Washington International School

Curriculum Overview
Grade 1

Updated August 2017

Using structured inquiry, the Primary Years Program (PYP) gives children a strong foundation in languages, mathematics, social studies, science and technology, visual arts, music, physical education, and personal and social education. The transdisciplinary themes include and transcend subject areas and are used to classify knowledge about the world. Each grade level follows a unique Program of Inquiry, with six transdisciplinary units of inquiry.

Grade 1 Program 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
An inquiry into the nature of self; beliefs and values; personal, 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 other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea: Belonging to a community involves developing skills of citizenship to contribute to a community.	**Central Idea:** Families may retain their heritage in order to preserve their values and traditions as they adjust to a new environment.	**Central Idea:** People find ways to communicate their ideas, feelings, and imagination.	**Central Idea:** Everyday materials have properties that can help us distinguish one from another.	**Central Idea:** As urban populations grow, the services they provide must continue to meet citizen needs.	**Central Idea:** Conservation of habitats directly impacts preservation of living creatures.
Lines of Inquiry: • Rights and responsibilities of a citizen at school • Choices I can make to show that I am a positive citizen of my school. • Characteristics of a positive citizen	**Lines of Inquiry:** • Adaptation of cultures to a host country • Preserving things we value when we move • How we treat others from other places with different values, traditions, and ways of life	**Lines of Inquiry:** • Teachings embedded into stories • Feelings and emotions that stories evoke • Perspectives/ opinions/pictorials teach us about different cultures • Roles and reasons in storytelling	**Lines of Inquiry:** • Concept of matter • Properties of materials • Distinguishing and grouping objects to make sense of the world	**Lines of Inquiry:** • Functions and places that people want and need in cities • Unique issues facing rural and urban areas, and ways to address them • Responsibility of individuals to improve or maintain a healthy quality of life in their urban or rural area	**Lines of Inquiry:** • Characteristics and classification of animals (vertebrates) • Our responsibility to animals and their habitats
Key Concepts: Form, Responsibility, Reflection	**Key Concepts:** Form, Perspective, Responsibility	**Key Concepts:** Connection, Perspective, Reflection	**Key Concepts:** Form, Function, Causation	**Key Concepts:** Function, Change Causation	**Key Concepts:** Form, Change, Connection, Perspective
Subjects: PSPE, Social Studies, Math	**Subjects:** Social Studies, Music, Art, Math	**Subjects:** Language, The Arts, Math	**Subjects:** Science, Math	**Subjects:** Social Studies, Science, Art, Math	**Subjects:** Science, Social Studies, Music, Math

LANGUAGE

Students in Grades 1-5 learn in, about, and through two languages in a dual language program. Receptive and productive skills of written, oral, and visual language are taught explicitly, as well as through the units of inquiry and integrated into other subject areas. Grammar, language mechanics, and phonetic learning are achieved through an inquiry-based approach whenever possible. In this way, students learn both through the use of the language in learning content, as well as through clearly defined lessons for skill development.

WRITTEN LANGUAGE: READING

Overall Expectations: 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 understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Conceptual Understandings	Reading Outcomes for Grade 1
Learners know that the sounds of spoken language can be represented visually, that written language works differently from spoken language, that consistent ways of recording words or ideas enable members of a language community to communicate, that people read to learn, and that the words we see and hear enable us to create pictures in our minds.	• Select and reread favorite texts for enjoyment • Participate in shared reading, posing, and responding to questions and joining in the refrains • Participate in guided reading situations, observe and apply reading behaviors, and interact effectively with the group • Listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes • Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level • Make connections between personal experience and storybook characters • Participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems • Understand that print is permanent (for example: when listening to familiar stories, notice when the reader leaves out or changes parts) • Use meaning, visual, contextual, and memory cues, and cross-check cues against each other, when necessary • Read and understand familiar print from the immediate environment (for example: signs, advertisements, logos, ICT iconography) • Understand sound–symbol relationships and recognize familiar sounds/symbols/words of the language community • Instantly recognize an increasing bank of high-frequency and high-interest words, characters, or symbols • 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)

A variety of authentic resources and texts are used to support the teaching of reading in each of our school languages. Fountas and Pinnell and GB+ support our reading program to identify books at individual student levels. A balanced approach to teaching reading is emphasized, working with students to decode words, comprehend texts, and read fluently across modeled, shared, guided, and independent stages of reading.

