

Parent PYP Curriculum Handbook

Grade 1

LSIS Mission Statement

At Learning Skills International School, we are a community of learners whose intentions are to produce lifelong learners who are globally competent and global minded. It is a place where the joy of learning is practiced and celebrated daily. Our teachers and students strive to be well versed in the tenets of 21st Century Education such as; creativity, collaboration, communication and critical thinking. It is a place where instructional practices are guided by standards-based rigorous curricula that allows for successful completion of Units of Inquiry. Underpinning all that we do is our expectation that our students will continue to demonstrate the Learner Profiles of the International Baccalaureate Primary Years Program of Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded. Caring, Risk Takers, Balanced and Reflective.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Grade 1 Programme of Inquiry

	Who We Are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
PYP Transdisciplinary Themes	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.	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.	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.	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.	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.	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.
Central Idea and Lines of Inquiry	<p>People’s awareness of their characteristics, abilities and interests shape who they are as learners.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Physical, social and emotional characteristics • Personal abilities and interests • Being a learner 	<p>Building structures differ depending on the needs of people and the materials used.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Properties of materials • Where materials are found in the world • Factors that influence the stability of structures 	<p>People communicate and understand in different ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Different ways people communicate • How communication has changed over time • Choosing an appropriate form of communication to express a message 	<p>Living things go through a process of change.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> □ Change as part of the life cycle □ Life cycles in plants and animals □ Observing growth in the natural world 	<p>Different jobs make communities function more effectively.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Different types of jobs • The role different kinds of jobs play in a community 	<p>People can establish practices in order to sustain and maintain the Earth’s resources.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Earth’s finite resources • Ways to reduce waste • Our responsibility toward conserving earth’s resources
PYP Key Concepts	Form, Causation, Responsibility	Form, Function, Causation	Function, Change, Perspective	Form, Connection, Change	Function, Connection, Responsibility	Change, Responsibility, Reflection

LSIS English Learning Outcomes - Grade 1

Conceptual Understandings for written language: READING	
<ul style="list-style-type: none"> • The sounds of spoken language can be represented visually. • Written language works differently from spoken language. • Consistent ways of recording words or ideas enable members of a language community to communicate. • People read to learn. • The words we see and hear enable us to create pictures in our minds 	
READING LITERATURE - Learning Outcomes for written language:	
Key Ideas and Details	Ask and answer questions about key details in a text.
	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	Use illustrations and details in a story to describe its characters, setting, or events.
	Compare and contrast the adventures and experiences of characters in stories. With prompting and support, students will make cultural connections to text and self.
Range of Reading and Level of Complexity Responding to Literature	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Make connections between self, text, and the world around them (text, media, social interaction).
	Ask and answer questions about key details in a text.
READING INFORMATIONAL TEXT - Learning Outcomes for written language:	
Key Ideas and Details	Ask and answer questions about key details in a text.
	Identify the main topic and retell key details of a text.
	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	Use the illustrations and details in a text to describe its key ideas.
	Identify the reasons an author gives to support points in a text.
Range of Reading and Level of Complexity Responding to Literature	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	With prompting and support, read informational texts appropriately complex for grade 1.

READING FOUNDATIONAL SKILLS - Learning Outcomes for written language:	
Print Concepts Phonological Awareness Phonics and Word Recognition	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. <p>a. Recognize and read grade-appropriate irregularly spelled words.</p>
Fluency	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Conceptual Understandings for Written Language: WRITING	
<ul style="list-style-type: none"> • People write to communicate. • The sounds of spoken language can be represented visually (letters, symbols, characters). • Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. • Written language works differently from spoken language. 	
WRITING - Learning Outcomes for Written Language:	
Text Types and Purposes	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
Range of Writing	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.
LANGUAGE Learning Outcomes for written language::	
Conventions of Standard English	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Print all upper and lowercase letters. • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in Basic sentences (e.g., He hops; We hop).

<p>Conventions of Standard English</p>	<ul style="list-style-type: none"> • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). • Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • Use frequently occurring adjectives. • Use frequently occurring conjunctions (e.g., and, but, or, so, because). • Use determiners (e.g., articles, demonstratives). • Use frequently occurring prepositions (e.g., during, beyond, toward). <p>a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<p>Vocabulary Acquisition and Use</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. <p>a. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. <p>a. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). • Identify real-life connections between words and their use (e.g., note places at home that are cozy). <p>a. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

<p>Conceptual Understandings for Oral Language: LISTENING AND SPEAKING</p>	
<ul style="list-style-type: none"> • The sounds of language are a symbolic way of representing ideas and objects. • People communicate using different languages. • Everyone has the right to speak and be listened to. 	
<p>LISTENING AND SPEAKING - Learning Outcomes Oral Language:</p>	
<p>Comprehension and Collaboration</p>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion. • Seek to understand and communicate with individuals from different cultural backgrounds.

