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| **Grade Level** | **Unit 1****Who We Are** | **Unit 2**Where we are in place and time | **Unit 3****How The World Works**  | **Unit 4****How We Organize Ourselves** |
| **Date** | **(16 July-21 September 2018)**  | **(24 September-7 December)** | **(7 January-15 March)** | **(18 March-31 May)** |
|  | An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human. | An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.. | An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. |
| **Central Idea** | Family relationships contribute to shaping our identity. | Spaces and facilities in and around buildings determine how people use them | The Earth’s natural cycles influence the activity of living things | People play different roles in the communities to which they belong. |
| **Lines of Inquiry** | * Diversity of families
* Responsibilities within the family
* How families influence who we become
 | * Characteristics and arrangements of physical spaces
* How people use different spaces
* Our responsibility in sharing spaces with others
 | * To talk about activities that occur during the day and night; make connections between the weather and how to protect ourselves
* Identify simple patterns in daily and seasonal cycles
* Observe the local environment that are affected by daily and seasonal cycles
 | * Various communities we belong to
* Roles of people who are part of our communities
* How communities are organized
 |
| **Key concepts** | Form, responsibility, function | form, function, causation | Change, connection, causation | Form, function and responsibility |
| **Related Concepts** | similarities and differences, belonging | Space, structure, design, safety | Cycles, interaction and pattern | Community, rules, interaction |
| **Approaches to Learning Skills** | Communication Skill | thinking skill | Research Skill | Communication, social, self management, research and thinking skills |
| **Strands/Knowledge** | Social organization and culture. | Human and natural: Environments | Science: Earth and space | Systems and communities |
| **Learner Profile Attributes** | CommunicatorRisk-taker | CommunicatorCaring | Thinkers, Inquirers, Caring, BalancedCuriosity, confident  |  |
| **PYP Subject Integration** | LanguageSocial StudiesReligion Visual ArtPSPEMath | LanguageSocial StudiesReligion Visual ArtPSPEMath | LanguageScience StudiesReligion Visual ArtPSPEMath | LanguageSocial StudiesReligion Visual ArtPSPEMath |
| **Science Scope and Sequence Outcomes** |  |  |  |  |
| **Social studies Scope and Sequence Outcomes** | **PYP Outcomes*** Identify and describe the member of family
* Identify responsibility within a family
 | **PYP Outcomes*** Recognize materials arranged around physical spaces in class and school
* Identify how people use different spaces Demonstrate responsibility in sharing space with others.
 | **PYP Outcomes*** To talk about activities that occur during the day and night; make connections between the weather and how to protect ourselves
* Identify simple patterns in daily and seasonal cycles

Observe the local environment that are affected by daily and seasonal cycles | **PYP Outcomes*** Identify the communities we belong to
* Recognize the reasons that roles of different members of a community
* Talk about how communities are organized
 |
|  | **Additional outcomes**2.12. Memiliki perilaku yang mencerminkan sikap tanggung-jawab 2.14. Memiliki perilaku yang mencerminkan sikap santun kepada orang tua, pendidik, dan teman 3.7. Mengenal lingkungan sosial (keluarga, teman, tempat tinggal, tempat ibadah, budaya, transportasi) 4.7. Menyajikan berbagai karya yang berhubungan dengan lingkungan sosial (keluarga, teman, tempat tinggal, tempat ibadah, budaya, transportasi) dalam bentuk gambar, bercerita, bernyanyi, dan gerak tubuh  | **Additional outcomes**2.12. Memiliki perilaku yang mencerminkan sikap tanggung-jawab .3.6. Mengenal benda-benda di sekitarnya (nama, warna, bentuk, ukuran, pola, sifat, suara, tekstur, fungsi, dan ciri-ciri lainnya).3.7.Mengenal lingkungan sosial (keluarga, teman, tempat tinggal, tempat ibadah, budaya, transportasi) . | **Additional outcomes**2.2 Memiliki perilaku yang mencerminkan sikap ingin tahu 2.12 Memiliki perilaku yang mencerminkan sikap tanggung jaweab | **Additional outcomes:**3.6 Mengenal benda-benda di sekitarnya (nama, warna, bentuk, ukuran, pola, sifat, suara, tekstur, fungsi dan ciri-ciri lainnya)4.6 Menyampaikan tentang apa dan bagaimana benda benda di sekitar yang dikenalnya (nama, warna, bentu, ukuran, pola, sifat, suara, tekstur, fungsi dan ciri-ciri lainnya) melalui berbagai hasil karya |
| **Numeracy Scope and Sequences** | **Data Handling** (1.5)**Measurement (1.1)****Shape and Space (1.1)****Pattern and Function (1.1)****Number (1.1, 1.2)** | **Data Handling (1.1, 1.7)****Measurement (1.2)****Shape and Space (1.1)****Pattern and Function (1.2)****Number (1.1, 1.2)** | **Data Handling** (1.2)**Measurement (1.3)****Shape and Space (1.2)****Pattern and Function (1.2)****Number (1.8)** | **Data Handling** (1.5)**Measurement (1.3)****Shape and Space (1.3)****Pattern and Function (1.3)****Number (1.10)** |
