

Grade Four Year Overview SY1920

2019-20 Grade Four Semester One	W1 Aug. 12-16	W2 Aug. 19-23	W3 Aug. 26-30	W4 Sept.2- 6	W5 Sept. 9- 13	W6 Sept. 16-20	W7 Sept.23 -27	Break Sept. 30-Oct. 4	W8 Oct.7- 11	W9 Oct.	W10 Oct. 21-25	W11 Oct. 28- Nov.1	W12 Nov. 4- 8	W13 Nov. 11-15	W14 Nov. 18-22	W15 Nov. 25-29	W16 Dec.2- 6	W17 Dec.9- 13
Theme	Who We Are				How We Express Ourselves				How the World Works				Where we are in Place and Time					
Central Ideas & Concepts (Key & Related)	<p><b>Central Idea:</b> Strengthening attitudes and skills is an ongoing conscious process.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Our skills and attitudes (Form)</li> <li>Developing a growth mindset (Causation)</li> <li>Effective goal setting (Responsibility)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> RISK TAKER, REFLECTIVE, BALANCED</p>				<p><b>Central Idea:</b> Voice and choice empower self-directed learning.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How we discover our interests (Form)</li> <li>The skills and attitudes we need to learn (Responsibility)</li> <li>How we can take action with our self-directed learning (Connection)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> PRINCIPLED, THINKER, REFLECTIVE</p>				<p><b>Central Idea:</b> Earth's natural changes can have devastating effects.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The causes of natural disasters (causation)</li> <li>The impact of natural disasters (change)</li> <li>How science and technology are used to predict, prepare and respond to natural disasters (function)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> INQUIRER, KNOWLEDGEABLE</p>				<p><b>Central Idea:</b> Migration contributes to change.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Why people migrate (Causation)</li> <li>The impacts of migration (Change)</li> <li>People have different perspectives (Perspective)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> OPEN-MINDED, COMMUNICATOR</p>					
																		<p><b>Central Idea:</b> Voice and choice empower self-directed learning.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How we discover our interests (Form)</li> <li>The skills and attitudes we need to learn (Responsibility)</li> <li>How we can take action with our self-directed learning (Connection)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> PRINCIPLED, THINKER, REFLECTIVE</p>
Language Arts	<p><b>Writing:</b> Getting to Know Yourself as Writer, Mixed Text <b>Reading:</b> Getting to Know Yourself as Readers, Mixed Text <b>Speaking and Listening</b> - ongoing throughout the year - presenting work to peers and parents, sharing with a partner, participating in paired, small group and whole class discussions <b>Viewing and Presenting</b> - ongoing throughout year, exhibitions for parents, presenting work to classmates, presenting work in corridor and display boards.</p>				<p><b>Writing:</b> Information Research Writing, Information Text <b>Reading:</b> Reading to Learn About the World, Information Text <b>Speaking and Listening</b> - ongoing throughout the year - presenting work to peers and parents, sharing with a partner, participating in paired, small group and whole class discussions <b>Viewing and Presenting</b> - ongoing throughout year, exhibitions for parents, presenting work to classmates, presenting work in corridor and display boards.</p>				<p><b>Writing:</b>The Arc of the Story: Realistic Fiction, Narrative Text <b>Reading:</b> Interpreting Characters: Heart of the Story, Narrative Text <b>Speaking and Listening</b> - ongoing throughout the year - presenting work to peers and parents, sharing with a partner, participating in paired, small group and whole class discussions <b>Viewing and Presenting</b> - ongoing throughout year, exhibitions for parents, presenting work to classmates, presenting work in corridor and display boards.</p>									