	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	Produce complete sentences when appropriate to task and situation.

Conceptual Understandings for Visual Language: VIEWING AND PRESENTING

- People use static and moving images to communicate ideas and information.
- Visual texts can immediately gain our attention.
- Viewing and talking about the images others have created helps us to understand and create our own presentations.

VIEWING AND PRESENTING - Learning Outcomes Visual Language:

Visual Language	<ul style="list-style-type: none"> • Attend to visual information showing understanding through discussion, role play, illustrations. • Talk about their own feelings in response to visual messages; show empathy for the way others might feel. • Relate to different contexts presented in visual texts according to their own experiences, for example, “That looks like my uncle’s farm.” • Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products. • Show their understanding that visual messages influence our behavior. • Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip. • Use body language in mime and role play to communicate ideas and feelings visually. • Realize that shapes, symbols and colors have meaning and include them in presentations. • Use a variety of implements to practice and develop handwriting and presentation skills. • Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed. • Recognize ICT iconography and follow prompts to access programs or activate devices. • Through teacher modeling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame. • 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. • 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. • Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.
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LSIS Twi and French Language Learning Outcomes by Phase- Grade 1

It is important to recognize that the differentiation seen within a grade depends largely on their exposure to Chinese. In Grades 1-5, students are placed into Chinese language groupings based on language proficiency. Below are the learning outcomes for the END of Grade 1 in all 4 phases.

Phase of the PYP:	Phase 1 – Emergent	Phase 2 -Capable	Phase 3 - Proficient	Phase 4/5 - Fluent
Conceptual Understanding by Phase:	Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a 'book' and an awareness of some of its structural elements. They use the visual cues to recall sounds and the words they are 'reading' to construct meaning.	Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.	Learners show an understanding that text is used to convey meaning in different ways and for different purposes – they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.	Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.
At the end of the year the student...				
Listening	Is able to understand most simple classroom instructions in Chinese; Identifies basic facts, main ideas and supporting details in prompts dealing with familiar situations; Responds appropriately to prompts given	Is able to understand most regular classroom instructions in Chinese; Identifies main ideas and supporting details in prompts dealing with familiar and unfamiliar situations; Responds appropriately based on own understanding and ideas	Is able to understand all class instructions in Chinese; Identifies the main ideas and some details in prompts dealing with social and simple academic situations; Responds appropriately to instructions and conversations about topics studied	Is able to understand all class instructions in Chinese; Identifies the main ideas and some details prompts dealing with social situations and simple academic situations; Responds appropriately to instructions and conversations about topics studied
Speaking	Interacts in basic structured exchanges; Uses a basic range of vocabulary and grammar, some errors may hinder understanding; Uses fairly clear pronunciation, errors do not hinder understanding	Engages in rehearsed and some unrehearsed exchanges to share ideas; Uses a range of vocabulary taught and good basic grammar, errors do not hinder understanding; Use clear pronunciation, errors do not hinder understanding	Engages in rehearsed and many unrehearsed exchanges to share ideas; Uses vocabulary taught and basic grammatical structures, errors do not hinder understanding; Use clear pronunciation, errors do not hinder understanding; Introduced to register and purpose	Is able to engage in unrehearsed exchanges to share thoughts and ideas; Uses vocabulary taught and a range of basic grammatical structures, errors are minor; Uses clear pronunciation, correct intonation and fluency; Identifies register and purpose with support
Reading	Reads texts 15-25 characters long, pinyin support is	Reads texts 30-75 characters long with pinyin support if	Reads texts 50-100 characters long, pinyin is acceptable;	Reads texts 100-150 characters long, pinyin can support

	<p>acceptable;</p> <p>Identifies basic facts, main ideas and supporting details;</p> <p>Introduced to basic elements of a text and text-type</p>	<p>needed</p> <p>Identifies main ideas and supporting details;</p> <p>Recognizes basic elements of a text and text-type</p>	<p>Identifies the main ideas and some details;</p> <p>Recognizes basic types of text (poem, story, map, menu)</p>	<p>reading;</p> <p>Identifies the main ideas and some details and can retell the general idea;</p> <p>Identifies to some elements of basic format and style of the text-types taught</p>
Writing	<p>Writes texts using 5-10 characters independently;</p> <p>Uses basic vocabulary taught;</p> <p>Tries to organize ideas</p> <p>May use pinyin if needed</p>	<p>Writes texts 25-50 characters long with some support as needed;</p> <p>Uses a range of vocabulary taught;</p> <p>Organizes information and ideas with support</p> <p>Can use pinyin to learn new words if needed</p>	<p>Is able to write texts using 20-50 characters with some support as needed;</p> <p>Uses vocabulary taught and basic grammatical structures with support;</p> <p>Organizes information and ideas with support</p> <p>Can use pinyin to learn new words</p>	<p>Is able to write texts using 25-50 characters with support;</p> <p>Uses vocabulary taught and basic grammatical structures, with support;</p> <p>Organizes information and ideas with support</p> <p>Can use pinyin to learn new words</p>

