



Grade 4 Semester 1 Learner Outcomes

	Unit 1	Unit 2	Unit 3	Year Long Unit
<b>Transdisciplinary Theme</b>	<p><b>How we express ourselves</b></p> <p><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</i></p>	<p><b>How the world works</b></p> <p><i>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; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>Who we are</b></p> <p><i>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; and what it means to be human.</i></p>	<p><b>How we organize ourselves</b></p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i></p>
<b>Unit of Inquiry Details</b>	<p><b>Expression through the Arts</b></p> <p><b>Central Idea</b> People create art to express complex and meaningful themes</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> creativity, symbolism, themes</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The variety of themes reflected in art</li> <li>Different perspectives when viewing art</li> <li>Creating art to reflect issues</li> </ul>	<p><b>Weather Systems</b></p> <p><b>Central Idea</b> Being able to predict weather systems and patterns can help people be prepared for changing conditions</p> <p><b>Key concepts:</b> function, change, causation</p> <p><b>Related concepts:</b> weather, systems, climate</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The relationship between weather and climate</li> <li>Measuring and predicting weather</li> <li>The impact of and response to extreme weather events</li> </ul>	<p><b>The Human Body Systems</b></p> <p><b>Central Idea</b> The effective interactions between human body systems contribute to health and survival.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> systems, lifestyle choices, healthcare</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Body systems and how they work</li> <li>How body systems are connected</li> <li>Diseases and access to medical care globally</li> </ul>	<p><b>Rules, Rights and Responsibilities (Year Long)</b></p> <p><b>Central Idea</b> The rules and responsibilities within social structures can support or deny human rights.</p> <p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> rights, justice, interdependence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The relationship between rules, rights and responsibilities</li> <li>How the UN conventions support children's rights</li> <li>How the UN Sustainable Development Goals support human rights</li> </ul>
<b>Approaches to Learning Focus</b>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Thinking</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Self-Management</li> <li>Social</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Self-Management</li> <li>Thinking</li> <li>Social</li> <li>Research</li> </ul>
<b>Learner Profile Focus</b>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Risk-taker, Communicator, Open-minded</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Knowledgeable, Thinker</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Balanced, Inquirer, Communicator</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Thinker, Caring, Open-minded</li> </ul>
<b>ICT Integration</b>	<p><i>IT Integration: QR Codes for Art presentation. Development of QR/AR codes along with short videos highlighting the inspiration of the art piece that has been produced by each student.</i></p> <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>Multimedia and Presentation Tools ( videos)</li> </ul> <p><b>Collaborating and communicating:</b></p> <ul style="list-style-type: none"> <li>Share documents and folders with individuals and groups</li> <li>Manage the share settings of a document and folder in Google Drive</li> <li>Communicate understanding, new knowledge, follow directions and demonstrate digital citizenship when using Learning Platforms (Google Classroom and Seesaw).</li> <li>Take part in online projects or active collaborations with appropriate local and global audiences (parents / PYP community)</li> </ul>	<p><i>IT integration: Weather report video. Students to construct a weather newscast utilising green screens and various weather map types to show how the weather is forecast and delivered.</i></p> <p><b>Investigating:</b></p> <ul style="list-style-type: none"> <li>Locate, retrieve or generate information from a range of digital sources</li> <li>Use ICT to plan an information search or generate information, recognising some patterns within the information</li> <li>Recognise the need to locate a variety of resources representing a range of views</li> <li>Plan appropriate investigation methods to answer questions or solve problems</li> <li>Follow a search plan using keywords and related terms</li> <li>Determine the type of resources most appropriate for the topic by evaluating resources and discarding those which are unsuitable</li> <li>Become familiar with a limited number of search engines and databases and how they function</li> </ul> <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>Multimedia and Presentation Tools ( videos)</li> <li>Collect, combine and manipulate (edit Copy and Paste) digital images, texts and sounds when</li> </ul>	<p><i>IT integration: Brainpop videos/Digital books. Students develop digital mediums to provide evidence of knowledge around the human body. Designed in a way that would provide others with useful information.</i></p> <p><b>Investigating:</b></p> <ul style="list-style-type: none"> <li>Locate, retrieve or generate information from a range of digital sources</li> <li>Use ICT to plan an information search or generate information, recognising some pattern within the information</li> <li>Recognise the need to locate a variety of resources representing a range of views</li> <li>Plan appropriate investigation methods to answer questions or solve problems</li> <li>Follow a search plan using keywords and related terms</li> <li>Determine the type of resources most appropriate for the topic by evaluating resources and discarding those which are unsuitable</li> <li>Become familiar with a limited number of search engines and databases and how they function</li> </ul> <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>Multimedia and Presentation Tools ( videos)</li> <li>Collect, combine and manipulate (edit Copy and Paste) digital images, texts and sounds when</li> </ul>	<p><b>Investigating:</b></p> <p><b>Define and plan information searches</b></p> <ul style="list-style-type: none"> <li>Use ICT to plan an information search or generate information, recognising some patterns within the information</li> <li>What is meant by the term: Internet, Web, Browser, Search Engine.</li> <li>What does the Internet look like? How is it connected? How does the Internet work?</li> </ul> <p><b>Locate, retrieve and generate data and information</b></p> <ul style="list-style-type: none"> <li>Locate, retrieve or generate information from a range of digital sources</li> <li>Open a web browser, use correct tools to navigate through an online learning site (Raz Kids, Mathletics)</li> <li>Use online mapping tools (e.g. Mind-Mup or other Google Chrome extensions to organize an inquiry.</li> </ul> <p><b>Managing digital data:</b></p> <p><b>Google Drive</b></p> <ul style="list-style-type: none"> <li>Recognise Google Drive as a 'digital desk' to organise documents and creations</li> <li>Move Documents between folders</li> <li>Understand the layout of Google Drive</li> </ul> <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>Use ipad apps</li> <li>Use Google Docs (word processing tool) to create various genres of writing</li> </ul>