WRITTEN LANGUAGE: WRITING

Overall Expectations: Learners show an understanding that writing is a means of recording, remembering, and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Conceptual Understandings	Writing Outcomes for Grade 1
Learners know that people write to communicate, that the sounds of spoken language can be represented visually (letters, symbols, characters), that consistent ways of recording words or ideas enable members of a language community to understand each other's writing, and that written language works differently from spoken language.	• Enjoy writing and value their own efforts • Write informally about their own ideas, experiences, and feelings in a personal journal or diary, initially using simple sentence structures • Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged • Participate in shared and guided writing, observing the teacher's model, asking questions, and offering suggestions • Write to communicate a message to a particular audience (for example: a news story, instructions, a fantasy story) • Create illustrations to match their own written text • Demonstrate an awareness of the conventions of written text (for example: sequence, spacing, directionality) • Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas • Form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community • Discriminate between types of code (for example: letters, numbers, symbols, words/characters) • Write an increasing number of frequently used words or ideas independently • Illustrate their own writing and contribute to a class book or collection of published writing • Demonstrate an awareness of the conventions of written text (for example: sequence, spacing, directionality) • Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas • Form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community • Discriminate between types of code (for example: letters, numbers, symbols, words/characters)

A variety of authentic resources and texts are used to support the teaching of writing in each of our school languages. *Six Plus One Traits* is used for teaching writing in all school languages, and a word study approach (in English, through the *Words Their Way* program) is used to develop phonetic skills in each language. A balanced approach to teaching writing is emphasized, working with students across modeled, shared, guided, and independent stages of reading and writing.

ORAL LANGUAGE: LISTENING AND SPEAKING

Overall Expectations: Learners show an understanding that sounds are associated with objects, events, and ideas, or with symbolic representations of them. They are aware that an object or

symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Conceptual Understandings	Oral Language Learning Outcomes for Grade 1
Learners know that the sounds of language are a symbolic way of representing ideas and objects, that people communicate using different languages, and that everyone has the right to speak and be listened to.	• Listen and respond in small or large groups for increasing periods of time • Listen to and enjoy stories read aloud; show understanding by responding in oral, written, or visual form • Memorize and join in with poems, rhymes, and songs • Follow classroom instructions, showing understanding • Describe personal experiences • Obtain simple information from accessible spoken texts • Distinguish beginning, medial, and ending sounds of words with increasing accuracy • Follow two-step directions • Predict likely outcomes when listening to texts read aloud • Use language to address their needs, express feelings and opinions • Ask questions to gain information and respond to inquiries directed to themselves or to the class • Use oral language to communicate during classroom activities, conversations, and imaginative play • Talk about the stories, writing, pictures, and models they have created • Begin to communicate in more than one language • Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).

Students use listening and speaking skills in a variety of settings every day. Our oral assessment, the SOPA (Student Oral Proficiency Assessment), sponsored by the Center for Applied Linguistics, helps us to assess oral language development in the non-English languages in Kindergarten, Grade 1, Grade 3, and Grade 5.

VISUAL LANGUAGE: VIEWING AND PRESENTING

Overall Expectations: Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Conceptual Understandings	Visual Language Learning Outcomes for Grade 1
Learners know that people use static and moving images to communicate ideas and information, that visual texts can immediately gain our attention, and that viewing and talking about the images others have created helps us to understand and create our own presentations.	• 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 • Locate familiar visual texts in magazines, advertising, and 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 • View different versions of the same story and discuss the effectiveness of the different ways of telling the same story • Become aware of the use and organization of visual effects to create a particular impact

Presentation skills incorporate oral language, communication styles and active listening. These skills are integrated into a variety of classroom activities and special projects, and culminate with the Grade 5 Final Exhibition presentations. In addition, our Information and Communications Literacies (ICL) outcomes explicitly address these skills.

MATHEMATICS

Mathematics is taught through five content strands: Number, Shape and Space, Pattern and Function, Measurement, and Data Handling, both explicitly in stand-alone units, as well as integrated within the current unit of inquiry. Students justify and discuss their mathematical thinking, identify problem-solving strategies, and reflect on the most efficient strategies. A variety of paths to solving a problem are as valuable as finding the answer itself.

Building number sense (the ability to make sense of, compare, operate upon, and manipulate numbers) is central to our math program. Students are expected to achieve automaticity (both speed and accuracy) in basic facts in the four operations. Addition and subtraction fluency is expected by the end of Grade 2, while multiplication and division fluency is achieved by the end of Grade 4.

