

P2 Expectations

These expectations are based on the subject specific scope and sequence documents of the International Baccalaureate Organisation. This document outlines the expectations your child will be expected to meet at the end of a particular year level. In consultation with the homeroom/ subject teachers these expectations are to provide a framework for your child's learning.

Units of Inquiry

P2 will study six Units of Inquiry throughout the school year. The Unit of Inquiry encompasses the subject specific areas of Language, Mathematics, Science, Social Studies, Technology, Arts, Personal, Social and Physical Education.

Transdisciplinary Theme	Unit of Inquiry
<p style="text-align: center;">Who we are</p> <p>An inquiry into the nature of the self; beliefs and values; of personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p style="text-align: center;">PLAY</p> <p>Through play we explore our feelings and ideas</p> <p style="text-align: center;">Curriculum focus: Personal, Social and Physical Education</p>
<p style="text-align: center;">Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	<p style="text-align: center;">ENVIRONMENT</p> <p>The choices we make have an impact on our environment</p> <p style="text-align: center;">Curriculum focus: Science</p>
<p style="text-align: center;">How we express ourselves</p> <p>An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect, extend and enjoy our creativity; our appreciation of aesthetics.</p>	<p style="text-align: center;">ART</p> <p>Throughout the arts people express their ideas and feelings to others</p> <p style="text-align: center;">Curriculum focus: The Arts</p>



<p>How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations nature and its value; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>MONEY We have purchasing choices in our local and global community</p> <p>Curriculum Focus: Social Studies</p>	
<p>Where we are in place and time An inquiry into orientation in place and time; our 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>	<p>MIGRATION The impact of people moving from place to place for different reasons</p> <p>Curriculum Focus: Social Studies/ Personal, Social and Physical Education</p>	
<p>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 scientific and technological advances on society and on the environment.</p>	<p>SPACE Knowledge of the solar system helps us understand the uniqueness of all planets</p> <p>Curriculum Focus: Science</p>	

Language

Language is divided into four strands: Listening and Speaking, Reading, Writing and Viewing and Presenting.

Oral language—listening and speaking

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Our balanced programme will provide meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables students to articulate thoughts as they construct and reconstruct meaning to understand the world around them.

At the completion of the academic year, students should show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Conceptual understandings

Everyone has the right to speak and be listened to
Spoken language varies according to the purpose and audience
People interpret messages according to their unique experiences and ways of understanding

Written Language- reading

Children learn to read by reading. In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As students engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

At the completion of the academic year, students should show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Conceptual understandings

Different types of texts serve different purposes
What we already know enables us to understand what we read
Applying a range of strategies helps us to read and understand new texts
Wondering about texts and asking questions helps us to understand the meaning
The structure and organization of written language influences and conveys meaning

Written Language- writing

Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

At the completion of the academic year, students should show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Conceptual understandings

Consistent ways of recording words or ideas enable members of a language community to understand each other's writing

Written language works differently from spoken language

We write in different ways for different purposes

The structure of different types of texts includes identifiable features

Visual language—viewing and presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs.

At the completion of the academic year, students should show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Conceptual understandings

Visual texts can expand our database of sources of information

Visual texts provide alternative means to develop new levels of understanding

Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images

Mathematics

Mathematics is divided into five interwoven strands: Number, Data Handling, Measurement, Shape and Space and Pattern and Function

Number

Students will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Students will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Conceptual understandings

The base 10 value system is used to represent numbers and number relationships

Fractions are ways of representing whole-part relationships

The operations of addition and subtraction are related to each other and are used to process information to solve problems

Number operations can be modeled in a variety of ways

There are many mental methods that can be applied for exact and appropriate computations

Data Handling

Students will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The students will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Conceptual understandings

Data can be collected, organised, displayed and analysed in different ways

Different graph forms highlight different aspects of data more efficiently

Range, mode, median and mean can be used to analyse statistical data

Probability can be based on experimental events in daily life

Probability can be expressed in numerical notation

Measurement

Students will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements; particular tools allow us to measure and describe attributes of objects and events with more accuracy. Students will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Conceptual understandings

Standard units allow us to have a common language to identify, compare, order and sequence objects and events

We use tools to measure the attributes of objects and events

Estimation allows us to measure with different levels of accuracy

Relationships exist between standard units that measure the same attributes

Shape and Space

Students will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Students will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

Conceptual understandings

Objects in our immediate environment have a position in space that can be described according to a point of reference

Shapes are classified and named according to their properties

Some shapes are made up of parts that repeat in some way

Pattern and Function

Students will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, students will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Conceptual understandings

Whole numbers exhibit patterns and relationships that can be observed and described

Patterns can be represented using numbers and other symbols

The Arts

Arts expectations encompass Dance, Drama, Music and Visual Arts and have two strands: Responding and Creating. The responding and creating strands are dynamically linked and this is reinforced through continual reflection upon work throughout the creating process.

Responding

Through the arts students will begin to show an understanding that ideas, feelings and experiences can be communicated. They will begin to recognise that their own art practices and artwork may be different from others. Students are also beginning to reflect on and learn from their own stages of creating arts and are becoming aware that artworks may be created with a specific audience in mind.

Creating

Students will start to show an understanding that they can use the arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable to others. Awareness is beginning that their work can provoke different responses from others. The students will also start to understand the value of working individually and collaboratively when creating different art forms.

Personal, Social and Physical Education

Personal, Social and Physical Education is divided into three strands: Identity, Active Living and Interaction.

Identity

Through this strand students will begin to learn and understand that there are many factors that contribute to a person's identity and will become aware of the qualities, abilities, character and characteristics that make up their own identity. They will start to identify and understand their emotions in order to regulate their emotional responses and behaviour. Students will start to explore and apply different strategies to help them approach challenges and new situations with confidence.

Active Living

Students recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Students understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Interaction

Students will begin to recognise the value of interacting, playing and learning with others. They will be exposed to group work and start to understand that participation in a group can require them to assume different roles and responsibilities and a willingness to cooperate. Students will start nurturing relationships with others, share ideas, celebrate successes and offer as well as seek support as needed. Additionally students will begin to understand that responsible citizenship involves the conservation and preservation of the environment.

Danish

We have a beginner Danish as an Additional Language class where students learn everyday language, basic vocabulary and grammar. If students arrive at ISB with little English, they follow an extra English support class initially instead of learning Danish. These students join Danish when they are more confident with the language of instruction.

Danish will be included in the Unit of Inquiry when relevant.

Mother tongue Danish students or those students with Danish at a higher level follow the Danish curriculum <http://www.uvm.dk/Service/Publikationer/Publikationer/Folkeskolen/2009/Faelles-Maal-2009-Dansk>

P2 Focus

The students will demonstrate spoken and written skills and expand their vocabulary in Danish.

Students will show confidence in using the Danish alphabet, letters in form and name and sound.

The students will build their knowledge of Danish grammar and sentence structure.

They will be able to write small texts.

The students will begin to write and read Danish at an age appropriate level.

They will acquire reading comprehension strategies, for example decoding words.

Students will be introduced to different types of texts, fiction, fairy tales, text books, etc.

Students will also get an introduction to different genres and different linguistic tools.

We will use IT and other supplemental materials in teaching.