an audience needs editing</p> <p>NB W 9.3 Consider their readers'/ listeners'/ viewers' questions, comments and begin to use such responses to assess and extend their learning</p> <p>NB W 10.4 With assistance, experiment with technology in writing and other forms of representing -Share writing/ representations on-line</p>	<p>PYP Outcomes: Phase 2: Learners PYP W 2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representing for a variety of functions - to inform/communicate information</p> <p>NB W 9.3 Consider their readers'/ listeners'/ viewers' questions, comments and begin to use such responses to assess and extend their learning</p> <p>NB W 10.4 With assistance, experiment with technology in writing and other forms of representing -Compose simple text (and begin to revise and edit) with a word processing program -Share writing/ representations on-line</p> <p>NB W 10.5 Select, organize, and combine, with assistance, relevant information to construct and communicate meaning -Interact with resources (print, non-print, or human) to answer their own questions or learning needs -With assistance, develop strategies for making and organizing notes -Create a new product</p>	<p>PYP Outcomes: Phase 2: Learners PYP W 2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story</p> <p>NB Outcomes: NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing</p> <p>NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing -Use a variety of techniques for publishing/presenting (sharing writing/</p>

	<p>NB W 8.2 Begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)</p> <p>NB W 8.3 Begin to experiment with language choices in imaginative writing and other ways of representing</p> <p>NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing -Use pre-writing strategies, such as drawing, talking, and reflecting -Use appropriate drafting strategies for getting ideas on paper (taking risks by using temporarily spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)</p> <p>NB W 10.4 With assistance, experiment with technology in writing and other forms of representing -Create illustrations/drawings with a computer graphics/drawing program</p>	<p>--Share writing/representations on-line</p>	<p>representing with the class or another class, publishing on-line, submitting work to school/ district anthology or magazine)</p> <p>NB W 10.4 With assistance, experiment with technology in writing and other forms of representing -Share writing/representations on-line</p>		<p>-Share their information in a variety of simple ways</p>	
<p>ART STRAND OUTCOMES</p> <p>*Arts NB outcomes are taken from 'Visual Arts K-2' document.</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>	<p>PYP Visual Art Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1/2 Conceptual Understandings:</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>	<p>PYP Visual Art Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 1/2 Conceptual Understandings: Pg. 15</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</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>Pg. 15 -People communicate ideas, feelings and experiences through the arts. -We can reflect on and learn from the different stages of creating -We solve problems during the creative process by thinking critically and imaginatively.</p> <p>VISUAL ARTS Pg. 18 Phase 1: Learning Outcomes for the Responding Strand:</p> <ul style="list-style-type: none"> • PYP R 1.4 Identify the materials and processes used in the creation of an artwork • PYP R 1.5 Analyze the relationships within an artwork and construct meanings • PYP R 1.6 Identify the stages of their own and others' creative processes <p>CREATING STRAND Phase 1/2 Conceptual Understandings: Pg. 19 -The creative process involves joining in, exploring and taking risks. -We communicate our ideas, feelings and experiences through our artwork.</p>			<p>-People share art with others -There is a relationship between the artist and the audience.</p> <p>VISUAL ARTS Pg. 18 Phase 1 Learning Outcomes for the Responding Strand: Learning Outcomes</p> <ul style="list-style-type: none"> • PYP R 1.5 Analyze the relationships within an artwork and construct meanings • PYP R 1.7 Make personal connections to artworks <p>CREATING STRAND Phase 1/2 Conceptual Understandings: Pg. 19 -We can communicate our ideas, feelings and experiences through our artwork. -Applying a range of strategies helps us to express ourselves.</p> <p>VISUAL ARTS Pg. 23 Phase 2 Learning Outcomes for the Creating Strand:</p> <ul style="list-style-type: none"> • PYP C 2.1 Identify, plan and make specific choices of materials, tools and processes • PYP C 2.5 Combine a variety of formal elements to communicate ideas, feelings and/or experiences 	
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		<p>-We are receptive to the value of working individually and collaboratively to create art.</p> <p>VISUAL ARTS Pg. 23 Phase 1 and 2 Learning Outcomes for the Creating Strand:</p> <ul style="list-style-type: none"> • PYP C 1.9 Participate in individual and collaborative creative experiences. • PYP C 2.2 Identify, plan and make specific choices of materials, tools and processes • PYP C 2.5 Combine a variety of formal elements to communicate ideas, feelings and/or experiences <p>NB Outcomes: GCO 1: Students will be expected to create, independently or collaboratively, a variety of artworks.</p> <p>Pg. 2 NB 1.1 Create art for a variety of reasons and recognize that there are many kinds of visual arts</p> <p>GCO 2: Students will be expected to explore skills, processes and materials.</p>			<ul style="list-style-type: none"> • PYP R 2.7 Consider their audience when creating artwork. <p>NB Outcomes: GCO 1: Students will be expected to create, independently or collaboratively, a variety of artworks.</p> <p>Pg. 2 NB 1.1 Create art for a variety of reasons and recognize that there are many kinds of visual arts</p> <p>GCO 2: Students will be expected to explore skills, processes and materials.</p> <p>Pg. 3 NB 2.1 Explore the elements (color, shape, line, value, space, form, and texture) and the principles of design with emphasis on pattern and repetition in the visual environment</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>GCO 3: Students will be expected to develop critical awareness of and value for the role of the arts in creating and reflecting</p>	
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		<p>Pg. 3 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>GCO 4: Students will be expected to reflect on and respond to their own and others' artworks.</p> <p>Pg. 8 and 9 NB 4.4 Use descriptive language to talk about their own work and that of their peers</p>			<p>culture. Students will begin to understand that visual art is a record of human experiences and expressions.</p> <p>Pg. 7 NB 3.3 Describe how visual arts are used in school and at home</p> <p>GCO 4: Students will be expected to reflect on and respond to their own and others' art works.</p> <p>Pg. 8 and 9 NB 4.3 Choose and present work from their portfolio</p> <p>NB 4.4 Use descriptive language to talk about their own work and that of their peers</p>	
<p>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 PSPE Outcomes: Strand(s): -Active Living Type of Experience: Health Related Fitness</p> <p>IDENTITY There are NO PYP outcomes for this unit relevant to the strand of 'Identity'.</p> <p>ACTIVE LIVING Phase 2 Conceptual Understandings: Pg. 16 -Regular exercise is part of a healthy lifestyle -Food choices can affect our health -Maintaining good hygiene can help to prevent illness</p>	<p>PYP PSPE Outcomes: Strand(s): -Identity -Interaction Type of Experience: Games</p> <p>IDENTITY Phase 2 Conceptual Understandings: Pg. 12 -Understanding and respecting other people's perspectives helps us to develop empathy.</p> <p>Pg. 13 and 14 Learning Outcomes: Learners: • PYP ID 2.1 Describe similarities and differences between</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>