|  | **Data Handling when transferring meaning into symbols learners:**D1.5 sort and label real objects by attributes**Measurement when constructing meaning learners:**M1.1 understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder**Shape and space when constructing meaning learners:**S1.1 understand that 2D and 3D shapes have characteristics that can be described and compared**Pattern and Function when constructing meaning learners:**P1.1 understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature.**Number when constructing meaning learners:**N1.1 understand one-to-one correspondenceN1.2 understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set | **Data Handling when transferring meaning into symbols learners:**D1.1 understand that sets can be organized by different attributesD1.7 create living graphs using real objects and people**Measurement when constructing meaning learners:**M1.2 understand that events in daily routines can be described and sequenced**Shape and space when constructing meaning learners:**S1.1 understand that 2D and 3D shapes have characteristics that can be described and compared**Pattern and Function when constructing meaning learners:**P1.2 describe patterns in various ways**Number when constructing meaning learners:**N1.1 understand one-to-one correspondenceN1.2 understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set | **Data Handling when transferring meaning into symbols learners:**D1.2 Understand that information about themselves and their surroundings can be obtained in different ways.**Measurement when constructing meaning learners:**M1.3 Identify, compare, and describe attributes of real objects. **Shape and space when constructing meaning learners:**S1.2 Understand that common language can be used to describe position and direction.**Pattern and Function when constructing meaning learners:**P1.2 Extend and create patterns.**Number when constructing meaning learners:**N1.8 Use the language of mathematics to compare quantities. | **Data Handling when transferring meaning into symbols learners:**D1.5 sort and label real objects by attributes**Measurement when transferring meaning into symbols:**M1.3 identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder**Shape and space when transferring meaning into symbols**S1.3 sort, describe and compare 3D shapes**Pattern and Function when applying with understanding**P1.3 extend and create patterns**Number when applying with understanding**N1.10 count to determine the number of objects in a set |
|  | **Additional outcomes:**3.5. Mengetahui cara memecahkan masalah sehari-hari dan berperilaku kreatif 4.5. Menyelesaikan masalah sehari-hari secara kreatif  | **Additional outcomes:**3.5. Mengetahui cara memecahkan masalah sehari-hari dan berperilaku kreatif 4.5. Menyelesaikan masalah sehari-hari secara kreatif 3.6. Mengenal benda-benda di sekitarnya (nama, warna, bentuk, ukuran, pola, sifat, suara, tekstur, fungsi, dan ciri-ciri lainnya) 4.6. Menyampaikan tentang apa dan bagaimana benda-benda di sekitar yang dikenalnya (nama, warna, bentuk, ukuran, pola, sifat, suara, tekstur, fungsi, dan ciri-ciri lainnya) melalui berbagai hasil karya  | **Additional outcomes:**3.8 Mengenal lingkungan alam (hewan, tanaman, cuaca, tanah, air, batu-batuan, dll)4.8 Menyajikan berbagai karya yang berhubungan dengan lingkungan alam (hewan, tanaman, cuaca, tanah, air, batu-batuan, dll) dalam bentuk gambar, bercerita, bernyanyi dan gerak tubuh. | **Additional outcomes:**4.6 Mampu mengenal konsep banyak- sedikit, berat -ringan, lama-sebentar, melalui kegiatan membandingkan |
| **Literacy Scope and Sequence Outcomes** | **Listening and Speaking (1.1, 1.3, 1.10)****Viewing and Presenting (1.1, 1.6)****Reading (1.1, 1.2, 1.5)****Writing (1.1, 1.2)** | **Listening and Speaking ( 1.2, 1.9)****Viewing and Presenting (1.2)****Reading (1.4, 1.6)****Writing (1.5, 1.6)** | **Listening and Speaking (1.1, 1.3, 1.10)****Viewing and Presenting (1.1, 1.6)****Reading (1.1, 1.2, 1.5)****Writing (1.1, 1.2)** | **Listening and Speaking (1.1, 1.4)****Viewing and Presenting (1.4)****Reading (1.8, 1.9)****Writing (1.8, 1.9)** |
| **Literacy Scope and Sequence Outcomes**Listening and Speaking | **Oral language Listening and speaking phase 1:****Conceptual understandings**Spoken words connect us with others.**learning outcomes****Learners:**LS1.1 Use gestures, actions, body language and/or words to communicate needs and to express ideasLS1.3 Name classmates, teachers and familiar classroomLS1.10 Follow classroom directions and routines, using context cues | **Oral language Listening and speaking phase 1:****Conceptual understandings**Spoken words connect us with others.**learning outcomes****Learners:**LS1.2 Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression, and/or wordsLS1.9 Understand simple questions and respond with actions or words | **Oral language Listening and speaking phase 1:****Conceptual understandings**Spoken words connect us with others.**learning outcomes****Learners:*** LS1.4 Interact effectively with peers and adults in familiar social settings.
