



Grade 4 Semester 2 Learner Outcomes

	Unit 4	Unit 5	Unit 6
Transdisciplinary Theme	<p align="center">Where we are in place and time</p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p align="center">Sharing the planet</p> <p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i></p>	<p align="center">How we organize ourselves</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>
Unit of Inquiry Details	<p align="center">Explorers</p> <p>Central Idea Exploration can lead to discoveries, opportunities and new understandings.</p> <p>Key concepts: causation, perspective, change</p> <p>Related concepts: impact, discoveries, exploration</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Reasons for exploration • How explorations have taken place over time • The consequences of past and future exploration 	<p align="center">Energy and Earth's Resources</p> <p>Central Idea People can make choices to support the sustainability of Earth's energy resources.</p> <p>Key concepts: form, responsibility, connection</p> <p>Related concepts: resources, conservation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Earth's Resources (renewable & non-renewable) • Generating energy using Earth's resources • The impact of people's choices on the sustainability of Earth's energy resources • 	<p align="center">Rules, Rights and Responsibilities</p> <p>Central Idea The rules and responsibilities within social structures can support or deny human rights.</p> <p>Key concepts: causation, connection, responsibility</p> <p>Related concepts: rights, justice, interdependence</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The relationship between rules, rights and responsibilities • How the UN conventions support children's rights • How the UN Sustainable Development Goals support human rights
Approaches to Learning Focus	<ul style="list-style-type: none"> • Self-Management • Thinking • Communication • Research 	<ul style="list-style-type: none"> • Thinking • Research 	<ul style="list-style-type: none"> • Self-Management • Thinking • Social • Research
Learner Profile Focus	<ul style="list-style-type: none"> • Learner Profile: Knowledgeable, Open-minded 	<ul style="list-style-type: none"> • Learner Profile: Principled, Reflective, Caring 	<ul style="list-style-type: none"> • Learner Profile: Thinker, Caring, Open-minded
ICT Integration	<p><i>How to be an explorer: Explorer/scavenger app, involving the students playing the role of an Explorer.</i></p> <p>Collaborating and communicating:</p> <ul style="list-style-type: none"> • Share documents and folders with individuals and groups • Manage the share settings of a document and folder in Google Drive • Communicate understanding, new knowledge, follow directions and demonstrate digital citizenship when using Learning Platforms (Google Classroom and Seesaw). • Take part in online projects or active collaborations with appropriate local and global audiences (parents / PYP community) <p>Creating:</p> <ul style="list-style-type: none"> • Multimedia and Presentation Tools (videos) • <i>Collect, combine and manipulate</i> (edit Copy and Paste) digital images, texts and sounds when creating digital products (using Google Drawing) other Graphic Design Tools <p>Investigating:</p> <ul style="list-style-type: none"> • Locate, retrieve or generate information from a range of digital sources • Use ICT to plan an information search or generate information, recognising some patterns within the information • Recognise the need to locate a variety of resources representing a range of views • Plan appropriate investigation methods to answer questions or solve problems • Follow a search plan using keywords and related terms • Determine the type of resources most appropriate for the topic by evaluating resources and discarding those which are unsuitable 	<p>Investigating:</p> <ul style="list-style-type: none"> • Locate, retrieve or generate information from a range of digital sources • Use ICT to plan an information search or generate information, recognising some pattern within the information • Recognise the need to locate a variety of resources representing a range of views • Plan appropriate investigation methods to answer questions or solve problems • Follow a search plan using keywords and related terms • Determine the type of resources most appropriate for the topic by evaluating resources and discarding those which are unsuitable • Become familiar with a limited number of search engines and databases and how they function 	<p>Investigating:</p> <p>Define and plan information searches</p> <ul style="list-style-type: none"> • Use ICT to plan an information search or generate information, recognising some patterns within the information • What is meant by the term: Internet, Web, Browser, Search Engine. • What does the Internet look like? How is it connected? How does the Internet work? <p align="center">Locate, retrieve and generate data and information</p> <ul style="list-style-type: none"> • Locate, retrieve or generate information from a range of digital sources • Open a web browser, use correct tools to navigate through an online learning site (Raz Kids, Mathletics) • Use online mapping tools (e.g. Mind-Mup or other Google Chrome extensions to organize an inquiry. <p>Managing digital data:</p> <p>Google Drive</p> <ul style="list-style-type: none"> • Recognise Google Drive as a 'digital desk' to organise documents and creations • Move Documents between folders • Understand the layout of Google Drive <p>Creating:</p> <ul style="list-style-type: none"> • Use ipad apps • Use Google Docs (word processing tool) to create various genres of writing • Collect, combine and manipulate digital images, texts and sounds when creating digital products (using Google Drawing) other Graphic Design Tools • Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos) • Spreadsheets (tables, charts and graphs)



