



Grade 1 Semester 2 Learner Outcomes

	Unit 4	Unit 5	Year Long Unit
Transdisciplinary Theme	<p>How the world works</p> <p><i>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; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p>How we organize ourselves</p> <p><i>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</i></p>	<p>How we express ourselves</p> <p><i>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</i></p>
Unit of Inquiry Details	<p>Light and Sound</p> <p>Central idea Light and sound can be produced by different sources and can be changed.</p> <p>Key concepts: form, causation, connection</p> <p>Related concepts: transfer, energy</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Different sources of light and sound • Ways light can be changed • Ways sounds can be produced and changed 	<p>Transportation Systems</p> <p>Central Idea Communities develop transportation systems to help meet their needs</p> <p>Key concepts:, function, change, causation</p> <p>Related concepts: technology, systems, organization</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Types and features of transportation systems • Decisions involved in using transportation systems • The different ways transportation systems develop 	<p>Celebrations</p> <p>Central Idea Celebrations and traditions can express shared beliefs and values.</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: beliefs, values, culture</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Reasons people celebrate • Features of traditions and celebrations • Symbols in celebrations and traditions
Learner Profile Focus	<ul style="list-style-type: none"> • Learner Profile: Knowledgeable, Inquirer 	<ul style="list-style-type: none"> • Learner Profile: Thinker, Inquirer 	<ul style="list-style-type: none"> • Learner Profile: Globally minded, religious, Open-minded, Communicator
Approaches to Learning	<ul style="list-style-type: none"> • Thinking • Communication • Research 	<ul style="list-style-type: none"> • Social • Communication • Research 	<ul style="list-style-type: none"> • Thinking • Communication • Research
ICT Integration	<p>Organising: Managing digital Data:</p> <ul style="list-style-type: none"> • Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop) <p>Creating: Using applications</p> <ul style="list-style-type: none"> • Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr.) • Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw) • Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos) <p>Collaborating and communicating <i>Use educational apps to collaborate, share and exchange</i></p>	<p>Organising: Managing digital Data:</p> <ul style="list-style-type: none"> • Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop) <p>Creating: Using applications</p> <ul style="list-style-type: none"> • Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr.) • Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw) • Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos) 	<p>Organising: Managing digital Data:</p> <ul style="list-style-type: none"> • Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop) <p>Creating: Using applications</p> <ul style="list-style-type: none"> • Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr.) • Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw) • Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)
PSPE Integration (Personal and Social - Identity and Interactions)			<ul style="list-style-type: none"> • Demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence • Willingly approach and persevere with new situations • Talk about similarities and differences between themselves and others • Enjoy interacting, playing and engaging with others • Take turns • Listen respectfully to others • Ask questions • Celebrate the accomplishments of others • Reach out for help when it is needed for themselves or others



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Language Arts

Approx. Start Date	Unit 4	Unit 5	Year Long Unit
Reading Workshop Focus	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension <ul style="list-style-type: none"> Readers Have Important Jobs to Do Readers Use Tools to Understand Their Books Readers Use Everything They Know to Get the Job Done 	Meeting Characters and Learning Lessons <ul style="list-style-type: none"> Going On Reading Adventures Studying Characters in Books Learning Important Lessons Growing Opinions About Books 	Building Good Reading Habits <ul style="list-style-type: none"> Habits for Tackling Even the Hardest Words Partners Have Habits, Too! Learning About the World: Reading Nonfiction <ul style="list-style-type: none"> Tackling Super Hard Words in Order to Keep Learning Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension <ul style="list-style-type: none"> Readers Add New Tools to Read Hard Words
Writing Workshop Focus	Writing Reviews <ul style="list-style-type: none"> Best in Show: Judging Our Collections Writing Persuasive Reviews Writing Persuasive Book Reviews 	From Scenes to Series: Writing Fiction <ul style="list-style-type: none"> Fiction Writers Set Out to Write Realistic Fiction! Fiction Writers Set Out to Write Series Becoming More Powerful at Realistic Fiction: studying the Genre and Studying Ourselves as Writers Getting Reader to Publish Our Second Series. 	Small Moments: Writing with Focus, Detail, and Dialogue <ul style="list-style-type: none"> Fixing and Fancying Up Our Best Work
Library/Research Skills	<ul style="list-style-type: none"> Pose questions to identify and clarify issues, and compare information in their world. Formulate questions beginning with who, what, when, where, how and why, and organize these as a concept map or other graphic organizer. Respect the perspectives and opinions of others. Read a variety of sources for information and for pleasure. Use online resources such as PebbleGO 	<ul style="list-style-type: none"> Categorize information into lists (written or graphic). Understand that non-fiction resources are shelved according to a system and locate selected non-fiction sections. Listen to and discuss other people's thoughts and ideas. Formulate questions beginning with what, when, where, how and why, and organize. 	<ul style="list-style-type: none"> Use knowledge of alphabetical order to find information. Relate symbols in text and images. Categorize information into lists (pictures, written or graphic). Recognise that questions can be sorted.