 | **Oral language Listening and speaking phase 1:****Conceptual understandings**Spoken words connect us with others.**learning outcomes****Learners:**LS1.1 Use gestures, actions, body language and/or words to communicate needs and to express ideasLS1.3 Interact actively with peers and adults in familiar social settings |
| **Literacy Scope and Sequence Outcomes**Viewing and presenting | **Visual language-Viewing and presenting-Phase 1****Conceptual understandings**We can enjoy and learn from visual language.**learning outcomes****Learners:**VP1.1 Attend to visual information showing understanding through play, gestures, facial expressionVP1.6 Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions | **Visual language-Viewing and presenting-Phase 1****Conceptual understandings**We can enjoy and learn from visual language.**learning outcomes****Learners:**VP1.2 Reveal their own feelings in response to visual presentations | **Visual language-Viewing and presenting-Phase 1****Conceptual understandings**We can enjoy and learn from visual language.**learning outcomes****Learners:**VP1.8 Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite pages.  | **Visual language-Viewing and presenting-Phase 1****Conceptual understandings**We can enjoy and learn from visual language.**learning outcomes****Learners:**VP1.4 Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency sign, no dogs allowed: identify similarities and differences |
| **Literacy Scope and Sequence Outcomes**reading | **Written Language: Reading - Phase 1****Conceptual understandings**People read for pleasure.**learning outcomes****Learners:**R1.1 Enjoy listening to storiesR1.2 Choose and “read” picture books for pleasureR1.5 Listen attentively and respond to stories read aloud | **Written Language: Reading - Phase 1****Conceptual understandings**People read for pleasure.**learning outcomes****Learners:**R1.4 Show curiosity and ask questions about pictures or textR1.6 Participate in shared reading , joining in with rhymes, refrains and repeated text as they gain familiarity | **Written Language: Reading - Phase 1****Conceptual understandings**People read for pleasure.**learning outcomes****Learners:*** R1.7 Make connections to their own experience when listening to or “reading” texts.
* R1.11 Express opinions about the meaning of a story.