Mathematics resources used in classrooms include a wide variety of mathematics manipulatives, such as place value blocks, pattern blocks, and geoboards. Students become familiar with rekenreks, hundreds charts, and ten frames to develop number sense. In addition, a variety of online and text resources support our inquiry-based math program in all grades.

Overall Expectations	Mathematics Outcomes for Grade 1
NUMBER Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare, and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.	• Read and represent numbers, using place value and the base 10 system, to 100 • Count, compare, and order numbers to 100 • Construct and deconstruct numbers to 100 • Read numbers to 100 in words and numerals and write numbers to 20 in words • Identify and sequence ordinal numbers through twentieth • Skip count by 2s, 5s, and 10s • Model numbers as odd and even • Read, write, and represent halves, quarters, and thirds of a region and a set • Make reasonable estimates of quantities to 100 • Subitize numbers up to 20 • Read, write, and model addition and subtraction to 100 without regrouping • Represent and write fact families in addition and subtraction to 10 • Uses various strategies to add and subtract facts to 20 • Add three one-digit numbers • Add two two-digit numbers without regrouping • Subtract two-digit numbers without regrouping • Use addition or subtraction to solve a problem to 100 without regrouping
SHAPE AND SPACE Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their	• Sort shapes by two attributes • Sort, describe, and model: triangles, circles, squares, rectangles, rhombuses, trapezoids, ovals, hexagons • Name and classify: cubes, spheres, cones, pyramids, cylinders, and rectangular prisms by their various attributes • Predict the results of putting together and taking apart the above

properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create, and use simple directions and specific vocabulary to describe paths, regions, positions, and boundaries of their immediate environment.	2- and 3-dimensional shapes • Describe the position of an object relative to a landmark • Give and follow simple directions using: left; right; forward; backward
PATTERN AND FUNCTION Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.	• Create, extend, and name a pattern up to a base of 4 components with doubling • Translate patterns from one representation to another • Recognize, describe, and extend number patterns: skip counting by 2s, 5s, 10s • Classify and order objects by two attributes • Apply the commutative property of addition • Demonstrate the relationship between addition and subtraction as inverse properties • Find unknown quantities in addends and minuends; sums and differences • Complete number sentences to demonstrate equality: _+_=_+_
MEASUREMENT Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature, and time.	• Estimate, measure, and record in standard units of length (inches, feet, and centimeters) using the appropriate tool/unit to the nearest whole unit • Estimate and compare in standard units of weight (pounds and kilograms) using the appropriate tool/unit • Estimate and compare temperature in degrees (Fahrenheit and Celsius) to the nearest ten degrees • Sequence and identify the number of days in a week and months in a year • Tell time to the nearest half hour using digital and analog clocks • Find equivalent values of pennies, nickels, dimes, quarters • Identify different combinations of coins equal to the value of 25 cents • Choose an appropriate tool and unit to measure a specific attribute
DATA HANDLING Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect	• Classify data by different attributes • Gather, organize, and display data using pictographs and bar graphs • Answer questions based on given data • Pose questions that can be answered by given data • Describe and compare data from tables, pictographs, and bar

and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.	graphs • Make predictions based on given data • Identify and describe chances in daily events (impossible, less likely, possible, most likely, certain)

SCIENCE

There are four science strands, which are integrated into the units of inquiry at each grade level, ensuring a balance throughout each year. Our learning outcomes are kept up-to-date in consultation with the Science Strands from the IBPYP Scope and Sequence, as well as international and national curriculum standards.

LIVING THINGS
The study of 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 systems, distinctive features, and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.

MATERIALS AND MATTER
The study of 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 MACHINES
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.

Eight core science skills are developed through the learning experiences across the strands:
a. Observe carefully in order to gather data
b. Use a variety of instruments and tools to measure data accurately
c. Use scientific vocabulary to explain their observations and experiences
d. Identify or generate a question or problem to be explored
e. Plan and carry out systematic investigations, manipulating variables as necessary
f. Make and test predictions
g. Interpret and evaluate data gathered in order to draw conclusions
h. Consider scientific models and applications of these models (including their limitations)

Transdisciplinary Theme	Science Outcomes for Grade 1
HOW THE WORLD WORKS 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.	• Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties • Analyze data obtained from testing different materials to determine which materials have the properties that are the best suited for an intended purpose • Describe observable changes (including changes of state) that occur in materials • Be aware of how to change water into a solid, liquid, and gas • Apply understanding of basic properties of materials in order to match materials to purpose (for example: water proofing, insulation)

