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| **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. | **Where we are in time and place**  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. | **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. | **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. | **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. | **Sharing the planet**  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. |
| **Central Idea 1:**  *Understanding myself and others help us to grow and change.*  **Lines of Inquiry:**   * Recognizing similarities and differences between myself and others * How I continue to develop   **Learner Profile**:  Risk-taker, Reflective, Caring |  | **Central Idea 3:**  *We can use different art materials and resources to express ourselves.*  **Lines of inquiry**   * Different art materials and resources * The creative uses of materials and resources for artistic purposes * How people express themselves through art   **Learner Profile:**  Communicator, Open-minded | **Central Idea 4:**  *We use our senses to learn about the world around us.*  **Lines of inquiry**   * Our senses and their functions * How we use our senses to learn * Our responsibility towards our senses   **Learner Profile:**  Knowledgeable, Balanced | **Central Idea 2:**  *School is organized to meet the needs of its community*  **Lines of inquiry**   * The needs of our school community * How a school is organized * How the school community supports each other   **Learner Profile:**  Thinker, Inquirer | **Central Idea 5:**  *Animals are present in our environment and we have responsibilities toward them.*  **Lines of inquiry**   * Variety of animals * Ways in which animals and people interact * Our responsibilities toward animals   **Learner Profile:**  Caring, Principled, Inquirers |
| **ICT STRANDS** | | | | | |
| **Concept:**  **BASIC COMPUTER OPERATION AND CONCEPTS: KEYBOARD AND MOUSE**  **Perform mouse action:**   * **Double click to open a program**   **TECHNOLOGY FOR THINKING, LEARNING AND PRODUCING: GRAPHICS**  **Basic operation:**   * **Open and close a program**   **ICT skills:**   * Students will be able to open a game program * Student will be able to close a game program   **Resources:**  **All game programs in the computer.**  **Attitudes:**   * **curiosity** about the games in the computer * **independent** to try by themselves the computer |  | **BASIC COMPUTER OPERATION AND CONCEPTS: KEYBOARD AND MOUSE**  **use keyboard keys:**   * **Make lower case letters using the keyboard** * **Apply appropriate hand pressure to the keyboard and mouse**   **ICT Skills:**   * Children will be able to open a game that require their names independently * Children will be able to recognize the letters in the keyboard and know how to use the mouse and keyboard appropriately   **RESOURCES:**  **Games: kindergarten, crayola, jump start baby. In this game, they have to type their name first before playing the games.**  **Attitudes:**   * **Enthusiasm** about the learning to use keyboard, | **Encarta:**   * **Find the information**   **ICT skills:**   * Children recognizes the use of Encarta program   **Resources:**   * **Encarta** * **Otto sound**   **Attitudes:**  **enthusiasm and creativity** | **Technology for thinking, learning and producing: Graphics:**  **basic operation**   * **Open and close a drawing program** * **Use drawing and paint tools** * **Save the picture (from the crayola program)**   **ICT skills:**   * Children will be able to open and close a crayola game program * Children will be able to recognize and use the symbols in this game * Children will be able to draw the school layout use this program and save it.   **RESOURCE: CRAYOLA PROGRAM**  **Attitudes:**   * **commitment** to explore the computer software, * **appreciation** their friends drawing, * **confidently** explaining what they have made | **Encarta:**   * **Find the information**   **ICT skills:**   * Children able to use of Encarta program   **Resources:**   * **Encarta** * **Jump start baby** * **Kindergarten** * **Crayola – art gallery**   **Attitudes:**  **appreciation, curiosity** |
| **LEARNING ENGAGEMENT** | | | | | |
| * Introducing the games in the computer. Children can explore the games with the help of the teachers first then they can explore the games independently. * Teachers show how to close and open game programs. |  | * Every day during the independent activity some students can use the computers and play those resources games. They learn to recognize the letters in the keyboard and type their names otherwise they cannot play the games. * They have to learn how to press the letters in the keyboard. | * Teachers introduce the otto game by asking them to open the otto sound game. * Children can explore the otto sound game. This game supports our UOI. * Introduce about Encarta and the usage. * Use the Encarta to find out about science for their age for example: the use of each sense. * Ask the children to explore Encarta independently during the independent activity | * Independent activity – 2 by 2 show to the children the crayola program and explain that we can use this program for drawing and let them explore the program **(*inquirer)*** * When the children already notice the usage of crayola program, continue with the save program **(*thinker*)** | * Children can use all the listed resources for learning about animals and their places. * Teachers observe the children and can ask questions that related to the CI and LoI using the pictures in the game or in Encarta   **These games can be useful to assess the children knowledge. (formative and summative through interview and make an anecdotal records (for the UOI)** |
| **Assessment** | | | | | |
| **Rubric and Check list** |  | **Anecdotal records** | **Anecdotal records** | **Rubric and check list** | **Anecdotal records** |