



GRADE 4 Curriculum Guide 2020-2021



Our Mission: To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.

Message from the Grade 4 Team

Dear Parents of Grade 4 Students,

Welcome to Grade 4. We trust that you will find this guide informative and helpful. It is intended to give you an overview of what to expect in Grade 4 and to help you and your child prepare for and settle into this grade level.

As the Grade 4 Homeroom Teachers, we will communicate with you on a regular basis throughout the year. We will also be inviting you to visit the school to celebrate your child's learning and progress at regular intervals.

Please do not hesitate to contact us if you have any need for clarification or further information. It is our hope that we can build a partnership this year through keeping all channels between home and school as open as possible.

We look forward to working closely with you this year.

Sincerely,

The Grade 4 Team

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Expectations

Students are expected to find ways to take ownership of themselves, academically and socially. It is an expectation that by the end of the year students will be taking full responsibility for their learning. Students are expected to come with a positive attitude, ready to learn every day. Students will actively contribute to their learning community.

Code of Conduct: Essential Agreements

In Grade 4, each class collaboratively agrees to a set of essential agreements. These rights and responsibilities are created, reviewed and decided upon by the Grade 4 students and teacher. They are then published and publicized in the classroom as reminders of appropriate behavior.

Homework Guidelines

In addition to what is stated in the Lower School Parent-Student Handbook (section 3.7) on Homework, we aim to give students as much choice and control over their learning as possible, and this includes the independent learning they do at home. We also want to work with the students and their parents to ensure that well-being and balance is maintained.

One of the biggest indicators of academic success for students is daily reading for pleasure, and that the quantity of reading being undertaken by students directly correlates to positive academic gains. For these reasons, daily reading will remain the core of our home learning practices and expectations. We ask that parents please ensure that students are reading or being read to, every day.

Student Portfolios

Parents will be able to access digital portfolios via Seesaw at any time during the year. Parents are able to discuss and reflect on portfolio entries with their child.

Technology Use

Students are expected to read and follow the SCIS-Pudong Lower School Acceptable Use of Technology Policy. Each student will have a personal blog to communicate with the community. Parents are able to access their child's blog at any time. The classroom blog which parents will also be able to access at any time will include updated information related to curriculum notices and special events.

ASSESSMENT

Assessment is an integral part of the teaching and learning process at SCIS. Teachers will work to ensure that assessment is relevant to the curriculum, as well as accurate, fair and appropriate for all students. Assessment is naturally integrated into the teaching and learning cycle within each classroom and serves as a means to provide useful information to teachers, students and parents. Teachers draw from a wide range of evidence and learning experiences to assess students. Assessments at the Lower School are designed to be manageable for teachers and students.

Assessment tools may include but are not limited to

- Student-teacher conferences
- Checklists
- Anecdotal Notes
- Quizzes and tests
- Portfolios
- Projects and Presentations
- Oral evaluations
- Student self-assessments and reflections

At SCIS-Pudong we are authorized to teach the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is an integrated curriculum that is relevant, challenging and engaging for learners from Nursery to Grade 5. It is an inquiry-driven concept-based curriculum framework that actively encourages students to ask questions and seek answers to the world around them.

Inquiry-based learning involves:

- Exploring, wondering and questioning;
- Experimenting and playing with possibilities;
- Making connections between previous learning and current learning;
- Making predictions and acting purposefully to see what happens;

- Collecting data and reporting findings;
- Clarifying existing ideas and reappraising perceptions of events;
- Deepening understanding through the application of a concept;
- Making and testing theories;
- Researching and seeking information;
- Taking and defending a position; and
- Solving problems in a variety of ways

Much of the curriculum is arranged and taught through large cross-curricular units of study known as units of inquiry. Throughout the Lower School these units are arranged under six themes. These same themes are repeated at every grade level. The themes are:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry. All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In all grade levels the homeroom teacher teaches most of the subjects however, the children attend specialist lessons for the Arts, World Languages (Mandarin), Physical Education and Library.