Mathematics	<p><b>Number:</b> There is a range of addition, subtraction, multiplication and division strategies that can be used in problem solving. <b>Algebra:</b> Patterns can be represented, analysed and generalized in various ways. <b>Geometry:</b> Geometric tools and methods can be used to solve problems relating to shape and space. <b>Skills:</b> Number, Geometry, Measurement, Algebra, Statistics and Probability <b>Focus:</b> Building Habits of a Good Mathematician through Knowledge &amp; Understanding, Pattern, Communication and Problems Solving Skills. Ongoing: Pattern &amp; Function</p>				<p><b>Number:</b> There is a range of addition, subtraction, multiplication and division strategies that can be used in problem solving. <b>Algebra:</b> Patterns can be represented, analysed and generalized in various ways. <b>Skills:</b> counting, place value, addition, subtraction, multiplication, division, estimation, pattern creation and analysis <b>Unit Links:</b> data collecting and analysing, averages, graphing, measurement</p>													

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Mandarin Phases 1&2	Courtesy words, phrases and sentences. Routine instructional directions. The vocabulary and sentences of introduction, name, age, nationality, family members	Vocabulary of weather, season and natural elements. We express our living needs in phrases and simple sentences.		Community helpers
Mandarin Phases 3&4	Holiday sharing and writing; set goals for Chinese learning. Self-introductions in writing.	Texts and stories of traditional Chinese festivals. Sentences used in describing weather, natural disaster and seasons. Reading and writing of weather reports and role plays of weather forecasting.		Migration contributes to change. Migrations around Nanjing, their journeys and the changes they brought to us. Stories of travellers and migrants. Sentences to describe transportation, travel.
Mandarin Phases 5&6	Phase5 小学华文一、二单元 Phase6 小学语文部编版第一、二、三单元 recount summer	Phase5 小学华文三、四单元 Phase6 小学语文部编版第四、五、六单元 Writing: News Report, News report from the scene of a natural Reading: Reading relate report and news about earthquake in Sichuan province Speaking & Listening: Weatherperson in CCTV		Phase5 小学华文五、六单元 Phase6 小学语文部编版七、八、九单元 Writing: Presentation script about migration Reading: Making connections, Inferring, Determining importance Speaking & Listening: interviewing migrants, asking questions and listening carefully to responses
PE	Adventure Challenge	Net Games – Part 1	Invasion Games	
Personal, Social & Emotional Growth	Second STEP Program Unit 1: Empathy and Skills for Learning	Second STEP Program: Anti-Bullying Unit and Empathy (Unit 1)		Second STEP Program Unit 2: Emotion Management
Child Protection	Right to be Safe: Students review warning signs and the three components: physical indicators (body messages); emotional indicators (feelings); and external signs (clues) using a range of contextual scenarios.	Relationships: Gender stereotypes are discussed. Strong focus is placed on behaviors and expectations that may be harmful.		Recognizing and Reporting Abuse: A range of developmentally appropriate situations are presented to students to help them identify physical, emotional and sexual abuse. The notion of neglect is also explored.
