

Date/Event	Wk	Unit of Inquiry	Skills	Sc/Soc/PSPE	Genre	Lang. Stand Alone	Math Integrated	Number/Math Stand Alone	Info. Lit
WB 21 Aug	1	<b>How We Organize Ourselves</b>	<b>Social Skills:</b> Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles, Accepting Responsibility	<b>Social Studies</b> <b>Human Systems &amp; Economic Activity</b> Actively exhibit skills and strategies for organizing his or her time and belongings Suggest some suitable rules and routines for the class Demonstrate ability to apply existing rules and routines to work and play with others	<b>Writing to: Socialize</b> <b>Purpose:</b> To maintain or enhance relationships  <b>Contextual Understanding</b> <b>ONGOING</b> <i>Assigns a message to own written or drawn symbols</i>	<b>Listening</b> <b>ONGOING</b> <i>Recognizes when others are speaking in a group and begins to take turns when speaking</i> <b>Speaking</b> Participates in collaborative conversations with diverse partners about topics <b>ONGOING</b> <i>Uses everyday terms related to experiences and some subject-specific words</i> <i>With support and direction, begins to organize thoughts into words before speaking</i> <b>Reading</b> Begins to discriminate letters, numbers and symbols <b>ONGOING</b> <i>Shows an interest in reading – chooses books</i> <i>Shares personal thoughts and feeling about what is read</i> <b>Writing</b> Uses known letters to represent writing <b>ONGOING</b> <i>Writes own name</i> <i>Recognizes that texts are made up of words and groups of words that make meaning</i> <i>Draws upon graphophonic knowledge with writing (sound symbol relationships)</i> <i>Talks or draws as a means of planning before writing</i>	<b>Shape &amp; Space (Transdisciplinary)</b> <b>Conceptual Understanding</b> Objects in our immediate environment have a position in space that can be described according to a point of reference. <i>Explores and describes the paths, regions and boundaries of their immediate environment including terms inside, outside, above, below) and their position (next to, behind, in front of, up, down).</i>	<b>Number</b> <b>Conceptual Understanding</b> Numbers are a naming system <i>Rote counts 1-10</i> <i>Subitizes numbers/objects/dots of 0-5</i> <i>Writes numbers 1-10 (some reversals)</i> <i>Uses and writes numbers in play and conversations</i>  <b>Measurement</b> <b>Conceptual Understanding</b> Events can be ordered and sequenced <i>Begins to use the calendar to tell/identify time such as month and date and day</i>	2B communicate information and ideas effectively to multiple audiences using a variety of media and formats 6b Select and use applications effectively and productively (safely)
WB 28 Aug 30 <sup>th</sup> Open House	2	<i>An inquiry into: the structure and function of organizations and societal decision-making)</i> <b>Central idea:</b> People work together to create a community of learners in our school. <b>Lines of Inquiry:</b> Roles and responsibilities we each have in our learning community (through the Learner Profiles) The behaviors and choices that help a community work <b>Key Concepts:</b> Function, Responsibility <b>Related Concepts:</b> Organization, Roles <b>Learner profile:</b> Principled and Caring <b>Attitudes:</b> Cooperation, Tolerance, Respect	<b>Communication Skills:</b> Listening  <b>Self-Management:</b> Organization and Codes of Behavior	Understand different roles of group members when working together – listening, suggesting ideas, leading, following Identify the contributions of different members of a community <b>Social Organization &amp; Culture</b> Use strategies to resolve problems with peers Demonstrate ability to apply existing rules and routines to work and play with others Recognize how his or her choices and behaviors affect learning in the classroom	----- <b>ONGOING</b> <b>Writing to: Recount</b> <b>Purpose:</b> To recount past experiences or events <b>Contextual Understanding</b> Assigns a message to own written or drawn symbols BEGINS to -Write simple recount of experiences, including, who, what, when, where (in pictures)	<b>Listening</b> <b>ONGOING</b> <i>Recalls personally significant information from spoken texts</i> <i>Responds to a speaker in a formal setting/follows at least 1 or more step directions</i> <i>Responds orally to texts in structured classroom situations</i> <b>Speaking</b> Describes familiar people, places things, and events with support Makes short presentation using some introduced text structures and language <b>ONGOING</b> <i>Talks about thinking with others</i> <i>Answers questions about key details and requests clarification if something is not understood</i> <b>Reading</b> Recognizes repetitive pattern in text Knows that print carries meaning Recognizes front and back covers of books Turns pages from left to right <b>ONGOING</b> <i>Makes predictions related to the texts using text features</i>	<b>Pattern &amp; Function (Transdisciplinary)</b> Patterns and sequences occur in everyday situations <i>Extends and creates AB and ABC patterns</i>		
