

**Washington International School**



**Curriculum Overview  
Kindergarten**

**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.

### Kindergarten Program of Inquiry

<b>Who We Are</b> 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.	<b>Where We Are in Place and Time</b> 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.	<b>How We Express Ourselves</b> 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.	<b>How the World Works</b> 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.	<b>How We Organize Ourselves</b> 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.	<b>Sharing the Planet</b> 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.
<p><b>Central Idea:</b> Our personal stories contribute to make a unique group of individuals building a community.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Personal stories; who we are</li> <li>• Characteristics of unique groups</li> <li>• Belonging</li> </ul> <p><b>Key Concepts:</b> Form, Connection, Reflection</p> <p><b>Subjects:</b> PSPE, Social Studies, Language, Math</p>	<p><b>Central Idea:</b> Homes reflect how people live and the use of materials available to them.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different needs and environments impact the way people live</li> <li>• Structure</li> <li>• Safety, love and shelter</li> </ul> <p><b>Key Concepts:</b> Form, Causation, Reflection</p> <p><b>Subjects:</b> Social Studies, Science, Language, Math</p>	<p><b>Central Idea:</b> Artistic creations reflect the artist's unique imagination, creativity, and skills.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Arts in creative expression</li> <li>• Acquiring and developing skills</li> <li>• Messages that cause reactions</li> </ul> <p><b>Key Concepts:</b> Function, Perspective, Form</p> <p><b>Subjects:</b> Language, The Arts, Music, Math, PSPE</p>	<p><b>Central Idea:</b> People change and process natural resources to make new materials.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Natural resources vs. processed products</li> <li>• Processes and changes to natural resources</li> <li>• Many uses and reuses of materials and products</li> </ul> <p><b>Key Concepts:</b> Change, Connection, Responsibility</p> <p><b>Subjects:</b> Science, Language, Math, Social Studies</p>	<p><b>Central Idea:</b> Community members cooperate to help others and make a community function.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• People in our school community and their jobs</li> <li>• Different types of communities</li> <li>• My role and responsibility as a community member</li> </ul> <p><b>Key Concepts:</b> Function, Responsibility</p> <p><b>Subjects:</b> PSPE, Social Studies, Language, Music, Math</p>	<p><b>Central Idea:</b> The unequal distribution of water around the world can affect our usage, access and lifestyle.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Importance of water for all living things</li> <li>• Journey of water</li> <li>• Sustainable management of water (local and global)</li> </ul> <p><b>Key Concepts:</b> Function, Change, Responsibility</p> <p><b>Subjects:</b> Science, Social Studies, Language, Math</p>

## LANGUAGE

Students in Preschool, Pre-Kindergarten, and Kindergarten learn in, about, and through the French or Spanish language in a full immersion program. Play-based learning, centers, and regular routines such as morning meetings provide authentic language learning experiences for children. Oral, pre-reading, reading, pre-writing, and writing skills are taught both explicitly and through the units of inquiry and are integrated into other subject areas.

### WRITTEN LANGUAGE: READING

**Overall Expectations:** 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 visual cues to recall sounds and the words they are “reading” to construct meaning.

Conceptual Understandings	Reading Outcomes for Pre-K and Kindergarten
Learners show an understanding that illustrations convey meaning, that print conveys meaning, that people read for pleasure, stories can tell about imagined worlds, that printed information can tell about the real world, and that there are established ways of setting out print and organizing books.	<ul style="list-style-type: none"><li>• Enjoy listening to stories</li><li>• Choose and “read” picture books for pleasure</li><li>• Locate and respond to aspects of interest in self-selected texts</li><li>• Show curiosity and ask questions about pictures or text</li><li>• Listen attentively and respond to stories read aloud</li><li>• Participate in shared reading, joining in with rhymes, refrains, and repeated text as they gain familiarity</li><li>• Make connections to their own experience when listening to or “reading” texts</li><li>• Express opinions about the meaning of a story</li><li>• Show empathy for characters in a story</li><li>• Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters, and words</li><li>• Recognize their own first name</li><li>• Distinguish between pictures and written text (for example: can point to a picture when asked)</li><li>• Indicate printed text where the teacher should start reading</li><li>• Handle books, showing an understanding of how a book works</li><li>• Realize that the organization of on-screen text is different from how text is organized in a book</li><li>• Join in with chants, poems, songs, word games, and clapping games, gaining familiarity with the sounds and patterns of the language of instruction</li></ul>

A variety of authentic resources and texts are used to support the teaching of reading in each of our school languages. Exposure to a variety of texts, purposes for reading, genres of books, and levels of texts allow students to recognize reading for enjoyment as well as purpose.