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	<ul style="list-style-type: none"> Become familiar with a limited number of search engines and databases and how they function 		<ul style="list-style-type: none"> Demonstrate an understanding of the spreadsheet as a tool to record, organise and graph information
<p>PSPE Integration (Personal and Social - Identity and Interactions)</p>	<ul style="list-style-type: none"> Assume responsibility for a role in a group Reflect on shared and collaborative performance Identify individual strengths that can contribute to shared goals Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes Adopt a variety of roles for the needs of the group, for example, leader, presenter 	<ul style="list-style-type: none"> Explain how a person's identity is made up of many different things, including membership in different cultures and that this can change over time Talk about their interactions with the environment Understand the impact of their actions on each other and the environment 	<ul style="list-style-type: none"> Reflect on the perspectives and ideas of others Apply different strategies when attempting to resolve conflict Work and learn with increasing independence Embrace optimism to shape a positive attitude towards themselves and their future Analyse how they are connected to the wider community Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions Reflect on how they cope with change in order to approach and manage situations of adversity Recognize others' perspectives and accommodate these to shape a broader view of the world Identify and understand the consequences of actions Discuss ideas and ask questions to clarify meaning Reflect on the process of achievement and value the achievements of others Share ideas clearly and confidently

Language Arts

Approx. Start Date	Unit 4	Unit 5	Unit 6
Reading Workshop Focus	<p>Interpretation Book Clubs</p> <ul style="list-style-type: none"> Interpretation: Discussing Themes and Issues in the Company of Clubs Comparing Themes—and How Characters Relate to Them—Across Texts Reading Closely to See How Themes Are Shaped By Authors 	<p>Reading History</p> <ul style="list-style-type: none"> Researching History Preparing for Debate Engaging in a Second Cycle of Research 	<p>Historical Fiction Clubs</p> <ul style="list-style-type: none"> Tackling Complex Texts Interpreting Complex Texts The Intersection of Historical Fiction and History
Writing Workshop Focus	<p>The Literary Essay: Writing About Fiction</p> <ul style="list-style-type: none"> Writing about Reading: The Literary Essay Raising the Quality of Literary Essays 	<p>The Literary Essay: Writing About Fiction</p> <ul style="list-style-type: none"> Writing Compare-and-Contrast Essays <p>Bringing History to Life</p> <ul style="list-style-type: none"> Informational Books: Making a Conglomerate of Forms 	<p>Bringing History to Life</p> <ul style="list-style-type: none"> Writing with Greater Independence Building Ideas in Informational Writing
Library/Research Skills	<ul style="list-style-type: none"> Review how non-fiction resources are shelved according to Dewey decimal system and use to locate materials. Use simple and combined terms to search OPAC, databases, and Internet sources. Become familiar with a limited number of appropriate search engines and databases using modeled techniques. Assess internet sources for ease of use and reliability and accuracy. (Take it APART) Find answers to questions by comparing information from more than one source Compare information from different sources and identify discrepancies in factual information. Recognize unstated assumptions and biases. 	<ul style="list-style-type: none"> Locate, organize, analyse, evaluate and synthesize information from a variety of trusted sources, social media and online networks. Identify appropriate resources by using skimming techniques to survey readability. Take notes on a topic using keywords Use graphic organisers to organise questions and notes. Understand the concept of intellectual property and construct a basic bibliography comprised of title, author, publisher and publication date. Self reflect on learning, skills and attitude. 	<ul style="list-style-type: none"> Recognize features and use contents and index pages of non-fiction books using keywords. Use author, title, subject or keyword series to access resources through search strategies. Verify information using at least one other source. Draw conclusions and generalizations. Create simple citations to construct a bibliography according to recognized conventions. Reflect on (Sakura) goals.



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Mathematics

Approx. Start Date	Unit 4	Unit 5	Unit 6
	<p>Geometry</p> <ul style="list-style-type: none"> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. 	<p>Numbers and Operations</p> <p>Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$. 	<p>Measurement</p> <p>Data Analysis and Probability</p> <ul style="list-style-type: none"> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.