As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

WHO WE ARE?**Central idea:**

Individuals grow and improve through systematic approaches to learning.

An inquiry into:

- How mindset helps our brains grow and change
- How documenting our learning provides evidence of thinking
- How reflections share about ourselves and others

WHERE WE ARE IN PLACE AND TIME?**Central idea:**

Exploration leads to discovery and develops new understandings.

An inquiry into:

- The impact of explorations
- Reasons for exploration (historical and personal)
- The forms of exploration

HOW WE EXPRESS OURSELVES?**Central idea:**

Examining art lets us understand the lives of people in different times, places, and cultures.

An inquiry into:

- Art as a window to the past
- Art as an expression of identity and culture
- Symbolism and metaphors in art

HOW THE WORLD WORKS?**Central idea:**

Exploring the properties of light and sound enables us to use them for dramatic effect.

An inquiry into:

- The characteristics and properties of light and sound
- How people have/are innovating and using light and sound
- How light and sound are used for dramatic effect

HOW WE ORGANIZE OURSELVES?**Central idea:**

Marketplaces depend on the ability to produce goods and supply services that can be exchanged.

An inquiry into:

- Mediums of exchanges in various marketplaces (trading systems)
- Interconnectedness of economies through supply and demand
- Ethics of the marketplace

SHARING THE PLANET**Central idea:**

Living things share and impact the environment.

An inquiry into:

- The components of ecosystems
- How living things within an ecosystem are interdependent
- The consequences of human impact on ecosystems



The English Language Arts standards are organized by grade level, domain and strands. The following domains and accompanying strands are addressed in English Language Arts:

I. Reading – Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

II. Reading – Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

III. Reading – Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

IV. Writing

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

V. Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

VI. Language

- Conventions of Standards English
- Knowledge of Language
- Vocabulary Acquisition and Use

The English Language Arts (ELA) program at SCIS prepares students to become effective communicators, critical thinkers, and active contributors to a global society. The ELA program develops the essential literacy skills that students need for success at school and in life, including the use and understanding of various media formats. Teachers guide students in developing an appreciation for the English language and help them build confidence in their English skills. The program aims to excite students about English Language Arts while developing essential communication and collaboration skills.

Throughout the Lower School, developing positive attitudes towards reading and writing is essential. Teachers collaboratively plan units and assess students using common pre-assessments and summative assessments. Units are integrated into the Transdisciplinary Themes of the Primary Years Programme where appropriate. Careful attention is placed on tracking students' reading

growth and ensuring that students are reading books at their “just right” levels. In this way, instruction is differentiated to meet the needs of learners at different ability levels. Literacy skills are supported in classrooms that visibly display a language rich environment. Teachers employ a varied approach to instructional delivery, including but not limited to, small group, whole group, shared, and independent instruction.

SCIS implements the Common Core State Standards for English Language Arts (<http://www.corestandards.org/ELA-Literacy/>) for students in Kindergarten through Grade 5. The concepts, knowledge and skills embedded in the ELA standards are designed to provide students with a solid literary foundation, as well as the higher-level thinking skills and strategies necessary to be successful in life outside of the classroom. The K–5 ELA standards articulate what students should understand and be able to do by the end of each grade.

Language Acquisition at SCIS

SCIS creates a multi-lingual learning environment in which the language of instruction is English, while also fostering other languages, including mother tongue. The acquisition of additional languages provides students the opportunity to thrive within our culturally rich community. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.

English as an Additional Language (EAL) at SCIS:

Our EAL program follows research and evidence-based best practices in academic language acquisition; is guided by WIDA’s English Language Development standards; and is aligned with IB PYP philosophies. Through our program, our EAL and homeroom teachers maximize co-planning and co-assessing time to integrate content, language, and literacy instruction effectively, which accelerates academic language development.