	<p>Pg. 17 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP AL 2.1 Recognize the importance of regular exercise in the development of well-being • PYP AL 2.2 Identify healthy food choices • PYP AL 2.3 Communicate their understanding of the need for good hygiene practices • PYP AL 2.4 Reflect on the interaction between body systems during exercise <p>INTERACTION There are NO PYP outcomes for this unit relevant to the strand of 'interaction'.</p> <p>NB Outcomes: Pg. 39 GCO 3: Students will develop knowledge, skills and values required to achieve and maintain well-being.</p> <p>Pg. 41 SCO 3.1 Recognize emotional and social skills that apply to the learning and performance of physical activity: ★ I can list 3 positive feelings that I get from participating in physical activities.</p>	<p>themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences</p> <ul style="list-style-type: none"> • PYP ID 2.4 Identify feelings and begin to understand how these are related to behavior • PYP ID 2.8 Recognize other's perspectives and accommodate these to shape a broader view of the world • PYP ID 2.9 Identify and understand the consequences of actions • PYP ID 2.10 Are aware of their emotions and begin to regulate their emotional responses and behavior <p>ACTIVE LIVING There are NO PYP outcomes for this unit relevant to the strand of 'Active Living'.</p> <p>INTERACTIONS Phase 2 Conceptual Understandings: Pg. 19 -Participation in a group can require group members to take on different roles and responsibilities -There are norms of behavior that guide the</p>				
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<p>★ I can regulate my emotions when trying new activities or challenges.</p> <p>★ I can cooperate with others.</p> <p>Pg. 40 SCO 3.2 Refine knowledge of physical fitness concepts and principles to improve well-being and performance</p> <p>★ I can list two benefits of physical activity.</p> <p>★ I can count my heart beats for 10 seconds.</p> <p>★ I can tell the difference between a slow heart rate/breathing and a fast heart rate/breathing</p> <p>★ I can list 3 ways to speed up my heart rate and breathing.</p> <p>★ I can pace myself for 2 minutes.</p> <p>★ I can identify which muscles help me jump, climb, hang, push, and pull.</p>	<p>interactions within different groups, and people adapt to these norms</p> <p>-Accepting others into a group builds open-mindedness</p> <p>Pg. 19 and 20 Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP IN 2.1 Value interacting, playing and learning with others • PYP IN 2.2 Discuss and set goals for group interactions • PYP IN 2.3 Cooperate with others • PYP IN 2.4 Ask questions and express wonderings • PYP IN 2.8 Share ideas clearly and confidently • PYP IN 2.9 Seek adult support in situations of conflict <p>NB Outcomes: Pg.34 GCO 1: Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments</p> <p>Pg. 37 SCO 1.4 Refine a variety of fundamental manipulative skills</p> <p>★ I can roll a small ball underhand with one</p>				
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hand and hit a small target.

