Seisen International School

Grade 4 - Long Term Planner 2020-2021

	Unit 1	Unit 2	Unit 3
Transdisciplinary Theme	**How we express ourselves** ***Symbolism*** *An inquiry into the ways in which we 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.*	**How the world works** ***Weather Systems*** *An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; and the impact of scientific and technological advances on society and on the environment.*	**Who we are** ***Systems*** *An inquiry into the nature of the self; physical, mental health; rights and responsibilities; and what it means to be human.*
Unit of Inquiry Details	**Central Idea** People use symbolism in art to express complex and meaningful themes **Key concepts**: form, function, perspective **Related concepts:** expression, symbolism, themes **Lines of Inquiry** ● Variety of themes reflected through art ● Different perspectives and interpretations of art ● Creating symbolic art to express yourself	**Central Idea** Change in weather and climate impact human societies in a variety of ways **Key concepts:** form, change, Causation **Related concepts:** weather, climate, systems **Lines of Inquiry** ● Measuring and predicting weather ● The impact of and response to extreme weather events ● Sources of climate change and its impact	**Central Idea** The interactions between human body systems contribute to health and survival. **Key concepts:** function, connection, responsibility **Related concepts:** systems, healthcare, interactions **Lines of Inquiry** ● Body systems and how they work ● How body systems are connected ● Access to medical advances contributing to health
Approaches to Learning Focus	Communication Skills Thinking Skills	Social skills (collaboration)	Thinking skills Social skills
Learner Profile Focus	Religious Communicators Open minded	Knowledgeable Reflective	Inquirer Balanced
ICT Integration	***Communicating*** ● use appropriate ICT tools safely to share and exchange information with appropriate known audiences ● understand that computer mediated communications are directed to an audience for a purpose	***Communicating*** ● use appropriate ICT tools safely to share and exchange information with appropriate known audiences ● understand that computer mediated communications are directed to an audience for a purpose	***Design of an app based around Health*** ***Students design and prototype of an app or site that educates others on staying healthy.*** ***Creating*** ● use ICT effectively to record ideas, represent thinking and plan solutions ● independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes **Communicating and collaborating** ● select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others ● understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to one or group communications
PSPE Integration (Personal and Social Education Integration)		Revisit: Conceptual Understanding: Everyone has the right to decide who can touch their body, where, and in what way	Conceptual understanding: Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous. Learners will be able to:

		▸Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal) ▸ demonstrate effective ways to respond when they know someone who is being bullied, sexually abused or harassed (skill); ▸ demonstrate ways to seek help for themselves or someone they know in the case of sexual abuse, harassment, incest and bullying (skill). Conceptual Understanding: Intimate partner violence is wrong and it is important to seek support if witnessing it (Stand-alone Safeguarding Lessons) Learners will be able to: ▸ define intimate partner violence (knowledge); ▸ describe examples of intimate partner violence (knowledge); ▸ recognize that intimate partner violence is wrong and that children who see this can benefit from getting support (attitudinal); ▸ demonstrate how they would approach a trusted adult for support if they are experiencing this type of violence in their family (skill). Consent, Privacy and Bodily Integrity Conceptual Understanding: It is important to understand what unwanted sexual attention is and the need for privacy when growing up ▸ explain that, during puberty, privacy about one’s body and private space become more important for both boys and girls, particularly access to toilets and sanitary products for girls (knowledge); ▸ define unwanted sexual attention (knowledge); ▸ recognize that unwanted sexual attention towards both boys and girls is a violation of privacy and the right to decide about one’s own body (attitudinal); ▸ communicate assertively to maintain privacy and counter unwanted sexual attention (skill).	▸motivate themselves intrinsically and behave with belief in themselves(▸work and learn with increasing independence. Conceptual understanding: Being emotionally aware helps us to manage relationships and support each other. Learners will be able to: ▸use emotional awareness and personal skills to relate to and help others ▸Reflect on inner thoughts and self-talk

Language Arts

Approx. Start Date	Unit 1	Unit 2	Unit 3
Reading Workshop Focus	**Interpreting Characters: The Heart of the Story** ● Establishing a Reading Life ● Thinking Deeply about Characters ● Building Interpretations	**Reading the Weather, Reading the World** ● Learning from Text ● Launching a Whole Class Research Project ● Tackling a Second Research Project with More Agency and Power **ICT Integration:**	**Interpretation Book Clubs** ● Thinking Deeply about Characters ● Building Interpretations

