

<b>K4 - Written Curriculum    Annually    #1</b>		<b>August 28 - October 20, 2023/2024 (8 Weeks)</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 style="text-align: center;"><b>Transdisciplinary Theme</b> <u>Who We Are</u></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;"><b>Title</b> Rules, Routines, and Communities</p> <p style="text-align: center;"><b>Central Idea</b> Communities function more effectively when rules and routines are shared with all members.</p> <p><b>Lines of Inquiry</b> -The various communities we belong to. -Purpose of rules and routines. -Individual responsibilities for following rules and routines.</p> <p><b>Key Concepts</b> Causation, Responsibility, Function</p> <p><b>Related Concepts</b> Community, Systems, Rules</p> <p><b>Learner Profile Attributes</b> Balanced, Caring, Communicators</p>	<p><b>ATL</b> Thinking Skills (Acquisition of Knowledge) Social Skills (Accepting Responsibility, Group Decision-Making, Adopting a Variety of Group Roles, Respecting Others, Cooperating, Resolving Conflict) Communication Skills (Speaking, Listening) Self-Management (Spatial Awareness, Safety, Healthy Lifestyle, Codes of Behavior)</p> <p><b>Transdisciplinary Strands</b> <u>Social Studies</u> Human systems Social organization and culture</p> <p><b>Skills (see chart)</b> a., c., d.</p> <p><u>Language Phase 2</u> Oral language - listening and speaking</p> <p><u>PSPE Phase 1</u> Active living, Interactions</p> <p><u>Math Phase 1</u> Number</p>	<p><b>Social Studies &amp; PSPE</b></p> <ul style="list-style-type: none"> <li>● Identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of).</li> <li>● Talk about the reasons that rules are necessary in the various communities to which he or she belongs.</li> <li>● Suggest some suitable rules and routines for the class, Sports Day, Annual Day.</li> <li>● Demonstrate ability to apply existing rules and routines to work and play with others.</li> <li>● Identify some of the effects of different physical activity on the body.</li> <li>● Recognize that acting upon instructions and being aware of others helps to ensure safety.</li> <li>● Engage in a variety of different physical activities.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>● Follow classroom instructions, showing understanding.</li> <li>● Follow two-step directions.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>● Subitize in real-life situations.</li> <li>● Use the language of mathematics to compare quantities in real-life situations.</li> <li>● Count to compare the number of objects in a set.</li> </ul>

<b>K4 - Written Curriculum</b> <b>Annually</b> <b>#2</b>	<b>October 30 - February 9, 2023/2024 (11 Weeks)</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 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> 2 B or Not 2 B</p> <p style="text-align: center;"><b>Central Idea</b> Patterns and symbols can help us to express ourselves.</p> <p><b>Lines of Inquiry</b> -The ways in which we use and observe patterns -How sounds can be recorded with symbols -The patterns that make up symbols</p> <p><b>Key Concepts</b> Form, Function, Connection</p> <p><b>Related Concepts:</b> Patterns, Symbols, Causation</p> <p><b>Learner Profile Attributes</b> Inquirers, Knowledgeable</p>	<p><b>ATL</b> Thinking Skills (Acquisition of Knowledge, Comprehension, Application, Analysis, Evaluation) Social Skills (Respecting Others, Cooperating) Communication Skills (Listening, Speaking, Reading, Writing, Viewing) Self-Management Skills (Gross Motor Skills, Fine Motor Skills) Research Skills (Observing, Collecting Data)</p> <p><b>Transdisciplinary Strands</b> <b>Social studies</b> Social organization and culture Continuity and change through time</p> <p><b>Skills (see chart)</b> d.</p> <p><b>Science</b> Forces and energy</p> <p><b>Skills (see chart)</b> a., d., e.</p> <p><b>PSPE Phase 1</b> Interactions</p> <p><b>Language Phase 2</b>  Written language - reading and writing</p> <p><b>Math Phase 1</b> Measurement Patterns and functions</p>	<p><b>Science &amp; Math</b></p> <ul style="list-style-type: none"> <li>• Know that when objects touch or collide they can change motion.</li> <li>• Test to see if a bigger push can make objects speed up or slow down.</li> <li>• Analyze data to determine if a design solution works as intended to change the speed or direction of an object.</li> <li>• Identify and describe and sequence events.</li> <li>• Describe patterns in various ways.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Listen and respond in large or small groups.</li> <li>• Understand sound-symbol relationships and recognize sounds/symbols/words of the language community.</li> <li>• Instantly recognize an increasing bank of high-frequency and high interest words, characters, or symbols.</li> <li>• Enjoy writing and value their own efforts.</li> <li>• Write informally about their own ideas, experiences, and feelings in a personal journal or diary, initially using sentence structures like “I can...” “I like...”</li> <li>• Create illustrations to match their own text.</li> <li>• Demonstrate an awareness of the conventions of written text - sequence, spacing, directionality.</li> <li>• Connect written codes with sounds of spoken language and reflect this understanding when recording ideas.</li> <li>• Form letters conventionally and legibly with an understanding as to why this is important within the language community.</li> </ul> <p><b>PSPE</b></p> <ul style="list-style-type: none"> <li>• Develop a range of fine and gross motor skills.</li> <li>• Identify positive thoughts and attitudes in themselves and others.</li> <li>• Reach out for help when it is needed for themselves or others; ask questions.</li> </ul>

