

Grade Four Year Overview SY1920

1. Semester 1	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: 14-18	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	Break
Trans.Disc. themes	<b>Who We Are</b>				<b>How We Express Ourselves</b>				<b>How the World Works</b>					<b>Where we are in Place and Time</b>					
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>How We Express Ourselves</b></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</p> <p><b>Reading:</b> Getting to Know Yourself as Readers, 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>				<p><a href="#">Literacy Planner</a></p> <p><b>Writing:</b> Information Research Writing, Information Text</p> <p><b>Reading:</b> Reading to Learn About the World, Information 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>				<p><a href="#">Literacy Planner</a></p> <p><b>Writing:</b> The Arc of the Story: Realistic Fiction, Narrative Text</p> <p><b>Reading:</b> Interpreting Characters: Heart of the Story, Narrative 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>										

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Mathematics	<p><b>Number:</b> There is a range of addition, subtraction, multiplication and division strategies that can be used in problem solving.</p> <p><b>Algebra:</b> Patterns can be represented, analysed and generalized in various ways.</p> <p><b>Geometry:</b> Geometric tools and methods can be used to solve problems relating to shape and space.</p> <p><b>Skills:</b> Number, Geometry, Measurement, Algebra, Statistics and Probability</p> <p><b>Focus:</b> Building Habits of a Good Mathematician through Knowledge &amp; Understanding, Pattern, Communication and Problems Solving Skills.</p> <p><b>Ongoing:</b> 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.</p> <p><b>Algebra:</b> Patterns can be represented, analysed and generalized in various ways.</p> <p><b>Skills:</b> counting, place value, addition, subtraction, multiplication, division, estimation, pattern creation and analysis</p> <p><b>Unit Links:</b> data collecting and analysing, averages, graphing, measurement</p>		
Mandarin Phases 1	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 , the names of certain food, introduce their favorite food or drinks in Chinese, ask and answer questions about ordering food in real-life situations.
Mandarin Phases 2&3	Country and language : Students will be able to.... Name countries in pictures Understand descriptions of the different languages	Interests and Hobbies: Students will be able to.... Identify interests and hobbies in pictures (sports, singing, dancing) Understand descriptions of others' hobbies Discuss interests and hobbies with others using proper descriptions		Weather: Students will be able to....  Identify basic weather phrases. Respond to weather related questions Describe weather in different situations
Mandarin Phases 4	Set goals for Chinese learning. Self-introductions in writing. Holiday sharing and writing;	Identify different Chinese festivals from the images or videos. Texts and stories of traditional Chinese festivals. Sentences used in describing weather, natural disasters and seasons. Reading and writing of weather reports and role plays of weather forecasting.		Migration contributes to change. Purposes of migrations around Nanjing, different journeys and the changes they have brought to us. Stories of travelers and migrants. Sentences to describe transportation, travel.
Mandarin Phases 5&6	自然之美 边读想象画面，感受自然之美。  策略单元-提问 阅读时尝试从不同角度去思考，提出自己的问题。	留心观察 体会文章准确生动的表达，感受作者连续细致的观察。  神话故事 了解故事的起因、经过、结果，学习把握文章的主要内容。感受神话中神奇的想象和鲜明的人物形象。  习作-把一件事写清楚 了解作者是怎样把事情写清楚的。		童年生活 学习用批注的方法阅读。通过人物的动作、语言、神态体会人物的心情。  家国情怀 关注主要人物和事件，学习把握文章的主要内容。  古代故事 了解故事情节，简要复述课文。
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

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Performing Arts	Learner Profile, Essential Agreements, Routines, House Cheers	Recorders	Grade 2-5 Production
Design	<b>Designing for Natural Disasters</b>		<b>Instructional Design</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	Break 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
Trans.Disc. themes	<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>										
	<p><b>How We Express Ourselves</b></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> 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	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.										

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Mandarin Phases 2&3	Transportation and places: students able to..... Name transportation tools Write a short article about using different vehicles to get to different places.	Seasons: Students will be able to....  Identify basic seasons phrases. Respond to seasons related questions Describe seasons in different situations	Directions: Students will be able to...  Know the position by reading the street sign, the map and the bus station information  Understand the expressions around positional words, transportation and destination  Understand others' questions about directions, respond by giving answers and suggestions of transportation			
Mandarin Phases 3&4	Migration contributes to change. Migrations around Nanjing, their journeys and the changes they brought to us. Stories of travelers and migrants.	Stories and texts about school resources and the use of school resources. The concept of respect for and appreciation of nature. Vocabulary of renewable and non-renewable resources. The use of resources in our lives. Use 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 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	田园生活 抓住关键词语，初步体会课文表达的思想感情。  科普 阅读时能提出不懂的问题，并试着解决。	与综合性学习结合-现代诗 初步了解现代诗的一些特点。  动物朋友-体会作家时如何表达对动物感情的。  习作单元：按游览的顺序写景物 了解课文按一定顺序写景物的方法。	儿童成长 学习怎样把握长文章的主要内容  人物品质 从人物的语言、动作等描写中感受人物的品质。  中外经典童话 感受童话的奇妙，体会人物真善美的形象。			
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	Gearing Up			Coding Arcade		
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>	