Swimming	Water safety practices & skills for the individual & small groups	Exploring & developing swimming skills in the major strokes ONE	Survival, movement & safety in a water based environment	NO PROGRAM
Performing Arts	Learner Profile, Essential Agreements, Routines, House Cheers	Recorders		Grade 2-5 Production
Design	<b>Introduction to Design</b>	<b>Little Bits: Electronics</b>		
Digital Citizenship	<ul style="list-style-type: none"> <li>illustrate how to be safe offline and online.</li> </ul>	<ul style="list-style-type: none"> <li>explain what being good citizens is online and offline.</li> <li>illustrate how tone can be misunderstood online.</li> <li>summarize offline and online responsibilities.</li> <li>develop strategies for dealing respectfully with cyberbullying.</li> <li>explain the difference between friends in real life and friends online.</li> <li>argue when and why private information should be used online – assert why a trusted adult should be consulted.</li> <li>explain what it means to be a digital citizen or digital leader.</li> </ul>		<ul style="list-style-type: none"> <li>explain why stereotypes can be limiting or negative.</li> <li>use and employ properly attributed sources, including creative commons.</li> </ul>

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Semester 2	W18 Jan. 6-10	W19 Jan. 13-17	W20 Jan. 20-23	CNY Break Jan. 24- Feb. 7	W21 Feb. 10-14	W22 Feb. 17-21	W23 Feb. 24-28	W24 Mar. 2-6	W25 Mar. 9-13	W26 Mar. 16-20	W27 Mar. 23-27	W28 Mar. 30- Apr. 3	Breck Apr. 6-10	W29 Apr. 13-17	W30 Apr. 20-24	W31 Apr. 27-30	W32 May 4-8	W33 May 11-15	W34 May 18-22	W35 May 25 - 29	W36 Jun. 1-5	W37 Jun. 8-12	W38 Jun. 15-19
Theme	<b>Where we are in Place and Time &amp; HWEO (CNU)</b>				<b>Sharing The Planet &amp; How We Express Ourselves (CNU)</b>								<b>How We Organize Ourselves &amp; HWEO (CNU)</b>										
Central Ideas & Concepts (Key & Related)	<p><b>Central Idea:</b> Migration contributes to change.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Why people migrate (Causation)</li> <li>The impacts of migration (Change)</li> <li>People have different perspectives (Perspective)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> OPEN-MINDED, COMMUNICATOR</p>				<p><b>Central Idea:</b> Using natural resources has an impact on our community and environment.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Natural resources (Form)</li> <li>How we use resources (Function)</li> <li>The impact of using resources on the community and the environment (Connection)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> INQUIRERS, CARING, REFLECTIVE</p>								<p><b>Central Idea:</b> Organizations make decisions that affect people and the environment.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What are organisations (Form)</li> <li>Why organisations exists (Function)</li> <li>How organisations affect positive change (Causation)</li> <li>The action of others inspires us (Connection/Responsibility)</li> </ul> <p><b>LEARNING PROFILE:</b> COMMUNICATOR, CARING</p>										
Language Arts	<p><b>Writing:</b> Realistic Fiction, con't</p> <p><b>Reading:</b> We Can Be Reading Teachers:Forming Reading Partnerships</p> <p><b>Speaking and Listening</b> - ongoing throughout the year - presenting work to peers and parents, sharing with a partner, participating in paired, small group and whole class discussions</p> <p><b>Viewing and Presenting</b> - ongoing throughout year, exhibitions for parents, presenting work to classmates, presenting work in corridor and display boards.</p>				<p><b>Writing:</b> Boxes and Bullets: Persuasive Essays, Opinion Text</p> <p><b>Reading:</b>Current Events, Informational and Opinion Texts</p> <p><b>Speaking and Listening</b> - ongoing throughout the year - presenting work to peers and parents, sharing with a partner, participating in paired, small group and whole class discussions</p> <p><b>Viewing and Presenting</b> - ongoing throughout year, exhibitions for parents, presenting work to classmates, presenting work in corridor and display boards.</p>								<p><b>Writing:</b> Poetry, Re-visit Narrative Writing</p> <p><b>Reading:</b>Mixed Genre Book Clubs, Mixed Text</p> <p><b>Speaking and Listening</b> - ongoing throughout the year - presenting work to peers and parents, sharing with a partner, participating in paired, small group and whole class discussions</p> <p><b>Viewing and Presenting</b> - ongoing throughout year, exhibitions for parents, presenting work to classmates, presenting work in corridor and display boards.</p>										
Mathematics	<p><b>Number:</b> Fractions and decimals are ways of representing whole-part relationships and there is a relationship between them.</p> <p><b>Skills:</b> compare and order fractions and decimals, equivalent fractions, conversion between improper and mixed number, addition and subtraction of decimals</p> <p><b>Unit Links:</b> data collecting and analysing, averages, graphing, measurement</p>				<p><b>Geometry:</b> Geometric tools and methods can be used to solve problems relating to shape and space.</p> <p><b>Measurement:</b> A range of procedures exists to measure the attributes of objects and events.</p> <p><b>Skills:</b> 2D, 3D shapes, transformations, angle, length, area, perimeter, volume, capacity, grids, coordinates, transformation</p> <p><b>Unit Links:</b> ???</p>								<p><b>Statistics &amp; Probability:</b> Data can be collected and manipulated to convey information in different ways.</p> <p><b>Skills:</b> collecting and recording data, graphing, interpreting and presenting</p> <p><b>Unit Links:</b> ???</p>										
Mandarin Phases 1&2	Transportation connects people. Vocabulary of transportation tools, traveling, and famous places in China.				Vocabulary of foods, drinks, clothes, and colours. Common adjectives used in describing nouns of the four categories.								Vocabulary and sentences of school operations and functions of different sections and job assignments.										