 | **Written Language: Reading - Phase 1****Conceptual understandings**People read for pleasure.**learning outcomes****Learners:**R1.8 Begin to discriminate between visual presentations such as symbols, numbers, ICT iconography, letters and wordsR1.9 Recognize their own first name |
| **Literacy Scope and Sequence Outcomes**writing | **Written Language: Writing - Phase 1****Conceptual understandings**W1.1 Experiment with writing using different writing implements and mediaW1.2 Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party | **Written Language: Writing - Phase 1****Conceptual understandings**W1.5 Show curiosity and ask questions about written languageW1.6 Participate in shared writing, observing the teacher’s writing and making suggestions | **Written Language: Writing - Phase 1****Conceptual understandings**W1.9 Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded. | **Written Language: Writing - Phase 1****Conceptual understandings**Writing conveys meaning.W1.8 Begin to discriminate between letters/characters, numbers and symbolsW1.9 Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded  |
|  | **Additional outcomes:**3.10. Memahami bahasa reseptif (menyimak dan membaca) 4.10. Menunjukkan kemampu-an berbahasa reseptif (menyimak dan membaca) 3.11. Memahami bahasa ekspresif (mengungkapkan bahasa secara verbal dan non verbal) 4.11. Menunjukkan kemampuan berbahasa ekspresif (mengungkapkan bahasa secara verbal dan non verbal) 3.12. Mengenal keaksaraan awal melalui bermain 4.12 Menunjukkan kemampuan keaksaraan awal dalam berbagai bentuk karya  | **Additional outcomes:**3.10. Memahami bahasa reseptif (menyimak dan membaca) 4.10. Menunjukkan kemampu-an berbahasa reseptif (menyimak dan membaca) 3.11. Memahami bahasa ekspresif (mengungkapkan bahasa secara verbal dan non verbal) 4.11. Menunjukkan kemampuan berbahasa ekspresif (mengungkapkan bahasa secara verbal dan non verbal) 3.12. Mengenal keaksaraan awal melalui bermain 4.12 Menunjukkan kemampuan keaksaraan awal dalam berbagai bentuk karya  | **Additional outcomes:**3.11. Memahami bahasa ekspresif (mengungkapkan bahasa secara verbal dan non verbal) 4.11. Menunjukkan kemampuan berbahasa ekspresif (mengungkapkan bahasa secara verbal dan non verbal)3.12. Mengenal keaksaraan awal melalui bermain 4.12 Menunjukkan kemampuan keaksaraan awal dalam berbagai bentuk karya 3.14 Mengenali kebutuhan, keinginan dan minat diri4.14 Mengungkapkan kebutuhan, keingingan dan minat diri cara yang tepat | **Additional outcomes:**3.10-4.10 Melaksanakan tigh  atau lebih perintah sederhana3.11-4.11 Menggunakan kalimat pendek dengan kosakata yang lebih banyak untuk menyatakan apa yang dilihat dan dirasa3.11-4.11 Mengucapkan kalimat sesuai dengan tujuan (kalimat tanya, pernyataan)3.11-4.11 Berbicara sesuai dengan kebutuhan (kapan harus bertanya, berpendapat)3.12-4.12 Menunjuk benda berdasarkan simbol huruf yang dikenalinya |
| **Arts Scope and Sequence** | **Visual Arts Responding (1.1, 1.2)****Music Responding (1.1, 1.2)****Visual Arts Creating (1.1, 1.2)****Music Creating (1.1, 1.2)** | **Visual Arts Responding (1.3, 1.4)****Music Responding (1.3, 1.4)****Visual Arts Creating (1.4)****Music Creating (1.7)** | **Visual Arts Responding (1.7)****Music Responding (1.3)****Visual Arts Creating (1.7)****Music Creating (1.3, 1.8)** | **Visual Arts Responding (1.1, 1.2)****Music Responding (1.8)****Visual Arts Creating (1.7, 1.9)****Music Creating (1.6, 1.4)** |
| **Visual Arts Learning continuum for** responding | **learning outcomes****Learners:**R1.1 Enjoy experiencing artworksR1.2 Show curiosity and ask questions about artworks | **learning outcomes****Learners:**R1.3 Describe what they notice about an artworkR1.4 Identify the materials and processes used on the creation of an artwork | **learning outcomes****Learners:**R1.7 Make personal connections to artwork. | **learning outcomes****Learners:**R1.8 Express opinions about an artwork |