WB 4 Sep	3								
WB 11 Sep 13 <sup>th</sup> ERD	4								
WB 18 Sep	5								
WB 25 Sep	6								
WB 2 Oct	7								
WB 9 Oct	8	<i>An inquiry into: the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</i>							
WB 16 Oct	9								
WB 23 Oct	10	<b>Central idea:</b> An artist's choice of different tools and materials result in different outcomes. <b>Lines of Inquiry:</b> • Different tools and materials artists use (Causation) • Why artists choose different tools and techniques (Perspective, Causation) <b>Key Concepts:</b> Causation, Perspective <b>Related Concepts:</b> Opinion <b>Learner profile:</b> Risk-takers, Knowledgeable <b>Attitudes:</b> Creativity, Enthusiasm, Appreciation <b>Specialist Integration:</b> Music, Art, Movement and Dance, Library  <b>***Plus: Introduce central idea and Line of Inquiry for Where we are In Place and Time</b>	<b>Communication Skills:</b> Reading, Writing, Non-Verbal, Viewing, Presenting		<b>Writing to: Entertain</b> <b>Purpose:</b> To explain how something works or how something came to be <b>Contextual Understanding</b> <b>ONGOING</b> <i>Talks about how characters and events are represented (visually) in literacy texts</i>	<b>Listening</b> <b>ONGOING</b> <i>Recalls personally significant information from spoken texts</i> <i>Responds to a speaker in a formal setting/follows at least 1 or more step directions</i> <i>Responds orally to texts in structured classroom situations</i> <b>Speaking</b> Describes familiar people, places things, and events with support Makes short presentation using some introduced text structures and language <b>ONGOING</b> <i>Talks about thinking with others</i> <i>Answers questions about key details and requests clarification if something is not understood</i> <b>Reading</b> Recognizes repetitive pattern in text Knows that print carries meaning Recognizes front and back covers of books Turns pages from left to right <b>ONGOING</b> <i>Makes predictions related to the texts using text features</i>	<b>Shape &amp; Space</b> <i>Models shapes in the world through building from components and drawing shapes</i> <i>Composes simple shapes to form larger shapes and follows simple guides to construct/compose designs</i> <b>Conceptual Understanding</b> Shapes can be described and organized according to their properties <i>Names and begins to describe basic 2D shapes using mathematical language including circle, triangle, rectangle, square, corner</i>	<b>Number</b> Numbers can be used in many ways for different purposes in the real world <i>Begins to count forward by 1's from a given number up to 20 (Pattern &amp; Function)</i> <i>Rote counts 1-20</i> <i>Writes numbers 1-20 with minimal reversals</i> <i>Compares groups of objects (up to 10) and can state which has, less, more, or equal to</i>	Technology used: drawing apps  1B Create original works as a means of personal or group expression 2B communicate information and ideas effectively to multiple audiences using a variety of media and formats 6b Select and use applications effectively and productively (safely)
WB 30 Oct	11								
WB 6 Nov	12								
WB 13 Nov	13								
WB 20 Nov 22 ERD	14								
WB 27 Nov	15	<b>Who We Are</b>	<b>Research Skills:</b> Formulating Questions, Observing, Recording Data	<b>Science</b> <b>Living things</b> Use senses and observations skills to predict, gather and record information Explain how the senses are used to find out about and interact with the environment Describes and sorts objects by multiple attributes (Math)	<b>Writing to: Describe (Poetry)</b> <b>Purpose:</b> To share an idea, feeling or description using a particular poetry style or format <b>Contextual Understanding</b> Assigns a message to own written or drawn symbols Recognizes rhymes, syllables and sounds in spoken words	<b>Listening</b> Obtains simple information from spoken texts Anticipates stages in familiar spoken texts (rhythm, rhyme, directions etc.) <b>Speaking</b> Describes familiar people, places, things and events with support <b>Reading</b> Knows that print carries meaning	<b>Data Handling (Transdisciplinary)</b> <b>Conceptual Understanding</b> We collect information to make sense of the world around us <i>Describes and classifies objects/people into given categories</i> <i>Describes several measurable attributes of a single object</i>	<b>Pattern &amp; Function</b> <b>Conceptual Understanding</b> Patterns repeat and grow <i>Extends and creates complex patterns: AABB, ABCD, AAAA, etc.</i>	Technology used: iPad camera/video  1B Create original works as a means of personal or group expression 2B communicate information and ideas effectively to multiple audiences using a
WB 4 Dec 7 <sup>th</sup> Winter Perf	16	<i>An inquiry into: personal, physical, mental, social and spiritual health</i> <b>Central Idea:</b> Our senses are tools that help us explore and understand the world around us.							
