



Preschool and Pre-Kindergarten Units of Inquiry

Samples from the 2021–2022 and 2022–2023 School Years

PSPK HTWW: Changes Unit Overview

Grade/Year Level:	PSPK	Collaborative Teaching Team:	Macu Yrureta, Cathy Bui, Laure Veissiere, Marcela Castillo, Nelli Kreidi, Consuelo Zuluaga, Senait Tessema, Mariell Aleman-Lee
Year:	2022-23	Unit Timeline:	09/06/2022 - 06/14/2023



Transdisciplinary Theme

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.



Central Idea

- Everywhere we look, people and things are changing.
- Dondequiera que miremos las personas y las cosas están cambiando.
- Partout où nous regardons les gens et les choses changent.

Lines of Inquiry

- Changes in and around us
- Cambios en nosotros y a nuestro alrededor
- Nos propres changements et ceux autour de nous

- Seasonal changes
- Los cambios en las estaciones
- Les changements saisonniers

- Reasons things change
- Razones para los cambios
- Raisons pour les changement

Key Concepts

- Form / Forme / Forma
- Change / Changement / Cambio
- Causation / Causalité / Causa

Learner Profile Attributes

- Inquirer / Investigateur / Indagador — We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Thinker / Penseur / Pensador — We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Learning Outcomes

Language Preschool	Language Pre-Kindergarten
Listening and speaking: Learners: <ul style="list-style-type: none"> • use gestures, actions, body language and /or words to communicate needs and to express ideas • listen and respond in small or large groups for increasing periods of time as appropriate for age level • name classmates, teachers and familiar classroom and playground objects • repeat/echo single words • realize that people speak different languages • follow classroom directions and routines, using context cues • use the mother tongue (with translation, if necessary) to express needs and explain ideas 	Listening and speaking: Learners: <ul style="list-style-type: none"> • begin to use language to address their needs, express feelings and opinions • listen and respond in small or large groups for increasing periods of time as appropriate for age level • use the mother tongue (with translation, if necessary) to express needs and explain ideas • name classmates, teachers and familiar classroom and playground objects • interact effectively with peers and adults in familiar social settings. • use single words and two-word phrases in context • memorize and join in with poems, rhymes and songs • Follow classroom instruction showing understanding • realize that people speak different languages • begin to communicate in more than one language
Reading: Learners: <ul style="list-style-type: none"> • enjoy listening to stories • choose and "read" picture books for pleasure • joins in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction • listen attentively and respond to stories read aloud • show curiosity and ask questions about pictures or text 	Reading: Learners: <ul style="list-style-type: none"> • choose and "read" picture books for pleasure • joins in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction • participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity • distinguish between pictures and written text, for example, can point to a picture when asked • recognize their own first name • listen attentively and responds to stories read aloud

	<ul style="list-style-type: none"> • make connections to their own experience when listening to or "reading" text
Writing: Learners: <ul style="list-style-type: none"> • use their own experience as a stimulus when drawing 	Writing: Learners: <ul style="list-style-type: none"> • begin to discriminate between letters/characters, numbers and symbols • use their own experience as a stimulus when drawing and "writing" • select and incorporate colors, shapes, symbols and images into drawings • differentiate between illustrations and written text • show curiosity and ask questions about written language
Visual Language Learners: <ul style="list-style-type: none"> • reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise • attend to visual information showing understanding through play gestures and facial expressions 	Visual Language Learners: <ul style="list-style-type: none"> • talk about their own feelings in response to visual messages; show empathy for the way others might feel • show appreciation of illustrations in picture books, focusing on favorite pages

