



Teaching and Learning at UNIS

Junior School

Curriculum Overview

2015 / 2016



Junior School

Contents

UNIS MISSION STATEMENT	4
WELCOME TO UNIS	4
TEACHING AND LEARNING AT UNIS	5
ASSESSMENT AT UNIS	8
REPORT DESCRIPTORS JA TO TUTORIAL TWO (KINDERGARTEN TO GRADE 10)	9
REPORT DESCRIPTORS (JA THROUGH GRADE 10)	9
SUPPORTING A SAFE AND SECURE INCLUSIVE ENVIRONMENT FOR LEARNING	10
JUNIOR A	11
ART CURRICULUM OVERVIEW	12
ENGLISH CURRICULUM OVERVIEW	13
HUMANITIES CURRICULUM OVERVIEW	15
ENGLISH LANGUAGE LEARNERS (ELL) CURRICULUM OVERVIEW	16
TECHNOLOGY CURRICULUM OVERVIEW	18
LIBRARY CURRICULUM OVERVIEW	19
MATHEMATICS CURRICULUM OVERVIEW	21
MODERN LANGUAGE CURRICULUM OVERVIEW	23
MUSIC CURRICULUM OVERVIEW	24
PHYSICAL EDUCATION (PE) CURRICULUM OVERVIEW	25
SCIENCE CURRICULUM OVERVIEW	27
JUNIOR ONE	28
ART CURRICULUM OVERVIEW	29
ENGLISH CURRICULUM OVERVIEW	30
HUMANITIES CURRICULUM OVERVIEW	33
ENGLISH LANGUAGE LEARNERS (ELL) CURRICULUM OVERVIEW	34
TECHNOLOGY CURRICULUM OVERVIEW	36

LIBRARY CURRICULUM OVERVIEW	37
MATHEMATICS CURRICULUM OVERVIEW	39
MODERN LANGUAGE CURRICULUM OVERVIEW	41
MUSIC CURRICULUM OVERVIEW	42
PHYSICAL EDUCATION (PE) CURRICULUM OVERVIEW	43
SCIENCE CURRICULUM OVERVIEW	45
JUNIOR TWO	47
ART CURRICULUM OVERVIEW	48
ENGLISH CURRICULUM OVERVIEW	49
HUMANITIES CURRICULUM OVERVIEW	52
ENGLISH LANGUAGE LEARNERS (ELL) CURRICULUM OVERVIEW	53
TECHNOLOGY CURRICULUM OVERVIEW	55
LIBRARY CURRICULUM OVERVIEW	56
MATHEMATICS CURRICULUM OVERVIEW	58
MODERN LANGUAGE CURRICULUM OVERVIEW	60
MUSIC CURRICULUM OVERVIEW	61
PHYSICAL EDUCATION (PE) CURRICULUM OVERVIEW	62
SCIENCE CURRICULUM OVERVIEW	64
JUNIOR THREE	66
ART CURRICULUM OVERVIEW	67
ENGLISH CURRICULUM OVERVIEW	68
HUMANITIES CURRICULUM OVERVIEW	71
ENGLISH LANGUAGE LEARNERS (ELL) CURRICULUM OVERVIEW	73
TECHNOLOGY CURRICULUM OVERVIEW	75
LIBRARY CURRICULUM OVERVIEW	76
MATHEMATICS CURRICULUM OVERVIEW	78
MODERN LANGUAGE CURRICULUM OVERVIEW	80
MUSIC CURRICULUM OVERVIEW	81
PHYSICAL EDUCATION (PE) CURRICULUM OVERVIEW	82
SCIENCE CURRICULUM OVERVIEW	84
JUNIOR FOUR	86
ART CURRICULUM OVERVIEW	87
ENGLISH CURRICULUM OVERVIEW	88
HUMANITIES CURRICULUM OVERVIEW	91
ENGLISH LANGUAGE LEARNERS (ELL) CURRICULUM OVERVIEW	92
TECHNOLOGY CURRICULUM OVERVIEW	95
LIBRARY CURRICULUM OVERVIEW	96
MATHEMATICS CURRICULUM OVERVIEW	98
MODERN LANGUAGE CURRICULUM OVERVIEW	99
MUSIC CURRICULUM OVERVIEW	101
PHYSICAL EDUCATION (PE) CURRICULUM OVERVIEW	102
SCIENCE CURRICULUM OVERVIEW	104

UNIS Mission

Under the auspices of the United Nations and guided by its ideals, UNIS provides an inclusive and diverse learning environment in which rigorous international programs foster academic excellence, innovation, creativity and cross-cultural communication to educate and inspire its students to become an active force in shaping a better world: peaceful, compassionate and sustainable.

Welcome to UNIS

It is my pleasure to share with you information pertaining to the curriculum at the United Nations International School (UNIS).

With over 125 different nations represented within the student body, the curriculum is designed to reflect the mission and guiding principles of the school. Providing an optimal environment for our students is central to teaching and learning at UNIS. As such, our [Teaching and Learning Policy](#) further amplifies and directs our educational thinking and practice.

In the formative years, we offer a rigorous age-appropriate, school-designed curriculum, which is based on latest research and expressed through a coherent set of standards and benchmarks in all subject areas: from Kindergarten (JA) to Grade 10 (T2). Our Junior and Senior students (T3/4) enroll in the International Baccalaureate Diploma (IBDP) or IB Courses, where the range of subjects offered at UNIS is truly impressive. Within the framework of IB requirements, our students have the possibility of choice from over 200 courses. Our graduating students leave us to attend some of the best universities around the world. As they continue along their journey as learners, we take pride in the individual successes they have achieved at UNIS and celebrate their opportunity for continued growth as life-long learners and informed and active global citizens.

Contained in each divisional booklet, information is shared on:

- Teaching and learning at UNIS
- Curriculum development process
- Assessment as part of the learning process
- Dissemination of information on student performance
- Learning support systems in place
- Major learning outcomes for all grades in all subjects

I hope you find the information helpful in understanding teaching and learning at UNIS.

Sincerely,

Maggie Lacsny-Jones

Director of Learning and Assessment

Teaching and Learning at UNIS

Teaching and learning is at the heart of a school, and successful schools place the student at the heart of their learning environment. Teachers systematically plan, use evidence to inform their practice and employ a range of teaching strategies and methods to support and improve student learning. Learning involves students making sense of the world. It is not simply about absorbing information, but it is an active process of constructing meaning.

At UNIS we recognize that students making sense of their learning will help them become independent learners. UNIS' learning targets and outcomes, and supportive inclusive environment, foster opportunities for students to develop a lifelong love of learning where skills in critical thinking, communication, collaboration, creativity, and adaptability, are developed and honed as our students move continuously and seamlessly from Junior A through Tutorial House graduation.

Moreover, teaching and learning is most effective when there is commitment to continuous improvement, collective responsibility, and goal alignment. As such, we believe that the learning experience at UNIS offers a unique opportunity for each child to engage in a coherent curriculum that is developmentally appropriate and has clear learning outcomes for each stage of the learning experience. Through integration, innovative and research-proven teaching strategies, modern learning technologies, and real world resources and contexts, the UNIS curriculum goals help students understand their place and role in their learning. Moreover, timely informative feedback on their learning helps students develop the skills, attitudes, and dispositions necessary to systematically improve the quality and understanding of their learning experience in an international context.

Teaching and Learning in the Junior School

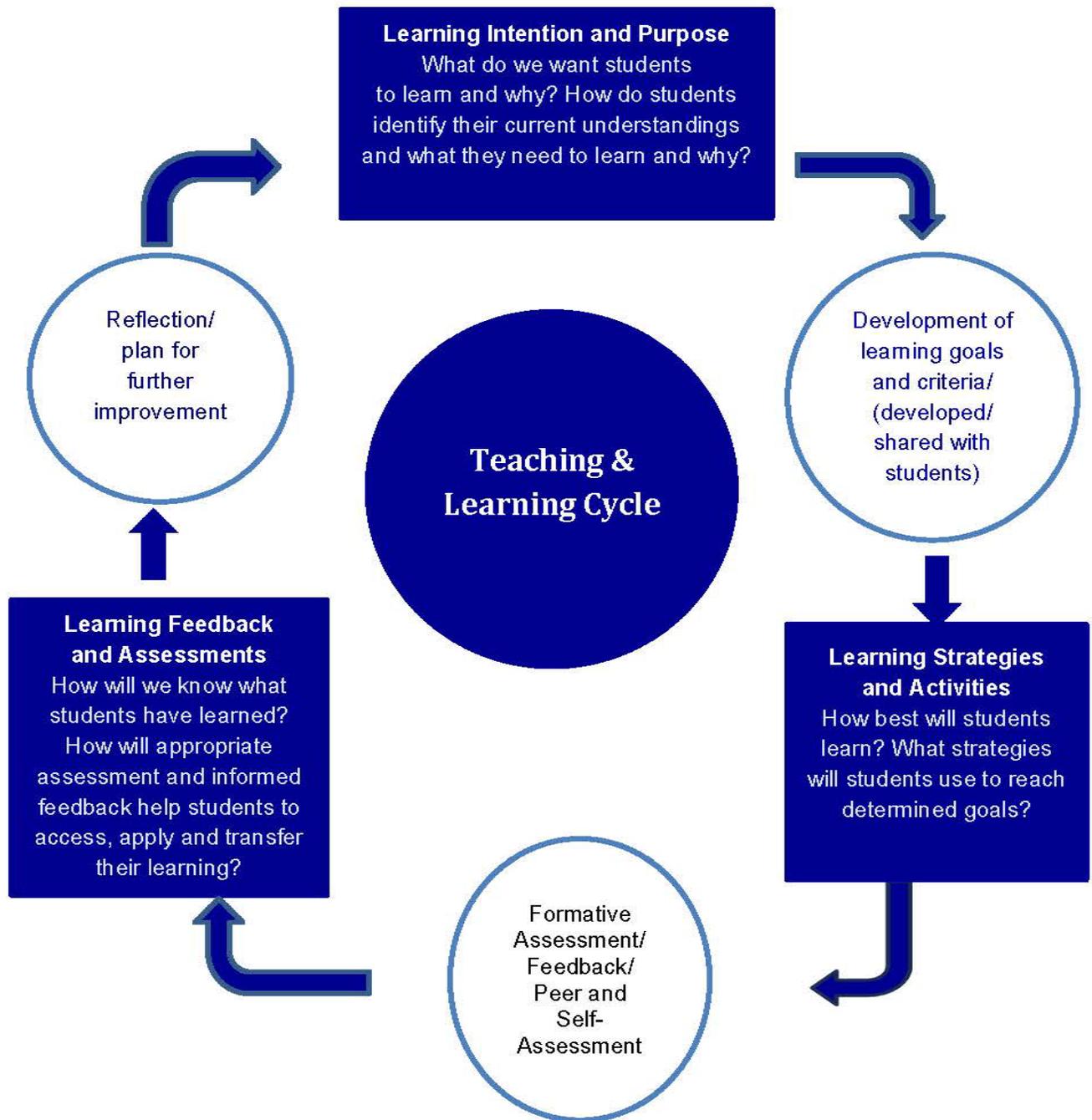
From the very first year, the social, intellectual, aesthetic, emotional and physical needs of the student are central to the curriculum, so that the classroom becomes a world in which the acquisition of skills and conceptual understanding goes hand in hand with the freedom to inquire, explore and create. The integrated learning that characterizes school life in the early grades builds a deep understanding of who the children are as inquiring independent critical thinkers and learners in an international environment.

Every day our children have the opportunity of experiencing a safe and secure inclusive learning environment to work, learn and play with peers from different countries and cultures from around the world. The connections made between subjects, people, times and places, characterize the interdisciplinary nature of the Junior School curriculum.

An outline of major skills and student outcomes for each subject area by grade level can be found on the following pages of this booklet.

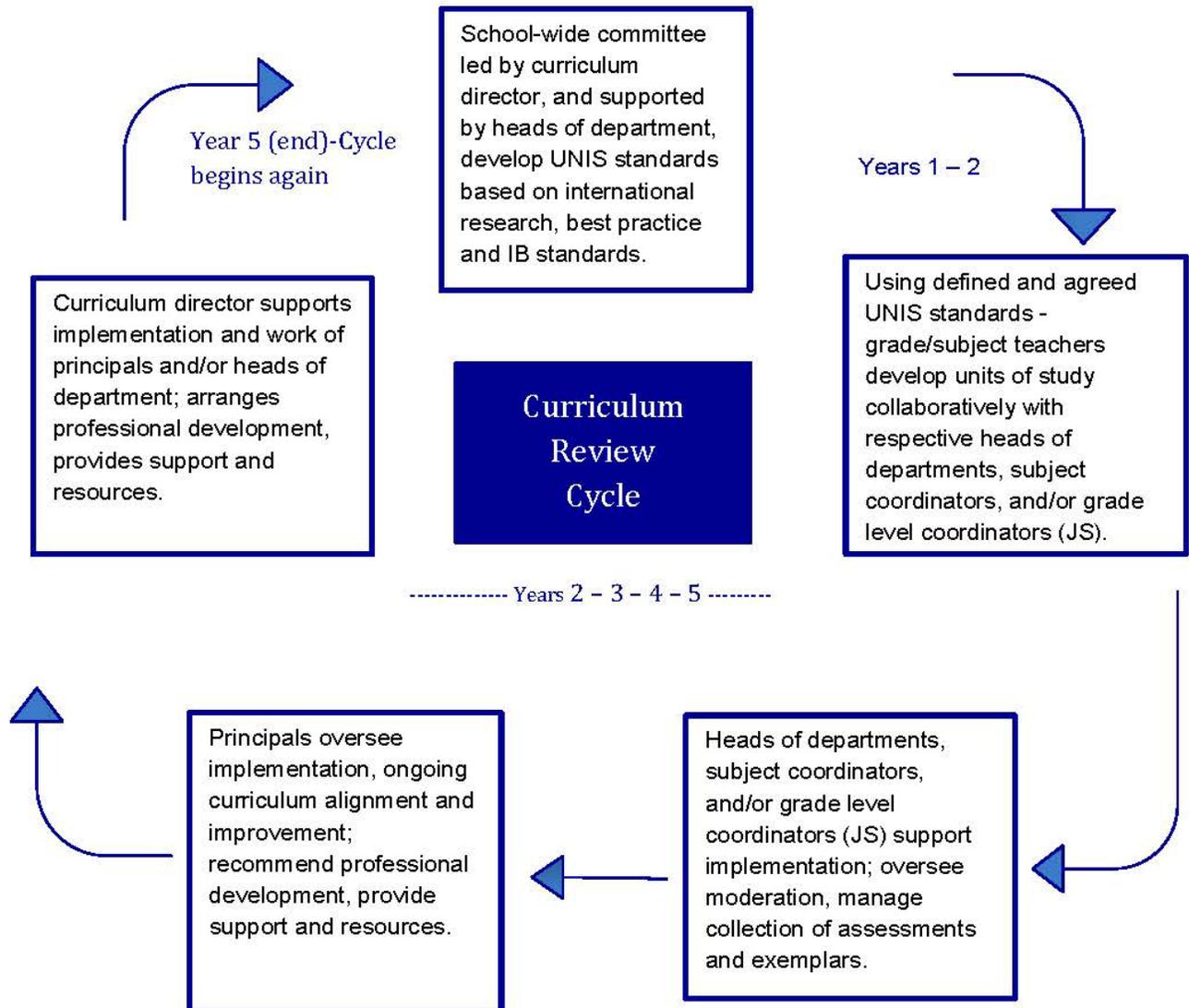
Teaching and Learning at UNIS

In a student-centered approach to teaching, UNIS teachers become facilitators of learning; students are encouraged to take more responsibility for their own learning. We look at ways to help students construct meaning from their learning, monitor their progress, and reflect on the process.



Curriculum Development at UNIS

UNIS' curriculum (K – 10) is developed by the UNIS faculty and based on a comprehensive review of researched-based best practices and recognized standards for each subject area, including International Baccalaureate (IB) standards. Written subject curricula are reviewed on a five-year cycle in order to ensure that they are relevant, demonstrate an international perspective, and reflect the latest research related to teaching, learning, and assessment in that given area. Professional development and selection of related resources are part of the review process.



Assessment at UNIS

Assessment is an ongoing process of systematically gathering, analyzing, interpreting, and reflecting on evidence of students' understanding as they develop concepts and skills, in order to inform instruction and support learning. A comprehensive assessment program includes a variety of assessment components and processes that align with expectations for teaching and learning and meet the needs of all users (student, teacher, department, school).

Furthermore, it informs both the teacher and the learner about what the learner understands, knows, and is able to do. The teacher uses assessment to monitor student progress toward the learning target, to provide feedback to the student, and to guide further instruction. Additionally, providing students with opportunities to assess their thinking and that of their peers gives them practice in the skills they need to become independent and self-directed learners.

At UNIS We Believe

Assessment should be authentic and seen as an integral part of the learning process. It allows opportunities for students to demonstrate their understanding of the content and skills that they have acquired as a result of instruction. It is a pathway that leads to deeper conceptual understanding and allows for sophisticated growth in practiced higher order thinking skills. Crucial to the role that assessment plays in the learning process is timely, supportive, and specific feedback. All criteria for success should be clear to students from the onset of the learning.

Dissemination of Information on Student Performance

The reporting of student progress is an essential part of the dialogue that takes place between parents and the school. It is designed to give regular and specific feedback on a student's progress spanning both semesters. It is hoped that parents contact the respective teacher, head of department, and/or principal to set up a conference to ask questions, or if you have a concern.

Curriculum Information Evenings

At the beginning of the first semester, the school hosts curriculum evenings on both campuses (Manhattan and Queens) for the different grade levels. These evenings allow for the opportunity to visit classrooms, meet the teachers, and hear specifics about the year's program, the class procedures, resources, and expectations. This will also be a forum to hear about the school-wide goals and campus initiatives for the current academic year.

Parent/Teacher Conferences

Mid-way through each semester parent conferences are held. The focus of the each conference is to discuss a child's progress toward grade level learning outcomes. This time spent with the teachers is important in establishing a home-school partnership to support a child's success. Conferences provide an opportunity to participate in a dialogue with a child's teacher.

Individual Student Reports

At the end of both semesters (January and June) students receive a written report. Each of the core subject and specialist areas will report on the development of a child's learning skills and understanding of the subject. After parents have a chance to discuss the report card with their children, they are encouraged to contact the appropriate teacher if they would like further discussion.

Report cards are accessed via the UNIS portal.

Report Descriptors JA to Tutorial Two (Kindergarten to Grade 10)

Learning to Learn Skills	
In this section of the report, skills that support learning across subject areas are listed.	
Developing	The student's work habits are still developing. At this time, these practices are inconsistent.
Succeeding	The student demonstrates fairly consistent, positive work habits.
Exceeding	The student demonstrates consistent, mature and independent work habits.

Report Descriptors (JA through Grade 10)

Subject Skills	
In this section of the report, each subject has identified key, over-arching skills for that discipline, which remain constant from grade to grade, JA-Tut 2, as well as indicators describing how those skills are specifically demonstrated within each grade.	
Working towards grade level	The student is still developing an understanding of the related skills and a concept described by the indicators and is not yet able to apply these in familiar situations consistently or without support.
Working at grade level	The student has demonstrated a good understanding of the related concepts and skills described by the indicators and can generally apply these in familiar situations independently.
Working above grade level	The student has a thorough understanding of the related concepts and skills described by the indicators and can apply and extend these in both familiar and new situations independently.

Supporting a Safe and Secure Inclusive Environment for Learning

Guidance counselors provide support to students, parents, and caregivers in need of advice and direction in social, emotional, and academic matters. The counselors provide a confidential space that students, parents or faculty can use to explore issues of concern. The emphasis is on the social, emotional growth of the children of UNIS and how this ties into their academic progress. Students are given the opportunity to explore the changing social and emotional feelings they experience in a safe space with proper guidance. The guidance section of the student support services serves as a resource for parents in the UNIS community who seek help in making decisions about their children.

The Junior A to Junior Four learning specialists provide individual and small-group instruction to students who might be experiencing difficulty accessing the curriculum. The learning specialists work with the students to build and strengthen skills and to help them understand their own learning styles so that they can find strategies and techniques that will enable them to be more successful. These skills and strategies are taught through instructional level materials and then applied to classroom curriculum and assignments. The learning specialists also work with teachers to develop and implement individualized learning plans designed to meet the specific academic needs of students with learning differences. The learning specialist works with teachers to help meet the needs of all learners.

The school psychologists at UNIS supports students throughout Junior School, Middle School, and Tutorial House divisions in Manhattan as well as Junior School and Middle School in Queens. The school psychologists help students succeed academically, socially, behaviorally, and emotionally. Collaboration with faculty, parents, and other professionals helps create a safe, healthy, and supportive learning environment strengthening connections between home, school, and the UNIS community.

Expected Learning Outcomes – Junior A to Junior Four (Kindergarten to Grade 4)

An overview of academics for all grade levels can be found on the UNIS website, with each subject area taught described in general terms. The remainder of this booklet delves more deeply into teaching and learning at UNIS through identifying major skills and learning outcomes for students for each subject area by grade level.



Junior A

In making Art as a creative response to engaging problems and personal inspiration students form agile and confident minds enhancing their ability to function in a complex and changing world.

In studying Art and its social functions they see, imagine, and reason from different perspectives to expand their capacity for creative thought and action. Learning from the special worlds that artists create they discover how art shapes the present from the past and helps them invent the future.

UNIS, by virtue of both its diverse community and its location in New York City, enables students to study Art from many cultures through firsthand experience. Art encourages them to understand and celebrate their differences fulfilling the UNIS mission that is rooted in the peaceful objectives of the United Nations.

OBSERVING	INVESTIGATING	CREATING
<p>Look closely at works of art, objects for drawing, or the environment - in relationship to art concepts and assigned projects</p> <ul style="list-style-type: none"> • Notice that basic shapes combine to make more complex shapes • Identify and interpret simple compositions both visually and verbally • Notice differences and similarities in scale and in placement • Notice differences in various media and their qualities <p>Recognize connections between personal, cultural, or interdisciplinary contexts</p> <ul style="list-style-type: none"> • Absorb, interpret, and apply information from the lesson • Tell stories and make personal connections to the real world 	<p>Imagine ideas and solutions to project guidelines during the creative process</p> <ul style="list-style-type: none"> • Explore a variety of ways to express ideas • Work with invention to create a variety of projects • Show imagination and take healthy risks • Work with intention and commitment to the finished product <p>Explore possibilities in media, techniques, and composition</p> <ul style="list-style-type: none"> • Explore opportunities in various media • Use different techniques creatively and confidently 	<p>Understand unit concepts through projects, exercises and assessments</p> <ul style="list-style-type: none"> • Explore with intent and create with invention • Begin to understand that art is developed through a series of steps <p>Apply demonstrated media and techniques with imagination and intention</p> <ul style="list-style-type: none"> • Apply media and methods presented in the lesson <p>Revise and present thoughtful completed artwork</p> <ul style="list-style-type: none"> • Understand that artwork can be changed again and again • Work thoughtfully and carefully • Show attachment to the work

English is the first language of the school, and as such, it serves multiple purposes, as a means of communication for the community, as the medium of instruction in most other core subjects, and as a discrete discipline with its own curriculum.

The strands of reading, writing, listening, and speaking are at the heart of all of the work our children do in all of their classes, in school and at home, individually and in groups. These components are not separate but rather in constant interaction and reflect the changing demands of literacy today.

Our goal is to help students attain their highest possible levels in all areas of English. We want them to gain a sophisticated command of the language, develop their capacity for self-expression, language as a means to clarify thinking, unleash their imaginations, and construct meaning from the world around them through participation in oral activities, writing in different genres, and reading of fine literature.

READING

Begin to understand that written and visual print contains a constant message with the purpose to convey meaning

- Demonstrate an awareness of basic book parts and conventions
- Identify a book which contains a story, poem, or information
- Use terms correctly about books and print
- Distinguish print from drawings

Begin to recognize that letters and words have meaning

- Recognize that print uses letters, words, spaces between words, and sentences
- Begin to hear and articulate sound segments in words
- Recognize and identify most sounds of the alphabet
- Identify a sequence of sounds and blend single sounds in vowel-consonant, consonant-vowel, and consonant-vowel-consonant
- Recognize a small bank of sight words in printed text

Begin to make sense of texts

- Recognize that words on a printed page contain a message and can be read aloud

- Use the illustration on the cover of a book to make a prediction about what the story is going to be about
- Maintain the storyline when reading familiar texts
- Demonstrate comprehension by talking about significant ideas from the text
- Use pictures to understand the text being read aloud or read independently
- Begin to recognize that literal answers can be found in text

Begin to be aware of basic grammatical structures during shared reading and of how these can assist reading

- Identify a capital letter at the beginning and period at the end of a sentence during shared or guided reading
- Begin to identify a name or object and an action verb during shared or guided reading

Become aware of the different text forms of fiction, nonfiction, and poetry written by people from all around the world

- Predict the text forms of fiction, poetry, and nonfiction by looking at the cover and title of a book
- Recognize the text forms of fiction, poetry, and nonfiction during shared or guided reading

- Discuss distinctive features from texts
- Identify favorite stories

WRITING

Recognize the forms of narrative, informative, and persuasive text

- Retell personal experiences and imagined events or recounts through a mixture of drawing, writing, and oral telling
- Draw or write about a personal experience with some attention to sequence
- Write a series of loosely connected events or actions concluding with a simple ending
- Draw, write, and identify some important things about a given topic
- Express in drawing or writing a simple observation or comment

Recognize that writing communicates a message

- Make a connection between oral and written language
- Show they understand that a written message remains constant
- Demonstrate an awareness that writing and drawing are different
- Discuss the intended audience and purpose of their own and published writing

Recognize that writing can be used to share information

- Use literature, viewed or heard, as a stimulus for drawing or writing
- Dictate to an adult what they want written
- Copy print from the environment
- Use words and labels correctly
- Attempt to write simple statements and questions

Begin to recognize the importance of planning and organizing thoughts prior to writing

- Plan by talking or drawing about their writing
- Express ideas on paper
- Read their writing aloud to check that it makes sense

Begin to be aware of the importance of word choice

- Develop and use new vocabulary
- Recognize a complete sentence

Show awareness of the basic structure of a simple sentence

- Show an awareness of capital letters and periods
- Use a capital letter for the start of their own names

Begin to recognize that they can use letter sounds to represent words

- Build phonological awareness and graphophonic knowledge
- Link letters with their sounds, sounding and naming each letter of the alphabet in lower and upper case
- Use knowledge of letter sounds to represent a word
- Show an awareness of plurals to show more than one
- Spell some familiar words in standard American spelling

- Use knowledge of rhyme to identify families of rhyming consonant-vowel-consonant words

Recognize and begin to apply New Nelson precursive handwriting

- Show an awareness of and execute the base shapes to form letters
- Begin to apply “flick” to the appropriate letters

Be aware that legible and neat handwriting is important so they are able to reread their own writing

- Use left to right, and show an awareness of top to bottom orientation of print
- Leave a space between word-like clusters of letters
- Begin to grip a pencil correctly and comfortably

LISTENING

Begin to listen during formal situations in the classroom with known adults and peers

- Begin to listen to and show they understand teacher instructions
- Listen and respond to stories read aloud in class
- Be attentive during lesson time
- Begin to listen to peers during discussions and informal conversations
- Begin to listen to peers, following teacher modeling, when solving a problem

Respond appropriately to simple daily instructions and directions

- Interpret simple teacher instructions and directions accurately
- Begin to listen to brief descriptions and show respect for the teachers and the contributions of peers

Begin to analyze text read aloud and information presented in lessons

- Begin to ask and answer questions related to text read aloud and to information presented during lessons

SPEAKING

Begin to participate in formal and informal oral activities with known adults and peers

- Recite simple poems and nursery rhymes and participate in role plays, including ones from different cultures
- Begin to describe an object of interest to the class
- Begin to engage, with teacher intervention, in a small group discussion to solve a problem
- Participate in Author’s Reading
- Begin to show an awareness of turn-taking in the classroom

Learn basic communication skills for class and group interactions

- Begin to recount a personal or shared experience
- Make simple requests
- Provide a simple explanation and express a personal opinion
- Express feelings, needs, wants, likes, and dislikes
- Begin to look at an intended listener when asking a question

Know there are different ways to use the spoken word

- Change the manner of speech in a role play, read-aloud, and poetry recitation
- Identify, with guidance, some basic language features of familiar spoken text
- Recognize that poems, songs, and stories are verbalized differently

The Humanities Program in the Junior School is inextricably connected with the International Baccalaureate principles of global citizenship. In line with this philosophical approach is the systematic building of essential skills for students as they progress from Junior A to Junior 4. The curriculum supports and develops inquiry into global relationships, perspectives, issues, and problems. Our units engage students' participation as active global citizens while reflecting these values. Educating for understanding of cultural differences, through strengthening the students' capacity to see the world from other points of view, is a priority.

