

GRADE 4

CURRICULUM GUIDE



Our Mission:

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

Message from the PYP Coordinator

Dear SCIS Families,

Welcome to the Primary Years Programme (PYP) at SCIS. We are delighted to begin this learning journey with you and your child.

This curriculum guide is designed to provide an overview of the conceptual understandings and learning outcomes your child will engage with throughout the year. Grounded in inquiry-based learning, our programme encourages students to ask questions, make connections, and develop a deep understanding of the world around them. Through this approach, we aim to nurture internationally minded learners who are caring, reflective, and active participants in their own learning.

As PYP homeroom teachers, we are committed to creating a supportive and collaborative learning environment. We will communicate your child's learning and progress through a variety of platforms and opportunities, including Toddle portfolios, report cards, parent-teacher conferences, student-led conferences, and learning celebrations. These experiences are designed to provide meaningful insights into your child's growth and to actively involve them in reflecting on their learning journey.

At SCIS, we believe that a strong partnership between home and school is fundamental to each child's success. By working together, we can support the development of the whole child academically, socially, and emotionally in alignment with the IB Learner Profile.

Please feel free to contact us at any time if you have questions or would like further information.

We look forward to a meaningful and engaging year of learning together.

Sincerely,
Vincent Lehane
PYP Coordinator

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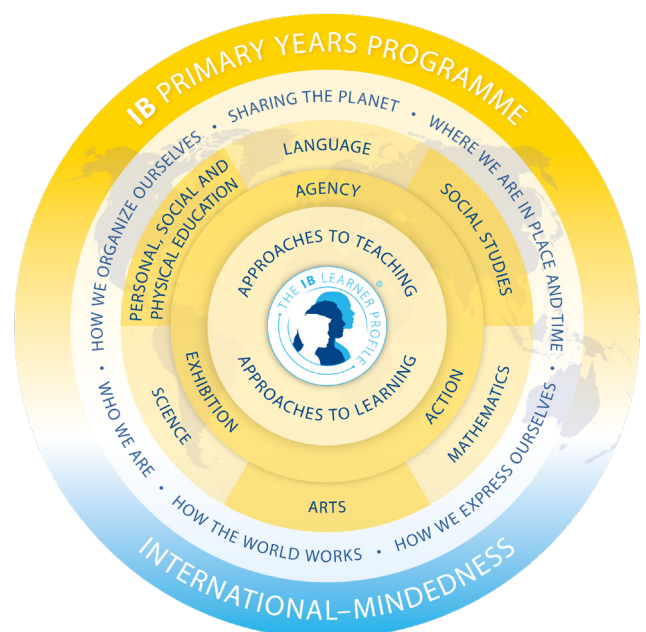
Message from the PYP Coordinator

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Programme of Inquiry

Subjects:

- Mathematics
- Language (English)
- Science
- Music
- Visual Arts
- Physical Education
- Social Emotional



Part I Expectations and Agreements

At SCIS, students are encouraged to strive for their personal best while developing increasing ownership of their learning. They are expected to come to school prepared with the materials they need and to engage actively and purposefully in the learning process.

Students are supported in developing independence, organization, and self-management skills. They are encouraged to seek support when needed, reflect on their learning, and take responsibility for completing missed work following an absence. Through this, students build resilience and a commitment to continuous growth.

At the same time, the PYP promotes a learning environment where every student feels a strong sense of belonging, safety, and inclusion. Students are valued as individuals, and their

identities, perspectives, and experiences are respected and celebrated. This supportive environment enables students to take risks, share their thinking, and challenge themselves with confidence.

High expectations for learning are balanced with care for student well-being. Through meaningful and appropriately challenging learning experiences, students are supported to develop confidence, perseverance, and a love of learning.

Essential Agreements

In the PYP, each class collaboratively develops a set of essential agreements that guide interactions and learning within the classroom. These agreements are co-constructed by students and teachers, reflecting shared values, rights, and responsibilities.



This process empowers students to take ownership of their learning environment and contributes to a respectful, inclusive, and supportive community. Essential agreements are revisited and refined throughout the year to ensure they remain meaningful and relevant.

Part II Primary Years Programme (PYP)



The International Baccalaureate Primary Years Programme (IBPYP) is a globally recognized framework designed to develop inquiring, knowledgeable, and caring learners. It provides an integrated curriculum that is relevant, challenging, and engaging for students from Nursery through Grade 5.