- ★ I can throw an object underhand with one hand to a moving partner.
- ★ I can catch an object at various levels and different distances with two hands.
- ★ I can control an object by keeping it close to my body, moving in various directions.
- ★ I can hit an object with my hand.
- ★ I can hit an object with one hand on a paddle.
- ★ I can hit an object with two hands using a stick or bat.
- ★ I can kick a ball and hit a target from farther distances.
- ★ I can manipulate (push, pull, carry; etc.) different objects.

Pg. 39

GCO 3: Students will develop knowledge, skills and values required to achieve and maintain well-being.

Pg. 41

SCO 3.1 Recognize emotional and social skills that apply to the learning and performance of physical activity:

		<ul style="list-style-type: none"> ★ I can cooperate with others. ★ I can give positive feedback. ★ I can give cues to others to help them get better. 				
<p style="text-align: center;">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>There are NO Music PYP and NB outcomes integrated with this unit.</p>	<p>PYP Music Outcomes: Strand(s) -Responding -Creating</p> <p>RESPONDING STRAND Pg. 17 Phase 2 Conceptual Understanding: -We are receptive to art practices and artworks from different cultures, places and times (including our own). -People communicate ideas, feelings and experiences through the arts. -We can reflect on and learn from the different stages of creating. -There is a relationship between the artist and the audience.</p> <p>PYP Learning Outcomes for the Responding Strand: PHASE 2: Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP R 2.1 Sing individually and in unison • PYP R 2.2 Recognize music from a basic range of cultures and styles 	<p>PYP Music Outcomes: Strand(s) -Responding -Creating</p> <p>RESPONDING STRAND Pg. 17 Phase 2 Conceptual Understanding: -People communicate ideas, feelings and experiences through the arts. -We can reflect on and learn from the different stages of creating. -There is a relationship between the artist and the audience.</p> <p>PYP Learning Outcomes for the Responding Strand: PHASE 2: Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP R 2.3 Express their responses to music from different cultures and styles • PYP R 2.4 Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) • PYP R 2.5 Explore individually or collectively a musical response to a narrated story 	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>

