

IB PYP Curriculum Map: KG2 How We Organize Ourselves 2016 - 2017

<b>Transdisciplinary Theme</b>	How We Organize Ourselves	<b>Central Idea</b>	Transportation systems vary based on the environment and people's needs.	<b>Subject Integration</b>	Language, Social Studies	<b>Dates</b>	November 20th 2016 to January 12th 2017
<b>Learner Profile Attributes &amp; Attitudes</b>	Inquirers Thinkers Communicators Cooperation Creativity Curiosity	<b>Targeted Approaches to Learning</b>	Thinking Communication Self-Management Skills	<b>Lines of Inquiry &amp; Concepts</b>	<ul style="list-style-type: none"> <li>Transporting people, animals and things (Function)</li> <li>Constructing transportation systems (Connection)</li> <li>Making transportation choices (Reflection)</li> </ul>		
<b>Summative Assessment</b>	<p>Goal: To think and communicate how transportation systems meet the needs of people based on where they live.</p> <p>Product/Performance: Annotate a map; resolving transportation challenges in different environments</p> <p>Success indicators: Make appropriate transport choices based on the environment and the needs of the community</p>		<b>Key Questions</b>	<ul style="list-style-type: none"> <li>How do we move people, animals, things?</li> <li>What are the many types of transportation?</li> <li>Is transport the same in every community?</li> <li>What transportation might you use if you were (near, far, busy, on holiday, moving heavy or light things)?</li> <li>How do transportation systems connect within a community?</li> <li>Why do we need transportation systems?</li> <li>How does the environment affect our transportation choices?</li> </ul>			
<b>Unit of Inquiry Integrated and Stand-Alone Learning Outcomes</b>							
<b>Literacy</b>	<p>Reading: We will be reading non-fiction texts and storybooks relating to transport systems and communities. Continue with guided reading groups.</p> <p>Writing: Students will write recounts on what they have seen and experienced. Descriptive writing about different modes of transport. Labeling drawings and designs.</p> <p>Map Making</p> <p>Developing questioning skills</p>						
<b>Mathematics</b>	<p>Measurement: Use non-standard tools and techniques to estimate and compare length</p> <p>Use mathematical language such as longer, shorter</p> <p>Shape and Space: Describe the position and location of objects</p> <p>Number: sequencing numbers 0-20 forward and backwards</p>						
<b>Technology Integration</b>	Students will be exposed to a variety of technology within this unit, including iMac machines, laptop computers, WeDo robotics and iPads. Additionally, students will use both Google Earth and Book Creator to showcase their understanding of the central idea.						
<b>Arab Studies</b>	<p>Students will learn about transportation in this unit. They will learn how to say these words in Arabic: car, bus, train, ship, plane. They will learn 2 new colors blue and yellow.</p> <p>They will be able to say simple sentences related to this topic.</p>						

<b>Library</b>	Students will be accessing the Main Library Commons searching for books relating to different forms of Transportation, past and present. The Lightbox display projector will be utilised to showcase how transport has changed in our immediate surroundings and the impact it has had on the environment showing growth and change around us.
<b>Social Stars</b>	Students will explore various ways of solving conflicts and how our decisions have an impact on people around us.
<b>Music</b>	Students will explore sounds of different types of transport and will be encouraged to imitate them with their voices as well as with classroom instruments. They will continue to develop their vocal skills, singing new repertoire of songs associated with transport and winter celebrations. Students will be introduced to beat and rhythm in music. They will be encouraged to respond to different tempi of music using classroom percussion instruments and creative movements.
<b>PE</b>	<p>In addition to swimming, students in KG2 will work on developing the appropriate physiological, cognitive and affective skills for Sports Day. Students will explore and develop the following skills:</p> <ul style="list-style-type: none"> <li>- Motor: running a variety of distances, jumping (long and high), throwing a foam vortex rocket and a variety of relays. They will also participate in small teams games to nurture our school's attitudes and attributes.</li> <li>- Attitudes: Commitment, Cooperation, Empathy, Enthusiasm and Respect.</li> <li>- Attributes: Principled, Communicators and Caring.</li> </ul> <p>This unit will correlate with the "How we Organize Ourselves" unit through the discussion of goal setting, safety, planning, recording data and working on improving one's self and a team.</p>
<b>Visual Arts</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-Create art to show our responsibility towards living things (UOI - Sharing the Planet).</li> <li>-Learn about animals in our region which are endangered.</li> <li>-Use the art elements of line and shape to draw to scale.</li> <li>-Explore the use of pattern to communicate an idea or message.</li> <li>-Create an illustration and print about an endangered animal.</li> </ul>
<b>Incursions &amp; Excursions</b>	Students will participate on a trip around Dubai. We will take a trip on the metro and tram. Students will also experience a traditional abra.