At the heart of the PYP is a concept-driven, inquiry-based approach to learning. This approach encourages students to ask meaningful questions, explore ideas, and develop a deep understanding of the world around them. Through inquiry, learners actively

construct knowledge, make connections across subject areas, and apply their understanding in authentic contexts.

Inquiry-based learning within the PYP involves students:

- exploring, wondering, and questioning;
- experimenting and engaging with possibilities;
- making connections between prior knowledge and new learning;
- making predictions and taking purposeful action to test their ideas;
- collecting, analyzing, and communicating data and findings;
- clarifying and refining their thinking;
- applying conceptual understanding to deepen learning;
- developing, testing, and revising theories;
- researching and seeking information from a variety of sources;
- expressing and justifying their perspectives; and
- solving problems in a variety of ways.

Much of the curriculum in the Primary Years Programme (PYP) is organized and taught through transdisciplinary units of study known as Units of Inquiry. These units integrate multiple subject areas, enabling students to explore significant ideas in meaningful and connected ways.

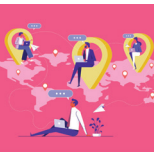
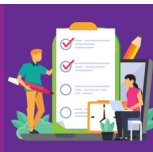
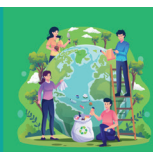
Within the PYP, Units of Inquiry are structured under six transdisciplinary themes. These themes are consistent across all grade levels, providing a coherent and progressive framework for student learning.

All Units of Inquiry together form the Programme of Inquiry, which outlines the scope and sequence of learning across the school.

While many learning experiences are integrated within the Units of Inquiry, there are also opportunities for single-subject teaching to support the development of specific knowledge and skills. In each grade level, the homeroom teacher facilitates most areas of learning, while students also attend specialist lessons in Music, Visual Arts, and Physical Education.

Transdisciplinary Themes

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 我们是谁		HOW THE WORLD WORKS 世界如何运作	
An inquiry into identity as individuals and as part of a collective through: • physical, emotional and spiritual health and well-being • relationships and belonging • learning and growing		An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation; possibilities and impacts	
WHERE WE ARE IN PLACE AND TIME 我们身处什么时空		HOW WE ORGANIZE OURSELVES 我们如何组织自己	
An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation		An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihood and trade practices; intended and unintended consequences • representation, collaboration and decision-making	
HOW WE EXPRESS OURSELVES 我们如何表达自己		SHARING THE PLANET 共享地球	
An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses		An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity for all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom	

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 Music, Visual Arts, World Languages (Mandarin or Dutch) and Physical Education.

Part III Assessment in the PYP

Assessment is an integral part of the teaching and learning process within the Primary Years Programme (PYP). It is embedded throughout the learning cycle and is designed to be relevant, authentic, and meaningful for all learners. Assessment provides valuable information for students, teachers, and parents, supporting both student growth and the ongoing development of the programme.

In the PYP, a range of assessment practices are used to **monitor, document, measure, and report** on learning, ensuring a holistic understanding of each student's progress and development.

Monitoring Learning

Monitoring learning is an ongoing process

that tracks student progress against learning goals and success criteria. It takes place through observation, questioning, reflection, and dialogue, supported by timely and purposeful feedback. Teachers use a variety of strategies such as open-ended tasks, discussions, and written or oral assessments to guide next steps in learning.

Documenting Learning

Documenting learning makes student thinking and progress visible. Evidence of learning may be collected in both physical and digital formats and shared with the learning community to support reflection and goal setting. Students and teachers document learning through reflections, questions, and demonstrations of understanding. This may include:

- Toddler portfolios that show growth over time
- journals and student work capturing ongoing thinking and feedback
- learning stories that highlight key moments of understanding

Documentation tools may include exemplars, checklists, rubrics, anecdotal records, and portfolios.

Measuring Learning

Measuring learning captures student achievement at a specific point in time. A range of tools, both school-developed and external, may be used to provide data that contributes to a broader understanding of student progress. Not all learning can or needs to be measured; instead, measurement

is used thoughtfully as part of a balanced assessment approach.

Reporting Learning

Reporting communicates student learning and progress to students, parents, and the wider learning community. It provides clear, meaningful, and transparent information about achievement, strengths, and next steps. Reporting may take a variety of forms, including conferences, written

reports, portfolios, and other formal or informal communications.