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		creating digital products (using <b>Google Drawing</b> ) other Graphic Design Tools	creating digital products (using <b>Google Drawing</b> ) other Graphic Design Tools	<ul style="list-style-type: none"> <li>Collect, combine and manipulate digital images, texts and sounds when creating digital products (using Google Drawing) other Graphic Design Tools</li> <li>Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)</li> <li>Spreadsheets (tables, charts and graphs)</li> <li>Demonstrate an understanding of the spreadsheet as a tool to record, organise and graph information</li> </ul>
<b>PSPE Integration</b> (Personal and Social - Identity and Interactions)		<ul style="list-style-type: none"> <li>Assume responsibility for a role in a group</li> <li>Reflect on shared and collaborative performance</li> <li>Identify individual strengths that can contribute to shared goals</li> <li>Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes</li> <li>Adopt a variety of roles for the needs of the group, for example, leader, presenter</li> </ul>	<ul style="list-style-type: none"> <li>Assume responsibility for a role in a group</li> <li>Reflect on shared and collaborative performance</li> <li>Identify individual strengths that can contribute to shared goals</li> <li>Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes</li> <li>Adopt a variety of roles for the needs of the group, for example, leader, presenter</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the perspectives and ideas of others</li> <li>Apply different strategies when attempting to resolve conflict</li> <li>Work and learn with increasing independence</li> <li>Embrace optimism to shape a positive attitude towards themselves and their future</li> <li>Analyse how they are connected to the wider community</li> <li>Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions</li> <li>Reflect on how they cope with change in order to approach and manage situations of adversity</li> <li>Recognize others' perspectives and accommodate these to shape a broader view of the world</li> <li>Identify and understand the consequences of actions</li> <li>Discuss ideas and ask questions to clarify meaning</li> <li>Reflect on the process of achievement and value the achievements of others</li> <li>Share ideas clearly and confidently</li> </ul>