Pudong Lower School EAL Program:

SCIS had adopted to EAL program models to support the various proficiency levels of our students acquiring academic English: A Pull-out Model and a Co-Teaching Model. All students acquiring English, i.e. English Learners (ELs), participate in the Co-Teaching Model. New English learners, i.e. English learners at WIDA’s “Entering” level of English Language Development, also participate in Pull-Out EAL every day. The EAL Program support is divided in stages. Stage 1 provides pull-out and co-teaching support. Stage 2 provides co-teaching support. In stage 3, ELs’ performance is

monitored by EAL and homeroom teachers, and students do not receive direct support from EAL teachers.

1. Pull-Out Model (Stage 1):

Within the Lower School, students in grades 1-5, who are considered new English learners in stage 1 receive instruction from an EAL teacher during an EAL Pull-Out period every day or every other day. The New English Learners groups are small, and the instruction is specifically targeted for their “entering” level needs.

2. Co-Teaching Model (Stage 1 and Stage 2):

English learners in stages 1 and 2 receive EAL support in the Co-Teaching Model. In the Co-Teaching Model, EAL Teachers collaborate to:

- a) Co-plan, co-teach, & co-assess with the homeroom teachers during English Language Arts and/or the Units of Inquiry in the homeroom classrooms
- b) Play an integral role in curriculum development through the development of the PYP Units of Inquiry with homeroom teachers and the PYP Coordinator
- c) Ensure teaching and unit development addresses content,

literacy and English Language Arts standards

- d) Ensure assessments and lesson activities are differentiated and scaffolded to target students’ English proficiency levels.
- e) Ensure the domains of reading, writing, speaking and listening are represented in all stages of planning, teaching and assessment.

3. Monitoring (Stage 3):

EAL and Homeroom teachers continue to monitor English learners once their academic English proficiency nears grade level proficiency for one complete academic school year (e.g. Jan-Jan; Aug-Aug). However, the EAL teacher no longer provides direct instruction. Effective monitoring includes collaborative analysis of classroom formative and summative assessments; NWEA MAP test results; and Fountas and Pinnell reading assessments. If it is determined that a student is not continuing to progress, an English language proficiency assessment may be used to determine if the student receives stage 2 support again. Once the student is performing at grade level, the student is exited from the EAL program, and parents are notified.





The Mathematics program at SCIS provides constructive opportunities for students to be challenged and supported to think deeply about the problems they are solving. Our program supports the development of critical thinking, problem solving, and collaboration skills, as students are continually encouraged to explore, extend, explain and evaluate their mathematical thinking through open-ended problem solving and questioning. Students are expected to use a variety of strategies and justify their answers explaining the processes they used. Through a differentiated, student-centered approach, students of all levels and abilities are engaged, supported and challenged.

Mathematics is imbedded into the Primary Years Programme (PYP) Units of Inquiry, as well as taught in a subject specific context. In addition to the IB Learner Profile attributes,

the five essential elements of the PYP: knowledge, concepts, skills, attitudes and actions, inform planning, teaching and assessing of mathematics throughout the SCIS Lower School. Through an inquiry-based workshop approach, teachers seek to provide opportunities for all students to have access to the highest quality mathematics teaching and learning. SCIS implements the Common Core State Standards for Mathematics (<http://www.corestandards.org/Math/>) for students in Kindergarten through Grade 5. The K–5 mathematics standards articulate what students should understand and be able to do by the end of each grade. The standards are organized according to process standards and content standards. The following process and content domains are addressed within the mathematics curriculum:

Process Domains:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure

Content Domains:

- I. Counting and Cardinality
- II. Operations and Algebraic Thinking
- III. Number and operations in Base Ten
- IV. Number and Operations – Fractions
- V. Measurement and Data
- VI. Geometry

The Science program at SCIS provides constructive opportunities to nurture students' curiosity about the physical and natural world. Our program supports the development of critical thinkers, who are skeptical and seek evidence to support claims. Students are encouraged to see themselves as scientists, who understand that collaboration and social construction of knowledge are essential aspects of this discipline. Through inquiry and assessment, we nurture and support a sense of perseverance and resilience. Our

students understand the nature of science and scientific concepts. They also understand that science tells us about the world, but not what we should do with this knowledge. So, we foster the shared responsibility for the ethical practice of science and use of scientific knowledge.