## WRITTEN LANGUAGE: WRITING

Overall Expectations: Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning, and that writing is a purposeful act, with both individual and collaborative aspects.

Conceptual Understandings	Writing Outcomes for Pre-K and Kindergarten
Learners show an understanding that writing conveys meaning, that people write to tell about their experiences, ideas, and feelings, that everyone can express themselves in writing, and that talking about our stories and pictures helps other people to understand and enjoy them.	<ul style="list-style-type: none"><li>• Experiment with writing using different writing implements and media</li><li>• Choose to write as play, or in informal situations</li><li>• Differentiate between illustrations and written text</li><li>• Use their own experience as a stimulus when drawing and “writing”</li><li>• Show curiosity and ask questions about written language</li><li>• Participate in shared writing, observing the teacher’s writing and making suggestions</li><li>• Listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction</li><li>• Begin to discriminate between letters/characters, numbers and symbols</li><li>• Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded</li><li>• Write their own name independently</li></ul>

A variety of authentic resources and texts are used to support the development of pre-writing skills. *Six Plus One Traits* is used for teaching writing in all school languages, and at all stages of development.

## ORAL LANGUAGE: LISTENING AND SPEAKING

Overall Expectations: Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Conceptual Understandings	Oral Language Learning Outcomes for Pre-K and Kindergarten
Learners know that spoken words connect us with others, that people listen and speak to share thoughts and feelings, and that people ask questions to learn from others.	<ul style="list-style-type: none"><li>• Use gestures, actions, body language, and/or words to communicate needs and to express ideas</li><li>• Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression, and/or words</li><li>• Name classmates, teachers, and familiar classroom and playground objects</li><li>• Interact effectively with peers and adults in familiar social settings</li><li>• Tell their own stories using words, gestures, and objects/artifacts</li><li>• Repeat/echo single words</li><li>• Use single words and two-word phrases in context</li><li>• Join in with poems, rhymes, songs, and repeated phrases in shared books</li><li>• Understand simple questions and respond with actions or words</li></ul>

	<ul style="list-style-type: none"> <li>• Follow classroom directions and routines, using context cues</li> <li>• Realize that people speak different languages</li> <li>• Use the mother tongue (with translation, if necessary) to express needs and explain ideas</li> <li>• Realize that word order can change from one language to another</li> <li>• Use own grammar style as part of the process of developing grammatical awareness</li> </ul>
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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 show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Conceptual Understandings	Visual Language Learning Outcomes for Pre-K and Kindergarten
Learners know that visual language is all around us, that the pictures, images, and symbols in our environment have meaning, and that we can enjoy and learn from visual language.	<ul style="list-style-type: none"> <li>• Attend to visual information showing understanding through play, gestures, and facial expressions</li> <li>• Reveal their own feelings in response to visual presentations (for example: by showing amusement, curiosity, or surprise)</li> <li>• Observe visual cues that indicate context; show understanding by matching pictures with context</li> <li>• Recognize familiar signs, labels, and logos</li> <li>• Make personal connections to visual texts</li> <li>• Use body language to communicate and to convey understanding</li> <li>• Select and incorporate colors, shapes, symbols, and images into visual presentations</li> <li>• Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite pages</li> <li>• Locate and use appropriate ICT iconography to activate different devices</li> <li>• Listen to terminology associated with visual texts and understand terms such as color, shape, and size</li> </ul>

Presentation skills incorporate oral language, communication styles, and active listening. These skills are integrated into a variety of classroom activities every day. 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 is 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 for Pre-K and Kindergarten	Mathematics Outcomes for Kindergarten
<b>NUMBER</b> Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.	<ul style="list-style-type: none"><li>• Count to 50</li><li>• Read and represent numbers to 20</li><li>• Compare numbers to 20 using more, less, and same</li><li>• Construct and deconstruct numbers to 20 (adding and subtracting)</li><li>• Use various strategies to add and subtract up to 10</li><li>• Write numerals to 20</li><li>• Identify and sequence ordinal numbers through tenth and last</li><li>• Skip count by 5s and 10s up to 50</li><li>• Use halves and quarters to describe equal parts of a region and half of a set</li><li>• Make reasonable estimates of quantities to 50</li><li>• Use one-to-one correspondence to 20</li><li>• Demonstrate the conservation of number through the use of manipulatives to 20</li><li>• Subitize up to 10</li><li>• Solve one-step story problems</li></ul>
<b>SHAPE AND SPACE</b> Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions, and boundaries of their immediate environment.	<ul style="list-style-type: none"><li>• Sort shapes by one attribute</li><li>• Classify and name triangles, squares, rectangles, circles, and ovals</li><li>• Describe and name cubes, spheres, rectangular prisms, and pyramids within immediate environment</li><li>• Predict the results of putting together and taking apart the above 2- and 3-dimensional shapes</li><li>• Describe, name and follow directions using inside, outside, above, below, next to, behind, in front of, up, down, right, and left</li></ul>
<b>PATTERN AND FUNCTION</b> Learners will understand that	<ul style="list-style-type: none"><li>• Identify patterns can be found in everyday situations (for example: sounds, actions, objects, and nature)</li></ul>