Throughout the curriculum, our students engage in: collaboration, inquiry, social action, global education, tech literacy, critical thinking, sustainability and open-mindedness. These skills are embedded into our junior school interdisciplinary units.

HISTORY

Chronology

- Explain meaning of before, after, next, first, last, past, present and future
- Gather historical information through listening, observing, reading, writing, technology, drawing, music, poetry and compare it with information from present day

GEOGRAPHY

Location

- Use terms up/down, over/under, left/right, above/below, near/far and behind/in front to identify locations
- Locate places on the school campus and describe their relative locations

Physical and human characteristics of the environment

- Identify and describe parks, neighborhoods, schools, shops, hospitals, stop signs, traffic lights as physical and human characteristics of local community

SOCIAL SCIENCE

Needs and wants

- Identify basic social and emotional needs (friends, family, happiness, safety)

- Identify several communities we belong to and the needs and wants they help us meet

Communities and individuals

- Describe their identity, talents and abilities and how these make them different
- Identify ways in which culture helps to make one community different from another (e.g. language, songs, stories, food, celebrations)
- Describe ways that people are alike
- Demonstrate through daily behavior an awareness of individual/others' rights and responsibilities within the school community in terms of respect, fairness and tolerance
- Identify why rules are necessary to provide order, security and safety in school, at home and in the wider community

HOST COUNTRY

Shape and location

- Discuss significant historical figures and events related to national holidays

UNITED NATIONS

Purpose of the UN

- Explain in simple terms the purpose of the UN
- Recognize why nations come together for a common purpose

- Describe how UNIS fits into the UN community

SKILLS

Investigation - identifying, selecting and ordering what is relevant as evidence from a range of sources and materials

- Make observations and relate facts to units of study
- Use vocabulary related to time: before, after, yesterday, today, tomorrow, past, present and future

Analysis - recognizing, connecting, interpreting and evaluating, drawing conclusions and/or problem solving to demonstrated understanding of a topic or question

- Identify relevant ideas
- Identify same and different, recognize that change occurs

Communication - creating, speaking, using media and writing for a specific purpose

- Present relevant information and understandings in a meaningful way: drawings, simple oral reports or sentence descriptions

English is the primary language of instruction at UNIS. Close to 1,500 students, speaking seventy different languages may be represented at any one time. Some students arrive at UNIS with little or no knowledge of English. On a regular basis, about ten percent of the student body benefits from additional instruction in English.

The UNIS ELL teachers are responsible for the teaching and curriculum design of the K-12 program. The goal is to ensure successful integration of ELL students into the UNIS community both academically and socially.

Upon entering UNIS, students who speak or write a language other than English at home, or are not fluent in English, are assessed by the ELL teachers. Evaluation results place a student in beginning, intermediate or advanced ELL classes, or in a full mainstream program. From the first day of school, ELL students are assigned to a homeroom with their peers. The placement into homerooms ensures their constant exposure to English and allows for early integration into the UNIS community.

For the complete ELL beginner, the focus is on verbal communication skills to enable the student to function in their new environment. Reading and writing are used to reinforce grammatical structures and vocabulary. The intermediate ELL student works on expanding vocabulary, increasing reading comprehension and refining writing skills, and thus, facilitating participation in mainstream classes. The advanced ELL student moves towards fluency in spoken and written English to approximate grade level competency. Full integration into the UNIS mainstream curriculum takes place when a student masters the advanced level ELL materials for the appropriate grade level and can comprehend content material used in the mainstream classroom.

LANGUAGE SKILLS

Reading skills:

Beginner

- Identify English letters and numbers, both printed and cursive forms
- Recognize sounds of the English alphabet in oral reading
- Use basic English sight words
- Practice beginning reading and comprehension skills, both silent and oral
- Recognize the importance of reading for pleasure in English and their mother tongue

Intermediate

- Compare vocabulary for reading in varied contexts
- Identify vocabulary and concepts to follow mainstream classes with support
- Practice intermediate reading and comprehension skills, both silent and oral

- Recognize importance of reading independently for pleasure in English and their mother tongue

Advanced

- Compare and contrast grade level vocabulary and comprehension with authentic texts, in both fiction and non-fiction
- Use vocabulary and concepts to follow all mainstream classes
- Begin to read with clear pronunciation, intonation, and fluency
- Read in order to compare texts
- Recognize the importance of reading independently for pleasure in English and their mother tongue

Writing Skills

Beginner

- Write letters and numbers using correct form
- Begin to write simple words with ease and fluency
- Begin to write accurate simple sentences
- Begin to use spelling rules

- Write early stage narratives
- Present work neatly and clearly

Intermediate

- Begin to use compound sentences
- Begin to develop creative and factual writing
- Identify and use basic writing skills for mainstream courses
- Demonstrate intermediate spelling skills
- Present work neatly and clearly
- Use writing as a communicative tool

Advanced

- Use more advanced vocabulary, concepts, and structures to write for all mainstream classes
- Begin to develop creative and factual writing
- Begin to compare, and contrast texts
- Demonstrate writing fluency for communication
- Begin to edit own work
- Present work neatly and clearly

Listening Skills

Beginner

- Follow one or two-step classroom instructions
- Begin to recognize and use basic English vocabulary
- Begin to communicate socially appropriate responses
- Use basic communicative and functional language
- Demonstrate basic English sentence structure

Intermediate

- Follow multi-step classroom instructions
- Identify and use appropriate vocabulary in a variety subject areas
- Use communicative and functional language skills necessary for classroom and social situations
- Recognize and begin to use more complex English sentence structures

Advanced

- Explore and use a variety of grammatically correct and appropriate idiomatic structures
- Begin to demonstrate academic language necessary to function in all mainstream classes

Speaking skills

Beginner

- Begin to use a variety of grammatically correct and appropriate idiomatic structures

- Show understanding of communicative and functional language
- Begin to use academic language necessary to function in mainstream classes

Intermediate

- Explore and use communicative and functional language skills in social and academic settings
- Demonstrate intermediate rules of grammar and syntax

Advanced

- Demonstrate communicative and functional language both social and academic at near native fluency
- Explore and use academic vocabulary to function in all mainstream classes
- Demonstrate the rules of grammar and syntax
- Demonstrate correct usage of complex verb tenses
- Demonstrate appropriate rhythm, intonation, and accurate pronunciation

LEARNING SKILLS

Responsibility

- Fulfill commitments

Organization

- Manage learning materials and equipment
- Establish priorities and manage time
- Use class time appropriately

Independent work

- Follow instructions
- Seek assistance when required
- Show resourcefulness in carrying out independent work

Collaboration

- Respond constructively to the ideas and opinions of others
- Work as part of a group to achieve goals

Initiative

- Demonstrate curiosity and a willingness to take on new ideas and experiences
- Approach new tasks positively
- Assess and reflect critically on his/her strengths and areas for improvement

CONTENT SUPPORT

In addition to teaching academic English skills and providing individualized student support, ELL teachers offer lessons and resources to support mainstream classes. They are in close contact with homeroom teachers, and support delivery of Math, Science, English, and Humanities programs at their grade levels by helping teachers differentiate for ELL students. Whenever possible, ELL staff teach students to advocate for their own learning and work to give them increased understanding of the social and emotional aspects of studying and living in a host country and an English-speaking environment.

The Junior School technology curriculum focuses on design thinking and problem-based learning. Students are encouraged to be content creators rather than consumers. JA students are introduced to both high and low-tech tools and lessons are integrated with the core subjects (language arts, math, social studies, and science) to teach, reinforce, and promote technology skills. Teachers utilize the CoLaboratory and homeroom classes to provide a seamless and integrated understanding of technology and teamwork.

TECHNOLOGY OPERATIONS AND CONCEPTS

Use technology appropriately

- Search and use applications for specific tasks
- Turn on-off, open and exit out apps, use of camera, trackpad, connect headphones, microphone, and USB
- Open, edit and save projects
- Recognize keys on keyboard, and type numbers and words
- View and use graphics
- Identify technical problem when using technology

DIGITAL CITIZENSHIP

Understand Issues related to the safe and responsible use of technology

- Demonstrate care when using technology
- Demonstrate a positive attitude when using technology
- Understand and use usernames and passwords to log in to web-based applications

CREATIVITY AND INNOVATION

Demonstrate creative thinking, building knowledge, and developing products using technology

- Build and program simple robots using mechanical parts and motion sensors (Lego and/or WeDo)
- Design and build simple machines
- Use new and creative technologies as required to support classroom content (i.e. Dreambox)
- Design and make original products that meet customer's needs
- Use drag and drop programming language to learn basic concepts of sequence structures

COMMUNICATION AND COLLABORATION

Use digital media (email, blogs, chats, moodle) to support learning and contribute to the learning of others

- Create digital presentations using multiple technology tools and programs

- Collaborate with peers on team-based projects

RESEARCH AND INFORMATION

Use digital tools to gather, evaluate, and make use of information

- Locate and use graphical and simple text information for assigned resources

CRITICAL THINKING, PROBLEM-SOLVING & DECISION-MAKING

Use critical thinking skills to plan and conduct research, manage projects, and solve problems

- Understand the Design process and other basic strategies to solve hypothetical problems. JA: Plan-Do-Share. J1: Identify problem, Brainstorm, Design, Build, Redesign and Share
- Engage in their learning
- Identify questions and problems

As information centers of UNIS, our libraries promote learning within and beyond the library walls by fostering the school's mission through:

- Providing access to global information and literature resources in a wide variety of formats
- Teaching library skills, critical thinking and the ethical use of ideas and information to achieve academic excellence
- Encouraging reading and literature appreciation to promote an understanding of cultural diversity

READING

Locate books in the library

- Browse the collection to choose books of interest
- Begin to locate books in the different areas of the library (fiction, nonfiction) with help

Select and read for personal goals

- Talk to the librarian about which types of books they wish to read
- Explain why they like or dislike certain books

Know what type of books they enjoy

- Select a book they enjoy and/or think other students will enjoy

Understand the concept of fiction and nonfiction

- Begin to differentiate between books of fiction and nonfiction
- Begin to identify some of the distinguishing characteristics of nonfiction and fiction books
- Communicate their thoughts, feelings and opinions about a book

Know how to recall plot, character and setting

- Discuss varied elements of stories that are read aloud during library class

Select books that are appropriate to their reading levels and interests

- Engage in dialogue with the librarian or teacher to select appropriate books of interest
- Explore book displays

Know that books come from different countries and reflect varied cultures

- Begin to understand that works of literature are written by different authors
- Become aware of different cultures through reading

Know that books are written in different languages

- Be aware and understand that books are written in different languages

INFORMATION LITERACY AND RESEARCH

Know that there is a process for finding information

- Ask the librarian for assistance in finding information

Extract information for meaning

- Begin to make inferences with librarian's guidance

Know the difference between fiction and nonfiction

- Begin to differentiate between fiction and nonfiction

Understand how to build on previous knowledge

- Apply previous knowledge to connect with newly acquired information

Make inferences related to meaning

- Begin to identify information that is hinted at in the text with leading questions from the librarian

INDEPENDENT LEARNING

Identify and find books of interest

- Locate with help appropriate sections in the library and find appropriate sources
- Explore book displays

Understand the importance of participation in library discussions

- Contribute thoughts, ideas and opinions to discussions facilitated by the librarian
- Discuss elements of story, which include: plot, setting, characters
- Make connections with story to personal experiences, other texts and the real world

SOCIAL RESPONSIBILITY

Use proper library procedures

- Follow the rules of the library (noise level, movement and respectful attitude)

Be responsible for library materials

- Handle materials with care
- Check out and return materials in a timely manner

LIBRARY SERVICES

The Junior School Library is open Monday through Friday from 8:00 am – 4:00 pm. Junior School students may come to the library in the morning with a parent or caregiver to enjoy some quiet reading time. Checkout begins at 8:30. All Junior School students may come to the library on their own from 8:30 – 8:45 to return or checkout new books. During the school day, with the permission of the homeroom teacher, all students may enjoy the library.

The Queens Campus Library is open from 8:30 am - 3:00pm. Students may come to the library during the day at the discretion of their teachers in addition to their scheduled classes. After school, an adult must accompany all students.

Students and families may access the library homepage, library catalog, and external databases from home. Go to the UNIS homepage (www.unis.org).

From the drop-down menu under *Academics* select *Libraries*. Queens students and families should select the *Queens* Library tab at the center of the page, while Manhattan students and families may choose the *Junior School Library* tab at the center of the page to access both the Library Homepage and the Online Catalog. You may also

access this page directly using the following URL

<http://library.unis.org/common/servlet/logout.do?site=100>. On the library homepage you will find recommended websites and age appropriate databases. On the right-hand side the *Electronic Resources* tab will provide you with the necessary username and passwords for school-wide databases.

Internet access is provided at computer stations or laptops in the libraries. Students are allowed access for school-related work. For research and leisure reading outside the UNIS library, we encourage all students to obtain a public library card.

Mathematical learning builds on the curiosity and enthusiasm of children through developmentally appropriate experiences that challenge children to explore ideas and to take risks in their learning. We believe that mathematics learning must be active, rich in language, and filled with problem-solving opportunities. Our mathematics program is one where mathematics is taught for understanding. Students acquire mathematical concepts and skills through practical tasks, real-life problems and investigations of mathematical ideas. Embedded into each strand of the UNIS math curriculum are process standards that cover mathematical reasoning, contextualization, problem solving and computational fluency.

As students deepen their mathematical understanding both collaboratively and independently, they are able to demonstrate their abilities to apply mathematical knowledge and skills in context.

NUMBER SENSE AND OPERATIONS

Number and Quantity

- Read, write, order and compare numbers to 20
- Recognize odd and even numbers

Fractions

- Identify $\frac{1}{2}$ as part of a whole
- Recognize fractions as equal parts

Money

- Recognize and identify pennies, nickels and dimes

Addition

- Add single digit numbers to 20
- Group coins of the same value - pennies and dimes
- Use skip counting by 10 to 100

Subtraction

- Solve single digit subtraction to 10

Problem Solving

- Solve simple word problems
- Use appropriate mathematical vocabulary to explain thinking processes

ALGEBRA

Patterns and Relationships

- Sort objects in a set by 2 or more attributes (size, shape, color, thickness, etc.)

- Recognize, copy and produce a pattern with 3 elements (A, B, C)

STATISTICS AND PROBABILITY

Statistics

- Sort and organize data using concrete objects, pictures and numbers
- Use simple data related to concrete objects, pictures and numbers to draw conclusions

GEOMETRY

Geometric Models

- Identify and use pattern blocks
- Name and describe simple 2-dimensional shapes (square, circle, rectangle, triangle, rhombus, oval and hexagon)
- Sort, draw and compare simple 2-dimensional shapes
- Identify 3-dimensional shapes (sphere, cone, cube, cylinder rectangular prism and square based pyramid)

MEASUREMENT

The Concept of Time

- Tell the time to the hour
- Identify days and months sequentially
- Use appropriate vocabulary for relative time (yesterday, today, tomorrow)

The Concept of Linear Length, Mass and Capacity

- Measure and compare lengths using non-standard units
- Compare the relative lightness and heaviness of an object

PROCESS STANDARDS

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

MATH ACTIVITIES TO DO WITH YOUR JA CHILD AT HOME

Counting: Count things around the home to 10, 20; identify numbers on signs and in an elevator, set the table for your family; count buttons on clothing; dominoes

Math Facts: Learn single-digit facts, combine numbers when rolling two dice

Money: Recognize, name, know the value, count coins

Time: Name days of week, months of year, seasons, and use a calendar

Measurement: Compare items by length (longer and shorter) and weight (heavier and lighter)

Data: Sort, count and compare; cars versus trucks, blocks; record and compare; sunny and cloudy days, etc.

Geometry: Name shapes (circle, square, rectangle) and find

representations in the home and outside, put puzzles together, build with blocks

Patterns: Look for patterns around the home and outside; create patterns with blocks

Learning Modern Languages builds on the curiosity and enthusiasm of children through developmentally appropriate activities. Our program challenges children to develop communicative strategies and promotes receptiveness and interest in languages within the linguistic diversity at UNIS. Students have the opportunity to use languages creatively through songs, games, role-play, stories and poetry. They acquire sensitivity to the sounds and rhythms of the target language.

At UNIS we believe that learning must be active, engaging, and filled with real-life situations. Through the study of Modern Languages, students acquire a better understanding of their own language and culture within a multicultural society. The content of other Junior School curricula is integrated into the Modern Languages curriculum as appropriate to the JA grade.

UNIS benchmarks have been designed to reflect the European Framework skills set (reading, writing, speaking and listening) through where appropriate, the lens of communication, comparisons, communities, culture and/or connections.

COMMUNICATION

- Use basic greeting and leave-taking expressions
- Reply to simple, direct questions about themselves in single words or short phrases
- Identify and use target vocabulary
- Participate in songs related to the topics
- Express likes and dislikes
- Express basic personal needs
- Understand and react to simple questions on familiar topics
- Understand and respond to simple instructions in different classroom situations
- Recognize and understand simple target vocabulary
- Recognize numbers from 1-20

- Follow body language as clues to understand a short speech
- Explore written target vocabulary
- Use different apps or programs to learn target language through play and interaction

COMPARISONS

- Hear the similarities and differences of sounds in English and the target language with teacher guidance
- Recognize different gestures among different cultures when they occur with teacher guidance

COMMUNITIES

- Take part in a school performance, and/or a community celebration
- Understand simple songs and sing for enjoyment
- Play different games to enhance interaction with the target language

CULTURE

- Recognize and use tangible products (toys, food, games) of the target culture and their own with teacher guidance
- Recognize and use intangible (stories, songs, rhymes) products of the target culture and their own with teacher guidance
- Experience various cultural celebrations through songs and games

The UNIS music program offers students the opportunity to function as skilled and literate performers, active listeners, passionate creators and informed critics. Participants become part of a group dynamic, developing an understanding of their unique role as an individual in that group. Music making enriches the mind, the body and the spirit and motivates students to go beyond their comfort zone, find solutions, and explore the full range of human emotion which ultimately provides the model for participation in a global community.

At UNIS we believe that a rich musical experience involves the exploration, study and performance of music from diverse cultures. The curriculum includes the extensive study of various musical styles and techniques, the study of music notation, as well as the tradition of music making and performance. As students deepen their musical understanding both collaboratively and independently, they are able to demonstrate their abilities to apply musical knowledge and skills in context.

ACTIVE MUSIC MAKING

Sing alone and in groups

- Experience different ways to use voice (chant, sing, whisper)
- Develop an understanding of steady beat
- Learn and sing a repertoire of songs from music of different cultures

Play classroom percussion instruments alone and in groups

- Improvise sounds using age-appropriate percussion instruments

Move to music alone and in groups

- Improvise movements in storytelling
- Begin to sing/move as a group
- Respond expressively to music through movement

Develop the collaborative behaviors necessary for the success of the group

- Respond to the directions of the teacher
- Develop an awareness of singing/moving/playing as a group

LISTENING AND ANALYZING

Understand that this strand lies at the core of musicianship, therefore is embedded in active music making and in music interpretation

- Describe music using their own imagination and words to tell the story of the music

INTERPRETING

(Written and aural perception)

Understand music notation

- Use icons (heartbeats) and pictorial representation of musical elements such as high low, duration (long and short)
- Develop an awareness of basic elements of music (same, different, start, and end)
- Recognize different expressive elements (fast, slow, loud, soft, smooth, and choppy)

INTERDISCIPLINARY PROCESS STANDARDS

Music-making and analytical skills

- Self-expression
- Communication and collaboration
- Community building

The Mission of UNIS' Physical Education program is to engage students' interest in physical development and competence through lifelong fitness, recreational and competitive activities. The curriculum aims to promote students' acquisition and application of movement, skills and knowledge. It provides a diversified program allowing for opportunities to think critically, to collaborate and to reflect, as each student creates an awareness and ability to define their personal growth and physical wellbeing.

During Physical Education in this grade students build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other students in pairs and small groups. By watching, listening and experimenting with movement and ideas, they develop their skills in movement and their coordination, and enjoy expressing and testing themselves in a variety of situations.

The UNIS scheme of work draws together parts of the programs of study to create a framework that shows how students might be helped to progress. In PE, this includes progression in:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

These four aspects are closely linked and are developed through the physical activity students' carry out. For example, evaluating and improving of performance will take into account the relationship between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health. The quality of a performance and the selection of skills, tactics and compositional ideas are affected by the range and level of skills, the type and degree of fitness, and depth of conceptual understanding.

GAMES ACTIVITIES

Invasion Games
Net/Wall Games
Striking/Fielding Games

Acquire and develop skills

- Play games confidently and safely
- Explore and use skills, actions and ideas individually and in combination to suit the game or activity played

Select and apply skills, tactics and compositional ideas

- Choose and use skills effectively for particular games

Apply knowledge and understanding of fitness and health

- Understand that being active is healthy and fun

Evaluate and improve performance

- Watch, copy and describe peer and group movements
- Describe personal movements

DANCE & CREATIVE MOVEMENT

Gymnastics
Dance

Acquire and develop skills

- Explore movement ideas and respond imaginatively to a range of stimuli
- Move confidently and safely, using changes of speed, level and direction

Select and apply skills, tactics and compositional ideas

- Compose and link movement phrases to make simple dances with clear a beginning, middle and end
- Perform movement phrases using a range of body actions and body parts

Apply knowledge and understanding of fitness and health

- Recognize body feelings when still, and when exercising

Evaluate and improve performance

- Talk about dance ideas inspired by different stimuli
- Watch, copy, and describe dance movement

OUTDOOR AND ADVENTUROUS ACTIVITIES

Problem Solving
Orienteering
Physical Challenges

Acquire and develop skills

- Recognize personal space
- Explore finding different places

Select and apply skills, tactics and compositional ideas

- Follow simple routes and trails
- Solve simple challenges successfully

Apply knowledge and understanding of fitness and health

- Recognize how the body feels when still, and when exercising

Evaluate and improve performance

- Watch, copy and describe personal, peer and group activity and performance

ATHLETIC ACTIVITIES

Fitness for Life
Track and Field

Acquire and developing skills

- Copy, repeat and link combinations of actions

- Use the body and a variety of equipment with some control and co-ordination

Select and apply skills, tactics and compositional ideas

- Choose skills and equipment to help meet challenges set

Apply knowledge and understanding of fitness and health

- Know how to carry and place equipment, with care

Evaluate and improve performance

- Watch, copy and describe what they and others have done

An understanding of science is an essential component of modernity. Science is both an activity for generating knowledge about the natural world and a set of ideas - the mental models of chemists, physicists and biologists - about the origin and content of that world and the interactions that take place in it. While only a small number of individuals will become professional scientists, all our lives are being transformed by technology, the application of these ideas. Challenging ethical issues arise with each new scientific discovery, and changing scientific ideas shape and reshape our thinking about who we are.

The UNIS science program seeks to establish a climate of learning in which students feel that asking questions and evaluating the answers to those questions is the legitimate business of science. Students learn that only ideas that can be tested experimentally are scientific ideas, and that science proceeds by making predictions based on these ideas and testing them. The program is designed to develop in students the practice of critical thinking and logical argument, and to encourage, recognize and value creativity in finding solutions to scientific and technological problems.

BIOLOGY

Know about the world around us

- Compare and describe the five senses
- Distinguish living from non-living things, and plants from animals, by observing their properties and behaviors

Understand that the world around us is constantly changing

- Recognize animals and plants have different needs
- Understand that living things adapt their properties and behaviors as their environment changes with the seasons

CHEMISTRY

Recognize that there are different kinds of matter

- Recognize that matter can be solid, liquid or a gas, depending on its temperature
- Distinguish different types of matter by appearance and by touch

PHYSICS

Recognize that temperature is a property that can be measured

- Use a thermometer to measure temperature.
- Recognize that hot things cool down when its surroundings are colder
- Recognize that cold things warm up when its surroundings are warmer
- Understand that insulation slows down how fast things change temperature when the surrounding temperature is different

EARTH & SPACE

Know that by observing the sky can tell us about the Earth and other bodies in space

- Recognize that the sun, the moon and the stars are visible in the sky, some during the day, some in the night sky, and some in both
- Know that different bodies in space change positions at different speeds
- Understand that the moon goes round the Earth, and the Earth goes round the sun
- Know that the Earth is one of several planets going round the sun

- Know that telescopes let us see bodies in space in close-up
- Recognize that we can send people to the moon, and robot vehicles to explore other planets

Know that information about the weather is very useful

- Know that temperature, rainfall, and wind speed can be measured
- Understand that records about the weather can help us predict the weather in the future

SCIENCE SKILLS

Experimental Work

- Formulate questions
- Make testable predictions

Analysis

- Classify objects/processes by shared properties

Communication

- Communicate ideas and observations by speaking, writing and drawings
- Use scientific language correctly



Junior One

In making Art as a creative response to engaging problems and personal inspiration students form agile and confident minds enhancing their ability to function in a complex and changing world.