HOW WE ORGANIZE OURSELVES 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.	• Investigate, through experimentation, the effects of pushing, pulling, and other forces on the shape and stability of simple structures • Investigate structures that are built for a specific purpose to see how their design and materials suit the purpose
SHARING THE PLANET An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	• Classify animals by traits and characteristics to understand needs and commonalities and differences • Observe and describe patterns of what plants and animals need to survive • Observe and describe the characteristics of living and nonliving things • Observe the needs of living things that enable them to stay healthy • Take responsibility for living things found in his or her environment • Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things

SOCIAL STUDIES

Social studies learning, like science, is integrated entirely into the Program of Inquiry, using a balanced approach across all grade levels. There are five strands outlined in our social studies program, which also draw from the PYP, as well as documents outlining national and international standards and benchmarks.

HUMAN SYSTEMS AND ECONOMIC ACTIVITIES
The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

SOCIAL ORGANIZATIONS AND CULTURE
The study of people, communities, culture, and societies; the ways in which individuals, groups, and societies interact with each other.

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; how people 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.

Five core social studies skills are developed through the learning experiences across the strands:
a. Formulate and ask questions about the past, the future, places, and society
b. Use and analyze evidence from a variety of historical, geographical, and societal
   sources
c. Orientate in relation to place and time
d. Identify roles, rights, and responsibilities in society
e. Assess the accuracy, validity, and possible bias of sources

Transdisciplinary Theme	Social Studies Outcomes for Grade 1
WHO WE ARE 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.	• Understand that a citizen is a member of a community or group; students are citizens of their local and global community • Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens • Identify qualities that leaders need in order to meet their responsibilities • Identify some elements of respectful behavior that they can practice in their everyday life (e.g., sharing, cooperating, being courteous, not damaging the natural or built environment) and/or that other people practice

WHERE WE ARE IN PLACE AND TIME 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.	• Differentiate between people, places, and events in the past, present, and future • Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures • Investigate why we should respect the diverse cultures and traditions in the communities in which we live • Understand the diversity that exists among families and within the local community leads to an appreciation of diverse perspectives
HOW WE EXPRESS OURSELVES 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.	• Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history • Differentiate between people, places, and events in the past, present, and future
HOW THE WORLD WORKS 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.	• Identify some elements of respectful behavior that they can practice in their everyday life (for example: sharing, cooperating, being courteous, not damaging the natural or built environment) • Demonstrate an understanding that it is important to treat other people and the environment with respect
SHARING THE PLANET An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	• Understand the interactions and relationships between human societies and their physical environment
HOW WE ORGANIZE OURSELVES An inquiry into the interconnectedness of human-made systems and communities; the structure	• Explain how communities have natural and constructed features • Recognize the components of a local community • Describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist • Describe how people in different types of institutions and

and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	organizations (for example: families, schools, local religious communities, clubs etc.) interact with each other • Identify the contributions of different members of a community. • Compare transportation systems within the local community to those in other communities • Identify and describe the functions of various public places in the community • Understand that people share similarities and differences with others in their own community and with other communities

INFORMATION AND COMMUNICATIONS LITERACIES (ICL)

Through stand alone and integrated learning experiences, students learn to access, select, organize, and present information in a variety of ways. Digital citizenship and ethical and appropriate use of technology are important aspects of our ICL curriculum and are explored in a variety of settings with our students. In addition, appreciation of literature is an explicit goal of students' experience in our Library.

Overall Expectations	Learning Outcomes for Grades 1 and 2
Find and access information sources	• With guidance, develop one's personal learning system of information sources (for example: databases, tutorials, websites) • With guidance, identify the location of resources within the library • Identify the physical parts of a book (for example: cover, spine, title page) • With guidance, use the library's online catalog to locate sources to meet information need. • With guidance, use library material's call number to identify the material's language and location in the library • With guidance, identify where to find online resources and tools, including reference sources, databases and recommended search engines • With guidance, use school's online resources (for example: encyclopedia, media articles, videos, images) to search for textual and audiovisual information
Select appropriate information sources and evaluate information critically	• With guidance, as a group, generate questions that guide direction of inquiry • Understand that there are multiple types of resources and formats to satisfy information needs • With guidance, identify and avoid digital advertising • With guidance, distinguish between perspectives presented in information resources • With guidance, differentiate between fiction and nonfiction • With guidance, distinguish between fact and opinion in nonfiction resources • With guidance, seek evidence within information sources that reinforces and/or disproves a hypothesis • With guidance, recognize that information found within a specific source matches the information need
Extract, organize, and interpret information so that it is useful knowledge	• With guidance, identify a book's text features (for example: table of contents, heading, index, glossary, caption, diagram) • With guidance, identify types of media sources (for example: maps, photos, graphs, diagrams, infographics, videos, audio files) and identify data found in them • With guidance, use print and online graphic organizers to organize information • With guidance, identify patterns, connections, and perspectives within information • With guidance, draw conclusions to create new understandings • With guidance, recognize when information found within a specific source matches the information need
Collaborate with	• With guidance, work productively and respectfully with others in learning