<p>patterns and sequences occur in everyday situations. They will be able to identify, describe, extend, and create patterns in various ways.</p>	<ul style="list-style-type: none"> <li>• Create, copy, and extend geometric patterns up to a base of three components with doubling</li> <li>• Describe a geometric pattern</li> <li>• Translate simple patterns from one representation to another</li> <li>• Classify and order objects by two attributes</li> <li>• Recognize, describe, and extend patterns: skip counting by 5s and 10s</li> </ul>
<p><b>MEASUREMENT</b> Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare, and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.</p>	<ul style="list-style-type: none"> <li>• Estimate, measure, and record in non-standard units of length</li> <li>• Compare and order lengths in non-standard units</li> <li>• Estimate, measure, and record in non-standard units of weight (heavier than, lighter than)</li> <li>• Compare and order weight in non-standard units</li> <li>• Estimate, measure, and record in non-standard units of capacity</li> <li>• Compare and order capacity in nonstandard units</li> <li>• Use a calendar to sequence events: school day, days of the week, seasons</li> <li>• Choose an appropriate tool and unit to measure a specific attribute</li> </ul>
<p><b>DATA HANDLING</b> Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.</p>	<ul style="list-style-type: none"> <li>• Gather data by counting and tallying</li> <li>• Sort objects by two attributes</li> <li>• Pose questions that can be answered by given data</li> <li>• Use bar graphs and pictographs</li> <li>• Compare quantities in a bar graph and pictographs</li> <li>• Use Venn and Carroll diagrams to represent data</li> <li>• Identify and describe chance in daily events (impossible, maybe, most likely, certain)</li> </ul>

## 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 Kindergarten
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.	<ul style="list-style-type: none"><li>• Develop their observational skills by using their senses to gather and record information</li><li>• Gain understanding of cause and effect relationships</li><li>• Discuss with others what was discovered from an investigation</li></ul>
WHERE WE ARE IN PLACE AND TIME	<ul style="list-style-type: none"><li>• Investigate about materials to design and build a structure that takes into consideration different challenges (for example: that will</li></ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>reduce the warming effect of sunlight on an area)</li> <li>• Investigate and explore properties of the earth, the sky, and materials that float and sink (for example: seasons, weather, geologic features, light and shadow, sun, moon, and stars)</li> <li>• Construct an argument, supported by evidence, for how humans can change the environment to meet their needs</li> <li>• Use a model (diagram, drawing, replica, diorama, drama, or storyboard) to represent the relationship between the needs of humans and the places they live</li> <li>• Develop possible design solutions (conveyed through sketches, drawings or models) to communicate ideas to other people</li> <li>• Investigate the features of an environment</li> <li>• Describe using objective, descriptive vocabulary how the dwellings of living things differ; match animals to their dwellings</li> </ul>
<p><b>HOW WE EXPRESS OURSELVES</b> 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.</p>	<ul style="list-style-type: none"> <li>• Safely use sight, hearing, touch, taste, and smell to gather information about the world around them</li> <li>• Manipulate objects and materials and make observations of the results</li> <li>• Explore how musical instruments can be used to produce different sounds</li> <li>• Recognize that imagination contributes to scientific developments</li> </ul>
<p><b>HOW THE WORLD WORKS</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<ul style="list-style-type: none"> <li>• Construct an argument supported by evidence for how humans can change the environment to meet their needs and that everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes</li> <li>• Observe, describe using scientific language, and record some of the familiar changes that occur in materials, such as dissolving (sugar in tea), heating/burning (bread to toast to charcoal), mixing (flour and eggs to pancakes), evaporating (boiling water to steam), and condensation on windows</li> <li>• Reflect and self-assess personal use of natural resources</li> <li>• Identify the ways humans manage and protect resources (for example: reducing waste and conserving water)</li> </ul>
<p><b>SHARING THE PLANET</b> 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.</p>	<ul style="list-style-type: none"> <li>• Investigate and observe that water flows and has properties that can be observed and tested; use scientific language to describe the water cycle</li> <li>• Use terms that identify and use scientific language to describe various familiar and non-familiar water features of the Earth (for example: oceans, streams, icebergs, clouds)</li> <li>• Reflect on and self-assess his or her personal use of natural resources</li> <li>• Consider what might happen to humans if there were a change in a familiar available resource (for example: water)</li> </ul>
<p><b>HOW WE ORGANIZE OURSELVES</b> An inquiry into the interconnectedness of human-made systems and communities; the structure</p>	<ul style="list-style-type: none"> <li>• Develop their observational skills by using their senses to gather and record information</li> <li>• Identify parts of a system, and gain understanding of cause and effect relationships</li> <li>• Become aware of different perspectives and ways of organizing the world</li> </ul>