In studying Art and its social functions they see, imagine, and reason from different perspectives to expand their capacity for creative thought and action. Learning from the special worlds that artists create they discover how art shapes the present from the past and helps them invent the future.

UNIS, by virtue of both its diverse community and its location in New York City, enables students to study Art from many cultures through firsthand experience. Art encourages them to understand and celebrate their differences fulfilling the UNIS mission that is rooted in the peaceful objectives of the United Nations.

OBSERVING

Look closely at works of art, objects for drawing, or the environment - in relationship to art concepts and assigned projects

- Show how basic shapes combine to make more complex forms
- Identify and interpret simple and more complex parts within compositions
- Make comparisons that have to do with size and placement
- Distinguish between various media and begin to make note of the distinctive qualities of the materials used

Recognize connections between personal, cultural, or interdisciplinary contexts in this work

- Absorb, interpret, and apply information from the lesson

- Make simple connections between art and other subjects inside and outside of the classroom

INVESTIGATING

Imagine ideas and solutions to project guidelines during the creative process

- Explore simple ideas in different contexts
- Solve basic visual problems
- Make simple plans and set short term goals

Explore possibilities in media, techniques, and composition

- Try out media and experiment with formats in free and intentional ways

CREATING

Understand unit concepts through projects, exercises and assessments

- Apply inventive solutions when creating artwork and solving technical problems
- Understand that work develops over time
- Work with care and patience

Apply demonstrated media and techniques with imagination and intention

- Apply media and methods presented in the lesson, sometimes improvising

Revise and present thoughtful and completed artwork

- Work thoughtfully to the best of his/her ability
- Show attachment to the work.

English is the first language of the school, and as such, it serves multiple purposes, as a means of communication for the community, as the medium of instruction in most other core subjects, and as a discrete discipline with its own curriculum.

The strands of reading, writing, listening, and speaking are at the heart of all of the work our children do in all of their classes, in school and at home, individually and in groups. These components are not separate but rather in constant interaction and reflect the changing demands of literacy today.

Our goal is to help students attain their highest possible levels in all areas of English. We want them to gain a sophisticated command of the language, develop their capacity for self-expression, and use language as a means to clarify thinking, unleash their imaginations, and construct meaning from the world around them through participation in oral activities, writing in different genres, and reading of fine literature.

READING

Understand that written and visual print conveys a meaning and recognize that there are different kinds of texts that serve different purposes

- Identify and explain some purposes and forms of narrative, informative, and persuasive texts
- Talk about who might read a particular book or text and give a reason why
- Locate and select, with assistance, texts appropriate to purpose or interest

Comprehend a text at their developmental level

- Read a text, expecting it to make sense, and recall the meaning of the text
- Use a range of strategies to comprehend text
- Begin to adjust reading rate and sub-vocalize to clarify meaning
- Pause at periods when reading aloud
- Begin to respond to question marks and exclamation marks when reading aloud
- Begin to formulate text-text, text-self, and text-world connections

Begin to apply an increasing range of reading cues and techniques

- Identify and articulate sound segments in words
- Use knowledge of repetitive language patterns to predict words
- Associate familiar letters with regular sounds
- Determine unknown words by using word identification strategies
- Use an increasing range of sight words

Understand that the answers to literal and inferential questions about the text can be found in the pictures and the text

- Use pictures to help them understand the text being read aloud or read independently
- Begin to recognize that literal and inferential answers can be found in text

Show awareness that the grammatical structure of a text assists reading

- Identify words that tell who or what, words that are verbs and adjectives, and words that indicate when and where actions in a text, during shared or guided reading

Begin to identify and analyze familiar fiction text forms and poetry

- Identify key features of story language from a range of stories
- Identify and discuss a range of story themes and collect and compare the themes
- Discuss reasons for or causes of incidents in the story
- Identify and discuss characters' appearance, dialogue, qualities, and behavior
- Compare characters from different stories
- Identify and begin to compare basic story elements of beginning, middle, and end
- Compare and contrast stories with a variety of settings

Begin to identify and analyze familiar nonfiction text forms

- Begin to identify nonfiction features
- Begin to select pages to read according to what is needed, with the understanding that the reader does not need to go from start to finish
- Begin to use the glossary
- Begin to understand the purpose of the contents page and begin to locate information by page numbers and words by initial letters in indexes
- Read recounts and procedures and begin to recognize structure or layout and why texts are written
- Begin to read reports

Recognize that texts are written by people from all around the world and have been for thousands of years

- Read and respond to the same theme or story from different countries
- Identify and compare similarities and differences in folktales
- Identify and discuss customs and traditions they have learned from different texts
- Discuss the importance of recording lives and stories from the past

WRITING

Know how to write narrative, informative, and persuasive text forms through teacher modeling and shared, guided, interactive, and independent writing

- Continue to recount personal experiences through narrative writing
- Write facts to teach about a topic
- Write a reason to support an opinion
- Write sentences giving indication of feelings or direct experiences
- Write sentences with attention to sequence of events and relevant information
- Make a smooth connection of ideas with appropriate choice of vocabulary
- Write short and clear accounts of observations from learning activities across subjects
- Write a small range of simple poems

Begin to know the purpose of writing as they are becoming aware of their audience

- State the purpose of and audience for their own writing
- Provide reasons why people write
- Identify organizational devices for writing

Begin to understand the importance of showing an awareness of author's voice and interesting word choice

- Begin to use appropriate style, vocabulary, and illustrations
- Begin to understand the role of different words

Begin to understand it is necessary to plan a piece of writing

- Think about and discuss what they intend to write, stating audience and purpose
- Participate in a class discussion about writing ideas
- Begin to use meta language associated with the writing process

Recognize that a writer goes through a process to produce a published piece of writing

- Draft and edit their own writing with adult guidance

Recognize capitalization and punctuation are necessary to make meaning

- Use a capital letter to begin and a period to end each sentence in their writing
- Use capital letters for names, days, and months

Begin to recognize simple grammatical components in the English language

- Use -ed to show past tense
- Use -ing to show present tense
- Demonstrate an awareness of nouns, verbs, and adjectives
- Begin to match verbs to nouns and pronouns

Use simple spelling patterns to guide their writing

- Spell and use a bank of sight words correctly
- Sound out and represent all substantial sounds in a word
- Use a range of known letter patterns in words
- Identify and use knowledge of similar sounding words to spell
- Use phonetically plausible attempts, reflecting growing knowledge of whole word structures, together with an

awareness of visual patterns and recall of letter strings

Apply New Nelson precursive handwriting

- Produce consistent base shapes
- Produce letters of consistent size with few reversals
- "Flick" the appropriate letters

LISTENING

Listen carefully during formal situations in the classroom with known adults and peers

- Listen to teacher instructions
- Be attentive during lesson and story time
- Listen to peers during discussions and informal conversations
- Listen to peers, with teacher support, when solving a problem

Respond appropriately to two-step instructions and directions

- Interpret more detailed teacher instructions and directions accurately
- Listen to and show respect for the teachers and peers in group and class discussions

Analyze text read aloud and information presented in lessons

- Ask appropriate questions related to text read aloud
- Begin to listen for and respond to information in class

SPEAKING

Participate in formal and informal oral activities with adults and peers

- Join in reciting familiar rhymes and poems and giving performances from various cultures
- Provide a brief retelling of a familiar story and express the point of view of a text read
- Engage, with less teacher intervention, in a group discussion to solve a problem
- Participate in Author's Reading with an increasing awareness of the audience

- Begin to contribute voluntarily to classroom discussions and show an awareness of turn-taking in classroom discussions

Begin to demonstrate appropriate communication skills for class and group interactions

- Recount a personal or shared experience clearly
- Begin to seek advice by using relevant questions to ask for specific information
- Provide an explanation and express a personal opinion

- Express feelings, needs, wants, likes, and dislikes
- Begin to look at an intended listener during a conversation or performance

Begin to adjust their speech, with teacher guidance, when talking in different situations

- Vary speech in different situations in the playground, classroom, and whole-group, small group, and partner activities

- Begin to experiment with varying voice, volume, and pace to indicate emotions

Recognize some basic language features of familiar spoken text

- Recognize the differences among poem, story, recount, and instruction in spoken language
- Use "and," "then," and "but" to link ideas in speech
- Attempt to match nouns to pronouns correctly in sentences

The Humanities Program in the Junior School is inextricably connected with the International Baccalaureate principles of global citizenship. In line with this philosophical approach is the systematic building of essential skills for students as they progress from Junior A to Junior 4. The curriculum supports and develops inquiry into global relationships, perspectives, issues, and problems. Our units engage students' participation as active global citizens while reflecting these values. Educating for understanding of cultural differences, through strengthening the students' capacity to see the world from other points of view, is a priority.

Throughout the curriculum, our students engage in: collaboration, inquiry, social action, global education, tech literacy, critical thinking, sustainability and open-mindedness. These skills are embedded into our junior school interdisciplinary units.

HISTORY

Chronology

- Sequence events in chronological order
- Make and use pictorial and vertical timelines/calendars, including personal timelines

Family History

- Describe family traditions and celebrations using artifacts, pictures, photographs, interviews, family stories and documents
- Identify ways in which families have stayed the same and changed

GEOGRAPHY

Location

- Describe the location of self and objects relative to other locations in the classroom, school and community

Maps

- Create and use simple maps to locate groups under study
- Locate places of significance on maps and globes
- Identify continents on a world map or globe

- Identify the four oceans on a world map or globe (Arctic, Atlantic, Indian and Pacific)

SOCIAL SCIENCE

Families, friends, work and community

- Explain the purposes for having rules at home, in school and in the wider community
- Demonstrate problem solving skills and responsibility
- Form and maintain friendships based on mutual respect and affection

HOST COUNTRY

U.S. Government

- Identify current events that are important in the US
- Discuss in simple terms why such events are important

UNITED NATIONS

Peace Keeping

- Identify peace keeping as the original purpose of the UN
- Discuss what peace means personally
- Identify ways to be peace keepers

SKILLS

Investigation - identifying, selecting and ordering what is relevant as evidence from a range of sources and materials

- Make appropriate observations and connections to personal experience
- Recognize that things change over time

Analysis - recognizing, connecting, interpreting and evaluating, drawing conclusions and/or problem solving to demonstrated understanding of a topic or question

- Identify relevant information
- Describe similarities and differences
- Generate ideas about change

Communication - creating, speaking, using media and writing for a specific purpose

- Present relevant information and understandings in a coherent and meaningful way: drawings, graphic organizers and simple reports – oral and written



ENGLISH LANGUAGE LEARNERS (ELL) CURRICULUM OVERVIEW

Junior 1

English is the primary language of instruction at UNIS. Close to 1,500 students, speaking seventy different languages may be represented at any one time. Some students arrive at UNIS with little or no knowledge of English. On a regular basis, about ten percent of the student body benefits from additional instruction in English.

The UNIS ELL teachers are responsible for the teaching and curriculum design of the K-12 program. The goal is to ensure successful integration of ELL students into the UNIS community both academically and socially.

Upon entering UNIS, students who speak or write a language other than English at home, or are not fluent in English, are assessed by the ELL teachers. Evaluation results place a student in beginning, intermediate or advanced ELL classes, or in a full mainstream program. From the first day of school, ELL students are assigned to a homeroom with their peers. The placement into homerooms ensures their constant exposure to English and allows for early integration into the UNIS community.

For the complete ELL beginner, the focus is on verbal communication skills to enable the student to function in their new environment. Reading and writing are used to reinforce grammatical structures and vocabulary. The intermediate ELL student works on expanding vocabulary, increasing reading comprehension and refining writing skills, and thus, facilitating participation in mainstream classes. The advanced ELL student moves towards fluency in spoken and written English to approximate grade level competency. Full integration into the UNIS mainstream curriculum takes place when a student masters the advanced level ELL materials for the appropriate grade level and can comprehend content material used in the mainstream classroom.

All benchmarks listed refer to age-appropriate level, concepts and understandings.

LANGUAGE SKILLS

Reading skills

Beginner

- Identify English letters and numbers, both printed and cursive forms
- Recognize sounds of the English alphabet in oral reading
- Use basic English sight words
- Practice beginning reading and comprehension skills, both silent and oral
- Adapt content material for all subject areas
- Recognize the importance of reading independently for pleasure in English and their mother tongue

Intermediate

- Compare and contrast vocabulary for reading in varied contexts
- Identify vocabulary and concepts to follow mainstream classes with support

- Practice intermediate reading and comprehension skills, both silent and oral
- Move towards independent comprehension of mainstream materials
- Recognize importance of reading independently for pleasure in English and their mother tongue

Advanced

- Compare and contrast grade level vocabulary and comprehension with authentic texts, in both fiction and non-fiction
- Use vocabulary and concepts to follow all mainstream classes independently
- Read with clear pronunciation, intonation, and fluency
- Read in order to compare, contrast, and analyze texts
- Recognize the importance of reading independently for pleasure in English and their mother tongue

Writing Skills

Beginner

- Write letters and numbers using correct form
- Write simple words with ease and fluency
- Write accurate simple sentences
- Use spelling rules
- Write early stage narratives
- Present work neatly and clearly

Intermediate

- Use compound sentences
- Develop creative and factual writing
- Identify and use basic writing skills for mainstream courses
- Demonstrate intermediate spelling skills
- Present work neatly and clearly
- Use writing as a communicative tool

Advanced

- Use advanced vocabulary, concepts, and structures to write for all mainstream classes

- Develop creative and factual writing
- Compare, contrast, and analyze texts
- Demonstrate writing fluency for communication
- Proofread and edit own work.
- Present work neatly and clearly

Listening Skills

Beginner

- Follow one or two-step classroom instructions
- Recognize and use basic English vocabulary
- Communicate socially appropriate responses
- Use basic communicative and functional language
- Demonstrate basic English sentence structure

Intermediate

- Follow multi-step classroom instructions
- Identify and use appropriate vocabulary in a variety subject areas
- Demonstrate knowledge of social registers
- Use communicative and functional language skills necessary for classroom and social situations
- Recognize and use more complex English sentence structures

Advanced

- Explore and use a variety of grammatically correct and appropriate idiomatic structures with ease
- Demonstrate near native understanding of communicative and functional language
- Demonstrate academic language necessary to function in all mainstream classes

Speaking skills

Beginner

- Use a variety of grammatically correct and appropriate idiomatic structures with ease
- Begin to show near native understanding of communicative and functional language
- Begin to use academic language necessary to function in all mainstream classes

Intermediate

- Explore and use communicative and functional language skills in social and academic settings
- Discuss and compare vocabulary in order to discuss subjects in content area classes
- Demonstrate a command of intermediate rules of grammar and syntax
- Use basic verb tenses correctly
- (i) Present tense - simple and continuous
- ii) Past tenses - simple and continuous
- iii) Simple future
- Use compound/complex sentences
- Demonstrate appropriate rhythm, intonation, and accurate pronunciation

Advanced

- Demonstrate communicative and functional language both social and academic at near native fluency
- Explore and use academic vocabulary to function in all mainstream classes
- Demonstrate the rules of grammar and syntax
- Demonstrate correct usage of complex verb tenses
- Demonstrate appropriate rhythm, intonation, and accurate pronunciation

LEARNING SKILLS

Responsibility

- Complete and submit class work, homework, assignments on time
- Manage his/her behavior, demonstrate self-control

Organization

- Manage learning materials and equipment
- Use class time appropriately

Independent work

- Follow instructions
- Seek assistance when required
- Show resourcefulness in carrying out independent work

Collaboration

- Respond positively and respectfully to the ideas, opinions and opinions of others
- Respond constructively to the ideas and opinions of others
- Work as part of a group to achieve goals

Initiative

- Demonstrate curiosity and a willingness to take on new ideas, concepts, and experiences
- Assess and reflect critically on his/her strengths and areas for improvement

CONTENT SUPPORT

In addition to teaching academic English skills and providing individualized student support, ELL teachers offer lessons and resources to support mainstream classes. They are in close contact with homeroom teachers, and support delivery of Math, Science, English, and Humanities programs at their grade levels by helping teachers differentiate for ELL students. Whenever possible, ELL staff teach students to advocate for their own learning and work to give them increased understanding of the social and emotional aspects of studying and living in a host country and an English-speaking environment.

The Junior School technology curriculum focuses on design thinking and problem-based learning. Students are encouraged to be content creators rather than consumers. JA-J4 students are introduced to both high and low-tech tools and lessons are integrated with the core subjects (language arts, math, social studies, and science) to teach, reinforce, and promote technology skills. Teachers utilize the CoLaboratory and homeroom classes to provide a seamless and integrated understanding of technology and teamwork.

TECHNOLOGY OPERATIONS AND CONCEPTS

Use technology appropriately

- Search and use applications for specific tasks
- Turn on-off, open and exit out apps, use of camera, trackpad, connect headphones, microphone, USB
- Open, edit and save projects
- Recognize keys on keyboard, type numbers and words
- View and use graphics
- Identify technical problem when using technology

DIGITAL CITIZENSHIP

Understand Issues related to the safe and responsible use of technology

- Demonstrate care when using technology
- Demonstrate a positive attitude when using technology
- Understand and use usernames and passwords to log in to web-based applications

CREATIVITY AND INNOVATION

Demonstrate creative thinking, building knowledge, and developing products using technology

- Build and program simple robots using mechanical parts and motion sensors (Lego WeDo)
- Design and build simple machines
- Use new and creative technologies as required to support classroom content (i.e. Dreambox)
- Design and make original products that meet customer's needs
- Use drag and drop programming language to learn basic concepts of sequence structures

COMMUNICATION AND COLLABORATION

Use digital media (email, blogs, chats, moodle) to support learning and contribute to the learning of others

- Create digital presentations using multiple technology tools and programs

- Collaborate with peers on team-based projects

RESEARCH AND INFORMATION

Use digital tools to gather, evaluate, and make use of information

- Locate and use graphical and simple text information for assigned resources

CRITICAL THINKING, PROBLEM-SOLVING & DECISION-MAKING

Use critical thinking skills to plan and conduct research, manage projects, solve problems

- Understand the Design process and other basic strategies to solve hypothetical problems - J1: Identify problem, Brainstorm, Design, Build, Redesign and Share
- Engage in their learning
- Identify questions and problems

As information centers of UNIS, our libraries promote learning within and beyond the library walls by fostering the school's mission through:

- Providing access to global information and literature resources in a wide variety of formats
- Teaching library skills, critical thinking and the ethical use of ideas and information to achieve academic excellence
- Encouraging reading and literature appreciation to promote an understanding of cultural diversity

READING

Locate books in the library by spine label

- Begin to find books according to spine label with librarian' assistance
- Begin to locate books in the different areas of the library (fiction, nonfiction, reference, modern language)

Select and read for educational and personal goals

- Talk to the librarian about which types of books they wish to read
- Explain why they like or dislike certain books

Know what type of books they enjoy

- Select a book they enjoy and/or think other students will enjoy (series)

Understand the difference between fiction and nonfiction

- Begin to differentiate between books of fiction and nonfiction
- Begin to identify some of the distinguishing characteristics of nonfiction and fiction books
- Communicate their thoughts, feelings and opinions about a book

Recall plot, character and setting

- Discuss varied elements of stories that are read aloud during library class

Compare different stories within and across genres

- Begin to understand what a biography is

Select books that are appropriate to their reading levels and interests

- Engage in dialogue with the librarian or teacher to select appropriate books of interest
- Explore book displays

Know that books come from different countries and reflect varied cultures

- Begin to understand that works of literature are written by different authors
- Begin to understand different cultures through reading

Know that books are written in different languages.

- Identify that books are written in different languages
- Explore the French and Spanish collection

INFORMATION LITERACY AND RESEARCH

Know that there is a process for finding information

- Ask the librarian for assistance in finding information
- Follow instructions with the assistance of the librarian

Extract information for meaning

- Begin to make inferences with leading questions from the librarian

Know the difference between fiction and nonfiction

- Begin to differentiate between fiction and nonfiction

Understand how to build on previous knowledge

- Apply previous knowledge to connect with newly acquired information

Make inferences related to meaning

- Begin to identify information that is hinted at in the text (with support)

INDEPENDENT LEARNING

Identify and find books of interest

- Locate with help appropriate sections in the library and find appropriate sources
- Explore book displays
- Begin to find books independently

Find books for basic research

- Be aware that there is a system used to organize materials in the library
- Find resources in the library with help

Understand the importance of good listening skills

- Listen to and follow librarian's directions

Understand the importance of participation in library discussions

- Contribute thoughts, ideas and opinions to discussions facilitated by the librarian
- Discuss elements of a story which include: plot, setting, characters and theme
- Make connections with story to their personal experiences, other texts and the real world

Select sources

- Be aware that there is a process to follow to identify different books

SOCIAL RESPONSIBILITY

Use proper library procedures

- Follow the rules of the library (noise level, movement and respectful attitude)

Be responsible for library materials

- Handle materials with care
- Check out and return materials in a timely manner

LIBRARY SERVICES

The Junior School Library is open Monday through Friday from 8:00 am - 4:00 pm. Junior School students may come to the library in the morning with a parent or caregiver to enjoy some quiet reading time. Checkout begins at 8:30. All Junior School students may come to the library on their own from 8:30 - 8:45 to return or checkout new books. During the school day, with the permission of the homeroom teacher, all students may enjoy the library.

The Queens Campus Library is open from 8:30 am - 3:00pm. Students may come to the library during the day at the discretion of their teachers in addition to their scheduled classes. After school, an adult must accompany all students.

Students and families may access the library homepage, library catalog, and external databases from home. Go to the UNIS homepage (www.unis.org). From the drop-down menu under

Academics select *Libraries*. Queens students and families should select the *Queens Library* tab at the center of the page, while Manhattan students and families may choose the *Junior School Library* tab at the center of the page to access both the Library Homepage and the Online Catalog. You may also access this page directly using the following URL

<http://library.unis.org/common/servlet/logout.do?site=100>. On the library homepage you will find recommended websites and age appropriate databases. On the right-hand side the *Electronic Resources* tab will provide you with the necessary username and passwords for school-wide databases.

Internet access is provided at computer stations or laptops in the libraries. Students are allowed access for school-related work. For research and leisure reading outside the UNIS library, we encourage all students to obtain a public library card.

Mathematical learning builds on the curiosity and enthusiasm of children through developmentally appropriate experiences that challenge children to explore ideas and to take risks in their learning. We believe that mathematics learning must be active, rich in language, and filled with problem-solving opportunities. Our mathematics program is one where mathematics is taught for understanding. Students acquire mathematical concepts and skills through practical tasks, real-life problems and investigations of mathematical ideas. Embedded into each strand of the UNIS math curriculum are process standards that cover mathematical reasoning, contextualization, problem solving and computational fluency.

As students deepen their mathematical understanding both collaboratively and independently, they are able to demonstrate their abilities to apply mathematical knowledge and skills in context.

NUMBER SENSE AND OPERATIONS

Number and Quantity

- Represent a quantity in a variety of way (addition and subtraction)
- Count with 1-1 Correspondence
- Read, write, order and compare numbers to 100
- Recognize odd and even numbers to 100

Place Value

- Identify ones and tens places

Rounding and Estimation

- Round numbers to nearest 10

Fractions

- Recognize unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, etc.)
- Recognize fractions as equal parts

Addition

- Add 1 and 2 digit numbers without regrouping using physical models and algorithms
- Addition of coins
- Use skip counting by 2, 5, 10 to 100

Subtraction

- Solve one and two digit numbers without regrouping
- Use physical models and algorithms

Problem Solving

- Solve simple word problems
- Use appropriate mathematical vocabulary to explain thinking processes

ALGEBRA

Patterns and Relationships

- Identify and extends simple patterns of objects, symbols and numbers
- Recognize, describe and record repeating patterns of 1, 2, 5 and 10

Algebraic Expressions

- Find missing addends in simple equations

Algebraic Properties

- Recognize and give an example of the commutative property of addition

STATISTICS AND PROBABILITY

Statistics

- Read and interpret pictographs, tally charts and bar graphs
- Draw simple conclusions about data on graphs

GEOMETRY & TRIGONOMETRY

Geometric Models

- Identify and describe attributes of 2-dimensional shapes (square, circle, rectangle, triangle, rhombus, oval, trapezoid and parallelogram, and hexagon)
- Compare similarities and differences in 2-dimensional shapes
- Identify and sorts by attributes simple 3-dimensional shapes (sides, faces, vertices)

Problem Solving

- Draws, composes and decomposes shapes

MEASUREMENT

The Concept of Time

- Tell the time to the hour, half-hour and quarter hour
- Identify dates on a calendar and identify days and months
- Calculate elapsed time to the nearest hour

The Concept of Linear Length, Mass and Capacity

- Measure and compare lengths in inches and centimeters
- Make reasonable estimates
- Compare weight of objects in pounds

PROCESS STANDARDS

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

MATH ACTIVITIES TO DO WITH YOUR J1 CHILD AT HOME

Counting: Count things to 100; identify numbers on signs and in stores;

Math Facts: Add and subtract single-digit facts; add and subtract doubles; make tens

Money: Recognize, name, know the value of coins; count handfuls of coins from a jar

Time: Name days of week, months of year, seasons, and use a calendar

Measurement: Compare items by length

Geometry: Name 2D shapes and 3D shapes and find representations inside and outside; build with Lego, blocks; puzzles

Patterns: Look for patterns around the home and in the outside environment; create patterns with blocks, silverware, etc.

Learning Modern Languages builds on the curiosity and enthusiasm of children through developmentally appropriate activities. Our program challenges children to develop communicative strategies and promotes receptiveness and interest in languages within the linguistic diversity at UNIS. Students have the opportunity to use languages creatively through songs, games, role-play, stories and poetry. They acquire sensitivity to the sounds and rhythms of the target language.

We believe that learning must be active, engaging, and filled with real-life situations. Through the study of Modern Languages, students acquire a better understanding of their own language and culture within a multicultural society. The content of other Junior School curricula is integrated into the Modern Languages curriculum as appropriate to the J1 grade.