Math	Measurement <ul style="list-style-type: none"> • Use a calendar to sequence events: school day; days of the week Shape and Space <ul style="list-style-type: none"> • Classify and name: circles; squares; triangles; rectangles Number <ul style="list-style-type: none"> • Count to 20 • Read and represent numbers to 10 • Compare numbers to 10 using more, less and same • Write numbers to 10 in numerals • Identify and sequence ordinal numbers first, second, third, fourth, fifth, and last • Use one-to-one correspondence to 10
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	<ul style="list-style-type: none"> • Demonstrate the conservation of number up to 10 through the use of manipulatives • Subitize up to 10 <p>Pattern and Functions</p> <ul style="list-style-type: none"> • Identify patterns found in everyday situations (eg: actions, sounds, objects, nature) • Create, copy and extend geometric patterns (up to a base of 3 components without doubling) • Classify objects by one attribute
Science	<ul style="list-style-type: none"> • Talk about activities that occur during the day and night • Compare activities that occur during the seasons • Make connections between the weather and how to protect himself and herself • Identify simple patterns in daily and seasonal cycles • Observe the features of the local environment that are affected by daily and seasonal cycles.
Social Studies	<ul style="list-style-type: none"> • Demonstrate awareness of changes over time. • Demonstrate understanding that time and the passage of time can be measured. • Distinguish the difference between past, present and future events. (PK only) • Track and talk about changes that take place in their families. • Describe how people affect their environment in ways that are negative and positive.
Personal Social	<ul style="list-style-type: none"> • identify themselves in their own words in relation to others (for example, family, peers, school, class, ethnicity, gender) • identify positive thoughts and attitudes in themselves and others • willingly approach and persevere with new situations • describe how they have grown and changed • identify and explore strategies that help them to cope with change

PSPK WWA: Children are Citizens Unit Overview

Grade/Year Level:	PSPK	Collaborative Teaching Team:	Mabel Ramirez, Sarah Hair, Laure Veissiere, Marcela Castillo, Nelli Kreidi, Consuelo Zuluaga, Senait Tessema, Mariell Aleman-Lee
Year:	2021-22	Unit Timeline:	09/07/2021 - 06/15/2022



Transdisciplinary Theme

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.



Central Idea

- Children can contribute to making their community a better place.
- Los niños pueden contribuir a hacer de su comunidad un lugar mejor.
- Les enfants peuvent contribuer à l'amélioration de leur communauté.

Lines of Inquiry

- What a community is
- Ce qu'est une communauté
- Qué es una comunidad

- How our communities are similar and different
- Les différences et les similarités au sein des communautés
- Similitudes y diferencias entre comunidades

- What responsibilities community members share
- Responsabilidades que comparten los miembros de una comunidad
- Les responsabilités partagées au sein de la communauté

Key Concepts

- Form / Forme / Forma
- Connection / Relation / Conexión
- Responsibility / Responsabilité / Responsabilidad

Learner Profile Attributes

- Communicator / Communicateur / Buenos comunicadores - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled / Intègre / Integros - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Open-minded / Ouvert d'esprit / De mentalidad abierta- We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Learning Outcomes

Language Preschool	Language Pre-Kindergarten
<p>Listening and speaking: Learners:</p> <ul style="list-style-type: none"> • use gestures, actions, body language and /or words to communicate needs and to express ideas • listen and respond in small or large groups for increasing periods of time as appropriate for age level • name classmates, teachers and familiar classroom and playground objects • repeat/echo single words • realize that people speak different languages • follow classroom directions and routines, using context cues • use the mother tongue (with translation, if necessary) to express needs and explain ideas 	<p>Listening and speaking: Learners:</p> <ul style="list-style-type: none"> • begin to use language to address their needs, express feelings and opinions • listen and respond in small or large groups for increasing periods of time as appropriate for age level • use the mother tongue (with translation, if necessary) to express needs and explain ideas • name classmates, teachers and familiar classroom and playground objects • interact effectively with peers and adults in familiar social settings. • use single words and two-word phrases in context • memorize and join in with poems, rhymes and songs • Follow classroom instruction showing understanding • realize that people speak different languages • begin to communicate in more than one language
<p>Reading: Learners:</p> <ul style="list-style-type: none"> • enjoy listening to stories • choose and "read" picture books for pleasure • joins in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction • listen attentively and respond to stories read aloud • show curiosity and ask questions about pictures or text 	<p>Reading: Learners:</p> <ul style="list-style-type: none"> • choose and "read" picture books for pleasure • joins in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction • participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity • distinguish between pictures and written text, for example, can point to a picture when asked • recognize their own first name • listen attentively and responds to stories read aloud • make connections to their own experience when listening to or "reading" text