Language Arts

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
<b>Reading Workshop Focus</b>	<b>Interpreting Characters: The Heart of the Story</b> <ul style="list-style-type: none"> <li>Establishing a Reading Life</li> <li>Thinking Deeply about Characters</li> <li>Building Interpretations</li> </ul>	<b>Reading the Weather, Reading the World</b> <ul style="list-style-type: none"> <li>Learning from Text</li> <li>Launching a Whole Class Research Project</li> <li>Tackling a Second Research Project with More Agency and Power</li> </ul> <b>ICT Integration:</b> <ul style="list-style-type: none"> <li>Compare different sources for opposing viewpoints, biases, accuracy and assesses the credibility of each</li> <li>Recognize the need for adequate information and data and seeks more if necessary</li> <li>Analyze, condense and combine relevant information from multiple sources</li> </ul>	Interpretation Book Clubs <ul style="list-style-type: none"> <li>Thinking Deeply about Characters</li> <li>Building Interpretations</li> </ul>	If, Then Unit (to be determined)
<b>Writing Workshop Focus</b>	<b>The Arc of Story: Writing Realistic Fiction</b> <ul style="list-style-type: none"> <li>Creating and Developing Stories and Characters that Feel Real</li> <li>Drafting and Revising with an Eye toward Believability</li> <li>Preparing for Publication with an Audience in Mind</li> <li>Embarking on Independent Fiction Projects</li> </ul>	<b>Boxes and Bullets: Personal and Persuasive Essays</b> <ul style="list-style-type: none"> <li>Writing to Learn</li> <li>Raising the Level of Essay Writing</li> <li>Personal to Persuasive</li> </ul> <b>ICT Integration:</b> <ul style="list-style-type: none"> <li>Use <b>Google Docs (word processing tool)</b> to create various genres of writing</li> </ul>	The Literary Essay: Writing About Fiction <ul style="list-style-type: none"> <li>Writing about Reading: Literary Essays</li> <li>Raising the Quality of Literary Essays</li> <li>Writing Compare-Contrast Essays</li> </ul>	If, Then Unit (to be determined)



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		<ul style="list-style-type: none"> <li>• Insert and size a graphic in a document, selecting the appropriate wrapping (wrap text, break text, in line)</li> <li>• Use <i>appropriate</i> menu bar tools to format text</li> <li>• Enhance digital quality using images</li> <li>• Use links</li> </ul>		
<b>Library/Research Skills</b>	<ul style="list-style-type: none"> <li>• Use the spine label to locate and identify resources.</li> <li>• Understand that non-fiction (information texts) resources are shelved according to Dewey decimal system and use to locate materials.</li> <li>• Use school catalogue to locate books by title, author and subject, using Advanced Search including copy location, call number and subject keywords.</li> </ul>	<ul style="list-style-type: none"> <li>• Use contents and index pages of non-fiction books using keywords.</li> <li>• Use author, title, subject or keyword series to access resources through search strategies.</li> <li>• Record simple bibliographic information from print and e-resources using author, title, publisher, date, using modeled examples.</li> <li>• Skim, scan and squirrel using subheadings in books and sections of websites.</li> <li>• Find answers to questions by comparing information from more than one source.</li> <li>• Distinguish between fact, opinions, generalizations and different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to a search plan which lists headings, keywords and possible search terms.</li> <li>• Use reference tools, including online sources.</li> <li>• Use simple and combined terms to search school databases, and Internet sources.</li> <li>• Identify appropriate resources by using skimming techniques to survey readability.</li> <li>• Organize focus questions into headings from clustered ideas using modeled examples</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize features and use contents and index pages of non-fiction books using keywords.</li> <li>• Use author, title, subject or keyword series to access resources through search strategies.</li> <li>• Verify information using at least one other source.</li> <li>• Record simple bibliographic information from print and e-resources using author, title, publisher, date, using modeled examples.</li> <li>• Recognize responsibility to acknowledge sources.</li> <li>• Create and Reflect on (Sakura) goals.</li> </ul>