UNIS benchmarks have been designed to reflect the European Framework skills set (reading, writing, speaking and listening) through where appropriate, the lens of Communication, Comparisons, Communities, Culture and/or Connections.

COMMUNICATION

- Use basic greetings and leave-taking expressions i.e. hello, please and thank you etc.
- Answer simple questions to interact with the teacher
- Recall and list target vocabulary
- Sing and understand songs related to the topics in target language
- Express likes and dislikes
- Express basic personal needs
- Respond to simple questions on familiar topics
- Follow simple class instructions
- Recognize target vocabulary
- Recognize numbers from 1-40
- Follow body language as clues to understand a short speech
- Begin to recognize age-appropriate written target vocabulary

- Use different apps or programs to learn target language through play and interaction

CONNECTIONS

- Transfer their knowledge from other subjects into the target language through various projects and activities

COMPARISONS

- Identify the similarities and differences of sounds and letters in English and the target language
- Find words that transcend other languages in different topics with teacher guidance
- Find cognates in different topics with teacher guidance
- Recognize different gestures among different cultures when they occur

COMMUNITIES

- Take part in school performances and/or community celebrations
- Understand songs in the target language and sing for enjoyment
- Play different games and interact with peers

CULTURE

- Identify and use tangible products (toys, food, games) of the target culture and their own
- Identify and use intangible (stories, songs, rhymes) products of the target culture and their own
- Participate in various cultural celebrations through songs and games

The UNIS music program offers students the opportunity to function as skilled and literate performers, active listeners, passionate creators and informed critics. Participants become part of a group dynamic, developing an understanding of their unique role as an individual in that group. Music making enriches the mind, the body and the spirit and motivates students to go beyond their comfort zone, find solutions, and explore the full range of human emotion which ultimately provides the model for participation in a global community.

At UNIS we believe that a rich musical experience involves the exploration, study and performance of music from diverse cultures. The curriculum includes the extensive study of various musical styles and techniques, the study of music notation, as well as the tradition of music making and performance. As students deepen their musical understanding both collaboratively and independently, they are able to demonstrate their abilities to apply musical knowledge and skills in context.

ACTIVE MUSIC MAKING

Sing alone and in groups

- Differentiate ways to use voice (chant, sing, and whisper etc.)
- Match pitch more consistently
- Improvise sounds and character's voices in storytelling

Move to music alone and in groups

- Respond to music with free movement reflecting dynamics, tempo and mood
- Move to a steady beat
- Perform simple dance moves and singing games

Play classroom percussion instruments

- Play instruments while keeping a steady beat
- Perform simple ostinato to accompany song

LISTENING AND ANALYZING

Recognize that this strand lies at the core of musicianship, therefore is embedded in active music making and in music interpretation.

- Compare sounds high/low, fast/slow, and smooth/jerky etc.
- Use imagination to create scenarios through music

INTERPRETING

(Written and aural perception)

Understand music notation

- Use icons to represent melody and beat and rhythm
- Echo sung phrases, call and response

**INTERDISCIPLINARY
 PROCESS STANDARDS**

Music-making and analytical skills

- Self-expression
- Abstract and creative thinking
- Communication and collaboration
- Community building
- Working through challenges
- Cross-cultural awareness

The Mission of UNIS' Physical Education program is to engage students' interest in physical development and competence through lifelong fitness, recreational and competitive activities. The curriculum aims to promote the acquisition and application of movement, skills and knowledge. It provides a diversified program allowing for opportunities to think critically, to collaborate and to reflect, as each student creates an awareness and ability to define their personal growth and physical wellbeing.

During Physical Education in this grade students build on their natural enthusiasm for movement, using it to explore and learn about their world. By watching, listening and experimenting with movement and ideas, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations. They start to play and work in pairs and small groups.

The UNIS scheme of work draws together parts of the program of study to create a framework that shows how students might be helped to progress. In PE, this includes progression in:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

These four aspects are closely linked and are developed through the physical activity students' carry out. For example, the evaluating and improving of performance will take into account the relationship between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health. The quality of a performance and the selection of skills, tactics and compositional ideas are affected by the range and level of skills, the type and degree of fitness, and depth of conceptual understanding.

GAMES ACTIVITIES

Invasion Games
Net/Wall Games
Striking/Fielding Games

Acquire and develop skills

- Show improvement in body coordination and control, and use of equipment
- Remember, repeat and link combinations of skills
- Select and apply skills, tactics and compositional ideas
- Choose, use and vary simple tactics

Apply knowledge and understanding of fitness and health

- Recognize and describe body feelings during different types of activity

Evaluate and improve performance

- Recognize good quality in performance
- Use information to improve work and performance

DANCE & CREATIVE MOVEMENT

Gymnastics
Dance

Acquire and develop skills

- Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision

Select and apply skills, tactics and compositional ideas

- Choose, use and vary simple compositional ideas to create and perform sequences

Apply knowledge and understanding of fitness and health

- Recognize and describe how the body feels during different types of activity
- Lift, move and place equipment safely

Evaluate and improve performance

- Identify, watch and listen to different strategies to improve performance

OUTDOOR AND ADVENTUROUS ACTIVITIES

Problem Solving
Orienteering
Physical Challenges

Acquire and develop skills

- Recognize the need for personal space

- Explore finding different places

Select and apply skills, tactics and compositional ideas

- Follow simple orientation routes and trails
- Solve simple challenges and problems successfully

Apply knowledge and understanding of fitness and health

- Recognize and describe how the body feels during exercise

Evaluate and improve performance

- Observe and describe strategies to show improvement

ATHLETIC ACTIVITIES

**Fitness For Life
Track and Field**

Acquire and develop skills

- Remember, repeat and link combinations of actions
- Use equipment and body with greater control and co-ordination

Select and apply skills, tactics and compositional ideas

- Choose and use skills and equipment to help meet the challenges they are set

Apply knowledge and understanding of fitness and health

- Recognize and describe body feelings and movement during different types of activity

Evaluate and improve performance

- Watch, copy and describe what they and others have done

An understanding of science is an essential component of modernity. Science is both an activity for generating knowledge about the natural world and a set of ideas - the mental models of chemists, physicists and biologists - about the origin and content of that world and the interactions that take place in it. While only a small number of individuals will become professional scientists, all our lives are being transformed by technology, the application of these ideas. Challenging ethical issues arise with each new scientific discovery, and changing scientific ideas shape and reshape our thinking about who we are.

The UNIS science program seeks to establish a climate of learning in which students feel that asking questions and evaluating the answers to those questions is the legitimate business of science. Students learn that only ideas that can be tested experimentally are scientific ideas, and that science proceeds by making predictions based on these ideas and testing them. The program is designed to develop in students the practice of critical thinking and logical argument, and to encourage, recognize and value creativity in finding solutions to scientific and technological problems.

BIOLOGY

Know what our senses detect

- Know that light, sound, chemicals in the air, chemicals in the food, and pressure/temperature on our skin are all detectable by our senses
- Explain why different senses are more important to different animals, depending on where and how they live

Understand that there are different animals because there are different ways to live

- Know that vertebrates and invertebrates are two groups of animals
- Give examples of different vertebrates including mammals, birds, reptiles, amphibians and fish
- Explain why each vertebrate group is best adapted to a different way of life

Understand that animals and plants grow

- Know that all animals change as they grow
- Understand why some animals look after their young, but others do not
- Know that plants grow from seeds, and their growth can be recorded

CHEMISTRY

Recognize that matter can change in different ways

- Know that changing the temperature can bring about freezing and melting, and boiling, evaporating and condensing
- Know that some solids can dissolve in water to form a solution
- Understand that when a solution is evaporated, the solid is left behind, so the change is reversible
- Explain why some materials turn into different materials when they are mixed or heated, and these changes are not reversible

PHYSICS

Understand that objects can be measured in different ways

- Explain why particular instruments are used to measure the different properties of objects
- Understand why objects less dense than water float
- Understand why objects less dense than air rise in the air

Know that vibration can occur in different materials

- Know that vibrations are rhythmic changes in physical properties
- Explain why objects can vibrate when they change shape

- Recognize that air can vibrate when it changes pressure
- Know that vibrations in objects can make the air vibrate, and that when the air vibrates we hear sounds

EARTH & SPACE

Explain the water cycle

- Know that water evaporates and becomes a water vapor in the air
- Understand why clouds are formed when some of this water vapor condenses into tiny drops that sink very slowly
- Understand why when drops grow and get heavier they start to fall as snow or rain
- Explain that rain or melted snow collects in rivers, rivers flow to lakes or seas, water in the lakes and seas evaporate into the air, and the cycle begins again

Understand what causes wind

- Explain that the sun heats the earth, which in turn heats the air
- Understand that hot air rises and is replaced with colder air
- Know that the movement of air is felt by us as wind, and that wind speeds can be measured

SCIENCE SKILLS

Experimental Work

- Formulate questions
- Make testable predictions
- Follow experimental procedures

Analysis

- Classify objects/processes by shared properties
- Draw conclusions from experimental data

Communication

- Communicate ideas and observations by speaking, writing and drawings
- Use scientific language correctly
- Use counting to communicate experimental findings



Junior Two

In making Art as a creative response to engaging problems and personal inspiration students form agile and confident minds enhancing their ability to function in a complex and changing world.

In studying Art and its social functions they see, imagine, and reason from different perspectives to expand their capacity for creative thought and action. Learning from the special worlds that artists create they discover how art shapes the present from the past and helps them invent the future.

UNIS, by virtue of both its diverse community and its location in New York City, enables students to study Art from many cultures through firsthand experience. Art encourages them to understand and celebrate their differences fulfilling the UNIS mission that is rooted in the peaceful objectives of the United Nations.

OBSERVING

Look closely at works of art, objects for drawing, or the environment - in relationship to art concepts and assigned projects

- Analyze and combine basic shapes within a complex form
- Become aware of how the elements within an artwork combine to work as a whole
- Use size and position in spatial ways
- See differences in media and their qualities

Recognize connections between personal, cultural, or interdisciplinary contexts, in his/her work

- Absorb, interpret, and apply information from the lesson effectively

- Make connections between art and other subjects inside and outside of the classroom

INVESTIGATING

Imagine ideas and solutions to project guidelines during the creative process

- Explore ideas in different contexts
- Consider a variety of approaches to problem solving
- Become more independent while working through ideas

Explore possibilities in media, techniques, and composition

- Try out different media and experiment with formats in free and intentional ways

CREATING

Understand unit concepts through projects, exercises and assessments

- Apply inventive solutions when creating artwork and solving technical problems
- Develop personal artwork with an understanding that several steps may be necessary to achieve an effect

Apply demonstrated media and techniques with imagination and intention

- Apply media and methods presented in the lesson, often improvising with deliberate action

Revise and present thoughtful and completed artwork

- Show a willingness to revising work
- Work thoughtfully and carefully
- Show attachment to the work

English is the first language of the school, and as such, it serves multiple purposes, as a means of communication for the community, as the medium of instruction in most other core subjects, and as a discrete discipline with its own curriculum.

The strands of reading, writing, listening, and speaking are at the heart of all of the work our children do in all of their classes, in school and at home, individually and in groups. These components are not separate but rather in constant interaction and reflect the changing demands of literacy today.

Our goal is to help students attain their highest possible levels in all areas of English. We want them to gain a sophisticated command of the language, develop their capacity for self-expression, use language as a means to clarify thinking, unleash their imaginations, and construct meaning from the world around them through participation in oral activities, writing in different genres, and reading of fine literature.

READING

Recognize ways in which texts differ according to their purpose, audience, and subject matter

- Describe the purpose of the organization of familiar texts
- Identify the different parts of a publication and talk about their use
- Indicate some of the differences between text types
- Locate and select texts appropriate to type, purpose, or interest

Comprehend an increasing range of text forms at their developmental level

- Use an increasing range of strategies to comprehend text
- Adjust reading rate and sub-vocalize to clarify meaning
- Respond to periods, question marks, and exclamation marks when reading aloud
- Formulate text-text, text-self, and text-world connections

Understand how to apply a wide range of reading cues

- Determine unknown words by using word identification strategies and knowledge of letter-sound relationships

- Recognize sight words automatically

Locate answers to literal and inferential questions from the text and pictures

- Recognize that literal answers can be found in text
- Begin to recognize that not all answers are written directly in the text
- Begin to make inferences with guidance

Understand that the grammatical structure of text assists reading

- Identify a sentence in printed text
- Identify words in texts which have similar meaning
- Identify words that indicate where, why, what, when, and how actions take place

Begin to identify and analyze a wide range of fiction text forms and poetry

- Explain time and sequential relationships in stories
- Identify and discuss reasons for events in stories linked to plot
- Discuss familiar story themes and link them to their own experiences
- Discuss and compare story themes

- Discuss story settings to compare differences, locate keywords and phrases in text, and consider how different settings influence events and behavior
- Identify and describe characters, express their own views, and use words and phrases from texts
- Compare books by the same author and evaluate the settings, characters, and themes
- Identify and discuss patterns of rhythm, rhyme, and other sound features in poems

Begin to identify and analyze a wide range of nonfiction text forms

- Identify the key structural feature of a nonfiction text
- Begin to use dictionaries and glossaries to locate words by using critical letters and locating definitions
- Use other alphabetically ordered text parts, and discuss their use
- Read flow charts and diagrams that explain a process
- Read and analyze recounts with a clear understanding of their structure
- Read and analyze reports

Understand that texts are written by people from all around the world and have been for thousands of years

- Read and discuss international texts
- Respond to text sensitively
- Select and discuss favorite literature
- Begin to make comparisons with texts from different countries
- Begin to comment on how authors represent people from around the world
- Begin to show empathy with characters in literary texts
- Discuss the importance of recording lives and stories from the past

WRITING

Know how to write a range of narrative, informative, and opinion texts through teacher modeling and shared, guided, interactive, and independent writing

- Express personal experiences through speaking, journal, or news writing
- Write sentences with increasing attention to sequence of events and relevant information
- Compose a sentence independently, and write about imaginative events linked to story, poem, or character
- Make a smooth connection of ideas with appropriate choice of vocabulary
- Write a brief story, recount, or report
- Write a brief informative passage based on a collection of facts
- Follow the set conventions of poetry writing
- Write reasons to support an opinion and provide examples

Write to communicate in an increasing range of text forms

- Write for social purposes

- Write sentences using the appropriate tone based on the topic of writing
- Write to explain an idea or to tell a story

Begin to state independently their audience and purpose of writing

- Explain the audience and purpose of a small range of familiar text forms
- Discuss the purpose of and ideas to be included in a piece of writing
- Explain why characters or events are represented in a certain way

Know they can use writing to share information

- Write complete sentences demonstrating the information gained from an activity
- Begin to write a series of related sentences to form a paragraph
- Show an awareness of paragraphs
- Begin to use a variety of simple organizational devices to indicate sequence and relationships

Begin to develop voice and make effective word choice

- Choose topics that are personally significant
- Begin to show evidence of personal voice
- Use appropriate style, vocabulary, and illustrations
- Use sensory words to add detail

Understand it is necessary to plan a piece of writing

- Talk or draw to plan before writing and share ideas with a friend or teacher
- Participate in group brainstorming activities to elicit ideas before writing
- Identify a context or audience for writing

- Set a purpose for writing and give appropriate information
- Use the meta language associated with the writing process

Begin to understand the importance of editing and revising before publishing their work

- Use a range of strategies throughout the writing process
- Begin to proofread and edit their writing to check for grammatical sense
- Create a published text
- Share a piece of writing with peers or adults

Begin to understand the importance of accurate punctuation and capitalization and how it influences their writing

- Write sentences using correct capital letters and end punctuation
- Use commas to separate items on a list
- Become more familiar with other comma use

Recognize an increasing range of grammatical structures in familiar texts

- Use standard forms of verbs in their own writing and use the past tense consistently
- Maintain a first person point of view
- Use common linking words
- Demonstrate familiarity with the terms and recognizes nouns, verbs, pronouns, and adjectives
- Identify contractions and compound words

Use an increasing range of spelling patterns to guide their writing

- Spell and use a bank of sight words correctly in standard American spelling
- Apply letter patterns and identify the sounds they represent

- Use an increasing range of strategies to spell unknown words
- Identify and use knowledge of similar sounding words to spell other unknown words
- Identify possible spelling errors after completing writing
- Show an increasing awareness of regular spelling
- Spell words with common prefixes

Know how to form New Nelson cursive letters

- Write with neat well-formed letters
- Write letters with no reversals
- Begin to write in cursive New Nelson handwriting
- Use legible and neat handwriting more consistently

LISTENING

Listen attentively during formal situations in the classroom with known adults and peers

- Listen attentively to teacher instructions
- Listen and begin to analyze what is heard in lessons, reading groups, and read-aloud
- Listen attentively to peers during discussions and informal conversations
- Listen and respond appropriately to peers, with some teacher support, when solving a problem

Respond appropriately to multi-step instructions and directions

- Begin to interpret multi-step teacher instructions and directions quickly and accurately
- Listen and contribute frequently to small and large group interactions and show respect to teachers and peers

Analyze information presented and begin to question the content and their own understanding

- Listen to and ask appropriate questions about a range of texts read aloud
- Listen for information from a variety of sources and respond appropriately

SPEAKING

Participate in formal and informal oral activities with adults and peers and begin to become aware of the value of their participation

- Begin to recite familiar poems and perform with increasing confidence
- Give a descriptive retelling of a story and express a clear point of view about the text read
- Begin to engage independently in a group or partner discussion to solve a problem
- Participate in Author's Reading with increasing confidence and audience awareness
- Begin to volunteer in classroom discussions more confidently

and respect turn-taking protocol of the classroom

Demonstrate appropriate communication skills for class and group interactions

- Rephrase statements to increase their clarity
- Begin to ask relevant questions to seek specific information and initiate topics in group discussions
- Give personal recount of unfamiliar events
- Present a biography of a person and give a brief, simple information report to a group
- Begin to make eye contact often and speak clearly to convey meaning to the listener or audience

Adjust their speech often, with teacher guidance, when talking in different situations

- Recognize how their tone of voice influences statements, questions, and discussions
- Talk about ways to make negative statements that will not offend the listener

Recognize some detailed language features of familiar spoken text

- Link chronologically ideas or recount using "first," "next," and "finally" in spoken language
- Talk in the imperative and use verbs in spoken language

The Humanities Program in the Junior School is inextricably connected with the International Baccalaureate principles of global citizenship. In line with this philosophical approach is the systematic building of essential skills for students as they progress from Junior A to Junior 4. The curriculum supports and develops inquiry into global relationships, perspectives, issues, and problems. Our units engage students' participation as active global citizens while reflecting these values. Educating for understanding of cultural differences, through strengthening the students' capacity to see the world from other points of view, is a priority.

Throughout the curriculum, our students engage in: collaboration, inquiry, social action, global education, tech literacy, critical thinking, sustainability and open-mindedness. These skills are embedded into our junior school interdisciplinary units.

HISTORY

Individuals, actions and achievements

- Describe how individuals, their actions and achievements have had a positive impact on people over time
- Identify the kinds of changes individuals have made in their societies
- Investigate, research, and present information on one specific individual who has made a difference

GEOGRAPHY

Maps and globes

- Use symbols, find locations and determine directions on maps and globes
- Identify the essential elements of a map (title, scale, key/legend, date, directional indicator/compass rose)
- Locate specific geographic features, places and locations of areas studied
- Compare information from different sources about places and regions
- Describe how weather patterns and natural resources affect activities and settlement patterns
- Give examples of ways in which people use the resources of the local region and modify the physical environment

- Identify the consequences of human modification of the physical environment

SOCIAL SCIENCE

Citizenship

- Explore rules and consequences for breaking rules and discuss alternatives
- Participate in democratic decision making
- Examine, discuss and demonstrate their understanding of the Code of Behavior

HOST COUNTRY

First People's

- Explain why archaeological research is a way to learn about First People's history
- Explain how oral narratives transmitted First People's history from generation to generation
- Compare and contrast national identities, religious beliefs, and ways of life and cultural traditions of different First Peoples.

UNITED NATIONS

Rights of the child

- Explain why children need protection
- Describe at least five of the rights listed in the UN Convention Rights of the Child

- Give examples of ways in which UNICEF helps children around the world
- Describe the impact of current events on nations of the world

SKILLS

Investigation - identifying, selecting and ordering what is relevant as evidence from a range of sources and materials

- Find information for a specific purpose
- Identify how things change over time
- Collect relevant facts with guidance

Analysis - recognizing, connecting, interpreting and evaluating, drawing conclusions and/or problem solving to demonstrated understanding of a topic or question

- Identify key ideas
- Compare and distinguish between fact and opinion
- Describe why things change

Communication - creating, speaking, using media and writing for a specific purpose

- Present relevant information and understandings in a coherent and meaningful way: diagrams/charts, paragraphs, and simple presentations and reports

English is the primary language of instruction at UNIS. Close to 1,500 students, speaking seventy different languages may be represented at any one time. Some students arrive at UNIS with little or no knowledge of English. On a regular basis, about ten percent of the student body benefits from additional instruction in English.

The UNIS ELL teachers are responsible for the teaching and curriculum design of the K-12 program. The goal is to ensure successful integration of ELL students into the UNIS community both academically and socially.

Upon entering UNIS, students who speak or write a language other than English at home, or are not fluent in English, are assessed by the ELL teachers. Evaluation results place a student in beginning, intermediate or advanced ELL classes, or in a full mainstream program. From the first day of school, ELL students are assigned to a homeroom with their peers. The placement into homerooms ensures their constant exposure to English and allows for early integration into the UNIS community.

For the complete ELL beginner, the focus is on verbal communication skills to enable the student to function in their new environment. Reading and writing are used to reinforce grammatical structures and vocabulary. The intermediate ELL student works on expanding vocabulary, increasing reading comprehension and refining writing skills, and thus, facilitating participation in mainstream classes. The advanced ELL student moves towards fluency in spoken and written English to approximate grade level competency. Full integration into the UNIS mainstream curriculum takes place when a student masters the advanced level ELL materials for the appropriate grade level and can comprehend content material used in the mainstream classroom.

All benchmarks listed refer to age-appropriate level, concepts and understandings.

LANGUAGE SKILLS

Reading skills

Beginner

- Identify English letters and numbers, both printed and cursive forms
- Recognize sounds of the English alphabet in oral reading
- Use basic English sight words
- Practice beginning reading and comprehension skills, both silent and oral
- Adapt content material for all subject areas
- Recognize the importance of reading independently for pleasure in English and their mother tongue

Intermediate

- Compare and contrast vocabulary for reading in varied contexts
- Identify vocabulary and concepts to follow mainstream classes with support

- Practice intermediate reading and comprehension skills, both silent and oral
- Move towards independent comprehension of mainstream materials
- Recognize importance of reading independently for pleasure in English and their mother tongue

Advanced

- Compare and contrast grade level vocabulary and comprehension with authentic texts, in both fiction and non-fiction
- Use vocabulary and concepts to follow all mainstream classes independently
- Read with clear pronunciation, intonation, and fluency
- Read in order to compare, contrast, and analyze texts
- Recognize the importance of reading independently for pleasure in English and their mother tongue

Writing Skills

Beginner

- Write letters and numbers using correct form
- Write simple words with ease and fluency
- Write accurate simple sentences
- Use spelling rules
- Write early stage narratives
- Present work neatly and clearly

Intermediate

- Use compound sentences
- Develop creative and factual writing
- Identify and use basic writing skills for mainstream courses
- Demonstrate intermediate spelling skills
- Present work neatly and clearly
- Use writing as a communicative tool

Advanced

- Use advanced vocabulary, concepts, and structures to write for all mainstream classes
- Develop creative and factual writing

- Compare, contrast, and analyze texts
- Demonstrate writing fluency for communication
- Proofread and edit own work
- Present work neatly and clearly

Listening Skills

Beginner

- Follow one or two-step classroom instructions
- Recognize and use basic English vocabulary
- Communicate socially appropriate responses
- Use basic communicative and functional language
- Demonstrate basic English sentence structure

Intermediate

- Follow multi-step classroom instructions
- Identify and use appropriate vocabulary in a variety subject areas
- Demonstrate knowledge of social registers
- Use communicative and functional language skills necessary for classroom and social situations
- Recognize and use more complex English sentence structures

Advanced

- Explore and use a variety of grammatically correct and appropriate idiomatic structures with ease
- Demonstrate near native understanding of communicative and functional language
- Demonstrate academic language necessary to function in all mainstream classes

Speaking skills

Beginner

- Use a variety of grammatically correct and appropriate idiomatic structures with ease
- Begin to show near native understanding of communicative and functional language
- Begin to use academic language necessary to function in all mainstream classes

Intermediate

- Explore and use communicative and functional language skills in social and academic settings
- Discuss and compare vocabulary in order to discuss subjects in content area classes
- Demonstrate a command of intermediate rules of grammar and syntax
- Use basic verb tenses correctly
- i) Present tense – simple and continuous
- ii) Past tenses – simple and continuous
- iii) Simple future
- Use compound/complex sentences
- Demonstrate appropriate rhythm, intonation, and accurate pronunciation

Advanced

- Demonstrate communicative and functional language both social and academic at near native fluency
- Explore and use academic vocabulary to function in all mainstream classes
- Demonstrate the rules of grammar and syntax
- Demonstrate correct usage of complex verb tenses
- Demonstrate appropriate rhythm, intonation, and accurate pronunciation

LEARNING SKILLS

Responsibility

- Fulfill commitments

- Complete and submit class work, homework, assignments on time

Organization

- Manage learning materials and equipment
- Establish priorities and manage time
- Use class time appropriately

Independent work

- Follow instructions
- Seek assistance when required
- Show resourcefulness in carrying out independent work

Collaboration

- Respond constructively to the ideas and opinions of others
- Work as part of a group to achieve goals
- Demonstrate curiosity and a willingness to take on new ideas, concepts, and experiences.
- Approach new tasks positively
- Assess and reflect critically on his/her strengths and areas for improvement

CONTENT SUPPORT

In addition to teaching academic English skills and providing individualized student support, ELL teachers offer lessons and resources to support mainstream classes. They are in close contact with homeroom teachers, and support delivery of Math, Science, English, and Humanities programs at their grade levels by helping teachers differentiate for ELL students. Whenever possible, ELL staff teach students to advocate for their own learning and work to give them increased understanding of the social and emotional aspects of studying and living an English-speaking environment.

The Junior School technology curriculum focuses on design thinking and problem-based learning. Students are encouraged to be content creators rather than consumers. JA-J4 students are introduced to both high and low-tech tools and lessons are integrated with the core subjects (language arts, math, social studies, and science) to teach, reinforce, and promote technology skills. Teachers utilize the CoLaboratory and homeroom classes to provide a seamless and integrated understanding of technology and teamwork.