WB 11 Dec	17	<b>Lines of inquiry:</b> • Our senses							

		<ul style="list-style-type: none"> <li>Using our senses to make sense of the world (Perspective)</li> <li>The interconnected nature of senses (Connection)</li> </ul> <p><b>Key Concepts:</b> Form, Function <b>Related Concepts:</b> Interpretation <b>Learner profile:</b> Inquirer and Risk-taker <b>Attitudes:</b> Curiosity</p>	Writing to describe, reading		Participates in group poetry writing (describes) Writes own poetry to describe sensory experiences (describe)	Matches spoken to written word while reading and pointing Recognizes familiar words and signs (names etc.) Knows most letter names and sounds Blends 2-3 phonemes to form words/segments phonemes in words Uses illustrations to retell a story sequentially <b>Writing</b> Identifies the letters by name and sound Begins to demonstrate understanding conventions of print – finger spaces, uppercase letters, full stops, etc...) Writes using simple sentence structures (I like, I see, I can)			variety of media and formats. 6b Select and use applications effectively and productively (safely)	
WB 18 Dec	18					Experiments with familiar forms of writing Writes conventional print to match pictures				
WB 25 Dec	19					<b>ONGOING</b>				
WB 1 Jan	20					<b>Recognizes rhymes, syllables and sounds in spoken words (ongoing)</b> <b>Writes using monosyllabic sight words</b> <b>Identifies upper and lower case letters</b> <b>Uses 1-2 strategies to spell, e.g. sounding out</b> <b>Uses and refers to classroom print to assist with writing</b> <b>Begins to recognize how capital letters are used for names and that capital letters and full stops signal the beginning and end of a sentence</b> <b>Draws upon semantic and graphophonic knowledge when writing</b> <b>Begins to understand and use vocabulary in familiar contexts related to everyday experiences/interests &amp; Units of Inquiry</b>				
WB 8 Jan	21									
WB 15 Jan	22									
WB 22 Jan 24 <sup>th</sup> ERD	23									
WB 29 Jan	24	<b>How the World Works</b>								
WB 5 Feb	25	<i>An inquiry into: how humans use their understanding of scientific principles</i>			<b>Writing to: Describe</b> <b>Purpose:</b> To share and describe form and function Understands the use of vocabulary in familiar contexts related to everyday experiences, interests and Unit of Inquiry <b>Writing</b> <b>ONGOING</b> <b>Talks about how people and ideas are represented in informational texts</b> <b>Decides how own text will be presented</b> <b>Uses writing with the intention of communicating a message</b> <b>Uses illustrations to tell stories</b>			<b>Data Handling (Transdisciplinary Connection)</b> <i>Describes and classifies objects/people into given categories</i> <i>Describes several measurable attributes of a single object</i> <i>Uses visual organizers to sort and classify objects and people</i> <i>Uses tally marks to record data</i> <i>Collects, displays and interprets data for answering questions</i>		2B communicate information and ideas effectively to multiple audiences using a variety of media and formats 6b Select and use applications effectively and productively (safely)
WB 12 Feb	26									