		<ul style="list-style-type: none"> • PYP R 2.3 Express their responses to music from different cultures and styles • PYP R 2.4 Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) • PYP R 2.5 Explore individually or collectively a musical response to a narrated story • PYP R 2.6 Reflect on and communicate their reactions to music using musical vocabulary • PYP R 2.7 Record and share the stages of the process of creating a composition • PYP R 2. 8 Share performances with each other and give constructive criticism <p>CREATING STRAND Pg. 22 Phase 2 Conceptual Understandings: -We can communicate our ideas, feelings and experiences through our artwork. -We solve problems during the creative process by thinking critically and imaginatively.</p>	<ul style="list-style-type: none"> • PYP R 2.6 Reflect on and communicate their reactions to music using musical vocabulary • PYP R 2.7 Record and share the stages of the process of creating a composition • PYP R 2. 8 Share performances with each other and give constructive criticism <p>CREATING STRAND Pg. 22 Phase 2 Conceptual Understandings: -We can communicate our ideas, feelings and experiences through our artwork. -We solve problems during the creative process by thinking critically and imaginatively. -Applying a range of strategies helps us to express ourselves. -We are receptive to the value of working individually and collaboratively to create art.</p> <p>PYP Learning Outcomes for the Creating Strand: PHASE 2: Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP C 2.2 Express one or more moods/feelings in a musical composition • PYP C 2.4 Create a soundscape based on personal experiences 			
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		<p>-Applying a range of strategies helps us to express ourselves. -We are receptive to the value of working individually and collaboratively to create art.</p> <p>PYP Learning Outcomes for the Creating Strand: PHASE 2: Learning Outcomes: Learners:</p> <ul style="list-style-type: none"> • PYP C 2.1 Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings • PYP C 2.2 Express one or more moods/feelings in a musical composition • PYP C 2.3 Create music to represent different cultures and styles • PYP C 2.4 Create a soundscape based on personal experiences • PYP C 2.5 Collaboratively create a musical sequence using known musical elements (for example, rhythm, melody and contrast) • PYP C 2.6 Read, write and perform simple musical patterns and phrases • PYP C 2.7 Create music for different purposes 	<ul style="list-style-type: none"> • PYP C 2.5 Collaboratively create a musical sequence using known musical elements (for example, rhythm, melody and contrast) • PYP C 2.6 Read, write and perform simple musical patterns and phrases • PYP C 2.7 Create music for different purposes <p>NB Outcomes: (Music Education K-5)</p> <p>GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.</p> <p>Pg. No 58-61 NB 2.1.3 Discover and experiment with a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on texts and tone color</p> <p>NB 2.1.4 Explore a variety of rhythmic/melodic concepts and forms to create, make and present music</p> <p>NB 2.1.6 Perform and record simple rhythmic and melodic patterns, using standard or adapted notation</p> <p>GCO 2: Students will be expected to create and/or present, independently and collaboratively, expressive</p>			
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		<p>NB Outcomes: (Music Education K-5)</p> <p>GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.</p> <p>Pg. No 58-61 NB 2.1.2 Explore and use tone color to express thoughts, experiences, and feelings</p> <p>NB 2.1.3 Discover and experiment with a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on texts and tone color</p> <p>NB 2.1.4 Explore a variety of rhythmic/melodic concepts and forms to create, make and present music</p> <p>GCO 2: Students will be expected to create and/or present, independently and collaboratively, expressive products in the arts for a range of audiences and purposes.</p> <p>Pg. No 62-63 NB 2.2.3 Use movement to enhance their music-making</p>	<p>products in the arts for a range of audiences and purposes.</p> <p>Pg. No 62-63 NB 2.2.4 Explore songs about the natural world</p> <p>GCO 3: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.</p> <p>Pg. No 64-65 NB 2.3.2 Explore instruments from a variety of cultures including those found in the music of Atlantic Canada (*Focus on exploring instruments from different parts of the world)</p> <p>GCO 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.</p> <p>Pg. No 66-67 NB 2.4.1 Compare music of various cultures</p> <p>NB 2.4.2 Explore singing games and dances from a variety of cultures</p> <p>GCO 5: Students will be expected to examine the relationship among the arts, societies and environments.</p>			
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		<p>GCO 3: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.</p> <p>Pg. No 64-65 NB 2.3.1 Explore the music they encounter in the community and the purposes it serves in community life (<i>**Focus on Chinese [host country] and their own cultures</i>)</p> <p>NB 2.3.2 Explore instruments from a variety of cultures including those found in the music of Atlantic Canada</p> <p>GCO 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.</p> <p>Pg. No 66-67 NB 2.4.1 Compare music of various cultures</p> <p>NB 2.4.2 Explore singing games and dances from a variety of cultures</p> <p>GCO 5: Students will be expected to examine the relationship among the</p>	<p>Pg. No 68-69 NB 2.5.2 Explore and make connections between culture and music</p> <p>NB 2.5.3 Use music and visual imagery to interpret their world</p> <p>GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.</p> <p>Pg. No 70-71 NB 2.6.1 Respond to music with emphasis on metre, melodic direction, timbre, and in-tune singing</p> <p>NB 2.6.3 Explore possibilities and make choices during the music-making process</p> <p>GCO 8: Students will be expected to analyze the relationship between artistic intent and the expressive work.</p> <p>Pg. No 74-75 NB 2.8.1 Share ideas and feelings about their music-making</p> <p>NB 2.8.2 Talk about their reasons for making and creating music</p>			
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arts, societies and environments.