TECHNOLOGY OPERATIONS AND CONCEPTS

Use technology appropriately

- Select and use applications for specific tasks
- Connect to server
- Open, edit and save projects to appropriate locations
- Type complete sentences with appropriate punctuation by manipulating text, font and size
- Select and import graphics from a variety of sources
- Identify and apply basic troubleshooting skills (restart computer)

DIGITAL CITIZENSHIP

Understand Issues related to the safe and responsible use of technology

- Identify and practice appropriate use of technology
- Show respect for the work of others
- Create effective usernames and passwords that protect their private information

CREATIVITY AND INNOVATION

Demonstrate creative thinking, building knowledge, and developing products using technology

- Build and program robots using motors and a variety of sensors (Lego NXT)
- Design and build complex machines
- Use new and creative technologies as required to support classroom content (i.e. Dreambox)
- Create basic animations, interactive stories and games
- Use drag and drop programming language for sequence, parallelism and events

COMMUNICATION AND COLLABORATION

Use digital media (email, blogs, chats, moodle) to support learning and contribute to the learning of others

- Create and share basic digital presentations using multiple technology tools and programs

- Interact and collaborate with peers on team-based projects

RESEARCH AND INFORMATION

Use digital tools to gather, evaluate, and make use of information

- Use digital resources for gathering information (text, image and sound)

CRITICAL THINKING, PROBLEM-SOLVING & DECISION-MAKING

Use critical thinking skills to plan and conduct research, manage projects, solve problems

- Apply the Design process for hypothetical problems
- Show initiative to learn and use new skills
- Take a risk when problem solving
- Work independently when dealing with open ended problems

As information centers of UNIS, our libraries promote learning within and beyond the library walls by fostering the school's mission through:

- Providing access to global information and literature resources in a wide variety of formats
- Teaching library skills, critical thinking and the ethical use of ideas and information to achieve academic excellence
- Encouraging reading and literature appreciation to promote an understanding of cultural diversity

READING

Locate books in the library

- Begin to find books according to spine label
- Begin to locate books in the different areas of the library (fiction, nonfiction, reference, modern language)

Select and read for educational and personal goals

- Talk to the librarian about which types of books they wish to read
- Explain why they like or dislike certain books

Know what type of books they enjoy

- Select a book they enjoy and/or think other students will enjoy (series)

Understand the difference between fiction and nonfiction

- Differentiate between books of fiction and nonfiction
- Identify some of the distinguishing characteristics of nonfiction and fiction books
- Verbally communicate their thoughts, feelings and opinions about a book

Recall plot, character and setting

- Discuss varied elements of stories that are read aloud during library class

Compare different stories within and across genres

- Identify some of the elements in different genres
- Distinguish between different genres
- Explain what a biography is

Select books that are appropriate to their reading levels and interests

- Engage in dialogue with the librarian or teacher to select appropriate books
- Examine material to identify appropriate level
- Explore book displays

Know that books come from different countries and reflect varied cultures

- Appreciate works of literature from various authors
- Appreciate different cultures through reading

Know that books are written in different languages

- Know that books are written in different languages
- Explore the French and Spanish collection

INFORMATION LITERACY AND RESEARCH

Know that there is a process for finding information

- Ask the librarian for assistance

- Follow instructions with the assistance of the librarian

Understand what an electronic catalog is

- Explore the electronic catalog individually

Extract information for meaning

- Identify and discuss the most relevant information from passages read aloud by the librarian
- Begin to make inferences

Know the difference between fiction and nonfiction

- Compare the elements of fiction and nonfiction

Understand the concept of reference materials

- Consider and use different reference materials

Understand how to build on previous knowledge

- Apply previous knowledge to connect with newly acquired information

Make inferences related to meaning

- Begin to identify information that is hinted at in the text

Produce a classroom research project

- Use information gathered in the library to produce a finished report in the classroom

INDEPENDENT LEARNING

Identify and find books of interest

- Locate with help appropriate sections in the library and read spine labels to find appropriate sources
- Explore the electronic catalog and the collection
- Explore book displays

Find books for basic research

- Begin to know that there is a system used to organize materials in the library
- Find resources in the library with help
- Read spine labels to locate some specific sources

Understand the importance of good listening skills

- Listen to and follow librarian's directions

Understand the importance of participation in library discussions

- Contribute thoughts, ideas and opinions to discussions facilitated by the librarian
- Discuss elements of a story that includes: plot, setting, characters and theme

- Make connections with story to personal experiences, other texts and the real world

Select sources

- Begin to apply the processes (spine labels) to identify books

SOCIAL RESPONSIBILITY

Use proper library procedures

- Follow the rules of the library (noise level, movement and respectful attitude)

Be responsible for library materials

- Handle materials with care
- Check out and return materials in a timely manner

LIBRARY SERVICES

The Junior School Library is open Monday through Friday from 8:00 am – 4:00 pm. Junior School students may come to the library in the morning with a parent or caregiver to enjoy some quiet reading time. Checkout begins at 8:30. All Junior School students may come to the library on their own from 8:30 - 8:45 to return or checkout new books. During the school day, with the permission of the homeroom teacher, all students may enjoy the library.

The Queens Campus Library is open from 8:30 am - 3:00pm. Students may come to the library during the day at the

discretion of their teachers in addition to their scheduled classes. After school, an adult must accompany all students.

Students and families may access the library homepage, library catalog, and external databases from home. Go to the UNIS homepage (www.unis.org). From the drop-down menu under *Academics* select *Libraries*. Queens students and families should select the *Queens Library* tab at the center of the page, while Manhattan students and families may choose the *Junior School Library* tab at the center of the page to access both the Library Homepage and the Online Catalog. You may also access this page directly using the following URL

<http://library.unis.org/common/servlet/lohout.do?site=100>. On the library homepage you will find recommended websites and age appropriate databases. On the right-hand side the *Electronic Resources* tab will provide you with the necessary username and passwords for school-wide databases.

Internet access is provided at computer stations or laptops in the libraries. Students are allowed access for school-related work. For research and leisure reading outside the UNIS library, we encourage all students to obtain a public library card.

Mathematical learning builds on the curiosity and enthusiasm of children through developmentally appropriate experiences that challenge children to explore ideas and to take risks in their learning. We believe that mathematics learning must be active, rich in language, and filled with problem-solving opportunities. Our mathematics program is one where mathematics is taught for understanding. Students acquire mathematical concepts and skills through practical tasks, real-life problems and investigations of mathematical ideas. Embedded into each strand of the UNIS math curriculum are process standards that cover mathematical reasoning, contextualization, problem solving and computational fluency.

As students deepen their mathematical understanding both collaboratively and independently, they are able to demonstrate their abilities to apply mathematical knowledge and skills in context.

NUMBER SENSE AND OPERATIONS

Number and Quantity

- Represent a quantity in a variety of ways (addition and subtraction)
- Read, write, order and compare numbers to 1000
- Recognize odd and even numbers to 1000

Place Value

- Identify ones, tens and hundreds, place and number value

Rounding and Estimation

- Round numbers to nearest 100

Fractions

- Recognize, write, and describe unit and common fractions as parts of a whole or a set ($\frac{1}{2}$, $\frac{2}{3}$, $\frac{4}{5}$ etc.)
- Add and subtract simple fractions with like denominators conceptually and algorithmically

Money

- Recognize and know the value of coins and bills
- Perform addition and subtraction with coins and bills (makes change) up to and including ten dollars

Addition and Subtraction

- Add and subtract one and two digit numbers with and without

regrouping using physical models and non-standard and standard algorithms

- Use the number line and hundred square to analyze the patterns

ALGEBRA

- Identify, extend, and create patterns of objects, symbols and numbers using concrete, pictorial and verbal representations
- Recognize patterns of multiples in a multiplication table (0, 1, 2, 5, and 10)

Algebraic Expressions

- Identify terminology (addends, sums, differences, factors, products)
- Find missing numbers (addends, sums, differences, factors, products) in simple equations

Algebraic Properties

- Recognize the Commutative and Associative properties of Addition
- Recognize the Zero Property of Addition
- Recognize the One Property of Multiplication

Problem solving

- Solve record, and explain word problems using a variety of strategies
- Use appropriate mathematical vocabulary to explain thinking pro

STATISTICS AND PROBABILITY

Statistics

- Read, create, and analyze pictographs, tally charts, and bar graphs

Probability

- Conduct and record simple experiments (spinners, coins, and dice), explains results and draws conclusions

GEOMETRY

Geometric Models

- Identify and sort geometric shapes and solids
- Recognize and describe geometric shapes and solids in terms of sides, vertices, faces, and edges
- Recognize and complete shapes that have symmetry

Properties

- Draw complex plane shapes

Problem Solving

- Solve word problems with geometric models
-

Multiplication

- Demonstrate the connection between multiplication and

repeated addition for whole numbers

- Multiply whole numbers from 0, 1, 2, 5, and 10 conceptually and algorithmically (non-standard and standard)

Division

- Divide a quantity into equal groups
- Show division as the inverse of multiplication for 0, 1, 2, 5, and 10 and thereof

Problem Solving

- Solve simple word problems
- Solve, record, and explain word problem involving two operations

- Use appropriate mathematical vocabulary to explain thinking processes

MEASUREMENT

The Concept of Time

- Tell the time to the hour, half hour, quarter hour, and five minutes
- Calculate elapsed time in to the nearest quarter hour
- Identify patterns of dates in a calendar, including the number of days in each month
- Read and interpret a simple schedule

The Concept of Linear Length

- Measure, compare, and estimate lengths using inches and centimeters and weights in pounds using tools
- Compare the relative lightness and heaviness of an object

PROCESS STANDARDS

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

Learning Modern Languages builds on the curiosity and enthusiasm of children through developmentally appropriate activities. Our program challenges children to develop communicative strategies and promotes receptiveness and interest in languages within the linguistic diversity at UNIS. Students have the opportunity to use languages creatively through songs, games, role-play, stories and poetry. They acquire sensitivity to the sounds and rhythms of the target language.

We believe that learning must be active, engaging, and filled with real-life situations. Through the study of Modern Languages, students acquire a better understanding of their own language and culture within a multicultural society. The content of other Junior School curricula is integrated into the Modern Languages curriculum as appropriate to the J2 grade.

UNIS benchmarks have been designed to reflect the European Framework skills set (reading, writing, speaking and listening) through where appropriate, the lens of Communication, Comparisons, Communities, Culture and/or Connections.

COMMUNICATION

- Establish basic social contact by using everyday greetings
- Answer simple questions in full sentences using target vocabulary
- Ask simple questions in full in order to interact with peers
- Express likes and dislikes with an audience
- Express feelings
- Express basic personal needs.
- Copy familiar words and short phrases
- Use and experiment with connecting sounds to spelling of words and phrases
- Respond to instructions and questions on familiar topics
- Follow a slow short speech or conversation on familiar topics
- Recognize and use numbers from 1-50
- Interpret body language clues to understand a short speech
- Recognize basic common phrases
- Read aloud short sentences and instructions

- Identify and list important children's rights
- Share and compare lists with peers
- List and compare responsibilities.
- Use different apps or programs to learn target language through play and interaction

CONNECTIONS

- Transfer their knowledge from other subjects into the target language through various projects

COMPARISONS

- Discriminate the similarities and differences of sounds and letters in English and the target language
- Find words that transcend other languages in different topics
- Find cognates in different topics
- Begin to recognize idiomatic expressions as they occur
- Start using common idiomatic expressions
- Recognize gender and number

- Identify different gestures among different cultures

COMMUNITIES

- Perform in class, school and/or community celebrations
- Use their knowledge during field trips to ask and answer questions
- Understand the meaning of chosen songs and sing for enjoyment
- Participate actively in different games and classroom activities using the target language

CULTURE

- Use and compare tangible products (toys, food, games) of the target culture and their own
- Use and compare intangible (stories, songs, rhymes) products of the target culture and their own
- Participate and interact with peers in various cultural celebrations

The UNIS music program offers students the opportunity to function as skilled and literate performers, active listeners, passionate creators and informed critics. Participants become part of a group dynamic, developing an understanding of their unique role as an individual in that group. Music making enriches the mind, the body and the spirit and motivates students to go beyond their comfort zone, find solutions, and explore the full range of human emotion which ultimately provides the model for participation in a global community.

At UNIS we believe that a rich musical experience involves the exploration, study and performance of music from diverse cultures. The curriculum includes the extensive study of various musical styles and techniques, the study of music notation, as well as the tradition of music making and performance. As students deepen their musical understanding both collaboratively and independently, they are able to demonstrate their abilities to apply musical knowledge and skills in context.

ACTIVE MUSIC MAKING

Sing alone and in groups

- Sing with increasing accuracy in intonation
- Sing with independence through singing melodic ostinato, rounds, and partner-songs etc.

Play classroom percussion instruments alone and in groups

- Create soundscapes for story-telling and to enhance a deeper understanding of a poem and/or song
- Maintain steady beat while playing a rhythmic pattern to accompany a class song and/or a solo-player
- Recognize changing tempo and adapt to the changes while playing
- Improvise melodic patterns on pitched percussion instruments (i.e. xylophones, metallophones, and glockenspiels etc.)

Move to music alone and in groups

- Show purposeful movement by following specific musical characteristics
- Create movement sequences suitable for the music presented
- Follow choreography of various multi-cultural dances

LISTENING AND ANALYZING

Recognize that this strand lies at the core of musicianship, therefore is embedded in active music making and in music interpretation.

- Describe music using simple terminology in dynamics (volume), tempo (speed), and melodic shape etc.
- Listen and compare musical elements of a particular music example
- Use knowledge and musical imagination to shape and improve ensemble performances

INTERPRETING

(Written and aural perception)

Understand music notation

- Identify and notate melodic and rhythmic patterns using solfege (do-re-mi), and stick and music staff notation
- Identify music notes on the treble clef (G clef), and use solfege names for music staff reading and writing
- Recognize and notate the C pentatonic scale (do re mi so la)

INTERDISCIPLINARY PROCESS STANDARDS

Music-making and analytical skills

- Self-expression
- Abstract and creative thinking
- Communication and collaboration
- Community building
- Working through challenges
- Cross-curricular connections

The Mission of UNIS' Physical Education program is to engage a students interest in physical development and competence through lifelong fitness, recreational and competitive activities. The curriculum aims to promote acquisition and application of movement, skills and knowledge. It provides a diversified program allowing for opportunities to think critically, to collaborate and to reflect, as each student creates an awareness and ability to define their personal growth and physical wellbeing.

During Physical Education at this grade, students enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognize their own success.

The UNIS scheme of work draws together parts of the programs of study to create a framework that shows how students might be helped to progress. In PE, this includes progression in:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

These four aspects are closely linked and are developed through the physical activity students' carry out. For example, the evaluating and improving of performance will take into account the relationship between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health. The quality of a performance and the selection of skills, tactics and compositional ideas are affected by the range and level of skills, the type and degree of fitness, and depth of conceptual understanding.

GAMES ACTIVITIES

Invasion Games e.g. Basketball
Net/Wall Games e.g. Volleyball
Striking/Fielding Games e.g. Kickball

Acquire and develop skills

- Consolidate and improve individual technique and link to different movements

Select and apply skills, tactics and compositional ideas

- Improve ability to choose and use simple tactics and strategies

Apply knowledge and understanding of fitness and health

- Know and describe the short-term effects of different exercise
- Know and describe ways to improve stamina

Evaluate and improve performance

- Describe and evaluate the effectiveness and quality of performance
- Use skills learned to improve personal performance

DANCE & CREATIVE MOVEMENT

Gymnastics Dance

Acquire and Develop skills

- Improvise individually and with a partner, translating ideas from a stimulus into movement

Select and apply skills, tactics and compositional ideas

- Create and link dance phrases using a simple dance structure or motif

- Perform dances with an awareness of rhythmic, dynamic and expressive qualities, individually, with a partner, and in small groups

Apply knowledge and understanding of fitness and health

- Keep up activity over a period of time
- Warm up and cool down appropriately

Evaluate and improve performance

- Describe and evaluate some of the compositional features of dances performed with a partner and in a group
- Discuss possible improvement techniques

OUTDOORS AND ADVENTUROUS ACTIVITIES

Problem Solving
Orienteering
Physical Challenges

Acquire and Develop skills

- Recognize and use space appropriately
- Explore finding different places

Select and apply skills, tactics and compositional ideas

- Follow simple routes and trails, orientating successfully
- Solve simple challenges and problems successfully

Apply knowledge and understanding of fitness and health

- Recognize and describe the body feels during exercise

Evaluate and improve performance

- Observe personal and peer performances, identifying improvement strategies

ATHLETIC ACTIVITIES

Fitness for Life
Track and Field

Acquire and develop skills

- Remember, repeat and link combinations of actions

- Use their bodies and a variety of equipment with greater control and co-ordination

Select and apply skills, tactics and compositional ideas

- Choose skills and equipment to help meet the challenges they are set

Apply knowledge and understanding of fitness and health

- Recognize and describe body movement and feelings during different types of activity

Evaluate and improve performance

- Watch, copy and describe personal and peer performance strategies

An understanding of science is an essential component of modernity. Science is both an activity for generating knowledge about the natural world and a set of ideas - the mental models of chemists, physicists and biologists - about the origin and content of that world and the interactions that take place in it. While only a small number of individuals will become professional scientists, all our lives are being transformed by technology, the application of these ideas. Challenging ethical issues arise with each new scientific discovery, and changing scientific ideas shape and reshape our thinking about who we are.

The UNIS science program seeks to establish a climate of learning in which students feel that asking questions and evaluating the answers to those questions is the legitimate business of science. Students learn that only ideas that can be tested experimentally are scientific ideas, and that science proceeds by making predictions based on these ideas and testing them. The program is designed to develop in students the practice of critical thinking and logical argument, and to encourage, recognize and value creativity in finding solutions to scientific and technological problems.

BIOLOGY

Understand why plants grow

- Know that plants grow from seeds
- Identify the conditions required for germination
- Understand that plants have roots, stems, leaves and flowers, which all perform different tasks
- Explain how leaves use sunlight to make the food the plant needs
- Know that moving water from the roots to the leaves and food from the leaves to the roots is the job of the stem
- Understand why stems have to be strong so that plants can grow tall, and that trees can be very tall, and have strong woody stems
- Explain how flowers attract insects so they can become pollinated and form seeds
- Explain how seeds are distributed by wind and animals
- Explain why plants with different features can be successful in different ways

Know why animals have to eat things to get the food they need

- Know that the digestive system is a tube going down through your

- body, and different things happen to the food in each part of this tube
- Understand that there are different types of food, which satisfy different needs of the body
 - Know that it is important to eat the right amount of each food type
 - Explain that when we eat food, it is broken down into very small pieces so that our bodies can make use of it

CHEMISTRY

Know materials can be classified according to their properties and behavior

- Know that properties of materials can be described and measured
- Identify the different behaviors that different materials show when they are placed in water

PHYSICS

Explain forces and motion

- Know that pushes and pulls are examples of forces
- Explain that pushes and pulls may cause things to speed up, slow down or change direction
- Know that objects are pulled downwards because of the force of gravity

- Explain that balanced objects don't move because all the forces acting on them cancel out

Explain why different things affect light and color

- Explain that light sources can be natural or artificial
- Know that light travels in straight lines from a source
- Explain that light can pass through transparent objects and is stopped by opaque ones
- Explain that shadows are formed when opaque objects block the light
- Know that light which bounces off a surface is reflected
- Know that light which passes through a transparent object can be bent
- Explain that a prism bends light and separates white light into its six colors

Explain what magnetism is

- Understand that magnetism is a force, because a magnet can both push and pull
- Know that magnetism acts at a distance
- Identify the north and a south poles of a magnet
- Observe that like poles repel, opposite poles attract

- Know that the Earth is a giant magnet
- Explain how a magnetic compass can be used for navigation

EARTH & SPACE

Know and understand the scientific understanding of the history of the Earth

- Know that the Earth, the moon and the sun are spinning spheres in space
- Explain that the sun is very much bigger than the Earth or the moon, but looks small because it is far away
- Know that the moon orbits the Earth, and the Earth orbits the sun
- Explain that days, months and years are due to the rotation of the Earth, the orbit of the moon around the Earth, and orbit of the Earth around the sun
- Know that the Earth was formed from a cloud of dust, which, due to

gravity, pulled together to form a sphere

- Know that the Earth was very hot when it first formed and took a long time to cool

Know and understand the scientific understanding of the history of the Earth is based on evidence

- Recognize that all human cultures have explanations for the history of the Earth and the life upon it
- Know that only in the last few hundred years has an explanation been developed based on evidence

SCIENCE SKILLS

Experimental Work

- Formulate questions
- Make testable predictions
- Follow experimental procedures

Analysis

- Classify objects/processes by shared properties
- Draw conclusions from experimental data

Communication

- Communicate ideas and observations by speaking, writing and drawings
- Use scientific language correctly
- Use counting to communicate experimental findings



Junior Three

In making Art as a creative response to engaging problems and personal inspiration students form agile and confident minds enhancing their ability to function in a complex and changing world.

In studying Art and its social functions they see, imagine, and reason from different perspectives to expand their capacity for creative thought and action. Learning from the special worlds that artists create they discover how art shapes the present from the past and helps them invent the future.

UNIS, by virtue of both its diverse community and its location in New York City, enables students to study Art from many cultures through firsthand experience. Art encourages them to understand and celebrate their differences fulfilling the UNIS mission that is rooted in the peaceful objectives of the United Nations.

OBSERVING

Look closely at works of art, objects for drawing, or the environment - in relationship to art concepts and assigned projects

- Analyze and combine shapes within a complex form
- See how the elements within an artwork combine to work as a whole
- Use size and position in spatial ways
- See differences in media and their qualities

Recognize connections between personal, cultural, or interdisciplinary contexts, in her work

- Absorb, interpret, and apply information creatively from the lesson
- Make connections between art and other subjects inside and outside of the classroom

INVESTIGATING

Imagine ideas and solutions to project guidelines during the creative process

- Explore ideas in different contexts
- Consider a variety of approaches to problem solving
- Become more independent while working through ideas

Explore possibilities in media, techniques, and composition

- Select and try out different media
- Experiment with formats in free and intentional ways

CREATING

Understand unit concepts through projects, exercises and assessments

- Apply inventive solutions when creating artwork and solving technical problems
- Develop personal artwork with an understanding that several steps may be necessary to achieve an effect

Apply demonstrated media and techniques with imagination and intention

- Apply media and techniques thoughtfully, using methods demonstrated

Revise and present thoughtful and completed artwork

- Open to revising work
- Work thoughtfully throughout the process
- Show attachment to the work

English is the first language of the school, and as such, it serves multiple purposes, as a means of communication for the community, as the medium of instruction in most other core subjects, and as a discrete discipline with its own curriculum.

The strands of reading, writing, listening, and speaking are at the heart of all of the work our children do in all of their classes, in school and at home, individually and in groups. These components are not separate but rather in constant interaction and reflect the changing demands of literacy today.

Our goal is to help students attain their highest possible levels in all areas of English. We want them to gain a sophisticated command of the language, develop their capacity for self-expression, use language as a means to clarify thinking, unleash their imaginations, and construct meaning from the world around them through participation in oral activities, writing in different genres, and reading of fine literature.