Writing: Learners: <ul style="list-style-type: none"> • use their own experience as a stimulus when drawing 	Writing: Learners: <ul style="list-style-type: none"> • begin to discriminate between letters/characters, numbers and symbols • use their own experience as a stimulus when drawing and "writing" • select and incorporate colors, shapes, symbols and images into drawings • differentiate between illustrations and written text • show curiosity and ask questions about written language
Visual Language Learners: <ul style="list-style-type: none"> • reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise • attend to visual information showing understanding through play gestures and facial expressions 	Visual Language Learners: <ul style="list-style-type: none"> • talk about their own feelings in response to visual messages; show empathy for the way others might feel • show appreciation of illustrations in picture books, focusing on favorite pages

Math	Measurement <ul style="list-style-type: none"> • Use a calendar to sequence events: school day; days of the week Shape and Space <ul style="list-style-type: none"> • Classify and name: circles; squares; triangles; rectangles Number <ul style="list-style-type: none"> • Count to 20 • Read and represent numbers to 10 • Compare numbers to 10 using more, less and same • Write numbers to 10 in numerals • Identify and sequence ordinal numbers first, second, third, fourth, fifth, and last • Use one-to-one correspondence to 10 • Demonstrate the conservation of number up to 10 through the use of manipulatives • Subitize up to 10
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	Pattern and Functions <ul style="list-style-type: none"> • Identify patterns found in everyday situations (eg: actions, sounds, objects, nature) • Create, copy and extend geometric patterns (up to a base of 3 components without doubling) • Classify objects by one attribute
Science	<ul style="list-style-type: none"> • Compare activities that occur during the seasons • Make connections between the weather and how to protect himself and herself (linked to winter celebrations) • identify the common components of life cycles (for example, birth, growth,)
Social Studies	<ul style="list-style-type: none"> • Children demonstrate a sense of self within the context of family • Demonstrate knowledge of personal information • Identify family members and recognize that family vary • Recognize the roles within the home • Begin to identify similarities and differences among people • Demonstrate emerging respect for culture and ethnicity • Demonstrate emerging awareness and respect for abilities
Personal Social	<ul style="list-style-type: none"> • Identify themselves in their own words in relation to others (for example, family, peers, school class, ethnicity, gender) • Identify positive thoughts and attitudes in themselves and others • Willingly approach and persevere with new situations • Demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence

PSPK HWEO: Feelings Unit Overview

Grade/Year Level:	PSPK	Collaborative Teaching Team:	Mabel Ramirez, Cathy Bui, Laure Veissiere, Marcela Castillo, Nelli Kreidi, Consuelo Zuluaga, Senait Tessema, Mariell Aleman-Lee
Year:	2021-22	Timeline:	09/07/2021 - 12/17/2021



Transdisciplinary Theme

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.



Central Idea

- Learning to recognize our feelings and regulate our emotions can help us live and learn peacefully together.
- Aprender a reconocer y controlar nuestras emociones puede ayudarnos a vivir en paz con los demás.
- Apprendre à reconnaître nos sentiments et à réguler nos émotions peut nous aider à vivre et apprendre ensemble paisiblement.

Lines of Inquiry

- Expressing our feelings and recognizing our emotions
- Expresando nuestros sentimientos y reconociendo nuestras emociones
- Exprimer nos sentiments et reconnaître nos émotions

- Understanding the connection between my emotions and my relationships
- Comprendiendo la conexión entre mis emociones y mis relaciones
- Comprendre la connexion entre nos émotions et nos relations avec les autres

- Understanding other people's emotions
- Comprendiendo las emociones de otras personas
- Comprendre les émotions des autres

Key Concepts

- Form / Forme / Forma
- Connection / Relation / Conexión
- Perspective / Perspective / Perspectiva

Learner Profile Attributes

- Caring / Altruiste / Solidarios - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- Reflective / Réfléchi / Reflexivos - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
- Communicator / Communicateur / Buenos comunicadores - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Learning Outcomes

