

<b>K5 - Written Curriculum #1</b>		<b>September 4 - November 10, 2023/2024</b>
<b>Learning will include the development of the following knowledge, concepts and skills</b>		<b>Learning outcomes Students will be able to:</b>
<p><b>Transdisciplinary theme</b> <b><u>Who we are</u></b></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><b>Title</b> Anatomy of Script</p> <p><b>Central idea</b> We share our stories through various symbols</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>- Writing systems have patterns</li> <li>- Symbols connect to sounds and meaning</li> <li>- Ways we construct meaning</li> </ul> <p><b>Key concepts</b> Form, function, connection</p> <p><b>Related concepts</b> Communication, symbols, patterns</p> <p><b>Learner Profile attributes</b> Communicator, Open-minded, Inquirers</p> <p><b>ATL</b> <b>Self-management</b> Gross motor skills as well as fine motor skills. Time management.</p> <p><b>Social</b> Group decision making</p> <p><b>Communication</b> Listening, Speaking, Reading and Writing</p>	<p><b>Transdisciplinary strands</b> <b><u>Social Studies</u></b> Human systems and economic activities Social organization and culture Continuity and change through time</p> <p><b>Skills</b> a. Formulate and ask questions about the past, the future, places and society  c. Orientate in relation to Place and Time</p> <p><b>Science</b> Forces and Energy</p> <p><b>Skills</b> a. Observe carefully in order to gather data  c. Use scientific vocabulary to explain their observations and experiences  e. Plan and carry out systematic investigations, manipulating variables as necessary</p> <p><b>Language Phase 2</b> Listening and speaking Viewing and presenting Written language - reading Written language - writing</p> <p><b>PSPE Phase 1</b> Identity, interactions</p> <p><b>Math Phase 1</b> Pattern and function Number</p>	<p><b><u>Social Studies and Science:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the components of making sounds</li> <li><input type="checkbox"/> Differentiate between quiet and loud sounds</li> <li><input type="checkbox"/> Recognize the parts needed to hear sounds</li> <li><input type="checkbox"/> Analyze the human systems needed for sounds</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listen and respond in large or small groups</li> <li><input type="checkbox"/> understand sound-symbol relationships and recognize sounds/symbols/words of the language community</li> <li><input type="checkbox"/> instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols</li> <li><input type="checkbox"/> create illustrations to match their own text</li> </ul> <p><b><u>PSPE:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop a range of fine and gross motor skills</li> <li><input type="checkbox"/> identify positive thoughts and attitudes in themselves and others</li> <li><input type="checkbox"/> ask questions</li> <li><input type="checkbox"/> reach out for help when it is needed for themselves or others</li> </ul> <p><b><u>Math:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and describe patterns in everyday situations</li> <li><input type="checkbox"/> count to determine the number of objects in a set</li> </ul>

<b>K5 - Written Curriculum</b> #2	<b>November 13- February 16, 2023/2024</b>	
<b>Learning will include the development of the following knowledge, concepts and skills</b>	<b>Learning outcomes</b> <b>Students will be able to:</b>	
<p style="text-align: center;"><b>Transdisciplinary theme</b> <b>How we express ourselves</b></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 upon, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p style="text-align: center;"><b>Title</b> Do Plants have feelings?</p> <p style="text-align: center;"><b>Central idea</b> We can express our feelings, ideas, and understanding in various ways.</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>- Modeling can show our understanding and ideas</li> <li>- The importance of recognizing my feelings and others' feelings</li> <li>- The role of language and gestures in expressing ourselves</li> </ul> <p><b>Key concepts</b> Causation, reflection, perspective</p> <p><b>Related concepts:</b> Feelings, ideas, understanding</p> <p><b>Learner Profile attributes</b> Balanced, Knowledgeable</p> <p><b>ATL</b>  <u>Self management</u>  Safety and organization  <u>Social</u>  Accepting responsibility  <u>Thinking</u>  Acquisition of knowledge, comprehension, application and analysis</p>	<p><b>Transdisciplinary strands</b>  <b>Social studies</b>  Social organization and culture  Continuity and change through time</p> <p><b>Skills</b>  d. Identify roles, rights and responsibilities in society</p> <p><b>Science</b>  Earth and space  Materials and matter</p> <p><b>Skills</b>  a. Observe carefully in order to gather data   c. Use scientific vocabulary to explain their observations and experiences</p> <p><b>Language Phase 2</b>  Shape and space  Patterns and functions</p> <p><b>PSPE Phase 1</b>  Identity, active living, interactions</p> <p><b>Math Phase 1</b>  Shape and space  Patterns and functions</p>	<p><b>Social Studies and Science:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> model the relationship between humans and the Earth's plant resources</li> <li><input type="checkbox"/> express awareness of the role plants have in supporting human life by providing food, oxygen etc.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use body language and role play to communicate ideas and feelings visually</li> <li><input type="checkbox"/> write to communicate a message</li> </ul> <p><b>PSPE:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enjoy interacting, playing, and engaging with others</li> <li><input type="checkbox"/> explore and reflect on the changing capabilities of the human body</li> <li><input type="checkbox"/> realize that acting upon instructions and being aware of others helps to ensure safety</li> <li><input type="checkbox"/> identify and explore strategies that help them to cope with change</li> <li><input type="checkbox"/> talk about their interactions with the environment</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explore and describe regions</li> <li><input type="checkbox"/> describe patterns in various ways</li> <li><input type="checkbox"/> extend and create patterns</li> </ul>