READING

Begin to locate and select texts appropriate to purpose and audience

- Select and connect explicit information for a specific purpose
- Locate and read various text forms with greater length and challenge
- Refer to the author and illustrator of a book, and comment on other texts produced by them

Begin to understand how writers relate to readers in different ways

- Identify and describe the purpose of narrative, informative, and persuasive text forms
- Show how different literary texts are organized according to their purpose
- Identify main story elements of title, setting, plot, problem, characters, solution
- Identify a writer's intended audience
- Offer an opinion about what a story is trying to teach the reader

Comprehend a wide range of text forms at their developmental level

- Identify the main idea and supporting details
- Decode texts with unfamiliar content, structure, or vocabulary
- Use knowledge of punctuation to enhance phrasing, intonation, and comprehension
- Summarize reading
- Interpret and follow written instructions
- Discuss interpretations of main ideas and supporting details in text with guidance
- Make inferences and predictions based on information which is both explicit and implicit in a text, with guidance

Know how to select a variety of reading strategies to aid reading and understanding

- Recognize less common sound symbol correspondences
- Recognize that the same letter combinations can represent different sounds
- Use word-identification strategies
- Talk about the use of cues and strategies
- Read orally with increasing fluency and expression
- Begin to use a thesaurus to locate synonyms and antonyms

Demonstrate literal comprehension of text and, with increasing independence, make inferences about text

- Find literal answers in text
- Recognize that not all answers are written directly in the text
- Make inferences with increasing independence

Recognize a wider range of text forms, including poetry

- Identify basic text structures and organization of text types including recount, narrative, historical fiction, instructional, reports, biographies, and various poetry forms
- Show knowledge of language features, such as paragraphs, chapters, introduction, conclusion, and index
- Identify elements such as main characters, setting, and events in a variety of literary texts

Begin to understand that their interpretations of text may differ from that of other readers or the author

- Discuss and retell their own interpretation of a text
- Compare character traits and points of view

- Participate in small and large group literary discussions with teacher guidance

Know there are stories, authors, and illustrators from around the world and have been for thousands of years

- Read and discuss international texts
- Respond sensitively to stories from around the world
- Select and discuss favorite literature
- Make comparisons with texts from different countries
- Discuss how authors represent people from around the world
- Show empathy with characters in literary texts
- Discuss the importance of recording lives and stories from the past

Know that information can be found from different media sources

- Obtain information, with teacher guidance, from texts, teacher selected Internet and computer sites, and other computer graphics
- Comprehend a wide variety of videos, multi-media, and performances
- Interpret and follow printed instructions and directions on computer programs, games, and the ActivBoard
- Begin read-aloud with the voice modeled from various media sources

WRITING

Know how to compose narrative, informative, and persuasive texts with increasing control of some elements

- Construct, independently and with teacher guidance, a range of texts for different purposes, including descriptions, recounts, instructional pieces, narratives, poems, personal response, and reports

- Work with a variety of forms, such as projects, letters, diagrams, posters, and multi-media
- Write facts, definitions, details, and observations with supportive explanations
- Write reasons to support an opinion and provide examples

Recognize that writing is a way to communicate and that different text forms convey different messages

- Demonstrate knowledge of differences in organization, structure, and language features of a range of texts when writing
- Write conclusions with some attempts to summarize or provide a resolution in fiction and non-fiction writing
- Write on both familiar and unfamiliar topics for a chosen audience

Begin to understand that efficiently structured text aids the sharing of information

- Use a wider range of language structures and begin to organize related sentences into a paragraph
- Use a range of organizational devices to illustrate ideas

Know the importance of their voice and their vocabulary choices

- Begin to demonstrate their voice in writing
- Use a wider range of rich and interesting vocabulary
- Use different sentence beginnings
- Use dialogue to begin to improve writing

Know how to plan a draft and organize their thoughts before writing

- Use other texts modeled by teachers
- Identify key words and phrases in the models

- Use planning aids to organize ideas
- Select relevant information from a variety of sources
- Brainstorm to elicit ideas and information

Use an increasing range of editing strategies during the writing process

- Proofread and edit independently
- Refine writing after a peer or teacher conference
- Reorder text to clarify meaning and write fuller comprehensive description
- Begin to assess if personal or character voice has been achieved
- Experiment with ways of publishing
- Begin to evaluate whether they have reached the intended audience and achieved their purpose

Understand how accurate punctuation influences their writing

- Use correct punctuation in a published version
- Talk about the use of commas
- Identify colons, semi-colons, and hyphens

Recognize grammatical features of various text forms

- Identify nouns, verbs, adjectives, and adverbs in their own writing
- Identify action verbs, and say how they are used to improve writing
- Talk about the use of tenses, past, present, future, and begin to apply their knowledge to writing
- Begin to combine clauses by using a variety of conjunctions

Apply an increasing range of strategies to spell words

- Spell a wide range of sight words correctly in standard American spelling

- Use common letter patterns and critical features to spell
- Include all the correct letters, though not necessarily in the same sequence
- Draw on spelling generalizations to spell unknown words
- Recognize if a word doesn't look right and think of alternative spellings

Know how to use joined letters when writing in Nelson cursive

- Experiment with various ways of publishing information
- Continue to practice relaxed posture and correct pencil grip
- Maintain finger movements and arm slide during cursive script patterns
- Write using consistent shape, size, slope, and formation of New Nelson handwriting
- Use legible and neat handwriting more consistently

Learn basic desktop publishing skills

- Begin working with the computer keyboard for touch typing
- Select and insert graphics or illustrations to enhance text meaning
- Change the appearance of text according to purpose
- Carry out basic functions with teacher guidance

LISTENING

Listen attentively during formal situations with known and unknown adults and peers

- Listen attentively to teacher instructions, directions, and lessons
- Listen to diverse literacy texts during read-aloud and reading groups

- Listen to peers' oral presentations and show respect for the contributions of others
- Listen carefully to peers, with less teacher support, when solving a problem

Respond appropriately to multi-step instructions and directions

- Interpret multi-step teacher instructions and directions quickly and more accurately
- Listen while others present, ask relevant questions, and provide positive feedback to peers

Begin to evaluate, draw inferences from, and make judgments about what they hear

- Initiate questions to gain clarification or further information about what they hear
- Listen to a range of text forms read aloud by the teacher, in reading groups, and in lessons, and begin to offer comments and draw conclusions about the content presented

SPEAKING

Participate in formal and informal oral activities and begin to understand that the level of their participation affects their learning process

- Recite familiar poems, give oral reports, and perform with increasing confidence
- Begin to discuss and orally summarize their "Just Right Book"
- Engage more independently in a group or a partner discussion to solve a problem
- Participate in Author's Reading with an understanding that they must entertain the audience

- Participate in classroom discussions with confidence and respect the listening protocol of the class

Communicate effectively in class and group interactions

- Begin to summarize events, stories, and discussions for adults and peers
- Ask relevant questions to seek specific information and initiate topics in group discussions
- Begin to respond to different viewpoints in a discussion
- Begin to understand the importance of asking questions for clarification
- Express a point of view confidently and begin to justify their opinion
- Make eye contact often and speak clearly to convey meaning to the listener or audience

Adjust their speech, with teacher guidance, when talking in different situations

- Understand the differences between formal and informal language
- Begin to understand that they should adjust their speech to suit familiar situations

Begin to recognize how spoken language varies according to different contexts

- Begin to recognize jokes, riddles, sarcasm, similes, and metaphors
- Begin to speak with clarity and use appropriate intonation, volume, and pauses when presenting or talking to engage the interest of the listener

The Humanities Program in the Junior School is inextricably connected with the International Baccalaureate principles of global citizenship. In line with this philosophical approach is the systematic building of essential skills for students as they progress from Junior A to Junior 4. The curriculum supports and develops inquiry into global relationships, perspectives, issues, and problems. Our units engage students' participation as active global citizens while reflecting these values. Educating for understanding of cultural differences, through strengthening the students' capacity to see the world from other points of view, is a priority.

Throughout the curriculum, our students engage in: collaboration, inquiry, social action, global education, tech literacy, critical thinking, sustainability and open-mindedness. These skills are embedded into our junior school interdisciplinary units.

HISTORY

Exploration

Inquiry into exploration leads to discovery, opportunity and new understandings

- Research and describe the history of exploration over time
- Identify and share why people explore
- Uncover and discuss the factors that lead to exploration
- Research using different methods how exploration has changed over time
- Describe how exploration affects the world
- Evaluate the qualities and traits of an explorer

Human beginnings

- Explain how archaeology assists in learning about the past (e.g. artifacts, fossils, bones, human remains, and carbon dating etc.)
- Identify examples of archaeological discoveries and explain how they change what we think we know about the past
- Develop a timeline to trace chronology and territorial range of early hominid evolution to Homo erectus
- Develop a set of criteria that establishes which factors made a particular geographic location an

advantageous place for hunter-gatherers to settle

GEOGRAPHY

Maps and Globes

- Use cardinal and intermediate directions to describe location
- Identify and locate the four hemispheres, equator and prime meridian in relationship to the student's home country
- Identify continents and oceans in each hemisphere
- Label a map of New York City containing map elements (title, legend, scale, compass rose, grid system, and date etc.)

SOCIAL SCIENCE

Resources, goods and services

- Explain the difference between natural, human and capital resources and give examples
- Distinguish between products and produce that are produced locally and abroad and identify the reasons why they may/may not be produced in each place

Citizenship

- Demonstrate respect and fairness within the school community
- Examine historical conflicts and some of the ways which they were resolved

HOST COUNTRY

Immigration

- Identify national events
- Discuss the impact of national events on students and families

UNITED NATIONS

Organs of the UN

- Describe the role of UNEP
- Investigate Global Connections and Social activism around the world
- Explain the impact of current events in the world

SKILLS

Investigation - identifying, selecting and ordering what is relevant as evidence from a range of sources and materials

- Find information from a variety of sources for a specific purpose
- Recognize continuity and change and sequence events over time
- Recognize different kinds of historical evidence

Analysis - recognizing, connecting, interpreting and evaluating, drawing conclusions and/or problem solving to demonstrated understanding of a topic or question

- Identify relevant concepts
- Compare different kinds of sources and points of view

- Identify cause and effect
- Develop relevant generalizations/propose solutions based on evidence

Communication - creating, speaking, using media and writing for a specific purpose

- Present relevant information and understandings in a coherent and meaningful way: diagrams/charts, paragraphs, reports - spoken and

- written, first person narratives, electronic media, and debate etc.
- Identify relevant sources

English is the primary language of instruction at UNIS. Close to 1,500 students, speaking seventy different languages may be represented at any one time. Some students arrive at UNIS with little or no knowledge of English. On a regular basis, about ten percent of the student body benefits from additional instruction in English.

The UNIS ELL teachers are responsible for the teaching and curriculum design of the K-12 program. The goal is to ensure successful integration of ELL students into the UNIS community both academically and socially.

Upon entering UNIS, students who speak or write a language other than English at home, or are not fluent in English, are assessed by the ELL teachers. Evaluation results place a student in beginning, intermediate or advanced ELL classes, or in a full mainstream program. From the first day of school, ELL students are assigned to a homeroom with their peers. The placement into homerooms ensures their constant exposure to English and allows for early integration into the UNIS community.

For the complete ELL beginner, the focus is on verbal communication skills to enable the student to function in their new environment. Reading and writing are used to reinforce grammatical structures and vocabulary. The intermediate ELL student works on expanding vocabulary, increasing reading comprehension and refining writing skills, and thus, facilitating participation in mainstream classes. The advanced ELL student moves towards fluency in spoken and written English to approximate grade level competency. Full integration into the UNIS mainstream curriculum takes place when a student masters the advanced level ELL materials for the appropriate grade level and can comprehend content material used in the mainstream classroom.

All benchmarks listed refer to age-appropriate level, concepts and understandings.

LANGUAGE SKILLS

Reading skills

Beginner

- Identify English letters and numbers, both printed and cursive forms
- Recognize sounds of the English alphabet in oral reading
- Use basic English sight words
- Practice beginning reading and comprehension skills, both silent and oral
- Adapt content material for all subject areas
- Recognize the importance of reading independently for pleasure in English and their mother tongue

Intermediate

- Compare and contrast vocabulary for reading in varied contexts
- Identify vocabulary and concepts to follow mainstream classes with support

- Practice intermediate reading and comprehension skills, both silent and oral
- Move towards independent comprehension of mainstream materials
- Recognize importance of reading independently for pleasure in English and their mother tongue

Advanced

- Compare and contrast grade level vocabulary and comprehension with authentic texts, in both fiction and non-fiction
- Use vocabulary and concepts to follow all mainstream classes independently
- Read with clear pronunciation, intonation, and fluency
- Read in order to compare, contrast, and analyze texts
- Recognize the importance of reading independently for pleasure in English and their mother tongue

Writing Skills

Beginner

- Write letters and numbers using correct form
- Write simple words with ease and fluency
- Write accurate simple sentences
- Use spelling rules
- Write early stage narratives
- Present work neatly and clearly

Intermediate

- Use compound sentences
- Develop creative and factual writing
- Identify and use basic writing skills for mainstream courses
- Demonstrate intermediate spelling skills
- Present work neatly and clearly
- Use writing as a communicative tool

Advanced

- Use advanced vocabulary, concepts, and structures to write for all mainstream classes
- Develop creative and factual writing
- Compare, contrast, and analyze texts
- Demonstrate writing fluency for communication
- Proofread and edit own work
- Present work neatly and clearly

Listening Skills

Beginner

- Follow one or two-step classroom instructions
- Recognize and use basic English vocabulary
- Communicate socially appropriate responses
- Use basic communicative and functional language
- Demonstrate basic English sentence structure

Intermediate

- Follow multi-step classroom instructions
- Identify and use appropriate vocabulary in a variety subject areas
- Demonstrate knowledge of social registers
- Use communicative and functional language skills necessary for classroom and social situations
- Recognize and use more complex English sentence structures

Advanced

- Explore and use a variety of grammatically correct and appropriate idiomatic structures with ease
- Demonstrate near native understanding of communicative and functional language
- Demonstrate academic language necessary to function in all mainstream classes

Speaking skills

Beginner

- Use a variety of grammatically correct and appropriate idiomatic structures with ease
- Begin to show near native understanding of communicative and functional language
- Begin to use academic language necessary to function in all mainstream classes

Intermediate

- Explore and use communicative and functional language skills in social and academic settings
- Discuss and compare vocabulary in order to discuss subjects in content area classes
- Demonstrate a command of intermediate rules of grammar and syntax
- Use basic verb tenses correctly
- i) Present tense - simple and continuous
- ii) Past tenses - simple and continuous
- iii) Simple future
- Use compound/complex sentences
- Demonstrate appropriate rhythm, intonation, and accurate pronunciation

Advanced

- Demonstrate communicative and functional language both social and academic at near native fluency
- Explore and use academic vocabulary to function in all mainstream classes
- Demonstrate the rules of grammar and syntax
- Demonstrate correct usage of complex verb tenses
- Demonstrate appropriate rhythm, intonation, and accurate pronunciation

LEARNING SKILLS

Responsibility

- Fulfill commitments
- Complete and submit class work, homework, assignments on time

Organization

- Manage learning materials and equipment
- Establish priorities and manage time
- Use class time appropriately

Independent work

- Follow instructions
- Seek assistance when required
- Show resourcefulness in carrying out independent work

Collaboration

- Respond constructively to the ideas and opinions of others
- Work as part of a group to achieve goals

Initiative

- Demonstrate curiosity and a willingness to take on new ideas, concepts, and experiences
- Approach new tasks positively
- Assess and reflect critically on his/her strengths and areas for improvement

CONTENT SUPPORT

In addition to teaching academic English skills and providing individualized student support, ELL teachers offer lessons and resources to support mainstream classes. They are in close contact with homeroom teachers, and support delivery of Math, Science, English, and Humanities programs at their grade levels by helping teachers differentiate for ELL students. Whenever possible, ELL staff teach students to advocate for their own learning and work to give them increased understanding of the social and emotional aspects of studying and living in a host country and an English-speaking environment.

The Junior School technology curriculum focuses on design thinking and problem-based learning. Students are encouraged to be content creators rather than consumers. JA-J4 students are introduced to both high and low-tech tools and lessons are integrated with the core subjects (language arts, math, social studies, and science) to teach, reinforce, and promote technology skills. Teachers utilize the CoLaboratory and homeroom classes to provide a seamless and integrated understanding of technology and teamwork.

TECHNOLOGY OPERATIONS AND CONCEPTS

Use technology appropriately

- Select and use applications independently for specific tasks
- Use peripherals and connections
- Use search options for folders, files and software
- Manipulate text and layout
- Create original digital graphics
- Troubleshoot basic technical problems

DIGITAL CITIZENSHIP

Understand Issues related to the safe and responsible use of technology

- Know the difference between appropriate and inappropriate behavior online
- Give credit for the work of others
- Distinguish between personal information, which is safe to share online, and private information, which is unsafe to share

CREATIVITY AND INNOVATION

Demonstrate creative thinking, building knowledge, and developing products using technology

- Build and program complex robots using motors and a variety of sensors (Lego NXT)
- Design and build structures and tools
- Use new and creative technologies as required to support classroom content (i.e. Dreambox)
- Create animations, interactive stories and games
- Write code (Logo) to create procedures and loops
- Show ability to automate solutions through a series of ordered steps (algorithmic thinking)

COMMUNICATION AND COLLABORATION

Use digital media (email, blogs, chats, moodle) to support learning and contribute to the learning of others

- Research, create, and share basic digital presentations

using multiple technology tools and programs

- Interact, collaborate, and publish with peers on team-based projects

RESEARCH AND INFORMATION

Use digital tools to gather, evaluate, and make use of information

- Analyze and select appropriate resources independently

CRITICAL THINKING, PROBLEM-SOLVING & DECISION-MAKING

Use critical thinking skills to plan and conduct research, manage projects, solve problems

- Apply and iterate the Design process to find the best solution to solve problems
- Work independently
- Identify what it means to not succeed
- Show perseverance and commitment to refining a process or product

As information centers of UNIS, our libraries promote learning within and beyond the library walls by fostering the school's mission through:

- Providing access to global information and literature resources in a wide variety of formats
- Teaching library skills, critical thinking and the ethical use of ideas and information to achieve academic excellence
- Encouraging reading and literature appreciation to promote an understanding of cultural diversity

READING

Locate books in the library independently

- Begin to find books according to spine label
- Locate books in the different areas of the library (fiction, nonfiction, reference, modern language)

Know the types of books they enjoy

- Talk to the librarians about which types of books they wish to read
- Explain why they like or dislike certain books
- Select a book they enjoy and/or think other students will enjoy
- Communicate their thoughts, feelings and opinions about a book

Understand the difference between fiction and nonfiction in relation to units of study and reading for pleasure

- Differentiate between books of fiction and nonfiction
- Identify the distinguishing characteristics of nonfiction and fiction books

Recall plot, character and setting

- Discuss varied elements of stories that are read aloud during library class

Compare and explore a variety of books and genres within fiction and non-fiction

- Identify the elements of different genres

- Distinguish between different genres

Use nonfiction resources for class projects and personal interests

- Identify information needs in the form of subject searches

Select books that are appropriate to their reading levels and interests

- Engage in dialogue with the librarian or teacher to select appropriate books
- Examine material to identify appropriate level
- Explore book displays

Choose challenging resources

- Select challenging resources based on interest or adult recommendation

Know that books come from different countries and reflect varied cultures

- Appreciate works of literature from various authors
- Appreciate different cultures through reading

Know that books are written in different languages

- Appreciate books that are written in different languages.

Know that the library has book collections in French and Spanish from which children may select

- Explore the French and Spanish collection

**INFORMATION LITERACY
 AND RESEARCH**

Apply a systematic process to find information

- Generate research questions as guided by the teacher
- Use annotated bibliography provided by the librarian to find relevant sources

Know the terminology associated with library materials

- Use keywords to search table of contents and index to locate information

Understand the fundamentals of using an electronic catalog

- Explore the electronic catalog individually to locate materials

Extract information for meaning

- Identify the most important information from passages read aloud by the librarian

Know the difference between fiction and nonfiction

- Compare the elements of fiction and nonfiction

Use some reference materials

- Look through specified reference materials to locate and read relevant information

Use some note-taking skills

- Read and take relevant notes through the use of graphic organizers
- Organize and categorize newly acquired information with help from the teacher or librarian

Write a simple bibliography

- Use a simple bibliography form to cite author and title

Organize and present information in a basic manner

- Formulate a research report from information gleaned from a variety of sources.

Understand how to build on previous knowledge

- Apply previous knowledge to connect with newly acquired information

Select useful and appropriate sources from a range of media for units of study or personal interests

- Choose from a limited set of books in order to select the most appropriate information

Make inferences related to meaning

- Begin to identify information that is hinted at in the text

Produce a classroom research project

- Categorize and record relevant information in note form
- Use information gathered in the library to produce a finished report in the classroom

INDEPENDENT LEARNING

Identify, select and evaluate resources for personal interest and units of study

- Locate sections in the library and read spine labels to find appropriate sources
- Browse the electronic catalog and collection to select relevant materials

- Begin to determine the best sources for their purposes based on relevance
- Explore book displays

Find books for basic research

- Know that there is a system used to organize materials in the library
- Find resources using Dewey Decimal numbers with help
- Read spine labels to locate some specific sources

Understand the importance of good listening skills

- Listen to, read and follow librarian's directions
- Apply previously learned instructions independently

Understand the importance of participation in library discussions

- Contribute thoughts, ideas and opinions to discussions facilitated by the librarian
- Discuss elements of story which include: plot, setting, characters and theme
- Make connections with story to personal experiences, other texts and the real world

Select the most informative sources independently

- Begin to apply information (spine labels, Dewey Decimal system) to determine the best sources

SOCIAL RESPONSIBILITY

Use proper library procedures

- Follow the rules of the library (noise level, movement and respectful attitude)

Be responsible for library materials

- Handle materials with care
- Check out and return materials in a timely manner

Understand what constitutes plagiarism

- Begin to understand the concept of plagiarism

Understand that copying is unethical

- Record information from a given source in their own words

LIBRARY SERVICES

The Junior School Library is open Monday through Friday from 8:00 am - 4:00 pm. Junior School students may come to the library in the morning with a parent or caregiver to enjoy some quiet reading time. Checkout begins at 8:30. All Junior School students may come to the library on their own from 8:30 - 8:45 to return or checkout new books. During the school day, with the permission of the homeroom teacher, all students may enjoy the library.

The Queens Campus Library is open from 8:30 am - 3:00pm. Students may come to the library during the day at the discretion of their teachers in addition to their scheduled classes. After school, an adult must accompany all students.

Students and families may access the library homepage, library catalog, and external databases from home. Go to the UNIS homepage (www.unis.org). From the drop-down menu under Academics select Libraries. Queens students and families should select the Queens Library tab at the center of the page, while Manhattan students and families may choose the Junior School Library tab at the center of the page to access both the Library Homepage and the Online Catalog. You may also access this page directly using the following URL

<http://library.unis.org/common/servlet/logout.do?site=100>. On the library homepage you will find recommended websites and age appropriate databases. On the right-hand side the Electronic Resources tab will provide you with the necessary username and passwords for school-wide databases.

Internet access is provided at computer stations or laptops in the libraries. Students are allowed access for school-related work. For research and leisure reading outside the UNIS library, we encourage all students to obtain a public library card.

Mathematical learning builds on the curiosity and enthusiasm of children through developmentally appropriate experiences that challenge children to explore ideas and to take risks in their learning. We believe that mathematics learning must be active, rich in language, and filled with problem-solving opportunities. Our mathematics program is one where mathematics is taught for understanding. Students acquire mathematical concepts and skills through practical tasks, real-life problems and investigations of mathematical ideas. Embedded into each strand of the UNIS math curriculum are process standards that cover mathematical reasoning, contextualization, problem solving and computational fluency.

As students deepen their mathematical understanding both collaboratively and independently, they are able to demonstrate their abilities to apply mathematical knowledge and skills in context.

NUMBER SENSE AND OPERATIONS

Number and Quantity

- Represent a quantity in a variety of ways (sums, differences, products, and quotients etc.)
- Read, write, order and compare numbers to 100,000
- Recognize odd and even numbers to 100,000
- Compare and order quantities using language and symbols such as “more than”, “less than”, and “equal to” within 100,000

Place Value

- Recognize place value of whole numbers up to hundred thousands

Rounding and Estimation

- Round and estimate whole numbers up to hundred thousands

Fractions

- Recognize, write, and compare fractions using physical models and number line
- Recognize and show concretely a whole and a fraction (mixed number) as an improper fraction
- Recognize and write proper and improper fractions
- Identify mixed numbers (e.g. $2\frac{1}{2}$ is the same as two and a half)

- Compare fractions, equivalent fractions, and mixed numbers
- Add and subtract fractions with like denominators conceptually and algorithmically

ALGEBRA

Patterns and Relationships

- Identify, extend, and create patterns of objects, symbols and linear patterns using rules
- Investigate patterns of multiples in a multiplication table 1-12

Algebraic Expressions

- Identify algebraic terminology (addends, sums, differences, factors, products, dividends, divisors, and quotients etc.)
- Find missing numbers (addends, sums, differences, factors, products) in simple equations

Algebraic Properties

- Recognize and apply the Commutative and Associative properties in addition and multiplication, including the concepts of zero and one

Problem solving

- Solve records, and explain word problems using a variety of strategies
- Use appropriate mathematical vocabulary to explain thinking process

STATISTICS AND PROBABILITY

Statistics

- Create, interpret and analyze information presented on a bar graph, pictograph or line graph
- Generate survey questions for creating data for tally charts and other diagrams

Probability

- Describe and analyze the likelihood of an event - impossible, unlikely, likely, certain

GEOMETRY

Geometric Models

- Identify plane and solid geometric shapes
- Identify and draw lines, line segments, rays and angles
- Recognize parallel and perpendicular relationship

Money

- Add and subtract currency and make change
- Make reasonable estimates of numbers and money when performing operations

Addition and Subtraction

- Show the connection between repeated addition and multiplication for whole numbers 0 to 12

- Show the connection between repeated subtraction and division for whole numbers 0 to 12

Multiplication and Division

- Multiply whole numbers from 0 to 12 conceptually and algorithmically (non-standard and standard)
- Multiply two digit numbers by one digit number conceptually and algorithmically
- Divide a two digit dividend by a one digit divisor with or without a remainder conceptually and algorithmically (non-standard and standard)

Problem Solving

- Solve, record and explain 2 step word problems involving addition, subtraction, multiplication and division
- Create and solve, simple word problems using a variety of strategies

- Use appropriate mathematical vocabulary to explain thinking processes

MEASUREMENT

The Concept of Time

- Tell analog and digit time to one minute intervals in AM and PM formats
- Calculate elapsed time
- Read and interpret a complex schedule

The Concept of Linear Length

- Measure lengths to the nearest half-inch/foot and the nearest centimeter/meter
- Convert inches/feet/yards/miles and centimeters/meters/kilometers
- Find the perimeter in units
- Find and draws the area of various shapes in square units (metric and customary)

- Relate weight to objects in metric and customary units (measuring to the interval)

Temperature

- Recognize and read temperature in terms of Celsius and Fahrenheit thermometers

Problem Solving

- Solve calendar, time and measurement word problems

PROCESS STANDARDS

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

Learning Modern Languages builds on the curiosity and enthusiasm of children through developmentally appropriate activities. Our program challenges children to develop communicative strategies and promotes receptiveness and interest in languages within the linguistic diversity at UNIS. Students have the opportunity to use languages creatively through songs, games, role-play, stories and poetry. They acquire sensitivity to the sounds and rhythms of the target language. We believe that learning must be active, engaging, and filled with real-life situations. Through the study of Modern Languages, students acquire a better understanding of their own language and culture within a multicultural society. The content of other Junior School curricula is integrated into the Modern Languages curriculum as appropriate to the J3 grade.

UNIS benchmarks have been designed to reflect the European Framework skills set (reading, writing, speaking and listening) through where appropriate, the lens of Communication, Comparisons, Communities, Culture and/or Connections.

COMMUNICATION

- Introduce themselves
- Use the target language as a tool of communication in class
- Share likes and dislikes with an audience
- Speak on familiar topics with teacher guidance
- Gather and share information on selected topics with teacher guidance
- Choose different methods of presenting information to their classmates
- Present short oral reports on people, animals, and places etc.
- Use a basic vocabulary repertoire of phrases related to specific topics/situations
- Write short phrases and sentences about themselves and imaginary people, their families and where they live
- Demonstrate limited control of a few grammatical structures and sentence patterns in learnt repertoire
- Proofread and edit work as they write with teacher guidance
- Interpret and respond to instructions and questions on familiar topics
- Understand simple speech on familiar topics
- Demonstrate comprehension of aspects of time

- Recognize numbers from 1-100
- Follow a short conversation on familiar topics
- Read short texts, recognizing familiar names, words and phrases
- Read aloud short texts on familiar topics with growing confidence
- Begin to apply an increasing range of reading cues and strategies to identify the main idea of a given text
- Participate in global awareness (recycling) activities
- Identify reasons for recycling
- List recyclable items and compare
- Research information from the internet with teacher guidance
- Use different apps or programs to present information and to play

CONNECTIONS

- Transfer their knowledge from other subjects into the target language through various age-appropriate projects

COMPARISONS

- Be aware of basic spelling rules in written texts
- Talk about words that transcend other languages
- Talk about cognates in different topics
- Recognize idiomatic expressions as they occur

- Recall and use idiomatic expressions with teacher guidance
- Discover differences and similarities in basic grammatical structures
- Identify differences and similarities in basic grammatical structures
- Use different gestures within different cultures to aid expression
- Compare simple patterns of behavior or interaction in various settings.