Mathematics

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
	<p><b>Numbers and Operations</b> <b>Patterns, Functions and Algebra</b></p> <ul style="list-style-type: none"> <li>• explore patterns and make connections between these patterns and number representations.</li> </ul> <p><b>Measurement</b> <b>Data Analysis and Probability</b></p> <ul style="list-style-type: none"> <li>• Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.</li> <li>• Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</li> <li>• Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• explore patterns and make connections between these patterns and number representations.</li> <li>• Use multiplication to solve geometry problems.</li> </ul>	<p><b>Measurement</b> <b>Data Analysis and Probability</b></p> <ul style="list-style-type: none"> <li>• Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.</li> <li>• Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</li> <li>• Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• explore patterns and make connections between these patterns and number representations.</li> <li>• Use multiplication to solve geometry problems.</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, and particular angle measures.</li> </ul>	<p><b>Numbers and Operations</b> <b>Patterns, Functions and Algebra</b></p> <ul style="list-style-type: none"> <li>• Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</li> </ul>

Specialists

	Unit 1	Unit 2	Unit 3	Year Long Unit
<b>Art</b>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Compare, contrast and categorise artworks from a range of cultures, places and times</li> <li>• Reflect on their own and others' creative processes to inform thinking</li> </ul> <p><b>Creating</b></p>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Identify and consider the contexts in which artworks were made</li> <li>• Use relevant and insightful questions to extend their understanding</li> </ul> <p><b>Creating</b></p>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Use their knowledge and experiences to make informed interpretations about artwork</li> <li>• Recognise that different audiences respond in different ways to artworks</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Create artwork for a specific audience</li> </ul>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Use relevant and insightful questions to extend their understanding</li> <li>• Recognise that different audiences respond in different ways to artworks</li> </ul>



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	<ul style="list-style-type: none"> <li>Show an awareness of the affective power of the visual arts</li> <li>Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</li> </ul> <p><b>Art and Design Skills:</b> Drawing/painting</p>	<ul style="list-style-type: none"> <li>Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</li> <li>Use a range of strategies to solve problems during the creative process</li> </ul> <p><b>Art and Design Skills:</b> Mixed media/textile landscape</p>	<ul style="list-style-type: none"> <li>Show an awareness of the affective power of the visual arts</li> </ul> <p><b>Art and Design Skills:</b> Handmade book</p>	<ul style="list-style-type: none"> <li>Compare, contrast and categorise artworks from a range of cultures, places and times</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Show awareness of the affective power of visual arts</li> <li>Use a personal belief or value as the starting point to create a piece of artwork</li> <li>Create artwork for a specific audience</li> </ul> <p><b>Art and Design Skills:</b> Poster design - typography</p>