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		<ul style="list-style-type: none"> Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. 	
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Specialists

	Unit 4	Unit 5	Year Long
Art	<p>Responding</p> <ul style="list-style-type: none"> Use their knowledge and experiences to make informed interpretations of artworks Identify and consider the contexts in which artworks were made <p>Creating</p> <ul style="list-style-type: none"> Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures <p>Art and Design Skills: Pencil drawing - portrait Painted landscape</p>	<p>Responding</p> <ul style="list-style-type: none"> Reflect on their own and others' creative processes Provide constructive criticism when responding to artwork <p>Creating</p> <ul style="list-style-type: none"> Use a range of strategies to solve problems during the creative process <p>Art and Design Skills: 3D modelling - recycled material</p>	<p>Responding</p> <ul style="list-style-type: none"> Use relevant and insightful questions to extend their understanding Recognise that different audiences respond in different ways to artworks Compare, contrast and categorise artworks from a range of cultures, places and times <p>Creating</p> <ul style="list-style-type: none"> Show awareness of the affective power of visual arts Use a personal belief or value as the starting point to create a piece of artwork Create artwork for a specific audience <p>Art and Design Skills: Stop-motion animation</p>
PE	<p>Games (Stand Alone)</p> <ul style="list-style-type: none"> Change direction quickly to maintain and increase the spacing between two players. Determine the spacing between offensive and defensive players based on the speed of the players. Throw and catch an object with a partner while both partners are moving. Keep a hand-dribbled ball away from a defensive partner. Explain the difference between offense and defense. Describe ways to create more space between an offensive player and a defensive player. Compare and contrast dribbling a ball without a defender and with a defender. Kick a ball to a moving partner, using the inside of the foot. Kick a stationary ball from the ground into the air. Keep a foot-dribbled ball away from a defensive partner. Stop a kicked ball by trapping it with the foot while standing still. Explain the difference between offense and defense. Describe ways to create more space between an offensive player and a defensive player. 	<p>Games (Stand Alone)</p> <ul style="list-style-type: none"> Manipulate an object by using a long-handled implement. Describe the appropriate body orientation to strike an object, using the forehand movement pattern. Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern. Hit a softly tossed ball backhanded with a paddle or racket. Throw overhand at increasingly smaller targets using proper follow through. Catch a fly all above the head, below the waist and away from the body. Strike with a paddle or racket a lightweight object tossed by a partner Strike a gently tossed ball with a bat, using a side orientation. Explain the differences in manipulating an object when using a long handled implement and when using a short handled implement. Throws overhand demonstrating the critical elements of a mature pattern in non-dynamic environments (closed skill) for distance and/or force. Catches a gently tossed hand-sized ball from a partner demonstrating critical elements of a mature pattern. Strikes an object with a short handled implement while demonstrating critical elements of a mature pattern. Strikes a ball with a long handled implement using a batting tee or a ball tossed by a teacher. 	<ul style="list-style-type: none"> Identify individual strengths that can contribute to shared goals (Interactions) Identify potential personal and group outcomes for risk-taking behaviors (Active Living) Self-assess performance and respond to feedback on performance from others (Active Living)
Music	<p><u>Explorers</u> Responding</p> <ul style="list-style-type: none"> Compare aspects of music from different times and places. Explore different artistic presentations that are/were innovative and their implications. <p>Creating</p>	<p><u>Elements of Music</u> Responding</p> <ul style="list-style-type: none"> Analyse different compositions describing how the musical elements enhance the message. Sing/play with accuracy and control focusing awareness on the musical elements. 	