		• Compare different sources for opposing viewpoints, biases, accuracy and assesses the credibility of each • Recognize the need for adequate information and data and seeks more if necessary • Analyze, condense and combine relevant information from multiple sources	
Writing Workshop Focus	**The Arc of Story: Writing Realistic Fiction** • Creating and Developing Stories and Characters that Feel Real • Drafting and Revising with an Eye toward Believability • Preparing for Publication with an Audience in Mind • Embarking on Independent Fiction Projects	**Boxes and Bullets: Personal and Persuasive Essays** • Writing to Learn • Raising the Level of Essay Writing • Personal to Persuasive **ICT Integration:** • Use **Google Docs (word processing tool)** to create various genres of writing • Insert and size a graphic in a document, selecting the appropriate wrapping (wrap text, break text, in line) • Use *appropriate* menu bar tools to format text • Enhance digital quality using images • Use links	**The Literary Essay: Writing About Fiction** • Writing about Reading: Literary Essays • Raising the Quality of Literary Essays • Writing Compare-Contrast Essays
Library/Research Skills	• Use a range of sources to investigate an issue. • Begin to understand why it is important to acknowledge the work and ideas of others. • Use school catalogue and online libraries to locate books by title, author and subject, using Advanced Search including copy location, call number and subject keywords. • Consolidate knowledge of borrowing procedures of online school resources. Can borrow, put holds, return books in (Overdrive/Sora) online libraries. • Choose books to show a widening reading choice.	• Use keywords, and contents and index pages of non-fiction books to locate relevant sources. • In a catalogue search use combined terms such as author, title, subject keyword or series to access resources. • Record simple bibliographic information from print and e-resources using author and title, using modeled examples. • Skim, scan and squirrel using subheadings in books and sections of websites. • Find answers to questions by comparing information from more than one source. • Distinguish between fact and opinions, and which is required. • Revise understanding that library resources are shelved according to a system which supports ease of location.	• Understand that different sources will present different perspectives. • Use reference tools, including online sources. • Search for information using given internet addresses or school databases. • Use simple and/or combined terms to search school databases, and Internet sources. • Identify appropriate resources by using skimming techniques to survey readability. • Follow a provided simple search plan based on purpose using keywords and likely resources. • Provide acknowledgement of sources including at least author, title, publisher, date.

Mathematics

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 (Multiplicative Thinking) **Operations & Algebraic Thinking** **A. Use the four operations with whole numbers to solve problems** 4.OA.1: Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown	**Unit 2** (Multi-Digit Multiplication and Early Division) **Number & Operations in Base Ten** **A. Generalize place value understanding for multi-digit whole numbers.** 4.NBT.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. 4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers	**Unit 3** (Fractions & Decimals) (Fractions & Decimals) **Number & Operations—Fractions** **A. Extend understanding of fraction equivalence and ordering.** 4.NF.1: Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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. 4.NF.2: Compare two fractions with different numerators	**Unit 4** (Addition, Subtraction & Measurement) **Measurement & Data** **A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** 4.MD.1: 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

number to represent the problem, distinguishing multiplicative comparison from additive comparison. 4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **B. Gain familiarity with factors and multiples** 4.OA.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite **C. Generate and analyze patterns.** 4.OA.5: 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.	based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 4.NBT.3: Use place value understanding to round multi-digit whole numbers to any place. **B. Use place value understanding and properties of operations to perform multi-digit arithmetic** 4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm. 4.NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. 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. **B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers** 4.NF.3: Understand a fraction a/b with a > 1 as a sum of fractions 1/b (as described in 4.NF.3a–4.NF.3d). 4.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number (as described in 4.NF.4a–4.NF.4c). **C. Understand decimal notation for fractions, and compare decimal fractions.** 4.NF.5: 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 3 /10 as 30/100 and add 3 /10 + 4 /100 = 34/100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general, but addition and subtraction with unlike denominators in general is not a requirement at this grade.) 4.NF.6: Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100 ; describe a length as 0.62 meters; locate 0.62 on a number line diagram. 4.NF.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when 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.	feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …. 4.MD.2: 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. 4.MD.3: 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. **B. Represent and interpret data.** 4.MD.4: Make a line plot to display a data set of measurements in fractions of a unit (1 /2, 1 /4, 1 /8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. **C. Geometric measurement: understand concepts of angle and measure angles.** 4.MD.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 4.MD.5a: An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1 /360 of a circle is called a “one-degree angle,” and can be used to measure angles. 4.MD.5b: An angle that turns through n one-degree angles is said to have an angle measure of n degrees 4.MD.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 4.MD.7: 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