Mathematics

Approx. Start Date	Unit 4	Unit 5	Year Long Unit
	Numbers and Operations Patterns, Functions and Algebra Compare numbers <ul style="list-style-type: none"> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. Measurement Data Analysis and Probability Measure lengths indirectly and by iterating length units <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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps 	Measurement Data Analysis and Probability Represent and interpret 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 	Numbers and Operations Patterns, Functions and Algebra Understand addition and understand subtraction <ul style="list-style-type: none"> Use addition and subtraction within 20 to solve word problems Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 Understand and apply properties of operations and the relationship between them <ul style="list-style-type: none"> Apply properties of operations as strategies to add and subtract. <ul style="list-style-type: none"> Commutative property of addition Associative property of addition Understand subtraction as an unknown-addend problem Relate counting to addition and subtraction Work with addition and subtraction equations <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 three whole numbers. Geometry Analyse, compare, create and compose shapes <ul style="list-style-type: none"> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes



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			<ul style="list-style-type: none"> • Compose two-dimensional shapes or three-dimensional shapes 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 and the whole using words
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Specialists

	Unit 4	Unit 5	Year Long Unit
Art	<p>Responding</p> <ul style="list-style-type: none"> • Identify the stages of their own and other’s creative processes • Become an engaged and responsive audience for a variety of art forms • Use appropriate terminology to discuss artwork <p>Creating</p> <ul style="list-style-type: none"> • Demonstrate control of tools, materials and processes • Make predictions, experiment and anticipate possible outcomes • Identify the stages of their own and others’ creative processes <p>Art and Design Skills: Making musical instruments</p>	<p>Responding</p> <ul style="list-style-type: none"> • Investigate the purposes of artwork from different times, places and a range of cultures, including their own • Sharpen powers of observation <p>Creating</p> <ul style="list-style-type: none"> • Sharpen their powers of observation • Consider their audience when creating artwork <p>Art and Design Skills: Road Safety Poster Design Competition - Typography</p>	<p>Responding</p> <ul style="list-style-type: none"> • Investigate the purposes of artwork from different times, places and a range of cultures including their own • Describe similarities and differences between artworks <p>Creating</p> <ul style="list-style-type: none"> • Identify , plan and make specific choices of materials, tools and processes • Demonstrate control of tools, materials and processes • Identify the stages of their own and other’ creative processes <p>Art and Design Skills: Clay modelling - Chinese New Year</p>
PE	<p>Health Related Fitness Unit (Stand Alone)</p> <ul style="list-style-type: none"> • Explain the importance of drinking water during and after physical activity. • Explain that nutritious food provides energy for alertness and mental concentration. • Recognize that the heart is the most important muscle in the body and is approximately the size of a fist. • Explain that increasing the heart rate during physical activity strengthens the heart muscle. • Identify physical activities that cause the heart to beat faster. • Describe the role of blood in transporting oxygen from the lungs. • Identify the body components (e.g. bones, muscles, organs, brain, fat, and other tissues). <p>Individual Pursuits Unit (Stand Alone)</p> <ul style="list-style-type: none"> • Identify examples of underhand and overhand movement patterns. • Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel. • Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel. • Explain that the point of release influences the direction of a tossed object and of a thrown object. 	<p>Gymnastics unit</p> <ul style="list-style-type: none"> • Identify the right and left sides of the body and movements from right to left and left to right • Distinguish between a jog and a run, a hop and a jump and a gallop and a slide and explain the key differences and similarities in those movements. • Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support. • Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form. • Land on both feet after taking off one foot and off of both feet. • Identify the base of support of balances objects. • Identify and demonstrate 4 out of the 7 gymnastics shapes which make up all gymnastics movements. • Apply a balance, roll and a jump to a completed routine. • Use a range of gymnastics equipment confidently and safely to create a routine. • Maintains stillness on different bases of support with different body shapes. • Rolls with either a narrow or curled body shape. • Transfers weight from one body part to another in self-space in Gymnastics. • Demonstrates twisting, curling, bending and stretching. 	<ul style="list-style-type: none"> • Describe how they have grown and changed (Identity) • Identify some of the effects of different physical activity on the body (Active Living) • Identify when their actions have impacted others (Interactions) • Develop a range of fine and gross motor skills (Active living) • Identify healthy food choices (Active Living)
Music	<p>Responding</p> <ul style="list-style-type: none"> • Distinguish between the different sounds of musical instruments • Listen to music and create their own work in response. • Explore body and untuned percussion instrument sounds. • Identify the sounds of a variety of instruments, including classroom instruments, orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices • Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., science: vibration of strings, drum heads, or air columns) 	<p>Responding</p> <ul style="list-style-type: none"> • Explore vocal sounds, using the voice to imitate sounds and communicate feelings or ideas • Develop language through songs and chants • Use singing to explore concepts of tempo, timbre, dynamics. <p>Performing: Playing Instruments</p> <ul style="list-style-type: none"> • Start and stop together • Maintain steady beat using body percussion and playing untuned instruments 	<p>Responding</p> <ul style="list-style-type: none"> • Recognize music from a basic range of cultures and styles • Express their responses to music from different cultures and styles <p>Creating</p> <ul style="list-style-type: none"> • Participate in performing and creating music both individually and collectively