K5 - Written Curriculum #4	May 6- July 12, 2023/2024	
<p><b>Learning will include the development of the following knowledge, concepts and skills</b></p>	<p><b>Learning outcomes</b> <b>Students will be able to:</b></p>	
<p style="text-align: center;"><b>Transdisciplinary theme</b> <b><u>How we organize ourselves</u></b></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;"><b>Title</b></p> <p>Routines, rules and laws - what are they good for?</p> <p style="text-align: center;"><b>Central idea</b></p> <p>Community helpers use different ways to help us organize and connect our lives.</p> <p><b><u>Lines of inquiry</u></b></p> <ul style="list-style-type: none"> <li>- Being part of a community of learners</li> <li>- Roles and responsibilities of different community helpers.</li> <li>- Helping our community be a better place.</li> </ul> <p><b><u>Key concepts</u></b> Function, Responsibility</p> <p><b><u>Related concepts</u></b> skills, strategies, community, learning</p> <p><b><u>Learner Profile attributes</u></b> Risk-taker, Principled, Balanced</p> <p><b><u>ATL</u></b> <b><u>Self management</u></b> Codes of behavior. Spatial awareness. <b><u>Social</u></b> Respecting others. Cooperating. Adopting a variety of roles.</p>	<p><b>Transdisciplinary strands</b> <b><u>Social Studies</u></b> Human systems and economic activities Social organization and culture</p> <p><b><u>Skills</u></b> c. Orientate in relation to place and time  d. Identify roles, rights and responsibilities in society</p> <p><b><u>Science</u></b> Materials and matter PYP Forces and energy K-PS2</p> <p><b><u>Skills</u></b> c. Use scientific vocabulary to explain their observations and experiences  d. Identify or generate a question or problem to be explored  f. Make and test predictions  g. Interpret and evaluate data gathered in order to draw conclusions</p> <p><b><u>Language Phase 2</u></b> Writing</p> <p><b><u>PSPE Phase 1</u></b> Identity. Interactions</p> <p><b><u>Math Phase 1</u></b> Data handling</p>	<p><b><u>Social Studies and Science:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize that materials can be solid, liquid or gas</li> <li><input type="checkbox"/> describe properties, observable changes or states that occur in materials (familiar objects)</li> <li><input type="checkbox"/> magnets can move objects without physically touching them</li> <li><input type="checkbox"/> know that pushes and pulls can have different strengths and directions</li> <li><input type="checkbox"/> design simple tests to gather evidence evidence to support or refute student ideas about causes</li> <li><input type="checkbox"/> Community helpers and their roles</li> <li><input type="checkbox"/> Connection between community helpers and daily life</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> illustrate their own writing</li> <li><input type="checkbox"/> Participate in shared research and writing W.K</li> </ul> <p><b><u>PSPE:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate a positive attitude towards learning</li> <li><input type="checkbox"/> exhibit skills and strategies for organizing their time and belongings</li> <li><input type="checkbox"/> recognize how their behaviors affect learning in the classroom</li> <li><input type="checkbox"/> talk about the reasons that rules are necessary in the various communities to which they belong</li> <li><input type="checkbox"/> demonstrate ability to apply existing rules and routines to work and play with others</li> </ul> <p><b><u>Math:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> create living graphs using real objects or people</li> <li><input type="checkbox"/> describe real objects by their attributes</li> </ul>

G2 - Written Curriculum #3		February 19 - April 26, 2023/2024
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p><b>Transdisciplinary theme</b> <b>Sharing the planet</b></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><b>Title</b> You are what you eat</p> <p><b>Central idea</b> Humans have certain requirements to grow and stay healthy</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>- The role of plants in our diet.</li> <li>- Grouping of living things.</li> <li>- Growth and health can be measured.</li> </ul> <p><b>Key concepts</b> function, responsibility, change</p> <p><b>Related concepts</b> health, growth</p> <p><b>Learner Profile attributes</b> Caring, Thinkers, Reflective</p> <p><b>ATL</b> <u>Self management</u> Healthy lifestyle. Informed choices. <u>Research</u> Formulate questions, observe, plan and collecting data</p>	<p><b>Transdisciplinary strands</b> <b>Social Studies</b> Resources and the environment</p> <p><b>Skills</b> c. Orientate in relation to place and time</p> <p><b>Science</b> Living things</p> <p><b>Skills</b> a. Observe carefully in order to gather data c. Use scientific vocabulary to explain their observations and experiences d. Identify or generate a question or problem to be explored f. Make and test predictions</p> <p><b>Language Phase 2</b> Written language - reading, writing</p> <p><b>PSPE Phase 1</b> Identity. Active living.</p> <p><b>Math Phase 1</b> Measurement</p>	<p><b>Social Studies and Science:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize that plants are a life-sustaining resource for humans</li> <li><input type="checkbox"/> identify that humans need water, air, and food from the land</li> <li><input type="checkbox"/> identify the parts of the plant that are used by humans for food</li> <li><input type="checkbox"/> show responsibility when caring for plants</li> <li><input type="checkbox"/> grouping of living things</li> <li><input type="checkbox"/> growth is measurable</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participate in shared research and writing</li> </ul> <p><b>PSPE:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate an awareness of how being active contributes to good health</li> <li><input type="checkbox"/> describe how they've grown and changed</li> <li><input type="checkbox"/> reflect on their experiences in order to build a deeper understanding of self</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe observations about events and real-life objects</li> <li><input type="checkbox"/> use non-standard units of measurement to solve problems in real life situations</li> </ul>