SCIS implements the science standards from the Ontario Ministry of Education for students in Kindergarten through Grade 5. The science standards within the Lower School are embedded into the Primary Years

Program units of inquiry. The units of inquiry are based on six Transdisciplinary Themes: *How the World Works*, *How we Express Ourselves*, *Sharing the Planet*, *Who we Are*, *Where we are in Place and Time*, and *How we Organize Ourselves*. The standards are organized into the following four domains.

- I. Life Systems
- II. Structures and Mechanisms
- III. Matter and Energy
- IV. Earth and Space Systems.





Within the Lower School, Social Studies is embedded into the Primary Years Program units of inquiry. The units of inquiry are based on six Transdisciplinary Themes: *How the World Works*, *How we Express Ourselves*, *Sharing the Planet*, *Who we Are*, *Where we are in Place and Time*, and *How we Organize Ourselves*. Using an inquiry-based methodology, teachers and students explore a wide range of significant, relevant and engaging social studies themes and topics. Teachers and students work together to develop enduring understandings that are conceptual in nature and substantial enough to lead to in-depth inquiries. Teachers encourage students to formulate an understanding of their personal and cultural identities, as well as those of others in order to promote intercultural awareness and respect for individuals, their values and traditions. Emphasizing the IB learner profile attributes, as well as the five essential elements of the program (knowledge, concepts, skills, attitudes and action), helps ensure a well-

rounded curriculum complete with planning, teaching and assessing. Evidence of student learning can be seen through various avenues, however the most notable being the students' willingness and ability to take action to make a positive difference in the world.

SCIS implements the Social Studies standards developed by the "American Education Reaches Out" (AERO). Grade level performance indicators guide the Social Studies curriculum. The curriculum emphasizes concepts, skills and content related to: *Time; Continuity and Change; Connections and Conflict; Geography; Culture; Society and Identity; Government; Economics; and Science and Technology*.

Standard 1: Time, Continuity, and Change

- Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

Standard 2: Connections and Conflict

- Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

Standard 3: Geography

- Students will understand the interactions and relationship between human societies and their physical environment.

Standard 4: Culture

- Students will understand cultural and intellectual developments and interactions among societies.

Standard 5: Society and Identity

- Students will understand social systems and structures and how these influence individuals.

Standard 6: Government

- Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

Standard 7: Economics

- Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

Standard 8: Science and Technology

- Students will understand how societies have influenced and been influenced by scientific developments and technological development.

Multiple development levels of Mandarin ranging from Novice to Advanced are offered at each grade-level for non-native Mandarin speakers. The context of the topics is determined based on the student abilities and learning outcomes, as well as prior language experience. Students for whom Mandarin is not their native language are placed in one of the following groups:

Novice Low

The student has little or no previous exposure to conceptual knowledge and skills associated with the content. The learning opportunities are designed to build familiarity. Knowledge and skill development tends to involve developing fragments of understanding and limited independent ability through repeating systematic processes, following examples and exploring content.

Novice Mid

The student recognizes the content and can make associations. The learning opportunities are designed to widen the scope of familiarity. Knowledge and skill development tends to involve developing cohesive understanding and independent abilities centered around specific concepts or skills through focused practice and study.

Novice High

The student has working knowledge and skills associated with the content. The learning opportunities focus on

technical development. Knowledge and skills development tends to involve expanding repertoire of conceptual understandings and skills through varied practice and study.

Intermediate Low

The student works independently with the content and has command of several key aspects. The learning opportunities focus on depth of understanding and flexibility of application. Knowledge and skills development tends to involve refining skills and gaining deeper conceptual understanding through strategic use of conceptual knowledge and skills.

Intermediate Mid

The student is able to recognize

and work comfortably with the content in the abstract and make connections in completely unfamiliar settings. The learning opportunities focus on challenging conceptual understandings and effective skill application. Knowledge and skills development tends to involve discriminating between closely related concepts and perfecting skills through conscientious scrutiny and concise use.