<b>PE</b>	<p><b>Adventure Challenges-(Stand Alone)</b></p> <ul style="list-style-type: none"> <li>Participate in a variety of activities which foster teamwork, collaboration and cooperative elements</li> <li>Accepting responsibility for one's own performance when contributing towards a team goal</li> <li>Responding to winning and losing with dignity and respect during team building activities and challenges</li> <li>Including others in physical activities within a team and respect individual differences in skill, motivation and opinions</li> <li>Accepting an opponent's outstanding skill, use of strategies or ability to work effectively with teammates as a challenge in physical activities.</li> </ul>	<p><b>Volleyball (Stand Alone)</b></p> <ul style="list-style-type: none"> <li>Serve a lightweight ball to a partner using the underhand movement pattern</li> <li>Volley a tossed lightweight ball using the forearm pass</li> <li>Describe the appropriate body orientation to serve a ball using the underhand movement pattern</li> <li>Explain the similar movement elements of the underhand throw and the underhand volleyball serve</li> <li>Identify the key body positions used for volleying a ball</li> </ul>	<p><b>The Human Body-Health Related Fitness Unit</b></p> <ul style="list-style-type: none"> <li>Participate in appropriate warm-up and cool down exercises for all physical activities</li> <li>Participate in three or four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity</li> <li>Perform increasing numbers of each activity aimed to improve muscular strength and endurance</li> <li>Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors and calves</li> <li>Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity</li> <li>Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments</li> <li>Meet minimum requirements for health-related physical fitness, using scientifically based health related physical fitness assessments</li> <li>Explain the principles of physical fitness: FITT (Frequency, Intensity, Time and Type) and identify the characteristics of physical activity that build aerobic capacity</li> <li>Identify healthful choices for meals and snacks that help improve physical performance</li> <li>Explain the value of increased flexibility when participating in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Change direction quickly to maintain spacing between two players</li> <li>Change direction quickly to increase the spacing between two players</li> <li>Determine the spacing between offensive and defensive players based on the speed of players</li> <li>Describe ways to create more space between an offensive and defensive player</li> </ul>
<b>Music</b>	<p><u>Expression through The Arts</u> <b>Responding</b></p> <ul style="list-style-type: none"> <li>Create a musical composition in response to the mood of a visual image.</li> <li>Describe the process used to create their own music (based on motives and phrase development), compare with others and reflect on their compositions.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Express themselves as individuals through musical composition</li> <li>Create music and refine after it is shared with others</li> </ul>	<p><u>Performance</u> Create, rehearse, refine and polish music for performances <b>Responding</b></p> <ul style="list-style-type: none"> <li>Sing individually and in harmony</li> <li>Reflect upon how their music expresses their personal voice and the impact it has on others.</li> <li>Share and compare their experiences as audience members at various performances</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Create music that will be reflected upon and refined after being shared with others</li> <li>Incorporate other arts and available resources in order to broaden their creative expression</li> </ul>	<p><u>Recorder</u> <b>Responding</b></p> <ul style="list-style-type: none"> <li>Sing/play with accuracy and control focusing awareness on the musical elements.</li> <li>Describe the process used to create their own music and compare it with others, in order to improve their compositions/performance.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Improvise upon a basic pattern to reinforce the importance of the individual within the group.</li> <li>Read and write music in traditional and/or non-traditional notation.</li> </ul>	
<b>Dance</b>	<p><b>Expression Through Dance</b> <b>Responding</b></p>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Recognize the theme of a dance and communicate their personal intention</li> </ul>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Identify dance components such as rhythm and use of space in their own and others' dance creations</li> </ul>	