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	<ul style="list-style-type: none"> • Create music to represent different cultures and styles • Create music for different purposes. 	<p>Creating</p> <ul style="list-style-type: none"> • Read and write music in traditional and/or non-traditional notation • Deliver a musical message to different audiences 	
Dance	<p>Explorers in Dance</p> <p>Responding to Dance:</p> <ul style="list-style-type: none"> • Recognize the role and relevance of dance in their own society through exposure to a variety of performers and their perspectives • Students attentively observe and accurately describe the action and movement elements (levels, directions) in a brief movement study • Students demonstrate accuracy in moving to a musical beat and responding to changes in tempo. • Students take an active role in a class discussion about interpretations of and reactions to a dance <p>Creating Dance:</p> <ul style="list-style-type: none"> • Students use improvisation to discover and invent movement and to solve movement problems. • Develop the ability to cooperate and communicate with others in creating dance 	<p>Composition</p> <p>Responding to Dance:</p> <p>*Recognize how dance can be used to express and understand our inner thoughts and our understanding of the world around us.</p> <p>*Identify dance components such as rhythm and use of space in their own and others' dance creations</p> <p>*Students take an active role in a class discussion about interpretations of and reactions to a dance</p> <p>*analyse and integrate the reflections of others into the creative process when evaluating and improving.</p> <p>*Recognize the role and relevance of dance in their own society through exposure to a variety of performers and their perspectives</p> <p>Creating Dance:</p> <p>*Create movement to show contrast in designs such as symmetry/asymmetry and opposition/succession</p> <p>*Experience varying groupings when performing dance, including ensemble performance</p> <p>*Choreograph movement to music, word and sound</p> <p>*Choreograph performance to express and communicate an idea, feeling, experience, relationship or narrative.</p> <p>*Students present their own dances to peers and discuss their meanings with competence and confidence</p>	
Religion	<p>Multi-Faith (R.Alo & M.O'Shea)</p> <ul style="list-style-type: none"> • Know beliefs, ideas and teachings of Buddhism related to its main teachings/ beliefs/ codes of conduct • Know how teachings, beliefs and codes of conduct connect to religious practices and lifestyles • Begin to recognise key similarities and differences between Buddhism, Islam and Christianity. • Identify the influence religion has on lives within these communities • Ask deeper questions about how religious beliefs can influence behaviour (Focus on Questioning Skills) <p>Catholic/Christian</p> <p>The Sacraments</p> <ul style="list-style-type: none"> • Link the Sacraments of Initiation and Reconciliation to the seasons of the liturgical calendar • Identify in the symbols of the sacraments and the seasons with signs of God's presence • Understand that through the actions of the Holy Spirit and the ministry of the priest, the sacraments can heal relationships and restore us to new life. • Connect the role of the priest within the sacrament with gospel narratives of forgiveness and the Sacrament of Reconciliation • Demonstrate the different ways reconciliation and healing are experienced within the Christian community 	<p>Multi-Faith (R.Alo & M.O'Shea)</p> <ul style="list-style-type: none"> • Know the Christian beliefs connected to Easter • Compare and contrast practices around Easter (Christian), Ramadan (Muslim) and Wesak (Buddhism) • Identify the influence religion has on lives within these communities • Ask deeper questions about how religious beliefs can influence behaviour (Focus on Questioning Skills) <p>Catholic/Christian</p> <p>Living a Holy Life</p> <ul style="list-style-type: none"> • Examine the parables of Jesus that deal with sinners and outcasts • Explain how the parables were signs of hope for the followers of Jesus to live a life of holiness. • Describe the actions of people and/or organizations within the Church who encourage us to live a life of holiness • Connect the life and choices of Saint Raphaela Mary to living a life of holiness. • Explain how the saints are examples of hope that inspire us to live a holy life. 	<p>Multi-Faith (R.Alo & M.O'Shea)</p> <ul style="list-style-type: none"> • Identify and describe similarities and differences in religious practices and lifestyles both within and between religions • Ask questions about matters of right and wrong • Suggest answers which show understanding of a range of moral and religious teachings <p>Catholic/ Christian Living a Moral Life</p> <ul style="list-style-type: none"> • <i>Identify in the Old and New Testaments the experiences of the people when they did not follow the Ten Commandments</i> • <i>Identify efforts being made by your family, school community and Church to live according to the Ten Commandments</i> • <i>Describe how the Ten Commandments have been used by the Church for moral instruction and teaching.</i> • <i>Understand and work to apply the Two Greatest Commandments</i>
Japanese	<p>Beginner/Intermediate</p> <ul style="list-style-type: none"> • Practice hiragana script in a variety of ways 	<p>Beginner</p> <ul style="list-style-type: none"> • Recognize and read Hiragana and / or Katakana characters 	



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	<ul style="list-style-type: none"> Identify objects using adjectives Communicate using useful phrases for eating out and shopping Learn the price number <p>Advance (「わたしと小鳥とすずと」「雪」「ちいちゃんのかげおくり」「修飾語」「たから島のぼうけん」)</p> <p>Reading</p> <ul style="list-style-type: none"> Read aloud with increasing fluency, expression and intonation Comprehend a variety of poetries Comprehend a story and identify main characters, plot and historical background <p>Writing</p> <ul style="list-style-type: none"> Use correct spelling for frequently words Write basic kanji accurately and legibly Use appropriate punctuation marks on Genkou youshi format Write poets using appropriate style and rhetoric Creative story about finding the treasures by the map of the imaginary island <p>Listening and Speaking</p> <ul style="list-style-type: none"> Follow multi-step directions Differentiate spoken language and written language Show awareness of appropriate language style Retell stories in sequence 	<ul style="list-style-type: none"> Learn various ways of counting Understand and form sentences using action verbs Talk about daily life <p>Advance (「すがたを変える大豆」「三年とうげ」「ことわざ」「モチモチの木」)</p> <p>Reading</p> <ul style="list-style-type: none"> Read aloud with increasing fluency, expression and intonation Comprehend a folktale and identify the authors' intentions Comprehend a non-fiction about how we use soy beans Comprehend a folk tale and identify the authors' intentions <p>Writing</p> <ul style="list-style-type: none"> Use correct spelling for frequently words Write basic kanji accurately and legibly Use appropriate punctuation marks on Genkou youshi format Research about how one food is processed into other foods and write a brief research paper <p>Listening and Speaking</p> <ul style="list-style-type: none"> Follow multi-step directions Differentiate spoken language and written language Show awareness of appropriate language style Retell stories in sequence Orally present their research in front of the audience 	
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