Students for whom Mandarin is their native language or are near native speakers are placed in the native / near native Mandarin class. The curriculum parallels the standards from the Shanghai Ministry of Education, as well as content related to the grade level Units of Inquiry.





The Visual and Performing Arts (VPA) program at the Lower School aims to build a lifelong ability to interact with, respond to, and appreciate the arts. We believe that the arts are an essential part of a balanced and effective education. A strong arts education enhances academic performance in other disciplines, and impacts a range of important developmental skills and understandings. We also believe that students learn best when they

are in an environment where they are encouraged to take risks and learn new things, therefore, we aim to not only develop technical and expressive competencies, but to build confidence so that students see themselves as capable artists, performers and musicians.

The VPA program at SCIS gives students the opportunity to express ideas and emotions that cannot be expressed in words alone. Through

these differentiated experiences, students learn to communicate ideas of personal, regional or cultural significance in a variety of forms and modes. They also make connections within and among the arts, and with other disciplines. This allows them to develop a deeper understanding and appreciation of their own identity and culture, as well as other ideas and cultural contexts that can be explored through the arts.

The program aims to recognize and nurture artistic abilities, as well as other skills and competencies related to this domain. Therefore, in addition to the confidence and personal expressive skills that students develop, other skills are nurtured through participation in our rich VPA program. These include but are not limited to: creative thinking skills, empathy, self-reflection, how to give and receive feedback, technical skills, cooperation and collaboration skills, and self-discipline.

The lower school technology program seeks to integrate technology skills with authentic classroom content and activities. Students will have the opportunity to utilize computers and iPads as tools for learning, research, communication and creative expression. This includes students being active innovators and designers that engage in authentic learning experiences which allow them to create original designs, products and devices.

Seesaw

Seesaw (<https://web.seesaw.me>) serves as the primary communication tool for parents, teachers and

students as well as a digital portfolio for each student during their tenure within the Lower School at SCIS-Pudong.

Seesaw's child-friendly, student-centered design and simple layout allows students to easily navigate the program and capture their learning in multiple forms including photos, videos, drawings, text, and links. Additionally, Seesaw encourages families to be part of the learning process, as they regularly are able to view updates to their child's Seesaw journal and provide positive and timely feedback and encouragement. Plus, Seesaw's built-in translation

tools ensure that all parents, regardless of language background can feel connected and part of their child's learning journey at school.

Seesaw empowers students to independently document and share their learning with an authentic larger audience, while receiving positive and timely feedback from teachers, parents, peers and family members around the globe. Seesaw is accessible from any device (i.e. iOS, Android, Kindle Fire, Chromebooks) and it easily allows students, teachers and parents to review progress over time and recognize student growth in all core and specialist subject areas.

The Physical Education program is based upon the Personal, Social and Physical Education (PSPE) Scope and Sequence from the International Baccalaureate Primary Years Programme. PSPE is focused on the development of individual well-being through the integration of specific concepts, knowledge, skills, and attitudes within the PE units. Students will participate in balanced PE program during the course of the year that includes the following experiences:

- **Individual pursuits (Athletics and Swimming):** The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming, skating, skiing); recognizing a high level of achievement and how to improve a performance.
- **Movement composition:** Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance

elements and/ or criteria and can communicate feelings, emotions and ideas (for example, gymnastics, dance*, martial arts).

- **Games:** Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.
- **Adventure challenges:** A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.
- **Health-related fitness:** Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.

What to Wear:

Grade 4 students are expected to wear their PE uniform to school on the days that PE occurs for their class. The uniform includes:

- Appropriate sports shoes (sandals, crocs or flipflops are not acceptable PE shoes)
 - An SCIS PE Shirt
 - Appropriate SCIS shorts or trousers
 - A labelled water bottle
- During Swimming units (Fall and Spring) students should bring:
- A one-piece swimsuit and a towel (please ensure they are labelled with the child's name)
 - Goggles
 - A swim cap is compulsory for swimmers with medium to long hair.

Sickness and/or medical concerns

Please send a medical certificate if your child is unable to participate in a PE lesson.



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