Seisen International School

Specialists

	Unit 1	Unit 2	Unit 3
Visual Arts	Responding Use their knowledge and experiences to make informed interpretations of artworks Creating Create an artwork for a specific audience Visual Arts Skills Illustrating one of Seisen's Guiding Principles Researching , Planning	Responding Recognise that different audiences respond in different ways to artworks Provide constructive criticism when responding to artwork Creating Use a range of strategies to solve problems during the creative process Create artwork for a specific audience Visual Arts Skills Book-making - describing one aspect of weather	Responding Reflect on their own and others' creative processes to inform their thinking Creating Show awareness of the affective power of visual arts Visual Arts Skills Close observational drawing with a range of drawing materials
PE	***Symbolism (Movement Composition)*** ● Explore different movements that can be linked to create sequences ● Display creative movements in response to stimuli and express different feelings, emotions and ideas ● Reflect upon the aesthetic value of movement and movement sequences ● Demonstrate greater body control when performing movements ● Self-assess performance and respond to feedback on performance from others ● Plan, perform and reflect on movement sequences to improve ● Refine movements to improve the quality of a movement sequence	***(Individual Pursuits)*** ● Demonstrate an understanding of the principles of training in developing and maintaining speed, stamina and power in athletic events ● Self-assess performance and respond to feedback on performance from others ● Exhibit effective decision-making processes in the application of skills during physical activity ● Develop plans to improve performance through technique refinement and practice ● Demonstrate greater body control when performing movements ● Develop a deeper understanding of what athletic events are available for competition at the elite and non-elite levels ● Identify realistic goals and strategies to improve personal best performances ● Recognise personal qualities, strengths and limitations which enables individuals to identify which athletic events they will be more successful at	***(Health Related Fitness)*** ● Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves ● Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. ● Meet minimum requirements for cardiovascular endurance fitness levels through fitness testing and training ● Explain the effects of exercise on the circulatory, respiratory, muscular and skeletal systems in the body ● Identify the correct body alignment for performing lower-body stretches ● Explain the principles of physical fitness: frequency, intensity, time, and type ● Identify the various training methods used for developing the fitness components of muscular strength, muscular endurance, flexibility and cardiovascular endurance ● Describe the difference between muscular strength and muscular endurance
Music	**Symbolism** ● Create a musical composition in response to the mood of a visual image. ● Describe the process used to create their own music (based on motives and phrase development), compare with others and reflect on their compositions. ● Describe how music makes them feel ● Recognize that sound can be notated in a variety of ways ● Express themselves as individuals through musical composition ● Create music and refine after is is shared with	**Musical Elements (Year Long)** ● Students identify simple music forms when presented aurally ● Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances ● reflect on and communicate their reactions to music using musical vocabulary	**Performance** ● Classify how dance/music plays an innovative role in communicating ideas within cultures and societies ● Distinguish which ideas will be the most effective when incorporating other arts and available resources in order to broaden creative expression ● Explain the importance of creating, rehearsing, refining and polishing a performance ● Give reasons for the feedback provided on a performance ● Apply strategies when performing in an ensemble (e.g. blending instrumental timbres, matching dynamic levels, responding to the cues of the conductor, define and maintain personal space) ● Actively sing/play instruments/dance individually and in harmony/unison