Assessment evidence is gathered from a wide range of sources, including:

- student–teacher conferences
- observations and anecdotal records
- checklists
- rubrics
- projects
- presentations

- oral assessments
- student self-assessments
- reflections
- learning portfolios

Through this balanced and comprehensive approach, assessment in the PYP supports students in becoming reflective, self-directed learners who take an active role in their own learning journey.

Part IV The Learner Profile

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, and who strive to create a better and more peaceful world.

Central to this vision is the **IB Learner Profile**, which defines the attributes that support students in becoming active, compassionate, and lifelong learners. These attributes, such as being inquirers, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective, and knowledgeable are embedded throughout all aspects of teaching and learning in the Primary Years Programme (PYP).

Through the development of the Learner Profile, students are encouraged not only to achieve academically, but also to grow as responsible individuals who take action, build positive relationships, and contribute meaningfully to their local and global communities.

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.

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.

Thinker

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

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.

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.

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.

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.

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.

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.

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.

Part V

Approaches to Learning (ATL)

As an IB World School, the Primary Years Programme (PYP) incorporates a set of essential elements that guide teaching and learning. One of these key elements is the development of **Approaches to Learning (ATL)**, which are a set of transdisciplinary skills that support students in becoming self-regulated, reflective, and independent learners.

ATL skills are developed progressively across all grade levels and are taught explicitly and implicitly through a range of learning experiences. They are embedded across all subject areas and within Units of Inquiry, enabling students to apply their skills in meaningful and authentic contexts. Teachers design learning engagements that support students in using and strengthening these skills as part of their everyday learning.

The Approaches to Learning in the PYP are grouped into five broad categories:

Thinking Skills

Critical thinking: Analysing and evaluating issues and ideas, and forming decisions

Creative thinking: Generating novel ideas and considering new perspectives

Information transfer: Using skills and knowledge in multiple contexts

Reflection and metacognition: Using thinking skills to reflect on the process of learning

Social Skills

Interpersonal relationships, social and emotional intelligence: Developing positive interpersonal relationships and collaboration

Self-management Skills

Organization: Managing time and tasks effectively

States of mind: Using strategies that manage state of mind

Communication Skills

Exchanging information: Listening, interpreting and speaking

Literacy: Reading, writing and using language to gather and communicate information

ICT: Communicating using technology to gather, investigate and share information

Research Skills

Information literacy: Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Media literacy: Interacting with media to use and create ideas and information

Ethical use of media/ information: Understanding and applying social and ethical technology



Part VI

Specified Concepts

Central to the philosophy of the Primary Years Programme (PYP) is the belief that purposeful, structured inquiry is a powerful vehicle for learning. Inquiry promotes meaning and understanding, and challenges students to engage with significant ideas that are relevant both locally and globally.

To support this approach, the PYP is committed to a **concept-driven curriculum**, which enables students to move beyond surface-level knowledge and develop deeper, transferable understandings.

A set of seven **specified concepts** underpins the transdisciplinary nature of the curriculum. These concepts provide a framework for exploring ideas, guiding inquiry, and helping students make connections across disciplines. The specified concepts are:

Form - What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Function - How does it work?

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Causation - Why is it like it is?

The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.

Change - How is it changing?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Connection - How is it connected to other things?

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Perspective – What are the points of view?

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings

and findings; perspectives may be individual, group, cultural or disciplinary.

Responsibility – What is our responsibility?

The understanding that people make choices based on their understanding and the actions they take as a result do make a difference.



Part VII

What should we do with our learning?

In the Primary Years Programme (PYP), learning extends beyond the development of knowledge and understanding to include socially responsible attitudes and meaningful action. Students are encouraged to reflect on their learning and take thoughtful, appropriate action as a natural outcome of the inquiry process.

Action may be initiated by the student and can take many forms. It may deepen their own learning, contribute to the learning of others, or have a positive impact on the wider community. Action can be simple and personal, such as sharing new understanding with others or pursuing further questions or it can lead to more sustained and collaborative efforts.

The PYP supports students in developing agency through the action cycle, a framework that encourages learners to choose, act, and reflect. Through this process, students build important skills such as collaboration, problem-solving, critical thinking, and self-management.

By engaging in meaningful action, students become active participants in their own learning and begin to see themselves as capable individuals who can make a difference. This empowers them to grow as responsible, reflective, and lifelong learners.