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	<p>generating sounds used in music; geography: songs associated with various countries or regions)</p> <p>Creating</p> <ul style="list-style-type: none"> • Create their own basic musical instruments (unpitched/ pitched) • Create a soundscape based on personal experiences using created instruments and notating ideas with non-traditional music notation. • Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping) • Use a variety of sound sources (found sounds) when composing 	<ul style="list-style-type: none"> • Explore body sounds and a variety of untuned/tuned percussion instruments in order to develop fine motor control • Use care and control when handling a wide range instruments (focus on barred instruments) • Perform expressively to show tempo, dynamics, texture, style and articulation • Play melodic patterns by rote with a steady beat individually and collectively (on Orff instruments) <p>Listening:</p> <ul style="list-style-type: none"> • Describe the differences in music. • Distinguish and describe melodic patterns. <p>Creating</p> <ul style="list-style-type: none"> • Create compositions using limited pitch (mi, so. la/ do, re, mi/ or combination) • Perform compositions on Orff instruments/ sound sources) • Share performances with each other, describing its musical elements (pitch, rhythm, repeated patterns) 	
<p>Dance</p>	<p>Responding</p> <ul style="list-style-type: none"> • Respond to dance through spoken, written, visual, and/or kinesthetic mediums <p>Creating</p> <ul style="list-style-type: none"> • Explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension, and relaxation • Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills • Explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice. 	<p>Responding</p> <ul style="list-style-type: none"> • Describe the ideas and feelings communicated through body movements • Display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance <p>Creating</p> <ul style="list-style-type: none"> • Students demonstrate the ability to define and maintain personal space • Demonstrate accuracy in moving to a musical beat and responding to changes in tempo. • Explore different types of movements such as travelling, jumping and turning • Use improvisation to discover and invent movement and to solve movement problems. • Students develop the ability to cooperate and communicate with others in creating their dance sequence. 	<p>Responding</p> <ul style="list-style-type: none"> • Show curiosity about live and recorded dance performances • Reflect on their personal and family history and make connections with cultural and historical dance forms (for celebrations) <p>Creating</p> <ul style="list-style-type: none"> • Work cooperatively towards a common goal, taking an active part in the creative experience • Work individually or in groups with trust and confidence • Create movement to various tempos • Perform celebration folk dances from various cultures with competence and confidence • Demonstrate accuracy in moving to a musical beat and responding to changes in tempo
<p>Religion</p>	<p>God as Creator, Teacher and Friend (Ms. Allen)</p> <ul style="list-style-type: none"> • Know that the Holy Trinity has three unique and special parts: Father, Son, and Holy Spirit. • Identify the fruits of the Holy Spirit. • Understand how the fruits of Holy Spirit help us in our everyday life. • Connect the choices of St. Patrick to the help of the Holy Spirit. <p>Unit: God's Message (Ms. Sandra)</p> <ul style="list-style-type: none"> • Understand the Bible contains God's message of love and guidance for his people. • Retell selected Bible Stories, identify the main message and form connections to their own lives <p>Unit: Holy Week & Easter (Ms. Sandra)</p> <ul style="list-style-type: none"> • Sequence and discuss the Easter story in their own words • Understand God's promise to be with us always 	<p>Doing Our Part in the World (Ms. Allen)</p> <ul style="list-style-type: none"> • Identify the different actions that we are capable of doing as human beings and those actions that we are able to think about before we act and that have consequences of being good or harmful to others and to ourselves. • Identify times that have us choose between doing actions which are good or those actions which are harmful. • Examine Gospel narratives and identify ways that Jesus helped with the dignity of the poor and the outcast through his actions and words. <p>Following Jesus (Ms. Sandra)</p> <ul style="list-style-type: none"> • Understand that God loves all people, especially children • Understand that Jesus taught his friends how to live and we can learn more about Jesus through Bible stories • Retell selected Bible Stories, identify the main message and form connections to their own lives • Identifying how we can use our talents, words and actions to help others and help create a loving world as Jesus wants • Identifying caring and uncaring actions 	<p>Celebrations (Ms. Allen & Ms. Sandra)</p> <ul style="list-style-type: none"> • The Mass as a celebration of love: See learning outcomes for the Mass (Unit 1) • Advent and Christmas: Church Celebrations: See learning outcomes for Advent and Christmas (Unit 3) • The Easter Celebration (Semester 2) • St. Raphaela's Day Celebration (Semester 2)