	• Explore sound as a means of expressing imaginative ideas • incorporate the other arts and available resources in order to broaden their creative expression	• analyse different compositions describing how the musical elements enhance the message • explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings • collaboratively create a musical sequence using known musical elements rhythm, melody, contrast • read and write music in traditional and/or non traditional notation	• Explain the importance of participating cooperatively towards a common goal and take an active part in the creative experience • Demonstrate confidence and expression in performances • Perform from traditional notation • Use a variety of instruments with care and control • Apply accuracy in moving to a musical beat and responding to changes in music (dance)
Religion	**Symbolism** • Describe that God is explained by many names • Identify religious symbolism and symbolic actions (practices) within Catholicism, Christianity, Buddhism, Hinduism, Islam, Judaism, Shintoism, (such as; sacred places,texts, sacred objects, art, dance etc.) • Connect the major religions with their founding teachers and sacred texts • Explain connections between the meaning and purpose of various religious symbols and religious actions • Describe the influence religion has on lives, cultures and communities • Interpret Psalm 145 as a psalm of praise • Interpret a prayer from a chosen faith tradition	**Service & Natural Disasters** • Explore the concept of vocation, i.e. priests, nuns, monks, brothers, nurses, doctors, teachers • Define vocation as a call to serve in the Church • Show understanding of the concepts of service • Explore how the Church, religious organisations, non-goverment agencies and charities respond to humanitarian disasters	**The Church as a System** • State the 10 commandments • Relate the two great commandments to the decalogue • Understand the Eucharist is the source and summit of Christian Life • Identify the circumstances that led to the formation of the Church • Recognise the liturgical actions of the church as central to Christian life • Describe the hierarchical structure of the Catholic Church, how it supports the community and how different members contribute to the world • Show understanding that vocations are a way to holiness in the life-stories of the Saints. • Describe the relationship of the liturgical year with the life of Jesus Christ • Associate ordinary time of the liturgical year with the teachings and public life of Christ
Japanese	**Japanese 1** • Exchange appropriate greetings and everyday expressions • Identify and describe family members • Express likes and dislikes • Listen to and enjoy Japanese stories **Japanese 2** • Exchange appropriate greetings and everyday expressions • Identify and describe family members • Express likes and dislikes / good at and not good at • Practice basic Kanji or Katakana **Japanese 3 & 4** (reading) • Reads aloud confidently with fluency and expression • Accurately read kanji introduced in class • Comprehend short stories and identify main characters (writing) • Use correct grammatical structures and spelling • Write basic kanji accurately and legibly (listening & speaking) • Communicate own ideas clearly • Listen attentively to information **(「きつつきの商売」)**	**Japanese 1** • Know the date, week and weather • Ask for things • Talk about favorite things • Listen to and enjoy Japanese stories **Japanese 2** • Know the date, week and weather • Using adjective and tell the weather • Practice basic Kanji or Katakana **Japanese 3 & 4** (reading) • Read aloud with increasing fluency • Comprehend the explanatory text • Understand the author's message from the text (writing) • Use correct spelling for frequently words • Write basic kanji accurately and legibly • Write short essay related with the text • Use appropriate punctuation marks • Differentiate spoken language and written language (listening & speaking) • Follow multi-step directions • Communicate own ideas clearly • Listen attentively to information	**Japanese 1** • Express what someone is doing • Identify people and objects in environment based on written and oral description • Review Hiragana and Katakana reading and writing • Learn the body parts and how to communicate in hospital **Japanese 2** • Learn the body parts and illness • Learn how to communicate in hospital • Practice basic Kanji or Katakana **Japanese 3 & 4** (reading) • Read aloud with increasing fluency, expression and intonation • Comprehend a variety of poetries （わたしと小鳥とずずと） • Comprehend a variety of stories and identify main characters and plots (writing) • Use correct spelling for frequently words • Write basic kanji accurately and legibly • Use correct spelling for frequently used words including idiomatic phrases • Create poems (listening and Speaking) • Follow multi-step directions • Show awareness of appropriate language style

		• Show awareness of appropriate language style （「ことばで遊ぼう」「こまを楽しむ」）	• Retell stories in sequence • Make presentation on a variety of topics • Demonstrate appropriateness in speech （「体の慣用句」「わたしと小鳥とすずと」） **PYP Unit: Japanese Idioms with body parts**
Spanish	A1 Empecemos • Greetings in the hispanic world. Saying hello, goodbye and the basic forms of greetings, introducing oneself, colours, numbers from 0 to 10. La escuela • Names of classroom objects, there is/there are, the verb *tener*, prepositions of place, classroom instructions, school subjects, expressing opinions	A1 La familia • Names of family members, introducing family members, adjectives describing characteristics. La casa • Names of objects outside and inside the house, rooms of the house, pets, the verb *estar*, prepositions of place.	A1 Al aire libre • Sports, outdoor activities, hobbies, planning an activity, expressing preferences and ability El cuerpo y la salud • Parts of the body, the five senses, describing ailments, healthy habits.