PROGRAM OF INQUIRY

WHO WE ARE

我们是谁



An inquiry into identity as individuals and as part of a collective through:

- physical, emotional and spiritual health and well-being
- relationships and belonging
- learning and growing

Central Idea: Body Systems depend on each other to contribute to human health and survival.

An inquiry into:

- The body as a system (Function)
- The connection between body systems (Connection)
- Choices that affect our bodies (Responsibility)

WHERE WE ARE IN PLACE AND TIME

我们身处什么时空



An inquiry into histories and orientation in place, space and time through:

- periods, events and artefacts
- communities, heritage, culture and environment
- natural and human drivers of movement, adaptation, and transformation

Central Idea: Elements of past civilizations influence modern communities.

An inquiry into:

- The essential elements of a society (needs) (Form)
- Lasting contributions evident today (Causation)
- Ways to bring history to life (Connection)

HOW WE EXPRESS OURSELVES

我们如何表达自己



An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social and cultural modes and practices of communication
- intentions, perceptions, interpretations and responses

Central Idea: Artists use creativity to provoke thinking and inspire change in the world.

An inquiry into:

- Experiences that motivate artists (Perspective)
- How activists use art to provoke emotions (Connection)
- The use of art to advocate for change (Change)

HOW THE WORLD WORKS

世界如何运作



An inquiry into understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods and tools
- discovery, design, innovation; possibilities and impacts

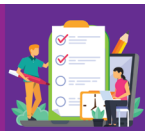
Central Idea: Digital technology assists us in creating change to enhance learning.

An inquiry into:

- Impact of digital technology (Responsibility)
- Development of coding language and digital technology (Function)
- Applying our understanding of coding (Change)

HOW WE ORGANIZE OURSELVES

我们如何组织自己



An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems
- approaches to livelihood and trade practices; intended and unintended consequences
- representation, collaboration and decision-making

Central Idea: Knowledge and understanding of the market inspires entrepreneurship.

An inquiry into:

- Elements of a successful business (Form)
- Connection between the market and entrepreneurs (Connection)
- The study of trends to inform decisions (Causation)

SHARING THE PLANET

共享地球



An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities and dignity for all
- pathways to just, peaceful and reimagined futures
- nature, complexity, coexistence and wisdom

Central Idea: Systems within the natural world are affected by human decisions and behaviors.

An inquiry into:

- Connected systems within the natural world (Connection)
- Perspectives on the human impact on the natural world (Perspective)
- Ethical decision making and conservation practices (Responsibility)



MATHEMATICS

US Common Core Standards

NUMBER

Conceptual Understandings

- The base ten place value system extends infinitely in two directions.
- Fractions, decimal fractions, and percentages are ways of representing part-whole relationships.
- For fractional and decimal computation, the ideas developed for whole-number computation can apply.
- Ratios are a comparison of two numbers or quantities.

Constructing Meaning

- Model numbers to millions or beyond using the base ten place value system
- Model integers in appropriate contexts
- Model exponents and square roots
- Model improper fractions and mixed numbers
- Simplify fractions using manipulatives
- Use the language of fractions, for example, numerator, denominator
- Model decimal fractions to hundredths or beyond
- Model addition, subtraction, multiplication, and division of fractions
- Model addition, subtraction, multiplication, and division of decimals
- Understand the relationship between fractions and decimals

Transferring Meaning into Symbols

- Read, write, compare, and order whole numbers up to millions or beyond
- Read and write integers in appropriate contexts
- Read and write exponents and square roots
- Describe mental and written strategies for multiplication and division
- Develop strategies for memorizing addition, subtraction, multiplication, and division number facts
- Simplify fractions in mental and written form
- Convert improper fractions to mixed numbers and vice versa
- Read, write, compare, and order decimal fractions to hundredths or beyond
- Convert between fractions and decimals

Applying with Understanding

- Use whole numbers up to millions or beyond in real-life situations
- Use integers in real-life situations
- Use fast recall of multiplication and division number facts in real-life situations
- Use mental and written strategies for multiplication and division in real-life situations
- Select an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator
- Use strategies to evaluate the reasonableness of answers
- Use decimal fractions in real-life situations
- Use fractions and decimals interchangeably in real-life situations
- Convert improper fractions to mixed numbers and vice versa in real-life situations
- Simplify fractions in computation answers
- Use mental and written strategies for adding, subtracting, multiplying, and dividing fractions and decimals in real-life situations
- Add and subtract decimals in real-life situations, including money
- Estimate and make approximations in real-life situations involving fractions and decimals

PATTERN AND FUNCTION

Conceptual Understandings

- Patterns can often be generalized using algebraic expressions, equations, or functions.
- Exponential notation is a powerful way to express repeated products of the same number.