Pg. No 68-69

NB 2.5.1 Explore ways in which their own lives and circumstances influence the music they make and create

NB 2.5.2 Explore and make connections between culture and music

NB 2.5.3 Use music and visual imagery to interpret their world

GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.

Pg. No 70-71

NB 2.6.2 Describe their own and others' music-making with emphasis on beat, tempo, dynamics, high/low, and same/different

NB 2.6.3 Explore possibilities and make choices during the music-making process

GCO 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.

		<p>Pg. No 72-73 NB 2.7.2 Explore various technologies for expressive music-making, including electronic sound sources</p> <p>GCO 8: Students will be expected to analyze the relationship between artistic intent and the expressive work.</p> <p>Pg. No 74-75 NB 2.8.1 Share ideas and feelings about their music-making</p> <p>NB 2.8.2 Talk about their reasons for making and creating music</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>Learning Outcomes:</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</p>	<p>Learning Technology TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand and use technology systems • Select and use applications effectively and productively <p>Learning Through Technology COLLABORATING/ COMMUNICATING -Use digital media and environments to communicate and work collaboratively, including at a distance, to support</p>	<p>Learning Technology TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand and use technology systems • Select and use applications effectively and productively <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>There is NO Technology Focus for this unit.</p>	<p>Learning Technology TECHNOLOGY OPERATIONS -Demonstrate a sound understanding of technology concepts, systems and operations</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand and use technology systems • Select and use applications effectively and productively • Transfer current knowledge to learning of new technologies <p>Learning Through Technology CREATING Demonstrate creative thinking, construct knowledge, and develop</p>	<p>There is NO Technology Focus for this unit.</p>

	<p>contribute to the learning of others</p> <p>Learning Outcomes:</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>Learning Outcomes:</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>individual learning and contribute to the learning of others</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Interact, collaborate and publish with peers, experts or others employing a variety of employments and media • Communicate information and ideas effectively to multiples audiences using a variety of media and formats <p>Learning About Technology BECOMING A RESPONSIBLE DIGITAL CITIZEN</p> <p>Learning Outcomes:</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 Outcomes:</p> <ul style="list-style-type: none"> • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media • Identify and define authentic problems and significant questions for investigation <p>Learning About Technology BECOMING A RESPONSIBLE DIGITAL CITIZEN</p> <p>Learning Outcomes:</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 • Demonstrate personal responsibility for lifelong learning • Exhibit leadership for digital citizenship 		<p>innovative products and processes using technology</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products and processes • Create original works as a means of personal or group expression <p>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>Learning Outcomes:</p> <ul style="list-style-type: none"> • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media • Evaluate and select information sources and digital tools based on the appropriateness to specific tasks • Identify and define authentic problems and significant questions for investigation <p>ORGANIZING -Apply digital tools to gather, organize and use information</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Plan and manage activities to develop a solution or complete a project <p>Learning About Technology</p>	
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					<p>BECOMING A RESPONSIBLE DIGITAL CITIZEN</p> <p>Learning Outcomes:</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 • Demonstrate personal responsibility for lifelong learning • Exhibit leadership for digital citizenship 	
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GRADE 2 YEAR-ROUND CURRICULAR OUTCOMES