COMMUNITIES

- Take part in school performances and/or for community celebration
- Use their knowledge during field trips
- Use media from the target language and culture for enjoyment
- Understand and sing for enjoyment pop music in the target language
- Play different games and sports using target vocabulary routinely

CULTURE

- Compare and contrast tangible products (toys, food, games) of the target culture and their own
- Compare and contrast intangible (stories, songs, rhymes) products of the target culture and their own
- Participate in cultural celebrations using target vocabulary routinely

The UNIS music program offers students the opportunity to function as skilled and literate performers, active listeners, passionate creators and informed critics. Participants become part of a group dynamic, developing an understanding of their unique role as an individual in that group. Music making enriches the mind, the body and the spirit and motivates students to go beyond their comfort zone, find solutions, and explore the full range of human emotion which ultimately provides the model for participation in a global community.

At UNIS we believe that a rich musical experience involves the exploration, study and performance of music from diverse cultures. The curriculum includes the extensive study of various musical styles and techniques, the study of music notation, as well as the tradition of music making and performance. As students deepen their musical understanding both collaboratively and independently, they are able to demonstrate their abilities to apply musical knowledge and skills in context.

ACTIVE MUSIC MAKING

Sing alone and in groups

- Sing with increasing expression and breath control that helps in intonation
- Sing with independence through singing melodic ostinato, rounds and partner-songs
- Improvise question and answer vocally within style and range

Play classroom percussion instruments alone and in groups

- Create soundscapes for story-telling and to enhance a deeper understanding of a poem and/or song
- Maintain steady beat while playing a rhythmic pattern to accompany a class song or solo-player
- Recognize a change in tempo and is able to adapt to changes while playing
- Improvise eight beat melodic patterns on pitched percussion instruments i.e. (xylophones, metallophones, and glockenspiels etc.)

Move to music alone and in groups

- Show purposeful movement by following specific musical characteristics
- Analyze and create movement sequences which are suitable for the music presented
- Follow choreography of various multi-cultural dances

LISTENING AND ANALYZING

Recognize that this strand lies at the core of musicianship, therefore is embedded in active music making and in music interpretation

- Identify basic forms of music structure (ABA, themes and variations, verse and chorus or call and response etc.)
- Listen and compare musical elements of a particular music example
- Identify characteristics from different cultures and traditions
- Use knowledge and musical imagination to shape and improve ensemble performances

INTERPRETING

(Written and aural perception)

Understand music notation

- Identify and notate melodic and rhythmic patterns using solfege (do-re-mi), stick and music staff notation
- Identify treble clef (G clef) and letter names for music staff reading and writing
- Recognize and notate the extended do pentatonic scale (s, l, d, r, m, s, l, d')
- Navigate the notation in song sheets

INTERDISCIPLINARY PROCESS STANDARDS

Music-making and analytical skills

- Self-expression
- Abstract and creative thinking
- Working through challenges
- Collaboration
- Community building
- Cross-curricular connections

The Mission of UNIS' Physical Education program is to engage students' interest in physical development and competence through lifelong fitness, recreational and competitive activities. The curriculum aims to promote students' acquisition and application of movement, skills and knowledge. It provides a diversified program allowing for opportunities to think critically, to collaborate and to reflect, as each student creates an awareness and ability to define their personal growth and physical wellbeing.

During Physical Education at this grade, students enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognize their own success.

The UNIS scheme of work draws together parts of the programs of study to create a framework that shows how students might be helped to progress. In PE, this includes progression in:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

These four aspects are closely linked and are developed through the physical activity students' carry out. For example, the evaluating and improving of performance will take into account the relationship between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health. The quality of a performance and the selection of skills, tactics and compositional ideas are affected by the range and level of skills, the type and degree of fitness and the understanding of the concept of the activity.

GAMES ACTIVITIES

Invasion Games e.g. Basketball
Net/Wall Games e.g. Table Tennis
Striking/Fielding Games e.g. Softball

Acquire and develop skills

- Show development in the range and consistency of skills acquired

Select and apply skills, tactics and compositional ideas

- Devise and use rules appropriately
- Use and adapt tactics in different situations

Apply knowledge and understanding of fitness and health

- Recognize which activities help rates of speed, strength and stamina

- Recognize when speed, strength and stamina are important in games

Evaluate and improve performance

- Explain ideas and plans
- Recognize aspects of work that need improvement

DANCE & CREATIVE MOVEMENT

Gymnastics Dance

Acquire and develop skills

- Develop the range of actions, body shapes and balances used within a performance
- Perform skills and actions more accurately and consistently

Select and apply skills, tactics and compositional ideas

- Create gymnastic sequences that meet a theme or set of conditions
- Use compositional devices when creating sequences, such as changes in speed, and level and direction etc.

Apply knowledge and understanding of fitness and health

- Describe how the body reacts during different types of activity, and how this affects the way they perform

Evaluate and improve performance

- Make simple judgments about the quality of individual performances, and suggest ways to improve

OUTDOOR AND ADVENTUROUS ACTIVITIES

Problem Solving Orienteering Physical Challenges

Acquire and develop skills

- Show development in the range and consistency of personal skills
- Work with others to solve challenges

Select and apply skills, tactics and compositional ideas

- Choose and apply strategies and skills to meet the requirements of a task or challenge

Apply knowledge and understanding of fitness and health

- Recognize the effect of different activities on the body

- Recognize the importance of preparation in order to work safely and efficiently

Evaluate and improve performance

- Describe and evaluate individual performances and identify areas that are in need of improvement
- Act on suggestions for improvement with confidence and understanding

ATHLETIC ACTIVITIES

Fitness for Life Track and Field

Acquire and develop skills

- Consolidate and improve the quality, range and consistency of techniques used in specified activities

Select and apply skills, tactics and compositional ideas

- Develop the ability to choose and use simple tactics and strategies in different situations

Apply knowledge and understanding of fitness and health

- Know, measure and describe the short-term effects of exercise on the body
- Describe how the body reacts to different types of activity

Evaluate and improve performance

- Describe and evaluate the effectiveness of a performance, and recognize aspects that are in need of improvement
- Translate guidance and feedback into improved action

An understanding of science is an essential component of modernity. Science is both an activity for generating knowledge about the natural world and a set of ideas – the mental models of chemists, physicists and biologists – about the origin and content of that world and the interactions that take place in it. While only a small number of individuals will become professional scientists, all our lives are being transformed by technology, the application of these ideas. Challenging ethical issues arise with each new scientific discovery, and changing scientific ideas shape and reshape our thinking about who we are.

The UNIS science program seeks to establish a climate of learning in which students feel that asking questions and evaluating the answers to those questions is the legitimate business of science. Students learn that only ideas that can be tested experimentally are scientific ideas, and that science proceeds by making predictions based on these ideas and testing them. The program is designed to develop in students the practice of critical thinking and logical argument, and to encourage, recognize and value creativity in finding solutions to scientific and technological problems.

BIOLOGY

Know why animals and plants adapt to the environments in which they live

- Identify different body structures of animals living in different environments
- Explain that body structures adapted to a particular environment increase the chances of survival
- Explain that plant adaptation can take the form of varying the absolute and relative sizes of roots, stems and leaves
- Know that deserts and rainforests are two different environments
- Explain that when the environment changes, previously well-adapted organisms may no longer be well adapted
- Know that human activity can bring about environmental change
- Explain why organisms that fail to adapt fast enough to environmental change may become endangered species
- Know that endangered species are species in danger of becoming extinct

Explain why having a skeleton has many advantages

- Know that skeletons can be inside you, or outside you, as in insects
- Explain that a skeleton gives the body support and protects your brain
- Explain that a skeleton provides you with a set of levers for moving your body about and manipulating objects
- Know that muscles pull on different parts of your skeleton
- Explain that when muscles contract over a very short distance, the end of the bone acting as a lever moves over a long distance
- Explain that having your skeleton on the inside makes growing easier

CHEMISTRY

Explain the properties of matter

- Know that different kinds of matter exist and they can be solid, liquid or gas, depending on the temperature
- Know that heating or cooling matter may cause changes that can be observed
- Show the relationship between the properties of different materials and the uses to which they are put
- Explain that mixtures are made of combinations of substances, and these can be separated by using a variety of physical means

PHYSICS

Explain the term electricity

- Explain that simple circuits connect batteries, light bulbs, and wires to allow electricity to flow
- Explain that a switch can be used to break the flow of electricity in a circuit
- Know that materials that allow electricity to flow through them are electrical conductors; those that don't are electrical insulators
- Know that electricity can be made from renewable and non-renewable energy sources

Know and understand the role of simple machines in science

- Know that a lever is a simple machine
- Explain that forces are pushes and pulls that change the speed or direction of objects
- Know that the greater the force, the greater the motion
- Explain that simple machines allow forces to be used more effectively, usually by increasing the distance over which the force acts, without changing the force

EARTH & SPACE

Understand the importance of water to the Earth

- Explain that water has a major role in shaping the Earth's surface
- Explain that water circulates through the Earth's crust, oceans and atmosphere

SCIENCE SKILLS

Experimental Work

- Formulate questions
- Make testable predictions
- Follow experimental procedures

Analysis

- Classify objects/processes by shared properties
- Interpret data to identify trends and relationships
- Draw conclusions based on agreement between predictions and experimental data

Communication

- Communicate ideas and observations by speaking, writing and drawings
- Use scientific language correctly
- Use counting to communicate experimental findings
- Construct bar and line graphs by hand



Junior Four

In making Art as a creative response to engaging problems and personal inspiration students form agile and confident minds enhancing their ability to function in a complex and changing world.

In studying Art and its social functions they see, imagine, and reason from different perspectives to expand their capacity for creative thought and action. Learning from the special worlds that artists create they discover how art shapes the present from the past and helps them invent the future.

UNIS, by virtue of both its diverse community and its location in New York City, enables students to study Art from many cultures with firsthand experience. Art encourages them to understand and celebrate their differences fulfilling the UNIS mission that is rooted in the peaceful objectives of the United Nations.

OBSERVING

Look closely at works of art, objects for drawing, or the environment - in relationship to art concepts and assigned projects

- Analyze and combine shapes to make more complex forms
- Discuss and interpret images, forms, and their compositions
- Use size and position in spatial ways
- See differences in media and their qualities

Recognize connections between personal, cultural, or interdisciplinary contexts

- Absorb, interpret, and apply information from lessons
- Make connections to other subjects inside and outside the classroom

INVESTIGATING

Imagining ideas and solutions to project guidelines during the creative process

- Explore ideas in different contexts
- Show independence while working through ideas
- Experiment and problem solve
- Create a plan

Explore possibilities in media, techniques, and composition

- Select and try out different media and experiment with formats in free and intentional ways

CREATING

Understand unit concepts through projects, exercises and assessments

- Apply inventive solutions to assignments and in solving technical problems
- Develop personal artwork with an understanding that several steps may be necessary to achieve an effect

Apply demonstrated media and techniques with imagination and intention

- Select and apply media and methods presented in the lesson, improvising with deliberate action

Revise and present thoughtful and completed artwork

- Understand that an artwork can be changed, and transformed
- Show attachment to work

English is the first language of the school, and as such, it serves multiple purposes, as a means of communication for the community, as the medium of instruction in most other core subjects, and as a discrete discipline with its own curriculum.

The strands of reading, writing, listening, and speaking are at the heart of all of the work our children do in all of their classes, in school and at home, individually and in groups. These components are not separate but rather in constant interaction and reflect the changing demands of literacy today.

Our goal is to help students attain their highest possible levels in all areas of English. We want them to gain a sophisticated command of the language, develop their capacity for self-expression, use language as a means to clarify thinking, unleash their imaginations, and construct meaning from the world around them through participation in oral activities, writing in different genres, and reading of fine literature.

READING

Begin to evaluate and select texts in terms of purpose and audience

- Recognize and describe the purpose of different text forms
- Organize and use information researched from a number of texts with a similar theme
- Select key information and ignore irrelevant material
- Talk with others about interesting or difficult content

Know how to read independently an extensive range of texts of increasing difficulty at the child's developmental level

- Read extended novels and informational texts for personal enjoyment, interest, and research
- Interpret a variety of literary and factual texts
- Interpret more complex maps, charts, diagrams, graphs, photographs, and graphics

Begin to analyze critically the techniques used by writers to create certain effects

- Identify structures used in different text types such as narrative, informative, and persuasive

- Read widely to satisfy a variety of interests
- Justify opinions about the motives and feelings of characters
- Consider events in a text from each character's point of view

Comprehend extensive and a more complex range of text forms at their developmental level

- Self-correct, reread, read-on, slow down, sub-vocalize, and use knowledge of graphophonics, word patterns, word derivations, prefixes, suffixes, and syllabification
- Discuss the selection and effectiveness of a range of cues and strategies used while reading
- Adjust reading strategies for different texts and different purposes
- Use strategies to confirm predictions and to locate information
- Read texts aloud using appropriate stress, pause, and intonation
- Use knowledge of alphabetical order, first and subsequent letters of a word, to locate information in dictionaries, encyclopedias, and glossaries
- Use the thesaurus more effectively

Demonstrate literal comprehension of and make inferences about various text forms

- Find literal answers in text by identifying the main idea and supporting information
- Compare their own experience with that of fictional characters
- Make inferences independently and gain a deeper understanding of text
- Use reasons and examples to support ideas and conclusions

Begin to identify and analyze a wider range of text forms, including poetry

- Discuss and compare purpose of reports, instructional writing, biographies, narratives, and poetry
- Read and comprehend texts that are abstract and removed from personal experience
- Make connections with and comparisons between different texts

Recognize how the language features work to influence readers' understanding of texts

- Discuss how literary devices are used in different texts
- Begin to discuss features of plays

- Explain the use of tenses in different text types
- Participate, with teacher guidance, in small and large group literary discussions

Show an awareness of how one’s cultural values, attitudes, and beliefs influence the interpretation of the text

- Recognize, with teacher guidance, the stereotypes in texts during shared or guided reading
- Detect exaggeration and bias more independently and during shared or guided reading
- Begin to reflect on their own reaction to authors’ positions
- Identify and discuss different authors’ styles
- Discuss for whom and why stories and lives from the past are recorded

Know and locate information from different media sources

- Obtain information, with increasing independence, from texts, various Internet sites, and other computer graphics
- Comprehend a wide variety of videos, multi-media, and performances
- Interpret and follow printed instructions and directions on computer programs, games, and the ActivBoard
- Read aloud with the voice modeled from various media sources

WRITING

Explain why a particular text form may be more appropriate to achieve a purpose for an intended audience

- Identify a likely audience and adjust writing to achieve impact
- Experiment with designing a text for one audience, then intending it for another
- Discuss different purposes for which people write

Adjust the language and ideas to suit purpose and audience

- Express a well-reasoned point of view
- Attempt to involve the reader with poetic devices
- Write about feelings and opinions

Craft narrative, informative, and persuasive texts to express ideas

- Generate, explore, and develop fully topics and ideas
- Develop a personal style of writing
- Write to express creativity
- Show evidence of a strong personal voice
- Write fiction with a clear beginning, middle, and end
- Organize paragraphs logically
- Write effectively in both first and third person
- Describe characters and events to create specific effects in literary texts
- Use, with guidance, strong verbs, interesting language, and dialogue
- Write, with guidance, organized nonfiction pieces, including reports, letters, and lists
- Write facts, details, definitions, observations, and comparisons to teach about a given topic
- Write convincing reasons to support an opinion with specific examples

Begin to select vocabulary to create precise meaning

- Include specific vocabulary to enhance meaning and suit the intended audience and purpose
- Use a thesaurus to find synonyms when writing
- Use figurative language appropriately
- Use a varied range of sentence beginnings when writing
- Write dialogue to enhance writing

Begin to select appropriate strategies to use before writing

- Use texts modeled by teachers confidently
- Plan writing through discussion with others and by making notes

Begin to critique their writing

- Provide constructive comments about organization of text during peer conferences
- Discuss how metaphor and personification enhance their own poems
- Discuss how language choices engage readers
- Seek feedback on writing

Use a range of editing strategies more independently during the writing process

- Use a variety of editing marks to improve writing
- Transform, expand, reduce, and rearrange texts to achieve intended meaning
- Recognize most misspelled words and attempt corrections
- Apply spelling generalizations to spell unknown words
- Check their own spelling attempts by using a dictionary or spell check
- Refine writing after a peer or teacher conference
- Assess if personal or character voice has been achieved
- Experiment with different ways of publishing
- Evaluate whether they have reached the intended audience and achieved their purpose
- Show evidence of careful revision, editing, and proofreading in published text

Understand how accurate punctuation influences their writing and apply that knowledge to texts

- Use correct punctuation
- Use less common punctuation marks such as the hyphen and colon

Apply a wide range of strategies to spell words

- Spell a wider range of sight words correctly with standard American spelling
- Begin to use less common letter patterns correctly
- Begin to apply spelling generalizations
- Recognize misspelled words and attempt corrections
- Apply taught spelling patterns in their own writing

Apply New Nelson cursive in a fluent and legible style

- Write fluently with appropriate size, slope, and spacing

Use computer technology to present text in a variety of ways

- Practice keyboard skills for written work
- Use computer software programs and associated technology to format texts
- Locate and use the thesaurus on Microsoft Word
- Vary font and layout to suit a particular audience and purpose
- Choose appropriate graphics to accompany text
- Produce a variety of texts with attention to design, layout, and graphics
- Experiment with computer technology to produce different texts

LISTENING

Listen attentively during formal and informal situations with known and unknown adults and peers

- Listen attentively to teacher instructions, directions, and lessons
- Listen to more complicated literacy texts during read-aloud and reading groups

- Listen to and focus on peers' oral presentations and show respect for the contributions of others
- Listen carefully to peers, with more independence from the teacher, when solving a problem

Respond appropriately to multi-step instructions and directions

- Interpret multi-step teacher instructions and directions more quickly and accurately
- Listen while others present, ask relevant questions, and provide positive and constructive feedback to peers

Listen to evaluate, draw inferences from, and make judgments about what they hear

- Ask questions to gain clarification or further information and listen to ideas and viewpoints of others
- Listen to a range of text forms read aloud by the teacher, in reading groups, and in lessons, and offer appropriate questions and comments
- Draw conclusions about the content presented

SPEAKING

Participate in formal and informal oral activities and understand that the level of their participation affects their learning process

- Recite familiar poems, give oral reports, and perform with confidence
- Discuss and orally summarize their "Just Right Book"
- Engage, with increasing independence, in group or partner discussions to solve a problem
- Participate in Author's Reading, understanding that they must entertain the audience

- Participate in classroom discussions with confidence and respect the listening protocol of the class

Communicate effectively in class and group interactions

- Summarize events, stories, and discussions for adults and peers
- Ask specific questions to eliminate doubts and clarify understanding during whole and small group discussions
- Express their point of view confidently and justify their opinion with evidence
- Respond to different viewpoints in a discussion
- Make eye contact consistently and speak clearly to convey meaning to the listener or audience
- Begin to be aware of impact of gestures, posture, and facial expression when presenting or speaking

Begin to monitor their speech on their own when talking in different situations

- Begin to distinguish that their written language is different from their spoken language
- Explain that spoken text can be changed when delivered to an audience

Recognize how spoken language varies according to different contexts

- Recognize jokes, riddles, sarcasm, similes, and metaphors
- Speak with clarity and use appropriate intonation, volume, and pauses when presenting or talking to engage the interest of the listener

The Humanities Program in the Junior School is inextricably connected with the International Baccalaureate principles of global citizenship. In line with this philosophical approach is the systematic building of essential skills for students as they progress from Junior A to Junior 4. The curriculum supports and develops inquiry into global relationships, perspectives, issues, and problems. Our units engage students' participation as active global citizens while reflecting these values. Educating for understanding of cultural differences, through strengthening the students' capacity to see the world from other points of view, is a priority.

Throughout the curriculum, our students engage in: collaboration, inquiry, social action, global education, tech literacy, critical thinking, sustainability and open-mindedness. These skills are embedded into our junior school interdisciplinary units.

GEOGRAPHY

Map and Globe

- Locate prehistoric archaeological sites in Africa, Asia, Australia, Europe, North and South America using longitude and latitude
- Use different kinds of maps to gather information
- Compare and contrast land use, vegetation, wildlife, climate, population density, architecture, services and transportation in different regions of the world

SOCIAL SCIENCE

Political systems and government

- Identify rules and systems of order governing the classroom, school, city, nation and the reasons why they are necessary
- Examine the work of the UN in creating a secure, orderly and just world

HOST COUNTRY

Revolutions

- Explore and discuss the history of revolutions, past and present
- Identify and list how and why revolutions have impacted society over time, and continue to do so

- Research using different methods how revolutions have changed over time
- Compare and contrast why innovation can sometimes result in revolution
- Examine cause and effect of different modern day revolutions
- Describe how revolutions affect the world
- Evaluate the qualities and characteristics of a revolutionary leader

UNITED NATIONS

UNICEF

- Describe the role and function of a Non-Governmental Organization (NGO)
- Describe the structure and function of UNICEF

Peace Keeping

- Identify peace keeping missions
- Simulate a UN Security Council meeting to resolve a conflict
- Identify ways in which current events are important for nations of the world

SKILLS

Investigation - identifying, selecting and ordering what is relevant as

evidence from a range of sources and materials

- Find information from a variety of sources for a specific purpose
- Recognize continuity and change and sequence events over time
- Recognize different kinds of historical evidence

Analysis - recognizing, connecting, interpreting and evaluating, drawing conclusions and/or problem solving to demonstrated understanding of a topic or question

- Identify relevant concepts
- Compare different kinds of sources and points of view
- Identify cause and effect
- Develop relevant generalizations/propose solutions based on evidence

Communication - creating, speaking, using media and writing for a specific purpose

- Present relevant information and understandings in a coherent and meaningful way: diagrams/charts, paragraphs, reports - spoken and written, first person narratives, electronic media and debate
- Identify relevant sources



**ENGLISH LANGUAGE LEARNERS
(ELL)
CURRICULUM OVERVIEW**

Junior 4

English is the primary language of instruction at UNIS. Close to 1,500 students, speaking seventy different languages may be represented at any one time. Some students arrive at UNIS with little or no knowledge of English. On a regular basis, about ten percent of the student body benefits from additional instruction in English.

The UNIS ELL teachers are responsible for the teaching and curriculum design of the K-12 program. The goal is to ensure successful integration of ELL students into the UNIS community both academically and socially.

Upon entering UNIS, students who speak or write a language other than English at home, or are not fluent in English, are assessed by the ELL teachers. Evaluation results place a student in beginning, intermediate or advanced ELL classes, or in a full mainstream program. From the first day of school, ELL students are assigned to a homeroom with their peers. The placement into homerooms ensures their constant exposure to English and allows for early integration into the UNIS community.

For the complete ELL beginner, the focus is on verbal communication skills to enable the student to function in their new environment. Reading and writing are used to reinforce grammatical structures and vocabulary. The intermediate ELL student works on expanding vocabulary, increasing reading comprehension and refining writing skills, and thus, facilitating participation in mainstream classes. The advanced ELL student moves towards fluency in spoken and written English to approximate grade level competency. Full integration into the UNIS mainstream curriculum takes place when a student masters the advanced level ELL materials for the appropriate grade level and can comprehend content material used in the mainstream classroom.

All benchmarks listed refer to age-appropriate level, concepts and understandings.

LANGUAGE SKILLS

Reading skills

Beginner

- Identify English letters and numbers, both printed and cursive forms
- Recognize sounds of the English alphabet in oral reading
- Use basic English sight words
- Practice beginning reading and comprehension skills, both silent and oral
- Adapt content material for all subject areas
- Recognize the importance of reading independently for pleasure in English and their mother tongue

Intermediate

- Compare and contrast vocabulary for reading in varied contexts
- Identify vocabulary and concepts to follow mainstream classes with support
- Practice intermediate reading and comprehension skills, both silent and oral
- Move towards independent comprehension of mainstream materials
- Recognize importance of reading independently for pleasure in English and their mother tongue

Advanced

- Compare and contrast grade level vocabulary and comprehension with authentic texts, in both fiction and non-fiction
- Use vocabulary and concepts to follow all mainstream classes independently
- Read with clear pronunciation, intonation, and fluency
- Read in order to compare, contrast, and analyze texts
- Recognize the importance of reading independently for pleasure in English and their mother tongue

Writing Skills

Beginner

- Write letters and numbers using correct form
- Write simple words with ease and fluency
- Write accurate simple sentences
- Use spelling rules
- Write early stage narratives
- Present work neatly and clearly

Intermediate

- Use compound sentences
- Develop creative and factual writing
- Identify and use basic writing skills for mainstream courses
- Demonstrate intermediate spelling skills
- Present work neatly and clearly

- Use writing as a communicative tool

Advanced

- Use advanced vocabulary, concepts, and structures to write for all mainstream classes
- Develop creative and factual writing
- Compare, contrast, and analyze texts
- Demonstrate writing fluency for communication
- Proofread and edit own work
- Present work neatly and clearly

Listening Skills

Beginner

- Follow one or two-step classroom instructions
- Recognize and use basic English vocabulary
- Communicate socially appropriate responses
- Use basic communicative and functional language
- Demonstrate basic English sentence structure

Intermediate

- Follow multi-step classroom instructions
- Identify and use appropriate vocabulary in a variety subject areas
- Demonstrate knowledge of social registers

- Use communicative and functional language skills necessary for classroom and social situations
- Recognize and use more complex English sentence structures

Advanced

- Explore and use a variety of grammatically correct and appropriate idiomatic structures with ease
- Demonstrate near native understanding of communicative and functional language
- Demonstrate academic language necessary to function in all mainstream classes

Speaking skills

Beginner

- Use a variety of grammatically correct and appropriate idiomatic structures with ease
- Begin to show near native understanding of communicative and functional language
- Begin to use academic language necessary to function in all mainstream classes

Intermediate

- Explore and use communicative and functional language skills in social and academic settings
- Discuss and compare vocabulary in order to discuss subjects in content area classes
- Demonstrate a command of intermediate rules of grammar and syntax
- Use basic verb tenses correctly

- (i) Present tense – simple and continuous
- ii) Past tenses – simple and continuous
- iii) Simple future
- Use compound/complex sentences
- Demonstrate appropriate rhythm, intonation, and accurate pronunciation

Advanced

- Demonstrate communicative and functional language both social and academic at near native fluency
- Explore and use academic vocabulary to function in all mainstream classes
- Demonstrate the rules of grammar and syntax
- Demonstrate correct usage of complex verb tenses
- Demonstrate appropriate rhythm, intonation, and accurate pronunciation

LEARNING SKILLS

Responsibility

- Complete and submit class work, homework, assignments on time
- Manage his/her behavior, demonstrate self-control

Organization

- Manage learning materials and equipment
- Use class time appropriately

Independent work

- Follow instructions

- Seek assistance when required
- Show resourcefulness in carrying out independent work

Collaboration

- Respond positively and respectfully to ideas, opinions, values and traditions of others
- Respond constructively to the ideas and opinions of others
- Work as part of a group to achieve goals

Initiative

- Demonstrate curiosity and a willingness to take on new ideas, concepts, and experiences
- Approach new tasks positively
- Assess and reflect critically on his/her strengths and areas for improvement

CONTENT SUPPORT

In addition to teaching academic English skills and providing individualized student support, ELL teachers offer lessons and resources to support mainstream classes. They are in close contact with homeroom teachers, and support delivery of Math, Science, English, and Humanities programs at their grade levels by helping teachers differentiate for ELL students. Whenever possible, ELL staff teach students to advocate for their own learning and work to give them increased understanding of the social and emotional aspects of studying and living in a host country and an English-speaking environment.