WB 19 Feb	27	<b>Central Idea:</b> Simple machines use force to make work easier.	<b>Research Skills:</b> Observing, Collecting and Recording Data	<b>Science</b> <b>Forces &amp; Energy</b> Explain or predict the motion of an object Demonstrate the fundamentals such as the parts and functions of the six simple machines (lever, pulley, wheel/axle, inclined plane, wedge and screw) Demonstrate effect of push and pull force on objects				<b>Shape &amp; Space (3D)</b> <i>Names and begins to describe basic 3D shapes including sphere, cube, cone</i> <i>Distinguishes between 2D and 3D shapes by uses terms such as 'flat', 'solid'</i> <i>Identifies and creates symmetrical images through recognition of 2 equal halves</i>	<b>Number</b> <i>Rote counts 1-30</i> <i>Counts 1-10 objects with correct tracking and matching</i>	
WB 26 Feb	28									
WB 5 Mar 8 <sup>th</sup> PYP Exhibition	29	<b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>The parts of simple machines that make them work (Form)</li><li>How simple machines use force (Function)</li><li>How and why people use simple machines (Function)</li></ul>	<b>Communication Skills:</b> Presenting							
WB 12 Mar	30	<b>Key Concepts:</b> Form and Function <b>Related Concepts:</b> Forces <b>Learner profile:</b> Thinker <b>Attitudes:</b> Curiosity, Creativity <b>Specialist Integration:</b>	<b>Thinking Skills:</b> Application and Synthesis					<b>Data Handling</b> <i>Describes several measurable attributes of a single object</i> <i>Uses visual organizers to sort and classify objects and people</i> <i>Uses tally marks to record data</i> <i>Collects, displays and interprets data for answering questions</i>		
WB 19 Mar 20 <sup>th</sup> SLC	31	<b>Sharing the Planet</b> <i>An inquiry into: rights and responsibilities in the struggle to share finite resources with other people and with other living things</i>	<b>Research Skills:</b> Collecting data	<b>Science</b> <b>Earth and Space</b> Demonstrates understanding that humans, plants, and animals need air, food, light and water <b>Living Things</b> Observe and describe the characteristics of living and non-living things Sort and names various living things (trees, flowers, birds, fish) List the needs of living things that enable them to stay healthy Show responsibility for living things found in his or her environment Use observational skills to make observations <b>Social Studies</b> <b>Human and Natural Environment</b>	<b>Writing to: Instruct</b> <b>Purpose:</b> To provide steps or specific instructions to guide an action or behavior	<b>Listening</b> Follows 2-3 step simple instructions	<b>Data Handling</b> <i>Describes several measurable attributes of a single object</i> <i>Uses visual organizers to sort and classify objects and people</i> <i>Uses tally marks to record data</i> <i>Collects, displays and interprets data for answering questions</i>	<b>Number</b> <i>Notifies and self corrects reversed numbers (1-20)</i> <i>Knows number bonds to 5 and represents through drawings</i> <b>Pattern &amp; Function</b> <i>Begins to count to 100 by 1's and 10's</i> <i>Begin to count forward by 1's by a given number</i> <b>Measurement</b> <b>Conceptual Understanding:</b> Events can be ordered and sequenced <i>Identifies, describes and sequences familiar events using time-related vocabulary such as morning, today, tomorrow, before, after etc.</i> <i>Tells time to the hour Is this the right place</i>	Photograph how people use resources.	