MATH YEAR-ROUND OUTCOMES	Number Sense	Data Analysis	Measurement	Patterns and Function	Shape and Space
	<p>PYP Outcomes: STAND ALONE 1 PLACE VALUE Pg. No-28-31</p> <p>Phase 2: Conceptual Understandings: - The base 10 place value system is used to represent numbers and number relationships.</p> <p>Learning Outcomes: Learners Constructing: PYP N2.2 Estimate quantities to 100 or beyond</p> <p>Phase 3: PYP N3.1 Model numbers to thousands or beyond using the base 10 place value system</p> <p>Transferring: PYP N3.9 Read, write, compare and order whole numbers to thousands or beyond</p>	<p>There are NO PYP/NB Year-round Math outcomes:</p>	<p>There are NO PYP/NB Year-round Math outcomes:</p>	<p>PYP Outcomes: Pg. No-25-27 Phase: 2 Conceptual Understandings: -Whole numbers exhibit patterns and relationships that can be observed and described.</p> <p>-Patterns can be represented using - numbers and other symbols.</p> <p>Learning Outcomes: Learners Constructing: PYP PF 2.1 Understand that patterns can be found in numbers, for example, odd and even numbers, skip counting</p> <p>PYP PF 2.2 Understand the inverse relationship between addition and subtraction</p>	<p>There are NO PYP/NB Year-round Math outcomes:</p>

Applying:

PYP N3.15 Use whole numbers up to thousands or beyond in real-life situations

NB Outcomes:

Pg. No- 14-61

NB N1 Say the number sequence forward and backward from 0 to 1000 by;

-5s, 10s, or 100s, using any starting point

-3s, using starting points that are multiples of 3

-4s, using starting points that are multiples of 4

-25s, using starting points that are multiples of 25

NB N2 Represent and describe numbers to 1000, concretely, pictorially and symbolically

NB N3 Compare and order numbers to 1000

NB N4 Estimate quantities less than 1000 using referents

NB N5 Illustrate, concretely & pictorially, the meaning of place value for numerals to 1000

PYP Outcomes:

STAND ALONE 2 OPERATIONS

Pg. No-28-31

Phase 2:

Conceptual Understandings:

-The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.

-Number operations can be modeled in a variety of ways.

PYP PF 2.3 Understand the associative and commutative properties of addition

Phase 3:

PYP PF 3.2 Understand that multiplication is repeated addition and that division is repeated subtraction

PYP PF 3.3 Understand the inverse relationship between multiplication and division

Transferring:

Phase 2:

PYP PF 2.4 Represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers

PYP PF 2.5 Describe number patterns, for example, odd and even numbers, skip counting

Applying:

PYP PF 2.7 Extend and create patterns in numbers, for example, odd and even numbers, skip counting (PF2.6)

- use number patterns to represent and understand real-life situations

PYP PF 2.8 Use the properties and relationships of addition and subtraction to solve problems

***PR = Patterns & Relation**

NB Outcomes:

Pg. No- 62-69

NB PR 1 Demonstrate an understanding of increasing patterns by;

-describing

-extending

-comparing

-creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000)