LSIS Mathematics Learning Outcomes - Grade 1

Math Strand: NUMBER

Numbers in Base-Ten	Conceptual Understandings:
	<ul style="list-style-type: none"> - The base-10 place value system is used to represent numbers and number relationships. - Number operations can be modeled in a variety of ways. - There are many mental methods that can be applied for exact and approximate computations. - Number relationships can be used to solve addition and subtraction problems. - Fractions are ways of representing whole-part relationships.
Operations and Algebraic Thinking	Learning Outcomes-By the end of Grade 1 , students are expected to:
	<ul style="list-style-type: none"> - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written number. - Understand that the two digits of a two-digit number represent amounts of tens and ones. <ul style="list-style-type: none"> o Understand the following as special cases: 10 can be thought of as a bundle of 10 ones- called a 'ten' o The numbers from 110 to 19 are composed of a ten and a one, two, three, four, five, six, seven, eight or nine ones o The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones) - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparison with the symbol $>$, $=$, and $<$. - Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten, using concrete models or drawings, and/or the relationship between addition and subtraction. - Given a two-digit number, mentally find 10 more or 10 less than the number, without counting; explain the reasoning used. - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero difference), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. - Relate addition and subtraction strategies to a written method and explain the reasoning used. - Use cardinal and ordinal numbers in real-life situations. <ul style="list-style-type: none"> Use fractions in real-life situations.

	<p>creating equivalent but easier or known sums.</p> <ul style="list-style-type: none"> - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. - Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
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Math Strand: MEASUREMENT

Measurement and Data	Conceptual Understandings
	<ul style="list-style-type: none"> - Measurement involves comparing objects and events. - Objects have attributes that can be measured using non-standard units. - Events can be ordered and sequenced. - Standard units allow us to have a common language to identify, compare, order and sequence objects and events. - We use tools to measure the attributes of objects and events.
	Learning Outcomes-By the end of Grade 1 , students are expected to:
	<ul style="list-style-type: none"> - Order three objects by length; compare the lengths of two objects indirectly by using a third object. - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. - Tell and write time in hours and half-hours using analog and digital clocks.

Math Strand: SHAPE AND SPACE

Geometry	Conceptual Understandings
	<ul style="list-style-type: none"> - Shapes are classified and named according to their properties. - Some shapes are made up of parts that repeat in some way. - Specific vocabulary can be used to describe an object’s position in space.
	Learning Outcomes-By the end of Grade 1 , students are expected to:
	<ul style="list-style-type: none"> - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) <ul style="list-style-type: none"> o Build and draw shapes to possess defining attributes. - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. - Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. <ul style="list-style-type: none"> o Describe the whole as two of, or four of the shares. o Understand for these examples that decomposing into more equal shares creates smaller shares.

Math Strand: DATA HANDLING

Data Handling	Conceptual Understandings
	<ul style="list-style-type: none">- We collect information to make sense of the world around us.- Organizing objects and events helps us to solve problems.- Events in daily life involve chance.
	Learning Outcomes-By the end of Grade 1 , students are expected to:
	<ul style="list-style-type: none">- Collect, display and interpret data for the purpose of answering questions- Create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)- Use tree and Venn diagrams to explore relationships between data
Measurement and Data	<ul style="list-style-type: none">- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.- Create pictographs using tally marks- Create living graphs using real objects and people- Describe real objects and events by attributes

Math Strand: PATTERNS AND FUNCTIONS

Patterns and Functions	Conceptual Understandings
	<ul style="list-style-type: none">- Whole numbers exhibit patterns and relationships that can be observed and described.- Patterns can be represented using numbers and other symbols.
	Learning Outcomes-By the end of Grade 1 , students are expected to:
	<ul style="list-style-type: none">- Extend and create patterns in numbers, for example, odd and even numbers, skip counting- Use number patterns to represent and understand real-life situations- Use the properties and relationships of addition and subtraction to solve problems