Mandarin Phases 3&4	Migration contributes to change. Migrations around Nanjing, their journeys and the changes they				Stories and texts about school resources and the use of school resources. The concept of respect and appreciation of nature. Vocabulary of renewable and non-renewable resources. The use of resources in our lives. Using resources responsibly.								Vocabulary of jobs and work places. Expression of career ideals. Sentence structures in connection with targeted verbs and prepositional phrases. Ask and answer questions related to jobs and										

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	brought to us. Stories of travellers and migrants.				roles. Reasons and characteristics of why people can be deemed as heroes. Stories and biographies of famous people. Self-introductions in writing.
Mandarin Phases 5&6	Phase5 小学华文第七、八单元 Phase6 小学语文部编版第十、十一、十二单元 Writing: Presentation script about migration Reading: Making connections, Inferring, Determining importance Speaking & Listening: interviewing migrants, asking questions and listening carefully to responses	Phase5 小学华文第九、十单元 Phase6 小学语文部编版第十三、十四、十五单元 Writing: Opinion Editorial – sharing informed opinions and persuading others./Poetry Reading: Asking Questions, Determining Importance/Reading poetry- Inferring and visualizing Synthesizing Speaking & Listening: persuasive debates, disagreeing respectfully/Reading poems with expression, reading various free verse poetry			Phase5 小学华文第十一、十二单元 Phase6 小学语文部编版第十六、十七、十八单元 Writing: story writing Reading: Voice overs and scripts Speaking & Listening: Speaking with clarity
PE	Movement Composition	Athletics		Soccer Trip Prep	Net Games
Personal, Social & Emotional Growth	Second STEP Program Unit 2: Emotion Management	Second STEP Program Unit 3: Problem Solving and Empathy (Unit 1)			
Child Protection	Recognizing and Reporting Abuse.	Protective Strategies: Trusted networks are reviewed. The students' trusted network includes people they trust but can also include people in the community such as a the police or a security guard. Persistence is reinforced so students understand that they need to keep telling until someone listens and takes action.			
Swimming	NO PROGRAM	Exploring & developing swimming skills in the major strokes TWO	Exploring & developing swimming skills in the major strokes TWO	Water games, movement & safety	Celebration of learnt skills
Performing Arts	Grade 2-5 Production	Integration with Unit: Marketing			
Design	Design Challenges: Think – Make - Improve				
Digital Citizenship	<ul style="list-style-type: none"> <li>write clear and polite emails or text messages.</li> <li>illustrate important parts of text and email communication. <b>(CNU)</b></li> </ul>	<ul style="list-style-type: none"> <li>create a product to sell items. <b>(Performing Arts)</b></li> <li>discuss self-image and how it relates advertising.</li> <li>describe how photos, audio, and video can be altered and examine negative and positive effects this may present.</li> </ul>	<ul style="list-style-type: none"> <li>synthesize and explain search strategies and results.</li> <li>define spam and spamming.</li> <li>identify risks to scams and identity theft.</li> <li>examine and analyze different privacy policies or seals of approval and their need.</li> </ul>		