	<p>-There are many mental methods that can be applied for exact and approximate computations.</p> <p>Learning Outcomes:</p> <p>Learners</p> <p>Constructing:</p> <p>PYP N2.4 Use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference</p> <p>PYP N2.5 Model addition and subtraction of whole numbers</p> <p>PYP N2.6 Develop strategies for memorizing addition and subtraction number facts</p> <p>PYP N2.7 Estimate sums and differences</p> <p>PYP N2.8 Understand situations that involve multiplication and division</p> <p>Phase 3</p> <p>PYP N3.5 Model multiplication and division of whole numbers</p> <p>PYP N3.6 Use the language of multiplication and division, for example, factor, multiple, product, quotient, prime numbers, composite numbers (Bold is focus)</p> <p>Phase 2:</p> <p>Transferring:</p> <p>PYP N2.12 Describe mental and written strategies for adding and subtracting two-digit numbers</p> <p>Phase 3</p> <p>PYP N3.10 Develop strategies for memorizing addition, subtraction multiplication and division number facts</p> <p>Applying:</p>			<p>NB PR 2 Demonstrate an understanding of decreasing patterns by;</p> <ul style="list-style-type: none"> -describing -extending -comparing -creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000) <p>Solve one-step addition and subtraction equations involving symbols representing an unknown number (PR3)</p>	
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<p>PYP N2.15 Use fast recall or addition and subtraction facts in real-life situations</p> <p>PYP N2.17 Use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations</p> <p>PYP N2.18 Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</p> <p>PYP N2.19 Use strategies to evaluate the reasonableness of answers</p> <p>NB Outcomes: Pg. No- 14-61</p> <p>NB N6 Describe and apply mental mathematics strategies for adding two 2 digit numerals</p> <p>NB N7 Describe and apply mental mathematics strategies for subtracting two 2-digit numerals</p> <p>NB N8 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context</p> <p>NB N9 Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals)</p> <p>NB N10 Apply mental mathematics strategies and number properties such as:</p> <ul style="list-style-type: none"> -using doubles -making 10 -using the commutative property -using the property of zero -thinking addition for subtraction <p>to determine answers for basic</p>				
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	<p>addition facts and related subtraction facts (to 18)</p> <p>NB N11 Demonstrate an understanding of multiplication to 5x5</p> <p>NB N12 Demonstrate an understanding of division (limited to division related to multiplication facts up to 5x5)</p> <p>PYP Outcomes: STAND ALONE 3 FRACTIONS Pg. No- 28-31 Phase 2 Conceptual Understandings: -Fractions are ways of representing whole-part relationships.</p> <p>Phase 2: Learning Outcomes: Learners Constructing: PYP N2.3 Model simple fraction relationships</p> <p>Phase 3: PYP N3.3 Use the language of fractions, for example, numerator, denominator</p> <p>Transferring: PYP N3.11 Read, write compare and order fractions</p> <p>Phase 2: Applying: PYP N2.16 Use fractions in real-life situations</p> <p>NB Outcomes: Pg. No- 14-61 NB N13 Demonstrate an understanding of fractions by; -explaining that a fraction represents a part of a whole</p>				
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	<p>-describing situations in which fractions are used comparing fractions of the same whole with like denominators</p>				
<p>LANGUAGE YEAR - ROUND OUTCOMES</p>	<p>Listening and Speaking PYP Outcomes: Learners PYP LS 2.1 Listen and respond in small or large groups for increasing periods of time</p> <p>PYP LS 2.2 Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form</p> <p>PYP LS 2.4 Follow classroom instructions, showing understanding</p> <p>PYP LS 2.6 Obtain simple information from accessible spoken texts</p> <p>PYP LS 2.7 Distinguish beginning, medial and ending sounds of words with increasing accuracy</p> <p>PYP LS 2.8 Follow two-step directions</p> <p>PYP LS 2.10 Use language to address their needs, express feelings and opinions</p> <p>PYP LS 2.11 Ask questions to gain information and respond to inquiries directed to themselves or to the class</p> <p>PYP LS 2.12 Use oral language to communicate during classroom activities, conversations and imaginative play</p> <p>PYP LS 2.13 Talk about the stories, writing, pictures and models they have created</p>	<p>Viewing and Presenting PYP Outcomes: Learners PYP VP 2.1 Attend to visual information showing understanding through discussion, role-play, illustrations</p> <p>PYP VP 2.9 Use a variety of implements to practice and develop handwriting and presentation skills</p> <p>PYP VP 2.11 Recognize technology iconography and follow prompts to access programs or activate devices</p> <p>NB Outcomes: NB VP 4.1 Regard viewing as sources of interest, enjoyment, and information</p> <p>NB VP 4.3 Select independently, and with teacher assistance, texts appropriate to their interests and learning needs</p> <p>NB VP 4.4 Use some features of written text to determine content, locate topics, and obtain information</p> <p>NB VP 4.5 Use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct</p> <p>-Predict on the basis of what makes sense, what sounds right, and what the print suggests</p> <p>-Make meaningful substitutions</p> <p>-Attempt to self-correct predictions that interfere with meaning</p> <p>-Begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (Did it make sense? Did it</p>	<p>Reading PYP Outcomes: Learners PYP R 2.1 Select and reread favorite texts for enjoyment</p> <p>PYP R 2.2 Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts</p> <p>PYP R 2.3 Participate in shared reading, posing and responding to questions and joining in the Refrains</p> <p>PYP R 2.4 Participate in guided reading situations, observing and applying reading behaviors and interacting effectively with the group</p> <p>PYP R 2.5 Listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes</p> <p>PYP R 2.6 Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level</p> <p>PYP R 2.7 Use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)</p> <p>PYP R 2.8 Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT (Information Communication Technology) or (Internet Connected Tech) iconography</p>	<p>Writing PYP Outcomes: Learners PYP W2.1 Enjoy writing and value their own efforts</p> <p>PYP W 2.3 Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged</p> <p>PYP W 2.4 Participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions</p> <p>PYP W2.5 Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story</p> <p>PYP W 2.8 Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas</p> <p>PYP W 2.9 Form letters/characters conventionally and legibly, with an understanding as to why this is important within the language community</p> <p>PYP W 2.10 Discriminate between types of code, for example, letters, numbers, symbols, words/characters</p> <p>PYP W 2.11 Write an increasing number of frequently used words or ideas independently</p> <p>Phase 3: PYP W 3.9 Proofread their own writing and make some corrections and improvements</p> <p>PYP W 3.10 Use feedback from teachers and other students to improve their writing.</p> <p>PYP W 3.14 Participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representing for a variety of functions</p> <p>- to ask questions</p>	<p>NOT APPLICABLE</p>