Language Preschool	Language Pre-Kindergarten
<p>Listening and speaking: Learners:</p> <ul style="list-style-type: none"> • use gestures, actions, body language and /or words to communicate needs and to express ideas • listen and respond in small or large groups for increasing periods of time as appropriate for age level • name classmates, teachers and familiar classroom and playground objects • repeat/echo single words • realize that people speak different languages • follow classroom directions and routines, using context cues • use the mother tongue (with translation, if necessary) to express needs and explain ideas 	<p>Listening and speaking: Learners:</p> <ul style="list-style-type: none"> • begin to use language to address their needs, express feelings and opinions • listen and respond in small or large groups for increasing periods of time as appropriate for age level • use the mother tongue (with translation, if necessary) to express needs and explain ideas • name classmates, teachers and familiar classroom and playground objects • interact effectively with peers and adults in familiar social settings. • use single words and two-word phrases in context • memorize and join in with poems, rhymes and songs • Follow classroom instruction showing understanding • realize that people speak different languages • begin to communicate in more than one language

<p>Reading: Learners:</p> <ul style="list-style-type: none"> • enjoy listening to stories • choose and "read" picture books for pleasure • joins in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction • listen attentively and respond to stories read aloud • show curiosity and ask questions about pictures or text 	<p>Reading: Learners:</p> <ul style="list-style-type: none"> • choose and "read" picture books for pleasure • joins in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction • participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity • distinguish between pictures and written text, for example, can point to a picture when asked • recognize their own first name • listen attentively and responds to stories read aloud • make connections to their own experience when listening to or "reading" text
<p>Writing: Learners:</p> <ul style="list-style-type: none"> • use their own experience as a stimulus when drawing 	<p>Writing: Learners:</p> <ul style="list-style-type: none"> • begin to discriminate between letters/characters, numbers and symbols • use their own experience as a stimulus when drawing and "writing" • select and incorporate colors, shapes, symbols and images into drawings • differentiate between illustrations and written text • show curiosity and ask questions about written language
<p>Visual Language Learners:</p> <ul style="list-style-type: none"> • reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise • attend to visual information showing understanding through play gestures and facial expressions 	<p>Visual Language Learners:</p> <ul style="list-style-type: none"> • talk about their own feelings in response to visual messages; show empathy for the way others might feel • show appreciation of illustrations in picture books, focusing on favorite pages

Math	<p>Measurement</p> <ul style="list-style-type: none"> • Use a calendar to sequence events: school day; days of the week <p>Shape and Space</p> <ul style="list-style-type: none"> • Classify and name: circles; squares; triangles; rectangles <p>Number</p> <ul style="list-style-type: none"> • Count to 20 • Read and represent numbers to 10 • Compare numbers to 10 using more, less and same • Write numbers to 10 in numerals • Identify and sequence ordinal numbers first, second, third, fourth, fifth, and last • Use one-to-one correspondence to 10 • Demonstrate the conservation of number up to 10 through the use of manipulatives • Subitize up to 10 <p>Pattern and Functions</p> <ul style="list-style-type: none"> • Identify patterns found in everyday situations (eg: actions, sounds, objects, nature) • Create, copy and extend geometric patterns (up to a base of 3 components without doubling) • Classify objects by one attribute
Science	<ul style="list-style-type: none"> • Asks questions, makes observations and gathers information about familiar, simple problems • Communicates an idea for solving a familiar, simple problem using words, drawings, demonstrations, models or other nonverbal communication
Social Studies	<ul style="list-style-type: none"> • Demonstrate appropriate social interactions that include sharing, compromise, and respect for others • Demonstrate an understanding of rules and the purposes they serve • Begin to demonstrate respect for others, cooperation, and fairness • Knows and follows the established routines of the day

PSPK HWO: Transportation Unit Overview

Grade/Year Level:	PSPK	Collaborative Teaching Team:	Mabel Ramirez, Cathy Bui, Laure Veissiere, Marcela Castillo, Nelli Kreidi, Consuelo Zuluaga, Senait Tessema, Mariell Aleman-Lee
Year:	2021-22	Timeline:	01/10/2022 - 03/26/2022



Transdisciplinary Theme

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.