others to exchange ideas, develop new understandings and communicate knowledge	situations • With guidance, share information, knowledge and opinions with others in a group • With guidance, in a group setting give and receive peer feedback
Create and present products that express understanding and new meaning	• With guidance, choose the appropriate communication tool for the purpose • With guidance, plan, compose, and revise drafts of products • With guidance, convey factual information to an audience • With guidance, provide opinions and supporting evidence to an audience • With guidance, express knowledge and artistic creativity in a variety of forms using print and digital media • With guidance, produce digital media following foundational media production processes (for example: idea creation, storyboard, script writing, rehearsal, recording, editing, publishing) • With guidance, use presentation design principles (for example: color, balance, white space, minimal distractions) to communicate content effectively • With guidance, make presentation content and layout choices that exhibit awareness of purpose and audience • With guidance, use effective and efficient foundational media production techniques and design principles (for example: 'rules of thirds,' lighting, steady hand, quality audio, etc.) • With guidance, practice presenting, reflecting and editing the product • With guidance, evaluate research process and product to determine completeness and possible future strategies
Use information and technology ethically and responsibly	• With guidance, follow school's technology rules as outlined in the WIS Technology Acceptable Use Policy regarding information and technology resources • With guidance, follow library use and circulation procedures and policies • Recognize the concept of authorship • With guidance, express understanding in own words rather that those found in sources • Identify each source's title, author, and illustrator • With guidance, create a modified source list • With guidance, access, display, create, and communicate digital material in compliance with the WIS Acceptable Use Policy • With guidance, use hardware and software responsibly, as outlined in the WIS Technology Acceptable Use Policy
Use technology hardware and software effectively to access information and communicate	• With guidance, power on, log in and out of device, software, and online accounts with school provided passwords • With guidance, use browser tools (for example: navigation toolbar, home button, tabs, address) • With guidance, navigate and manipulate (for example: select, drag, copy) text and images using device-specific tools (for example: track pad, touchscreen, mouse, voice) • With guidance, sit with proper posture and start the process of touch typing with home row • With guidance, search for, retrieve, download, and save files in a variety of formats with naming protocol • With guidance, describe technology using correct terminology

PHYSICAL EDUCATION (PE)

The PE curriculum aims to develop habits of healthy, balanced living, as well as gross motor skills.
- Individual pursuits: locomotion, manipulation, motor skills, techniques, rules, purpose, performance, and achievement
- Movement composition: sequence, movements, performance, communication, and feelings
- Games: categories, space, rules, modification, innovation, and teamwork [cooperation]
- Adventure challenges: critical thinking, collaboration, teamwork, goal setting, and roles
- Health-related fitness: healthy lifestyle, choices, decision-making, fitness, and development

Students are introduced to the fundamental skills of a variety of sports and activities. Participation in cooperative and competitive game play begins at an age-appropriate level as students are exposed to different active pursuits, with the hope of instilling a lifelong affinity for fitness.

MUSIC

Music classes incorporate learning in the following five curriculum areas:
- Performing: singing and playing instruments
- Creating and composing
- Notation
- Listening and Appreciation
- Music in society

Grade 1 students learn to read and write music notes on a music bar. Students sing in canon (or rounds), use call and response, and identify patterns in music. They also learn about families of orchestral instruments.

ART

Studio art classes provide students with instruction in the following curriculum areas:
- Creative processes
- Elements and principles of art and design
- Reflection and appreciation
- Visual art in society

In Grade 1, students focus on portraits and self-portraits as an underlying theme throughout the school year, with an emphasis on exploring a variety of mediums.

CURRICULUM REVIEW PROCESS

Curriculum is periodically reviewed and revised based on updates from the IB PYP, consideration of advancements in educational research, and collaborative curriculum design across school divisions.