	<p>PYP LS 2.15 Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage)</p> <p>NB Outcomes: NB LS 2.1 Sustain one-to-one conversations and contribute to small and large-group interactions</p> <p>NB LS 3.1 Demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play</p> <p>NB LS 3.2 Recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people</p>	<p>sound right? If its tiger, would it start with “p”?</p> <p>NB VP 4.6 Use a variety of strategies to create meaning -Predict content using text information along with personal knowledge and experiences -Follow written directions</p> <p>NB VP 4.7 Consistently match one-to-one</p> <p>NB VP 7.2 Respond critically to texts -Formulate questions as well as understandings -Develop an understanding and respect for diversity</p>	<p>PYP R 2.10 Understand sound-symbol relationships and recognize familiar sounds/symbols/words of the language community</p> <p>PYP R 2.11 Instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols</p> <p>PYP R 2.12 Have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation</p> <p>NB Outcomes: NB R 4.1 Regard reading as a source of interest, enjoyment, and information</p> <p>NB R 4.3 Select independently, and with teacher assistance, text appropriate to their interest and their learning needs</p> <p>NB R 4.5 Use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct -Predict on the basis of what makes sense, what sounds right, and what the print suggests -Make meaningful substitutions -Attempt to self-correct predictions that interfere with meaning -Begin to monitor their own reading by cross-checking meaning cues (with cues from beginning and last letters of the word) Did it make sense? Did it sound right? If its tiger, would it start with “P”?)</p> <p>NB R 4.6 Use a variety of strategies to create meaning -Predict content using text information along with personal knowledge and experiences -Follow written directions</p> <p>NB R 4.7 Consistently match one-to-one</p> <p>NB R 7.2 Respond critically to texts -Formulate questions as well as understandings</p>	<p>- to generate and organize ideas - to explore learning</p> <p>NB W 9.1 Use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)</p> <p>NB W 9.2 Demonstrate some awareness of audience and purpose -Choose particular forms for specific audiences and purposes -Realize that work to be shared with an audience needs editing</p> <p>NB W 10.1 To develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing -Use pre-writing strategies, such as drawing, talking, and reflecting -Use appropriate drafting strategies for getting ideas on paper (taking risks by using temporarily spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor) -Use simple editing strategies (e.g., making some simple corrections in spelling and punctuation - capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)</p> <p>NB W 10.2 Use some conventions of written language -Use conventional spacing between words -Use an increasing number of letters to represent sounds (most vowel and consonant sounds represented) -Use an increasing number of words spelled conventionally -Use simple sentence structures -Attempt to use punctuation (periods, question marks, exclamation marks)</p>	
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			<ul style="list-style-type: none"> -Develop an understanding and respect for diversity 	<ul style="list-style-type: none"> -Use capital letters for proper names, pronoun "I", and sentence beginnings <p>NB W 10.3 Demonstrate engagement with the creation of pieces of writing and other representations</p> <ul style="list-style-type: none"> -Engage in writing and representing activities every day -Sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.) -Choose to write independently during free choice time -Share writing and other representations with others and seek response -Contribute during shared writing activities -Contribute observations/information to classroom records of field trips, science experiments, etc. 	
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