Central Idea

- Transportation enables communities to connect.
- Les moyens de transport facilitent les connexions entre les communautés.
- El transporte facilita la conexión entre comunidades.

Lines of Inquiry

- Types of transportation
- Les moyens de transport
- Medios de transporte

- Forces and movement in transportation
- Les forces et mouvements dans les transports
- Fuerza y movimiento en el transporte.

- Impact of transportation systems on communities
- Impacte des systèmes de transport pour les collectivités
- Impacto del sistema de transportes en las comunidades

Key Concepts

- Connection / Relation / Conexión
- Function / Fonction / Función
- Causation / Causalité / Causa

Learner Profile Attributes

- Thinker / Penseur / Pensador - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- Communicator / Communicateur / Buenos comunicadores - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Learning Outcomes

Language Preschool	Language Pre-Kindergarten
Listening and speaking: Learners: <ul style="list-style-type: none"> listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words show an awareness of and interest in peers and adults in familiar social settings. use single words and two-word phrases in context talk about the stories, pictures and models they have created join in with poems, rhymes, songs and repeated phrases in shared books begin to communicate in more than one language use own grammar style as part of the process of developing grammatical awareness understands simple questions and responds with actions or words 	Listening and speaking: Learners: <ul style="list-style-type: none"> use own grammar style as part of the process of developing grammatical awareness listen to and enjoy stories read aloud; show understanding by responding in oral or visual form tell their own stories using words, gestures and objects/artifacts talk about the stories, pictures and models they have created begin to distinguish beginning, medial and ending sounds of words with increasing accuracy ask questions to gain information and respond to inquiries directed to themselves and to the class
Reading: Learners: <ul style="list-style-type: none"> begin to participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity handle books appropriately: hold books right side up and turn to the next page discriminate between letters and numbers begins to identify some letters by name make connections to their own experience when listening to or "reading" text show empathy for characters in a story 	Reading: Learners: <ul style="list-style-type: none"> handle books, showing an understanding of how a book works (cover, back, spine) begin to discriminate between visual representations such as symbols, numbers, technology iconography, letters and words identify some letters by name indicate printed text where the teacher should start reading locate and respond to aspects of interest in self-selected text (pointing, examining pictures closely, commenting) show empathy for characters in a story express opinions about the meaning of a story

Writing:

Learners:

- experiment with writing using different writing implements and media
- demonstrate correct pencil grip
- begin to demonstrate awareness of top to bottom and left to right orientation
- select and incorporate colors and shapes into drawings
- begin to show curiosity in sound-symbol relationship
- show interest in shared writing and observing writing
- start to write some letters in first name

Writing:

Learners:

- choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party
- demonstrate correct pencil grip
- demonstrate awareness of top to bottom and left to right orientation
- form capital letters and numbers up to 10 conventionally and legibly, with an understanding as to why this is important within a language community
- begin to write phonetically in order to show an awareness of some sound-symbol relationships
- participate in shared writing, observing the teacher's writing and making suggestions
- write all of first name independently in capital letters

Visual Language

Learners:

- listen to terminology associated with visual text and understand terms such as color, shape and size
- make personal connections to visual texts, for example, a picture book about children making friends in a new situation

Visual Language

Learners:

- attend to visual information showing understanding through discussion, role play, illustrations
- listen to terminology associated with visual text and understand terms such as color, shape and size
- relate to different contexts presented in visual texts according to their own experiences, for example, "that looks like my uncle's farm."