Visual Arts Learner Outcomes

Visual Arts Learner Outcomes	Responding	Creating
KG and Grade 1 (Phase 2 from the PYP)	<ul style="list-style-type: none"> □ investigate the purposes of artwork from different times, places and a range of cultures including their own □ sharpen their powers of observation □ identify the formal elements of an artwork □ use appropriate terminology to discuss artwork □ describe similarities and differences between artworks □ identify the stages of their own and others' creative processes □ become an engaged and responsive audience for a variety of art forms. 	<ul style="list-style-type: none"> □ identify, plan and make specific choices of materials, tools and processes □ sharpen their powers of observation □ demonstrate control of tools, materials and processes □ make predictions, experiment, and anticipate possible outcomes □ combine a variety of formal elements to communicate ideas, feelings and/or experiences □ identify the stages of their own and others' creative processes □ consider their audience when creating artwork.

Music Learner Outcomes

Music Learner Outcomes	Responding	Creating
<p style="text-align: center;">KG and Grade 1 (Phase 2 from the PYP)</p>	<ul style="list-style-type: none"> □ sing individually and in unison □ recognize music from a basic range of cultures and styles □ express their responses to music from different cultures and styles □ create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) □ explore individually or collectively a musical response to a narrated story □ reflect on and communicate their reactions to music using musical vocabulary □ record and share the stages of the process of creating a composition <p style="text-align: center;">share performances with each other and give constructive criticism</p>	<ul style="list-style-type: none"> □ explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings □ express one or more moods/feelings in a musical composition □ create music to represent different cultures and styles □ create a soundscape based on personal experiences □ collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast) □ read, write and perform simple musical patterns and phrases □ create music for different purposes

Personal, Social and Physical Education Learner Outcomes

Personal, Social and Physical Education Learner Outcomes	Identity	Interactions	Active Living
KG and Grade 1 (Phase 2 from the PYP)	<ul style="list-style-type: none"> □ describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences □ describe how personal growth has resulted in new skills and abilities □ explain how different experiences can result in different emotions □ identify feelings and begin to understand how these are related to behavior □ express hopes, goals and aspirations □ solve problems and overcome difficulties with a sense of optimism □ examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help □ recognize others' perspectives and accommodate these to shape a broader view of the world □ identify and understand the consequences of actions □ are aware of their emotions and begin to regulate their emotional responses and behavior □ reflect on inner thoughts and self-talk⁴ □ demonstrate a positive belief in their abilities and believe they can reach their goals by persevering. 	<ul style="list-style-type: none"> □ value interacting, playing and learning with others □ discuss and set goals for group interactions □ cooperate with others □ ask questions and express wonderings □ recognize the different group roles and responsibilities □ assume responsibility for a role in a group □ celebrate the accomplishment of the group □ share ideas clearly and confidently □ seek adult support in situations of conflict □ reflect on the process of achievement and value the achievements of others □ understand the impact of their actions on each other and the environment. 	<ul style="list-style-type: none"> □ recognize the importance of regular exercise in the development of well-being □ identify healthy food choices □ communicate their understanding of the need for good hygiene practices □ reflect on the interaction between body systems during exercise □ explain how the body's capacity for movement develops as it grows □ use and adapt basic movement skills (gross and fine motor) in a variety of activities □ explore different movements that can be linked to create sequences □ display creative movements in response to stimuli and express different feelings, emotions and ideas □ reflect upon the aesthetic value of movement and movement sequences □ understand the need to act responsibly to help ensure the safety of themselves and others.

Overall Expectations in Science

Overall Expectations in Science	Description
KG and Grade 1 (Phase 2 from the PYP)	Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

Science Strands	Description
Living Things	The study of the characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.
Earth and Space	The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.
Materials and Matter	The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.
Forces and Energy	The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

Overall Expectations in Social Studies

Overall Expectations in Social Studies	Description
KG and Grade 1 (Phase 2 from the PYP)	Students will increase their understanding of their world, focusing on themselves, their friends and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and how people interact within groups. They will recognize connections within and between systems by viewing themselves. They will broaden their sense of place and the reasons why particular places are important, how and why people's activities influence, and are influenced by, the places in their environment. They will gain an understanding of their relationship with the environment. They will gain a greater sense of time in their own lives, and how time and change affect people. They will become increasingly aware of how time affect individuals and the environment.

Social Studies Strands	Description
Human Systems and Economic Activities	The study of how and why people construct organizations and systems; the ways in which people interact and the distribution of power and authority.
Social Organization and Culture	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with one another.
Continuity and Change Through Time	The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.
Human and Natural Environments	The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; the experience and represent place; the impact of natural disasters on people and the built environment.
Resources and the Environment	The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.