and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<ul style="list-style-type: none"><li>• Communicate their ideas or provide explanations using their own scientific experience</li></ul>
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## **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 Kindergarten
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.	<ul style="list-style-type: none"><li>• Give examples of conflict and cooperation among individuals and groups</li><li>• Identify and describe factors that contribute to cooperation and factors that may cause conflict</li></ul>

<p><b>WHERE WE ARE IN PLACE AND TIME</b> 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.</p>	<ul style="list-style-type: none"> <li>• Describe ways in which people depend on the physical environment</li> <li>• Describe the natural features of local and other environments</li> <li>• Express his or her understanding of what a home is</li> <li>• Research and compare homes in different cultures</li> <li>• Identify factors that influence where people live and what their homes are like</li> </ul>
<p><b>HOW THE WORLD WORKS</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<ul style="list-style-type: none"> <li>• Describe the roles that resources play in our daily lives</li> <li>• Explain why people make choices about how to satisfy wants and needs</li> </ul>
<p><b>SHARING THE PLANET</b> 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.</p>	<ul style="list-style-type: none"> <li>• Identify or generate a question or problem to be explored in relation to human impact on the local, natural environment</li> <li>• Discuss what is meant by a “limited resource”</li> <li>• Create a list of practices that could be used to maintain natural resources at home and in school</li> <li>• Reflect on and self-assess his or her personal use of natural resources</li> </ul>
<p><b>HOW WE ORGANIZE OURSELVES</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<ul style="list-style-type: none"> <li>• Identify the communities he or she belongs to (for example: draw and describe pictures of the various groups they form a part of)</li> <li>• Talk about the reasons that rules are necessary in the various communities to which he or she belongs</li> <li>• Suggest some suitable rules and routines for the class</li> <li>• Demonstrate ability to apply existing rules and routines to work and play with others</li> <li>• Plan and create a system for organization (for example: for his or her table, classroom, school)</li> <li>• Describe how people in different types of institutions and organizations (for example: families, schools, local religious communities, clubs, etc.) interact with each other</li> <li>• Understand different kinds of jobs that people do, including the work they do at home</li> </ul>

## **INFORMATION AND COMMUNICATIONS LITERACIES (ICL)**

Through stand alone and integrated learning experiences, with the ICL coordinator and classroom teachers, 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:

- Find and access information sources
- Select appropriate information sources and evaluate information critically
- Extract, organize, and interpret information so that it is useful knowledge
- Collaborate with others to exchange ideas, develop new understandings, and communicate knowledge
- Create and present products that express understanding and new meaning
- Use information and technology ethically and responsibly
- Use technology hardware and software effectively to access information and communicate

## **PERSONAL, SOCIAL, AND PHYSICAL EDUCATION (PSPE)**

The PSPE 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

The Kindergarten PSPE program fosters the development of the whole child by engaging in enjoyable games and physical activities that lead to a healthy lifestyle, locomotion and motor skills development, and creative expression. Lessons on mindfulness, cooperation, and the importance of rules, boundaries, and safety support the social and emotional development of students.

## **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

Kindergarten students learn to sing in unison, echo-sing, and play percussion instruments. They learn basic music notes and create vocal and instrumental short patterns of music. In addition, students interpret music through movement.

## **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. Our social studies and single subject outcomes are currently under review.