Math	<p>Shape and Space</p> <ul style="list-style-type: none"> • Classify and name: circles; squares; triangles; rectangles • Recognize: cubes; spheres • Describe, name and follow directions using: up and down; in front of and behind; above and below <p>Data Handling</p> <ul style="list-style-type: none"> • Sort objects into sets by one attribute • Use bar graphs, Venn and Carroll diagrams using objects • Answer questions to compare data in bar graphs <p>Measurement</p> <ul style="list-style-type: none"> • Use a calendar to sequence events: school day; days of the week <p>Number</p> <ul style="list-style-type: none"> • Count to 20 • Read and represent numbers to 10 • Compare numbers to 10 using more, less and same • Construct and deconstruct numbers to 10 (addition, subtraction) • Write numbers to 10 in numerals • Identify and sequence ordinal numbers first, second, third, fourth, fifth, and last • Use one-to-one correspondence to 10 • Demonstrate the conservation of number up to 10 through the use of manipulatives • Subitize up to 10 <p>Pattern and Functions</p> <ul style="list-style-type: none"> • Identify patterns found in everyday situations (eg: actions, sounds, objects, nature) • Create, copy and extend geometric patterns (up to a base of 3 components without doubling) • Classify objects by one attribute
Science	<ul style="list-style-type: none"> • Describe and compare the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces • Investigate and explore different routes to get to the same destination, using different types of transportation • Sort and group means of transportation • Observe and use scientific language to describe how means of transportation moves/work • Investigate and explore different materials used to make means of transportation
Social Studies	<ul style="list-style-type: none"> • Demonstrate understanding of how people, and things, move from one place to another • Demonstrate awareness of changes overtime • Begin to learn personal geographic information • Participate in group goals and planning

	<ul style="list-style-type: none"> • Identify symbols and practices identified in the US (flag, stop signs...) • Discuss and dramatize different jobs and their responsibility (mail carrier, grocery store people) • Demonstrate understanding of beginning concepts of buying, selling and trading • Describe how people affect their environment in ways that are negative and positive
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PSPK HTWW: Five Senses (PSPE) Unit Overview

Grade/Year Level:	PSPK	Collaborative Teaching Team:	Mabel Ramirez, Cathy Bui, Laure Veissiere, Marcela Castillo, Nelli Kreidi, Consuelo Zuluaga, Senait Tessema, Mariell Aleman-Lee
Year:	2021-22	Timeline:	04/04/2022 - 06/15/2022



Transdisciplinary Theme

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.



Central Idea

- Our senses guide us in our observations, investigations and decision-making.
- Nos sens nous guident dans nos observations, nos recherches, et nos prises de décisions.
- Los sentidos nos guían en nuestras observaciones, investigaciones y toma de decisiones.

Lines of Inquiry

- Our five senses
- Nos 5 sens
- Nuestros cinco sentidos

- Tools and process of investigation
- Outils et processus d'investigation
- Herramientas y procesos de investigación

- How our senses inform decision-making
- Prendre des décisions grâce à nos sens
- Como nuestros sentidos nos ayudan a tomar decisiones

Key Concepts

- Function / Fonction / Función
- Form / Forme / Forma
- Causation / Causalité / Causa

Learner Profile Attributes

- Inquirer / Investigateur / Indagator - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable / Informé et Instruit / Informados e Instruidos - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Learning Outcomes

Language Preschool	Language Pre-Kindergarten
Listening and speaking: Learners: <ul style="list-style-type: none"> listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words show an awareness of and interest in peers and adults in familiar social settings. use single words and two-word phrases in context talk about the stories, pictures and models they have created join in with poems, rhymes, songs and repeated phrases in shared books begin to communicate in more than one language use own grammar style as part of the process of developing grammatical awareness understands simple questions and responds with actions or words 	Listening and speaking: Learners: <ul style="list-style-type: none"> use own grammar style as part of the process of developing grammatical awareness listen to and enjoy stories read aloud; show understanding by responding in oral or visual form tell their own stories using words, gestures and objects/artifacts talk about the stories, pictures and models they have created begin to distinguish beginning, medial and ending sounds of words with increasing accuracy ask questions to gain information and respond to inquiries directed to themselves and to the class
Reading: Learners: <ul style="list-style-type: none"> begin to participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity handle books appropriately: hold books right side up and turn to the next page discriminate between letters and numbers begins to identify some letters by name make connections to their own experience when listening to or "reading" text show empathy for characters in a story 	Reading: Learners: <ul style="list-style-type: none"> handle books, showing an understanding of how a book works (cover, back, spine) begin to discriminate between visual representations such as symbols, numbers, technology iconography, letters and words identify some letters by name indicate printed text where the teacher should start reading locate and respond to aspects of interest in self-selected text (pointing, examining pictures closely, commenting) show empathy for characters in a story express opinions about the meaning of a story