<b>K4 - Written Curriculum    Annually    #3</b>		<b>February 12 - April 26, 2023/2024 (10 Weeks)</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>How The World Works</b></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> <p><b>Title</b> Cyclical Symbols</p> <p><b>Central Idea</b> Our activity is usually connected to the Earth’s natural cycles.</p> <p><b>Key Concepts</b> Connection, Causation, Change</p> <p><b>Related Concepts</b> Cycles, Interaction</p> <p><b>Lines of Inquiry</b> -Night and day cycles -Seasonal Changes -Health and safety as related to climate and seasonal changes</p> <p><b>Learner Profile Attributes</b> Open-Minded, Principled</p> <p><b>ATL</b> Thinking Skills (Acquisition of Knowledge, Comprehension, Application, Analysis, Evaluation, Dialectical Thought) Communication Skills (Listening, Speaking, Reading, Writing, Viewing, Presenting) Research Skills (Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research Findings)</p>	<p><b>Transdisciplinary Strands</b></p> <p><b>Science</b> Living things Earth and space Materials and matter</p> <p><b>Skills (see chart)</b> a., b., f.</p> <p><b>PSPE Phase 1</b> Interactions, Identity</p> <p><b>Language Phase 2</b> Visual language - viewing and presenting Written language - writing</p> <p><b>Math Phase 1</b> Patterns and functions</p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Observe changes in plants and animals.</li> <li>Compare activities that happen during the day and night.</li> <li>Compare activities that happen during the seasons.</li> <li>Make connections between the weather and the clothes they wear; identify materials humans use to protect themselves from the weather.</li> <li>Identify material characteristics that protect against different kinds of weather; use tools and materials to design and create a weather protector.</li> <li>Identify simple patterns in daily and seasonal cycles.</li> <li>Observe the features of the local environment that are affected by daily and seasonal cycles.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Identify, create, and extend patterns in real-life situations</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Observe and discuss illustrations in picture books or simple reference books, commenting on the information being conveyed.</li> <li>Use a variety of implements to practice and develop handwriting and presentation skills.</li> <li>Write an increasing number of frequently used words or ideas independently.</li> </ul>

<b>K4 - Written Curriculum    Annually    #4</b>	<b>May 6 - July 12, 2023/2024 (10 Weeks)</b>
<b>Learning will include the development of the following knowledge, concepts and skills.</b>	
<p style="text-align: center;"><b>Transdisciplinary Theme</b> <b>How We Organize Ourselves</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> The Basics of Nature and Learning</p> <p style="text-align: center;"><b>Central Idea</b> People use a variety of skills and strategies that contribute to their role in a community of learners.</p> <p><b>Lines of inquiry</b> -Being a part of a community of learners -Skills, strategies, and attitudes -Making contributions to a community</p> <p><b>Key Concepts</b> Function, Responsibility</p> <p><b>Related Concepts</b> Skills, Strategies, Community, Learning</p> <p><b>Learner Profile Attributes</b> Risk-Takers, Reflective, Thinkers</p> <p><b>ATL</b> Thinking Skills (Acquisition of Knowledge, Comprehension, Application, Analysis, Evaluation) Social Skills (Respecting Others, Cooperating, Resolving Conflict) Communication Skills (Writing) Self-Management Skills (Organization) Research Skills (Observing)</p>	<p><b>Transdisciplinary Strands</b> <b>Social Studies</b> Human systems and responsibilities Human and natural environments</p> <p><b>Skills (see chart)</b> a., d.</p> <p><b>Science</b> Materials and matter PYP Forces and energy K-PS2 Body Parts - external and internal</p> <p><b>Skills (see chart)</b> a., b., c., d., e., f., g., h.</p> <p><b>PSPE Phase 1</b> Identity Interactions</p> <p><b>Language Phase 2</b> Writing</p> <p><b>Math Phase 1</b> Data handling</p>
<b>Learning outcomes: Students will be able to:</b>	
<p><b>Science &amp; Social Studies:</b></p> <ul style="list-style-type: none"> <li>Use senses (hear, sight, touch, taste, smell) to describe observable properties of familiar materials (solids, liquids, gasses).</li> <li>Describe observable changes (including changes of state) that occur in materials.</li> <li>Recognize that materials can be solid, liquid, or gas.</li> <li>Be aware of how to change water into a solid, liquid, and gas.</li> <li>Identify the external body parts ( “Head, Shoulders, Knees, and Toes,”) )</li> <li>Identify the internal body parts (muscles, bones, esophagus and stomach, lungs, heart, and brain)</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Illustrate their own writing and contribute to a class book or collection of published writing.</li> <li>Participate in shared research and writing. <b>W.K.</b></li> </ul> <p><b>PSPE</b></p> <ul style="list-style-type: none"> <li>Demonstrate a positive attitude towards learning.</li> <li>Exhibit skills and strategies for organizing his or her time and belongings.</li> <li>Recognize how his or her own choices and behaviors affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person’s actions can impact others.</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>Describe real objects by their attributes.</li> </ul>	