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	<ul style="list-style-type: none"> <li>Reflect on artistic processes in dance achievements and how to incorporate new ideas into future work</li> <li>Recognize how dance can be used to express and understand our inner thoughts and our understanding of the world around us.</li> <li>Recognize the theme of a dance and communicate their personal intention</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Create movement to show contrast in designs such as symmetry/asymmetry and opposition/succession</li> <li>Develop physical flexibility and strength</li> <li>Experience varying groupings when performing dance, including ensemble performance</li> <li>Students improvise, create, and perform dances based on their own ideas and concepts from other sources (visual images)</li> </ul>	<ul style="list-style-type: none"> <li>Realize that there is a dynamic connection between the performer and the audience</li> <li>Recognize that dance plays an innovative role in communicating ideas within cultures and societies</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Work cooperatively towards a common goal, taking an active part in a creative experience</li> <li>Consider and maintain appropriate behaviour in dance, as an audience member or as a performer by listening, watching, and showing appreciation.</li> <li>Students demonstrate the ability to define and maintain personal space</li> <li>Demonstrate accuracy in moving to a musical beat and responding to changes in tempo</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that dance plays an innovative role in communicating ideas with cultures and societies</li> <li>Recognize that dance plays an innovative role in communicating ideas within cultures and societies</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Students create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science)</li> <li>Take an active role in a class discussion about interpretations of and reactions to a dance</li> </ul>	
<b>Religion</b>	<p><b>Catholic/ Christian</b> Expressing Ourselves Through Prayer</p> <ul style="list-style-type: none"> <li>Interpret evidence from the Gospels of the importance of prayer in the life of Jesus</li> <li>Explain what the Gospel passages reveal about the elements of personal and communal prayer</li> <li>Describe the various forms of prayer used in building a deeper relationship with God</li> <li>Understand how we can use the forms of prayer creatively which are also similar to our personality to learn more about ourselves</li> </ul>	<p><b>Catholic/ Christian</b> Celebrating the Liturgical Year</p> <ul style="list-style-type: none"> <li>Identify within the church, sacred space that is dedicated to the celebration of the sacraments</li> <li>Explain how the sacred spaces are connected to the signs/symbols used for the celebration, the sacred images of our faith, the sacramentals, and used in the celebration of the Liturgical seasons.</li> </ul>	<p><b>Catholic/ Christian</b> Celebrating the Liturgical Year</p> <ul style="list-style-type: none"> <li>Examine Bible passages(Old Testament/New Testament) which are used during the Liturgical seasons of Advent and Christmas communicate what they reveal about and celebrate in Jesus' life.</li> </ul>	<p><b>Catholic/ Christian</b> Living a Moral Life</p> <ul style="list-style-type: none"> <li>Identify in the Old and New Testaments the experiences of the people when they did not follow the Ten Commandments</li> <li>Identify efforts being made by your family, school community and Church to live according to the Ten Commandments</li> <li>Describe how the Ten Commandments have been used by the Church for moral instruction and teaching.</li> <li>Understand and work to apply the Two Greatest Commandments</li> </ul>
<b>Japanese</b>	<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Exchange appropriate greetings and everyday expressions</li> <li>Identify and describe family members</li> <li>Express likes and dislikes</li> <li>Listen to and enjoy Japanese stories</li> </ul> <p><b>Advanced</b> (「きつつきの商売」) (reading)</p> <ul style="list-style-type: none"> <li>Reads aloud confidently with fluency and expression</li> <li>Accurately read kanji introduced in class</li> <li>Comprehend short stories and identify main characters</li> </ul> <p>(writing)</p> <ul style="list-style-type: none"> <li>Use correct grammatical structures and spelling</li> <li>Write basic kanji accurately and legibly</li> </ul> <p>(listening &amp; speaking)</p> <ul style="list-style-type: none"> <li>Communicate own ideas clearly</li> <li>Listen attentively to information</li> </ul>	<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Know the date, week and weather</li> <li>Ask for things</li> <li>Talk about favorite things</li> <li>Listen to and enjoy Japanese stories</li> </ul> <p><b>Advance</b> (ことばで遊ぼう こまを楽しむ) (reading)</p> <ul style="list-style-type: none"> <li>Read aloud with increasing fluency</li> <li>Comprehend the explanatory text</li> <li>Understand the author's message from the text</li> </ul> <p>(writing)</p> <ul style="list-style-type: none"> <li>Use correct spelling for frequently words</li> <li>Write basic kanji accurately and legibly</li> <li>Write short essay related with the text</li> <li>Use appropriate punctuation marks</li> <li>Differentiate spoken language and written language</li> </ul> <p>(listening &amp; speaking)</p> <ul style="list-style-type: none"> <li>Follow multi-step directions</li> <li>Communicate own ideas clearly</li> <li>Listen attentively to information</li> <li>Show awareness of appropriate language style</li> </ul>	<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Express what someone is doing</li> <li>Identify people and objects in environment based on written and oral description</li> <li>Review Hiragana and Katakana reading and writing</li> <li>Learn the body parts and how to communicate in hospital</li> </ul> <p><b>Advanced</b> (体の慣用句) (わたしと小鳥とすずと) (reading)</p> <ul style="list-style-type: none"> <li>Read aloud with increasing fluency, expression and intonation</li> <li>Comprehend a variety of poetries (わたしと小鳥とすずと)</li> <li>Comprehend a variety of stories and identify main characters and plots</li> </ul> <p>(writing)</p> <ul style="list-style-type: none"> <li>Use correct spelling for frequently words</li> <li>Write basic kanji accurately and legibly</li> <li>Use correct spelling for frequently used words including idiomatic phrases</li> <li>Create poems</li> </ul> <p>(listening and Speaking)</p> <ul style="list-style-type: none"> <li>Follow multi-step directions</li> <li>Show awareness of appropriate language style</li> <li>Retell stories in sequence</li> <li>Make presentation on a variety of topics</li> <li>Demonstrate appropriateness in speech</li> </ul>	