<p>Writing: Learners:</p> <ul style="list-style-type: none"> • experiment with writing using different writing implements and media • demonstrate correct pencil grip • begin to demonstrate awareness of top to bottom and left to right orientation • select and incorporate colors and shapes into drawings • begin to show curiosity in sound-symbol relationship • show interest in shared writing and observing writing • start to write some letters in first name 	<p>Writing: Learners:</p> <ul style="list-style-type: none"> • choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party • demonstrate correct pencil grip • demonstrate awareness of top to bottom and left to right orientation • form capital letters and numbers up to 10 conventionally and legibly, with an understanding as to why this is important within a language community • begin to write phonetically in order to show an awareness of some sound-symbol relationships • participate in shared writing, observing the teacher's writing and making suggestions • write all of first name independently in capital letters
<p>Visual Language Learners:</p> <ul style="list-style-type: none"> • listen to terminology associated with visual text and understand terms such as color, shape and size • make personal connections to visual texts, for example, a picture book about children making friends in a new situation 	<p>Visual Language Learners:</p> <ul style="list-style-type: none"> • attend to visual information showing understanding through discussion, role play, illustrations • listen to terminology associated with visual text and understand terms such as color, shape and size • relate to different contexts presented in visual texts according to their own experiences, for example, "that looks like my uncle's farm."

<p>Math</p>	<p>Measurement</p> <ul style="list-style-type: none"> • Use a calendar to sequence events: school day; days of the week • Compare and order in nonstandard units: length; weight • Choose an appropriate tool and unit to measure a specific attribute <p>Data Handling</p> <ul style="list-style-type: none"> • DH2-Use bar graphs, Venn and Carroll diagrams using objects • DH3-Answer questions to compare data in bar graphs • DH4-Identify and describe chance in daily events (impossible, certain, maybe)
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	<p>Number:</p> <ul style="list-style-type: none"> • Count to 20 • Read and represent numbers to 10 • Compare numbers to 10 using more, less and same • Construct and deconstruct numbers to 10 (addition, subtraction) (add to planner) • Write numbers to 10 in numerals • Identify and sequence ordinal numbers first, second, third, fourth, fifth, and last • Use one-to-one correspondence to 10 • Demonstrate the conservation of number up to 10 through the use of manipulatives • Subitize up to 10 • Construct and deconstruct numbers to 10 (addition, subtraction) • Use halves to describe equal parts of a region/set • Make reasonable estimates to 20 <p>Shape and Space</p> <ul style="list-style-type: none"> • Recognize: cubes; spheres • Describe, name and follow directions using: up and down; in front of and behind; above and below <p>Pattern and Functions</p> <ul style="list-style-type: none"> • Identify patterns found in everyday situations (eg: actions, sounds, objects, nature) • Create, copy and extend geometric patterns (up to a base of 3 components without doubling) • Classify objects by one attribute
Science	<ul style="list-style-type: none"> • Identify the five senses and which organs are used. • Investigate the characteristics of the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them • Investigate and consider why humans have senses, and how we use them. They allow humans to seek, find, take in, and react or respond to information in order to learn about the surroundings. • Observe and use scientific language to describe the function of common body parts and how they help organisms obtain their needs (e.g. eyes for seeing, nose for smelling, etc) • Observe, explore and describe, using the senses, the position, motion, and physical properties of an object. • Sort and group objects by physical properties. • Use the five senses to observe, explore, and experiment with scientific phenomena.
Social Studies	<ul style="list-style-type: none"> • Identify geographic features (uses senses) of their immediate surroundings. • Demonstrate understanding that maps are tools to help us find where we are and where we are going. • Make choices and decisions (which centers will the student chose).
Personal Social	<ul style="list-style-type: none"> • Describe how they have grown and changed. • Reflect on their experiences in order to build a deeper understanding of self.