WB 26 Mar 28 <sup>th</sup> ERD	32		<b>Communication Skills:</b> Presenting		<b>Writing</b> <b>Contextual Understanding</b> Writes 1 step instructions with guidance <b>ONGOING</b> <b>States purpose of own writing</b> <b>Uses writing with the intention of communicating a message (audience)</b> <b>Talks about how people and ideas are represented in informational texts</b>	<b>Speaking</b> <b>ONGOING</b> <b>Uses simple statements, commands and questions</b> <b>Uses simple sentences or simple connectives to link ideas.</b> <b>With support and direction, begins to organize thoughts into words before speaking</b>				
WB 2 Apr	33					<b>Reading</b> Chooses books to read with intent Recognizes books as sources of information Notifies books have titles, pages, authors, illustrators (text features) Begins to read own writing/ and parts of books Begins to recognize common consonant clusters				
WB 9 Apr	34	<b>Central idea:</b> The way people use and treat resources affects the environment. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>Resources needed for survival</li><li>Sources of pollution (Causation)</li><li>How our choices affect resources in our environment (Responsibility)</li></ul> <b>Key Concepts:</b> Causation, Responsibility <b>Related Concepts:</b> Conservation, Pollution, Choices <b>Learner profile:</b> Caring <b>Attitudes:</b> Respect <b>Specialist Integration:</b> Art, Library								4C Collect and analyze data to identify solutions and/or make informed decisions 2B communicate information and ideas effectively to multiple audiences using a variety of media and formats 6b Select and use applications effectively and productively (safely)

				Identify ways in which we are interdependent with the environment <b>Resources and the Environment</b> Identify ways in which we look after our resources in the environment Gather and record information about the environment to make predictions		Recognizes simple CVC words/high frequency words Notifies ending punctuation Reads from left to write. Top and bottom (in English) Begins to segment sentences into phrases Uses picture cues as well as graphophonic cues to predict and construct meaning Uses illustrations to retell a story sequentially Identifies the main idea of a text as well as the characters and setting With prompting and support asks/answers questions about unknown words/ and key concepts in books <b>Writing</b> Begins using sentence starters for genres of entertain (Once Upon a Time, One day) and recount (On the weekend, Yesterday)			
WB 16 Apr	35								
WB 23 Apr 24 <sup>th</sup> ERD	36								
WB 30 Apr	37								
WB 7 May	38								
WB 14 May	39	<b>Where we are in Place and Time</b> <i>An inquiry into: personal histories</i> <b>Central idea:</b> Documenting our personal journeys helps us understand how we change over time. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Personal journeys</li> <li>How we change over time in different ways</li> <li>How we reflect, document and move forward on our personal journeys</li> <li><b>Key Concepts:</b> Reflection, Change</li> </ul> <b>Related Concepts:</b> Time, Growth <b>Learner profile:</b> Reflective, <b>Attitudes:</b> Commitment, Confidence <b>Specialist Integration:</b> TBA – (we think all if each subject area has children reflect on their growth in that subject area for the year and documents in the portfolio)	<b>Thinking Skills:</b> Comprehension  <b>Communication Skills:</b> Viewing, presenting	<b>Social Studies</b> <b>Continuity &amp; Change Through time</b> Develop a narrative about the past Reflect on a journey he or she has taken and what was learned from it Use of range of communication forms (oral, graphic, written, role play) and digital technologies to document Using primary sources (photos) Identify reasons for documenting personal history Identify and describe ways he or she has changed (physically, socially, emotionally or intellectually)	<b>Writing to: Recount</b> <b>Purpose:</b> To recount past experiences or events  <b>Contextual Understanding</b> Demonstrates an awareness that print contains a constant message Writes simple recount of experiences including who, what, when, where States purpose of own writing	Draws upon semantic, graphophonic and syntactic knowledge when writing Uses one to one correspondence between written and spoken words	<b>Measurement</b> <b>Conceptual Understanding</b> Objects have attributes that can be measured using non-standard units <i>Compares the size and length of various objects</i> <i>Orders items by size, or height</i> <i>Compares the weight of objects and describes the difference</i> <i>Measures length using non-standard measurement</i>	<b>Number</b> <i>Composes and decomposes numbers from 11 - 19 into tens and ones (using drawings, objects and numerals</i> <i>Uses 'money' during exploratory play and role-play</i> <i>Sorts money by size, color, number and shape</i>	Windows Word to write their personal goals  2B communicate information and ideas effectively to multiple audiences using a variety of media and formats 6B Select and use applications effectively and productively (safely)
WB 21 May	40								
WB 28 May 1 <sup>st</sup> Variety Show	41								
WB 4 Jun	42								
WB 11 Jun	43								