| **Visual Arts Learning continuum for** creating | **learning outcomes****Learners:**C1.1 engage with, and enjoy a variety of visual arts experiencesC.1.2 select tools, materials and processes for specific purposes | **learning outcomes****Learners:**C1.4 Realize that their artwork has meaning | **learning outcomes****Learners:**C1.7 Take responsibility for the care of tools and materials | **learning outcomes****Learners:**C1.7 Take responsibility for the care of tools and materialsC1.9 Participate in individual and collaborative creative experiences |
| **Music Learning continuum for** responding | R.1.1 use voice to imitate sounds and learn songsR.1.2 bring music from home to Share | R.1.4 move their bodies to express the mood of the music R.1.5 describe how music makes them feel | R.1.3 describe the differences in music  | R.1.10 recognize different sources of music in daily life |
| **Music Learning continuum for** creating | C.1.1 use vocal sounds, rhythms and instruments to express feelings or ideas C.1.2 create and accompany music using a variety of sounds and instruments | C.1.7 participate in performingand creating music both individually and collectively | C.1.3 play untuned percussioninstruments in time with abeat C.1.8 record their personal, visualinterpretation of elementsof sound (for example, loud/soft, high/low, fast/slow) | C.1.6 Recreate sounds from familiar Experiences C.1.4 use the voice and body to create musical patterns |
|  | **Additional outcomes:**3.15. Mengenal berbagai karya dan aktivitas seni (\*) 4.15. Menunjukkan karya dan aktivitas seni dengan menggunakan berbagai media  | **Additional outcomes:**3.15. Mengenal berbagai karya dan aktivitas seni (\*) 4.15. Menunjukkan karya dan aktivitas seni dengan menggunakan berbagai media  | **Additional outcomes:**3.15. Mengenal berbagai karya dan aktivitas seni (\*) 4.15. Menunjukkan karya dan aktivitas seni dengan menggunakan berbagai media  | **Additional outcomes:**3.15 Melakukan aktifitas seni sederhana  dengan lebih teratur  sesuai dengan aturan / karakteristik4.15 Menunjukan karya dan aktifitas seni dengan menggunakan berbagai media4.3 Melakukan kegiatan yang menunjukkan anak mampu mengginting kertas |
| **Personal, social and physical education scope and sequence** | **Identity (1.1, 1.4, 1.5)****Active Living (1.1, 1.3)****Interactions (1.1, 1.2, 1.3, 1.6)** | **Identity (1.2, 1.3)****Active Living (1.2)****Interactions (1.4, 1.6, 1.7)** | **Identity (1.6, 1.8)****Active Living (1.6)****Interactions (1.4, 1.6, 1.7)** | **Identity (1.6, 1.8)****Active Living (1.6, 1.7)****Interactions (1.8, 1.9)** |
| **PSPE Learning continuum for** identity | ID1.1 Identify themselves in relation to others (for example: family, peers, school class, ethnicity, gender)ID1.4 Talk about similarities and differences between themselves and othersID1.5 Identify their feelings and emotions and explain possible causes | ID1.2 Describe how they have grown and changedID1.3 Describe some physical and personal characteristic and personal preferences | ID1.6 Recognize that others have emotions, feelings and perspectives that may be different from their own.ID1.8 Identify positive thoughts and attitudes in themselves and others. | ID1.6 Recognize that others have emotions, feelings and perspectives that may be different from their ownID1.8 Identify positive thoughts and attitudes in themselves and others |
| **PSPE Learning continuum for** active living | AL1.1 Engage in a variety of different physical activitiesAL1.3 Demonstrate an awareness of basic hygiene in their daily routines | AL1.2 Demonstrate an awareness how being active contributes to good health | AL1.6 Develop a range of fine and gross motor skills.  | AL1.6 Develop a range of fine and gross motor skillsAL1..7 Explore creative movements in response to different stimuli |
| **PSPE Learning continuum for** interactions | IN1.1 Enjoy interacting, playing and engaging with others IN1.2 Take turnsIN1.3 Listen respectfully to othersIN1.6 Celebrate the accomplishments of others | IN1.4 Share their own relevant ideas and feelings in an appropriate manner ask questionsIN1.6 Celebrate the accomplishments of othersIN1.7 Reach out for help when it is needed for themselves or others | IN1.8 Identify when their actions have impacted on others.* IN1.9 Talk about their interactions with the environment.