The Junior School technology curriculum focuses on design thinking and problem-based learning. Students are encouraged to be content creators rather than consumers. JA-J4 students are introduced to both high and low-tech tools and lessons are integrated with the core subjects (language arts, math, social studies, and science) to teach, reinforce, and promote technology skills. Teachers utilize the CoLaboratory and homeroom classes to provide a seamless and integrated understanding of technology and teamwork.

TECHNOLOGY OPERATIONS AND CONCEPTS

Use technology appropriately

- Select and use applications effectively and productively
- Recognize different file formats, software and apps
- Use basic file management skills
- Work with multiple layers of text
- Use and manipulate basic graphics
- Troubleshoot basic technical problems using appropriate tools

DIGITAL CITIZENSHIP

Understand Issues related to the safe and responsible use of technology

- Evaluate safe and appropriate use of information and technology
- Understand the meaning of and try to avoid plagiarism
- Demonstrate critical thinking in relation to the information they share online

CREATIVITY AND INNOVATION

Creative thinking, building knowledge, and developing products using technology

- Build and program robots using a variety of materials
- Design and build relevant solutions for real world problems
- Use new and creative technologies as required to support classroom content (i.e. Dreambox)
- Create original animations, interactive stories and games
- Use variables, if / then statements, conditionals, and operators etc.
- Represent data through abstractions such as models and simulations

COMMUNICATION AND COLLABORATION

Use digital media (email, blogs, chats, moodle) to support learning and contribute to the learning of others

- Prepare and demonstrate self-guided digital presentations

using multiple technology tools and programs

- Interact, collaborate, mentor, and publish with peers on team-based projects.

RESEARCH AND INFORMATION

Use digital tools to gather, evaluate, and make use of information

- Evaluate and synthesize information using a variety of digital resources

CRITICAL THINKING, PROBLEM-SOLVING & DECISION-MAKING

Use critical thinking skills to plan and conduct research, manage projects, solve problems

- Identify and define the Design process for authentic problems and questions
- Know how to use alternate forms of information (peers, internet etc.) rather than asking teacher - reusing and remixing
- Embrace failure, ambiguity and persistence in working with difficult problems

As information centers of UNIS, our libraries promote learning within and beyond the library walls by fostering the school's mission through:

- Providing access to global information and literature resources in a wide variety of formats
- Teaching library skills, critical thinking and the ethical use of ideas and information to achieve academic excellence
- Encouraging reading and literature appreciation to promote an understanding of cultural diversity

READING

Locate books in the library independently (spine labels including the concept of call number and special location for various types of material)

- Find books according to spine labels
- Locate books in the different areas of the library (fiction, nonfiction, reference, modern language)

Know what types of books they enjoy (for example: series, novels, poetry, biographies, myths)

- Talk to the librarians about which types of books they wish to read
- Explain why they like or dislike certain books
- Select a book they enjoy and/or think other students will enjoy

Know the difference between fiction and non-fiction in relation to units of study or reading for pleasure

- Differentiate between books of fiction and nonfiction
- Communicate their thoughts, feelings and opinions about a book

Give a book talk

- Share important and exciting features of the book with peers

Compare and explore different novels and variety of genres

- Identify the elements of different genres
- Distinguish between different genres

Select appropriate fiction and nonfiction for class projects and personal interests

- Articulate their information needs in the form of subject keywords in the electronic catalog and online

Know which books are appropriate to reading levels and interests

- Engage in dialogue with the librarian or teacher to select appropriate books
- Select diverse reading levels
- Examine material to identify appropriate level
- Explore book displays

Choose challenging resources

- Select challenging resources based on interest or adult recommendations

Select and read from a range of authors

- Appreciate works of literature from various authors
- Appreciate different cultures through reading

Select and read resources from and about different countries and cultures

- Explore and read books that are written in different languages
 - Read and explore books from the French and Spanish collections

INFORMATION LITERACY AND RESEARCH

Apply a systematic process to find information

- Generate research questions as guided by the teacher
- Use annotated bibliography provided by the librarian to find relevant sources

Use keywords to find information

- Use keywords/topics to search table of contents and index to locate information

Conduct more focused electronic searches

- Follow librarian's instructions on using the electronic catalog.
- Use the electronic catalog to find information relevant to the topic

Use reference materials efficiently

- Use the index in general encyclopedias
- Use atlases to trace the route of their explorer

Extract information for meaning and create new knowledge

- Identify important information in relevant materials

Know some basic website evaluation

- Look through specified websites to locate and read relevant information (e.g. Web Express)

Understand the difference between a website and a database

- Access and use different parts of a website

Use some note taking skills

- Read and take relevant notes through the use of graphic organizers

- Organize and categorize acquired information independently

Write a simple bibliography

- Use a simple form to cite author, title and copyright date

Organize and present information in a systematic manner

- Formulate a research report from information gleaned from a variety of sources

Build on previous knowledge

- Apply previous knowledge to connect with new information

Select useful and appropriate sources from a wide range of media for units of study or personal interests

- Evaluate the usefulness of a limited set of books in order to select the most appropriate source(s).

Search information from a variety of texts and electronic sources

- Identify and use relevant information from a given text/electronic sources

INDEPENDENT LEARNING

Identify, select and evaluate resources for personal interest and units of study

- Locate sections in the library and read spine labels to find appropriate sources.
- Browse the electronic catalog and collection to select relevant materials
- Begin to determine the best sources for their purposes based on relevance
- Explore book displays

Find books for basic research

- Know that there is a system used to organize materials in the library
- Find resources using Dewey Decimal numbers with help
- Read spine labels to locate some specific sources

Understand the importance of good listening skills

- Listen to, read and follow librarian's directions
- Apply previously learned instructions independently

Understand the importance of participation in library discussions

- Contribute thoughts, ideas and opinions to discussions facilitated by the librarian
- Discuss elements of a story, which include: plot, setting, characters and theme
- Make connections with story to personal experiences, other texts and the real world

Select the most informative sources independently

- Begin to apply information (spine labels, Dewey Decimal system) to determine the best sources

SOCIAL RESPONSIBILITY

Use proper library procedures

- Follow the rules of the library (noise level, movement, food, respectful attitude)

Be responsible for library materials.

- Handle materials with care including electronic devices
- Check out and return materials in a timely manner

Recognize what constitutes plagiarism

- Understand the concept of plagiarism
- Record information from a given source in their own words
- Use a simple bibliographic form to identify sources
- Recognize the importance of giving credit to the author

Begin to identify what constitutes an authoritative source

- Begin to understand that the quality of sources can vary

LIBRARY SERVICES

The Junior School Library is open Monday through Friday from 8:00 am - 4:00 pm. Junior School students may come to the library in the morning with a parent or caregiver to enjoy some quiet reading time. Checkout begins at 8:30. All Junior School students may come to the library on their own from 8:30 - 8:45 to return or checkout new books. During the school day, with the permission of the homeroom teacher, all students may enjoy the library.

The Queens Campus Library is open from 8:30 am - 3:00pm. Students may come to the library during the day at the discretion of their teachers in addition to their scheduled classes. After school, an adult must accompany all students.

Students and families may access the library homepage, library catalog, and external databases from home. Go to the UNIS homepage (www.unis.org). From the drop-down menu under *Academics* select *Libraries*. Queens students and families should select the *Queens Library* tab at the center of the page, while Manhattan students and families may choose the *Junior School Library* tab at the center of the page to access both the Library Homepage and the Online Catalog. You may also access this page directly using the following URL <http://library.unis.org/common/servlet/Logout.do?site=100>. On the library homepage you will find recommended websites and age appropriate databases. On the right-hand side the *Electronic Resources* tab will provide you with the necessary username and passwords for school-wide databases.

Internet access is provided at computer stations or laptops in the libraries. Students are allowed access for school-related work. For research and leisure reading outside the UNIS library, we encourage all students to obtain a public library card.

Mathematical learning builds on the curiosity and enthusiasm of children through developmentally appropriate experiences that challenge children to explore ideas and to take risks in their learning. We believe that mathematics learning must be active, rich in language, and filled with problem-solving opportunities. Our mathematics program is one where mathematics is taught for understanding. Students acquire mathematical concepts and skills through practical tasks, real-life problems and investigations of mathematical ideas. Embedded into each strand of the UNIS math curriculum are process standards that cover mathematical reasoning, contextualization, problem solving and computational fluency.

As students deepen their mathematical understanding both collaboratively and independently, they are able to demonstrate their abilities to apply mathematical knowledge and skills in context.

NUMBER SENSE AND OPERATIONS

Number and Quantity

- Identify and write number symbols to hundred millions
- Order and compare numbers up to hundred millions using =, < and >
- Round and estimate numbers up to millions.
- Represent whole number in flexible ways including sums and differences, products and quotients.
- Recognize prime and composite numbers.
- Recognize odd and even numbers up to hundred millions

Place Value

- Recognize and demonstrate place value of whole numbers up to hundred millions

Rounding and Estimation

- Round and estimate numbers to the nearest million

Fractions

- Recognize and represent parts of a whole as fractions, mixed numbers as parts of a collection, and location on a number line
- Recognize and represent parts of a collection as fractions

- Recognize and convert improper fractions to mixed numbers and vice versa
- Identify and write proper and improper fractions
- Recognize and identify mixed numbers
- Write and convert improper fractions to mixed numbers and vice versa
- Add and subtract fractions (proper and improper) and mixed numbers with like denominators conceptually and algorithmically
- Simplify equivalent fractions

Money

- Interpret and convert value of numbers to the nearest tenths in relation to money
- Make reasonable estimates of numbers and money when performing operations

Addition and Subtraction

- Add and subtract up to nine-digit numbers with and without regrouping using physical models and algorithms

Multiplication and Division

- Show the connection between repeated addition and multiplication for whole numbers
- Demonstrate fluency with multiplying single digits

- Multiply whole numbers up to three digits by two-digit conceptually and algorithmically
- Divide a three-digit dividend by a one-digit divisor with or without a remainder conceptually and algorithmically

Problem Solving

- Solve, record and explain 2 step word problems involving addition, subtraction, multiplication and division
- Create and solve, simple word problems using a variety of strategies
- Use appropriate mathematical vocabulary to explain thinking processes

ALGEBRA

Patterns and Relationships

- Identify a pattern with a given value defined by a variable and its rules
- Recognize patterns of multiples in a multiplication table

Algebraic Expressions

- Describe the terminology of algebra (e.g. variable, expression, equation and function)
- Write a simple addition equation with an unknown variable
- Use letters to stand for a number in simple expressions or equations

Algebraic Properties

- Recognize and apply the Distributive Property, the Commutative and the Associative Properties for addition and multiplication (including the concepts of zero and one)
- Design and construct a table of input and output numbers to represent a rule

Problem solving

- Solve records, and explain word problems using a variety of strategies
- Use appropriate mathematical vocabulary to explain thinking problems

STATISTICS AND PROBABILITY

Statistics

- Collect, organize and represent data graphically (line graphs, bar graphs, pie charts and line plots)
- Formulates questions to conduct a poll or research to collect data
- Generates and analyze data from different sources
- Recognize median, mean and range from a set of numerical data

Probability

- Analyze, describe and record the likelihood of an event

GEOMETRY

Geometric Models

- Identify plane and solid Reviews attributes of geometric shapes and solids
- Identify, differentiate and draw angles, points, lines, line segments and rays

- Identify and illustrate lines that intersect, are diagonal, parallel or perpendicular
- Recognize and analyze rectangles and squares with a given number of square units without the use of a formula
- Find the perimeter and area of squares and rectangles with missing information
- Classify shapes in terms of congruence and symmetry
- Classify triangles according to their angles (acute, obtuse, 90 degree) and identifies their attributes

Problem Solving

- Solve complex word that include plane and solid shapes problems with geometric models
- Investigate the relationships between and among points, lines, line segments and rays
- Draw scalene, isosceles and equilateral triangles

MEASUREMENT

The Concept of Time

- Tell time and calculate elapsed time
- Use and create a complex schedule

The Concept of Linear Length

- Recognize the intervals of a whole unit of measurement up to $\frac{1}{16}$ of an inch and $\frac{1}{10}$ of a centimeter/millimeter
- Convert units of measurements to fractions, mixed numbers and decimals
- Find the perimeter and area of complex shapes including surface area of cubes and rectangular prisms (metric and customary)

- Relate weight to objects in metric and customary units Temperature
- Recognize and read temperature in terms of Celsius and Fahrenheit thermometers

Problem Solving

- Solve time and measurement word problems

PROCESS STANDARDS

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

Learning Modern Languages builds on the curiosity and enthusiasm of children through developmentally appropriate activities. Our program challenges children to develop communicative strategies and promotes receptiveness and interest in languages within the linguistic diversity at UNIS. Students have the opportunity to use languages creatively through songs, games, role-play, stories and poetry. They acquire sensitivity to the sounds and rhythms of the target language. We believe that learning must be active, engaging, and filled with real-life situations. Through the study of Modern Languages, students acquire a better understanding of their own language and culture within a multicultural society. The content of other Junior School curricula is integrated into the Modern Languages curriculum as appropriate to the J4 grade.

UNIS benchmarks have been designed to reflect the European Framework skills set (reading, writing, speaking and listening) through where appropriate, the lens of Communication, Comparisons, Communities, Culture and/or Connections.

COMMUNICATION

- Greet and take leave
- Introduce themselves and others
- Describe people, places and possessions in basic terms
- Use more complex structures in the target language to communicate basic needs
- Share likes and dislikes and interacts with an audience
- Gather and share information on selected topics
- Choose different methods of presenting information to their classmates
- Give short oral reports on familiar topics
- Use a vocabulary repertoire of phrases related to specific topics/situations
- Articulate less familiar words and self- correct
- Write phrases and sentences about themselves and imaginary people, their families and where they live
- Demonstrate limited control of grammatical structures and sentence patterns in learnt repertoire
- Self-correct written work with teacher guidance
- Respond to instructions and questions on familiar topics.
- Demonstrate comprehension of time
- Demonstrate comprehension of numbers up to 100
- Follow a short conversation on a range of familiar topics

- Read short texts with increasing comprehension about familiar topics
- Read aloud-short texts on familiar topics with more fluency and expression
- Follow written directions (e.g. to go from X to Y)
- Apply reading cues and strategies to identify the main idea of a given text
- Identify basic human needs
- Compare and contrast basic human needs with peers
- Participate actively in global awareness projects (UNICEF; Solidarity)
- Research information from the Internet
- Use different apps or programs to present information and to play

CONNECTIONS

- Transfer their knowledge from other subjects into the target language
- Recognize vocabulary of different regional variations

COMPARISONS

- Recognize differences and similarities to develop spelling technique
- Compare and contrast words that transcend other languages
- Compare and contrast cognates in different topics
- Discuss idiomatic expressions as they occur
- Recall idiomatic expressions

- Compare and contrast differences and similarities in basic grammatical structures
- Report differences and similarities in basic grammatical structures.
- Use different gestures within different cultures
- Compare and contrast simple patterns of behavior or interaction in various settings

COMMUNITIES

- Perform for our school or for a community celebration
- Use their knowledge during field trips
- Use media from the target language and culture for enjoyment
- Understand and sing for enjoyment pop music in the target language
- Play different games and sports using target vocabulary effectively

CULTURE

- Compare and contrast tangible (toys, food, games) products of the target culture and their own
- Compare and contrast intangible products (songs, rhymes, tales) of the target culture and their own
- Participate in various cultural celebrations using target vocabulary effectively

The UNIS music program offers students the opportunity to function as skilled and literate performers, active listeners, passionate creators and informed critics. Participants become part of a group dynamic, developing an understanding of their unique role as an individual in that group. Music making enriches the mind, the body and the spirit and motivates students to go beyond their comfort zone, find solutions, and explore the full range of human emotion which ultimately provides the model for participation in a global community.

We believe that a rich musical experience involves the exploration, study and performance of music from diverse cultures. The curriculum includes the extensive study of various musical styles and techniques, the study of music notation, as well as the tradition of music making and performance. As students deepen their musical understanding both collaboratively and independently, they are able to demonstrate their abilities to apply musical knowledge and skills in context.

ACTIVE MUSIC MAKING

Sing alone and in groups

- Sing with increasing expression and breath control that helps in intonation
- Sing with independence through singing melodic ostinato, rounds, folk songs and art songs
- Perform folk dances and choreographed dances from different regions and cultures

Play classroom percussion and recorder alone and in groups

- Play pitched and un-pitched percussion instruments
- Play folk tunes and composed pieces on recorder
- Follow a conductor by adapting to different tempos to music alone and in groups
- Show purposeful movement by following specific musical characteristics

- Perform folk dances and choreographed dances from different regions and cultures
- Use knowledge and musical imagination to shape and improve ensemble performances

LISTENING AND ANALYZING

This strand lies at the core of musicianship, therefore is embedded in active music making and in music interpretation

- Identify basic forms of music structure (ABA, themes and variations, verse and chorus or call and response etc.)
- Listen & compare musical elements
- Make decision linking analysis to performance

INTERPRETING

(Written and aural)

Understand music notation

- Identify and notate melodic and rhythmic patterns using solfege (do-

re-mi), and stick and music staff notation etc.

- Identify treble clef (G clef) and letter names for music staff reading and writing
- Recognize and notate major scale with solfege syllables
- Navigate musical notation in instrumental and vocal scores

INTERDISCIPLINARY PROCESS STANDARDS

Music-making and analytical skills

- Self-expression
- Abstract and creative thinking
- Communication and collaboration
- Community building
- Working through challenges
- Cross-curricular connections

The Mission of UNIS' Physical Education program is to engage students' interest in physical development and competence through lifelong fitness, recreational and competitive activities. The curriculum aims to promote students' acquisition and application of movement, skills and knowledge. It provides a diversified program allowing for opportunities to think critically, to collaborate and to reflect, as each student creates an awareness and ability to define their personal growth and physical wellbeing.

During Physical Education at this grade, students enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognize their own success.

The UNIS scheme of work draws together parts of the programs of study to create a framework that shows how students might be helped to progress. In PE, this includes progression in:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

These four aspects are closely linked and are developed through the physical activity pupils' carry out. For example, the evaluating and improving of performance will take into account the relationship between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health. The quality of a performance and the selection of skills, tactics and compositional ideas are affected by the range and level of skills, the type and degree of fitness and the understanding of the concept of the activity.

GAMES ACTIVITIES

Invasion Games e.g. Basketball
Net/Wall Games e.g. Table Tennis
Striking/Fielding Games e.g. Softball

Acquire and develop skills

- Develop range and consistent use of learned and applied skills
- Develop a broader range of techniques and skills for attacking and defending

Select and apply skills, tactics and compositional ideas

- Use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defense
- Choose and apply skills more consistently in activities

Apply knowledge and understanding of fitness and health

- Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance
- Demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play

Evaluate and improve performance

- Choose and use the information to evaluate their own and others' work

DANCE & CREATIVE MOVEMENT

Gymnastics

Dance

Acquire and develop skills

- Explore and improvise ideas for dances in different styles, working

independently, with a partner or in a group

Select and apply skills, tactics and compositional ideas

- Compose dances by using, adapting and developing steps, formations and patterning from different dance styles
- Perform dances expressively, using a range of performance skills

Apply knowledge and understanding of fitness and health

- Organize warm up and cool down activities to suit the dance
- Show an understanding of why it is important to warm up and cool down

Evaluate and improve performance

- Describe, analyze, interpret and evaluate dances, showing an

understanding of some aspects of style and context

OUTDOOR AND ADVENTUROUS ACTIVITIES

Problem Solving
Orienteering
Physical Challenges

Acquire and develop skills

- Develop and refine orienteering and problem-solving skills when working in groups and on their own

Select and apply skills, tactics and compositional ideas

- Decide what approach to use to meet the challenge set
- Adapt skills and understandings from familiar to unfamiliar environments

Apply knowledge and understanding of fitness and health

- Understand how the challenge of outdoor and adventurous activities can help personal fitness and health

Evaluate and improve performance

- Recognize the importance of a group or team plan, and the value of pooling ideas
- Improve performance by changing or adapting approaches as needed

ATHLETIC ACTIVITIES

Fitness For Life
Track and Field

Acquire and develop skills

- Develop the consistency of actions in a number of events

- Increase the number of techniques used

Select and apply skills, tactics and compositional ideas

- Choose appropriate techniques for specific events

Apply knowledge and understanding of fitness and health

- Understand and apply the basic principles of warming up
- Understand why exercise is good for fitness, health and wellbeing

Evaluate and improve performance

- Understand the nature of athletic activities and make effective evaluations of strengths and weaknesses - in personal and peer performances

An understanding of science is an essential component of modernity. Science is both an activity for generating knowledge about the natural world and a set of ideas – the mental models of chemists, physicists and biologists – about the origin and content of that world and the interactions that take place in it. While only a small number of individuals will become professional scientists, all our lives are being transformed by technology, the application of these ideas. Challenging ethical issues arise with each new scientific discovery, and changing scientific ideas shape and reshape our thinking about who we are.

The UNIS science program seeks to establish a climate of learning in which students feel that asking questions and evaluating the answers to those questions is the legitimate business of science. Students learn that only ideas that can be tested experimentally are scientific ideas, and that science proceeds by making predictions based on these ideas and testing them. The program is designed to develop in students the practice of critical thinking and logical argument, and to encourage, recognize and value creativity in finding solutions to scientific and technological problems.

BIOLOGY

Understand evolution takes place by natural selection

- Observe that animals and plants, even of the same type, are always slightly different
- Know that more animals are born and more plants grow from seeds than the environment can sustain
- Know that animals and plants compete for the environment's resources
- Explain that animals and plants that are better adapted will be more successful and have more offspring than those that are less well adapted
- Understand that since most animals and plants are like their parents, beneficial variations found in the survivors of one generation will be more common in the next generation
- Explain that when a group of animals or plants change gradually over many generations it has evolved

Explain evolution by natural selection is based on evidence

- Explain that human arms, horse legs, bird wings, bat wings, and

whale fins have a similar anatomy, leading to the conclusion that they all evolved from a common ancestor

- Know that these common ancestors, now extinct, are found in the fossil record

Understand the term human evolution

- Know that human fossils show a complete sequence from ape-like ancestors to modern humans
- Know that modern humans evolved in Africa and then migrated to all the other continents of the world

Know why plants are important

- Know that plants use the energy of the sun to make food materials
- Understand that photosynthesis is the chemical process by which plants take carbon dioxide out of the air and use the sun's energy to turn it into sugar
- Know that during photosynthesis, plants produce oxygen
- Recognize that animals eat plants, and that animals that do not eat plants eat other animals
- Explain that the energy of the sun therefore sustains all life on the Earth

Understand why animals need oxygen and food

- Know that animals need food to eat and oxygen to breathe
- Know that we breathe in oxygen and breath out carbon dioxide
- Explain that the oxygen we breathe in is produced by plants, and the carbon dioxide we breathe out is used by plants for photosynthesis
- Recognize that animals and plants depend on each other
- Know that respiration is what takes place in our body when we use oxygen to release energy from sugars

Explain the connection between blood and circulation

- Know that breathing brings oxygen into our lungs and removes carbon dioxide
- Explain that blood carries oxygen from our lungs to the organs of our body, and carbon dioxide from those organs to our lungs
- Know that blood is red because it contains red blood cells, and that red blood cells carry oxygen around the body
- Explain that the heart is a pump that pushes the blood along our arteries and veins

- Know that blood leaving the heart travels in arteries; blood returning to the heart travels in veins
- Know that capillaries are very small, much branched vessels that join arteries to veins
- Explain that oxygen leaves capillaries and goes to our organs while carbon dioxide leaves our organs and enters our capillaries
- Know that cells in these organs use oxygen to release energy from sugars, and this chemical process is called respiration

CHEMISTRY

Explain the process of burning

- Know that oxygen is required for burning
- Explain that when things burn, oxygen is used up
- Know that when things burn, the energy in them is released
- Know that when things containing carbon (paper, wood, wax) burn, carbon dioxide is produced

PHYSICS

Explain the term motion

- Describe the motion of an object in terms of its position, direction of motion and speed
- Recognize that an unbalanced force acting on an object changes its speed and/or direction of motion
- Explain that objects moving in circles must experience a force acting towards the center of the circle

EARTH & SPACE

Explain the formation of rocks overtime

- Know that weathering is the effect of wind, water and ice on mountains
- Explain that weathering makes tall mountains smaller
- Recognize that rocks are pieces broken off a mountain by weathering
- Explain that rocks break into smaller and smaller pieces, and that tiny pieces of rock mixed with dead plant material forms soil
- Know that most plants need soil to grow
- Explain that after millions of years, mud at the bottom of lakes and seas forms new layers of rock
- Explain that dead animals trapped in these layers become fossils
- Explain that the fossils in each rock layer tell us the history of life on earth; the topmost layer is the youngest and the layers beneath get older as you go deeper

Understand how rivers are formed

- Explain that rain and water from melted snow and ice collect into rivers
- Recognize that rivers flow downhill
- Explain that rivers remove material from higher ground to lower ground, carving out river valleys
- Know that deltas form when rivers reach the sea and the material they

are carrying settles to the bottom, so that the material forming deltas was once mountains

- Know that when the water reaches lakes and seas, it evaporates into the air
- Explain that water vapor in the air forms clouds
- Explain that clouds produce rain and snow, so that the water is endlessly recycled

SCIENCE SKILLS

Experimental Work

- Formulate questions
- Make testable predictions
- Follow experimental procedures

Analysis

- Classify objects/processes by shared properties
- Interpret data to identify trends and relationships
- Draw conclusions based on agreement between predictions and experimental data

Communication

- Communicate ideas and observations by speaking, writing and drawings
- Use scientific language correctly
- Use counting to communicate experimental findings
- Construct bar and line graphs by hand