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		<ul style="list-style-type: none"> Understand that God always love but some actions are unhealthy/ unkind as they hurt ourselves and others. Understand the importance of and ways to say sorry. Pray the our Father, Morning and Evening Prayers 	
Japanese	<p>Beginner</p> <ul style="list-style-type: none"> Continue practicing hiragana Identify transportation Identify family Express like and dislike <p>Advance (Reading)</p> <ul style="list-style-type: none"> Read Hiragana with accuracy and fluency Start recognizing Katakana letters Read aloud simple paragraphs with accuracy and fluency Comprehend texts including story elements, such as main ideas, setting and plot <p>(writing)</p> <ul style="list-style-type: none"> Write Hiragana fluently Write Katakana with some accuracy Write simple sentences with correct punctuations and particles (はをへ) Write a brief informative sentences about their precious thing with Genkouyoushi format <p>(listening and speaking)</p> <ul style="list-style-type: none"> Follow classroom direction and routines Communicate personal needs Be aware of appropriate language style <p>くちばし、「は」「を」「へ」をつかおう あいうえおであそぼう (読)、かたかなをみつけよう (言) おむすびころりん (読)、たからものをおしえよう (書話) わけをはなそう (話)、おもいだしてはなそう (話)</p>	<p>Beginner</p> <ul style="list-style-type: none"> Continue practicing hiragana Ask about and identify objects Identify color Identify body parts Identify food. Learn vocabulary and verb based on animals Learn basic adjectives to describe things <p>Advance (Reading)</p> <ul style="list-style-type: none"> Read Hiragana with accuracy and fluency Read Katakana with some fluency Read aloud simple paragraphs with accuracy and fluency Comprehend texts including story elements, such as main ideas, setting and plot <p>(writing)</p> <ul style="list-style-type: none"> Write Hiragana fluently Write Katakana with accuracy Write simple sentences with correct punctuations and particles(はをへ) Write a brief informative sentences about transportation Write a brief informative sentences about memory of spring vacation with Genkouyoushi format <p>(listening and speaking)</p> <ul style="list-style-type: none"> Follow classroom direction and routines Communicate personal needs Give and answer the quizzes about transportation Use appropriate language style <p>おおきなかぶ (読)、ゆうやけ (読)、うみのかくれんぼ (読) こんなことをしたよ (書話)、たのしかったいちねんせい (書話) のりもの (書話)</p>	<p>Beginner and Advance</p> <p>PYP Integration: Celebrations January - Osho-gatsu February - Setsubun March - Hina-matsuri May - Kodomo-no-hi</p>