 | IN1.8 Identify when their actions have impacted on othersIN1.9 Talk about their interactions with the environment. |
|  | **Additional outcomes:**3.3. Mengenal anggota tubuh, fungsi, dan gerakannya untuk pengembangan motorik kasar dan motorik halus 4.3. Menggunakan anggota tubuh untuk pengembangan motorik kasar dan halus  | **Additional outcomes:**3.3. Mengenal anggota tubuh, fungsi, dan gerakannya untuk pengembangan motorik kasar dan motorik halus 4.3. Menggunakan anggota tubuh untuk pengembangan motorik kasar dan halus  | **Additional outcomes:**3.3 Mengenal anggota tubuh, fungsi, dan gerakannya untuk pengembangan motorik kasar dan motorik halus 4.3. Menggunakan anggota tubuh untuk pengembangan motorik kasar dan halus 3.4. Mengetahui cara hidup sehat4.4 Mampu menolong diri sendiri untuk hidup sehat | 2.1 Memiliki  perilaku yang mencerminkan hidup sehat2.5 Memiliki perilaku yang mencerminkan sikap percaya diri2.10 Memiliki perilaku yang mencerminkan sikap menghargai dan toleran kepada orang lain.2.12 Memiliki perilaku yang mencerminkan sikap tanggung jawab 3.3Mengenal anggota tubuh, fungsi, dan gerakkannya untuk pengembangan motorik kasar dan halus4.3 Menggunakan anggota tubuh untuk pengembangan motorik kasar dan halus3.4 Melakukan kegiatan yang menunjukkan anak mampu membedakan makanan dan minuman yang bersih sehat dan bergizi dengan bantuan orang tua |
| **Islamic Studies** | **Learning continuum for identity**ID1.8 identify positive thoughts and attitudes in themselves and others **Learning continuum for interactions**IN1.4 share their own relevant ideas and feelings in an appropriate manner | **Learning continuum for identity**ID1.8 identify positive thoughts and attitudes in themselves and others **Learning continuum for interactions**IN1.4 share their own relevant ideas and feelings in an appropriate manner | **Learning continuum for identity**ID1.8 identify positive thoughts and attitudes in themselves and others **Learning continuum for interactions**IN1.4 share their own relevant ideas and feelings in an appropriate manner | **Learning continuum for identity**ID1.8 Identify positive thoughts and attitudes in themselves and others **Learning continuum for interactions**IN1.4 Share their own relevant ideas and feelings in an appropriate manner |
|  | **Additional outcomes:**1.1. Mempercayai adanya Tuhan melalui ciptaan-Nya 1.2. Menghargai diri sendiri, orang lain, dan lingkungan sekitar sebagai rasa syukur kepada Tuhan 3.1. Mengenal kegiatan beribadah sehari-hari 4.1. Melakukan kegiatan beribadah sehari-hari dengan tuntunan orang dewasa 3.2. Mengenal perilaku baik sebagai cerminan akhlak mulia 4.2. Menunjukkan perilaku santun sebagai cerminan akhlak mulia  | **Additional outcomes:**1.1. Mempercayai adanya Tuhan melalui ciptaan-Nya 1.2. Menghargai diri sendiri, orang lain, dan lingkungan sekitar sebagai rasa syukur kepada Tuhan 3.1. Mengenal kegiatan beribadah sehari-hari 4.1. Melakukan kegiatan beribadah sehari-hari dengan tuntunan orang dewasa 3.2. Mengenal perilaku baik sebagai cerminan akhlak mulia 4.2. Menunjukkan perilaku santun sebagai cerminan akhlak mulia  | **Additional outcomes:**1.1. Mempercayai adanya Tuhan melalui ciptaan-Nya 1.2. Menghargai diri sendiri, orang lain, dan lingkungan sekitar sebagai rasa syukur kepada Tuhan 3.1. Mengenal kegiatan beribadah sehari-hari 4.1. Melakukan kegiatan beribadah sehari-hari dengan tuntunan orang dewasa 3.2. Mengenal perilaku baik sebagai cerminan akhlak mulia 4.2. Menunjukkan perilaku santun sebagai cerminan akhlak mulia  | 1.2 Menghargai diri sendiri, orang lain, dan lingkungan sekitar sebagai rasa syukur kepada Tuhan3.2 Mengenal perilaku baik dan santun sebagai cerminan akhlak mulia4.2  Menunjukkan perilaku sebagai cerminan akhlak mulia |
| **Library**  | **Learning continuum for language**LS.1.2 Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words.LS.1.10 Follow classroom directions and routines, using context cues.R.1.1 Enjoy listening to stories.R.1.4 Show curiosity and ask questions about pictures or text.R.1.7 Make connections to their own experience when listening to or “reading” texts. | **Learning continuum for language**LS.1.3 Name classmates, teachers and familiar classroom and playground objects.VP.1.1 Attend to visual information showing understanding through play, gestures, facial expression. VP.1.4 Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences | **Learning continuum for language**LS.1.1 Use gestures, actions, body language and/or words to communicate needs and to express idea.LS.1.9 Understand simple questions and respond with actions or words.R.1.5 Listen attentively and respond to stories read aloud.R.1.7 Make connections to their own experience when listening to or “reading” texts. | **Learning continuum for language**LS.1.1 Use gestures, actions, body language and/or words to communicate needs and to express idea.R.1.7 Make connections to their own experience when listening to or “reading” texts.R.1.14 Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end. |