Constructing Meaning

- Understand that patterns can be generalized by a rule
- Understand exponents as repeated multiplication
- Understand the inverse relationship between multiplication and division
- Understand that patterns can be represented, analysed and generalized using tables, graphs, words, and, when possible, symbolic rules

Transferring Meaning into Symbols

- Represent the rule of a pattern by using a function
- Analyze pattern and function using words, tables, and graphs, and, when possible, symbolic rules
- Identify a sequence of operations relating one set of numbers to another set

Applying with Understanding

- Select appropriate methods to analyze patterns and identify rules
- Use functions to solve problems
- Use the properties and relationships of the four operations to solve problems

SHAPE AND SPACE

Conceptual Understandings

- Manipulation of shape and space takes place for a particular purpose.
- Consolidating what we know of geometric concepts allows us to make sense of and interact with our world.
- Geometric tools and methods can be used to solve problems relating to shape and space.

Constructing Meaning

- Understand the common language used to describe shapes
- Understand the properties of regular and irregular polyhedra
- Understand that 2D representations of 3D objects can be used to visualize and solve problems
- Understand congruent or similar shapes
- Understand an angle as a measure of rotation
- Understand systems for describing position and direction
- Understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics and in real life

Transferring Meaning into Symbols

- Analyze, describe, classify, and visualize 2D (including circles, triangles, and quadrilaterals) and 3D shapes using geometric vocabulary
- Create and model how a 2D net converts into a 3D shape and vice versa
- Describe and model congruency and similarity in 2D shapes
- Describe lines and angles using geometric vocabulary
- Identify and use the language and notation of bearing to describe direction and position
- Explore the use of geometric ideas and relationships to solve problems in other areas of mathematics

Applying with Understanding

- Use geometric vocabulary when describing shape and space in mathematical situations and beyond
- Identify, describe, and model congruency and similarity in 2D shapes
- Use 2D representations of 3D objects to visualize and solve problems, for example using drawings or models
- Apply the language and notation of bearing to describe direction and position

DATA HANDLING

Conceptual Understandings

- Data can be presented effectively for valid interpretation and communication.
- Range, mode, median, and mean can be used to analyze statistical data.
- Probability can be represented on a scale between 0-1 or 0%-100%.
- The probability of an event can be predicted theoretically.

Constructing Meaning

- Understand that different types of graphs have special purposes
- Understand that the mode, median, mean, and range can summarize a set of data
- Understand the difference between experimental and theoretical probability
- Understand that probability can be expressed in scale (0-1) or per cent (0%-100%)

Transferring Meaning into Symbols

- Collect, display, and interpret data in circle graphs (pie charts) and line graphs
- Identify, describe, and explain the range, mode, median, and mean in a set of data
- Set up a spreadsheet using simple formulas to manipulate data and to create graphs

Applying with Understanding

- Design a survey and systematically collect, record, organize, and display data in a bar graph, circle graph, line graph
- Identify, describe, and explain the range, mode, median, and mean in a set of data
- Create and manipulate an electronic database for their own purposes
- Determine the theoretical probability of an event and explain why it might differ from experimental probability

MEASUREMENT

Conceptual Understandings

- Accuracy of measurements depends on the situation and the precision of the tool.
- Conversion of units and measurements allows us to make sense of the world we live in.
- A range of procedures exists to measure different attributes of objects and events.

Constructing Meaning

- Understand procedures for finding area, perimeter; and volume
- Understand the relationship between area and perimeter; between area and volume, and between volume and capacity
- Understand relationships between units, for example, meters, centimeters, and millimeters
- Understand an angle as a measure of rotation

Transferring Meaning into Symbols

- Develop and describe formulas for finding perimeter; area, and volume
- Use decimal and fraction notation in measurement, for example 3.2 cm, 1.47 kg, 1 1/2 miles
- Measure and construct angles in degrees using a protractor

Applying with Understanding

- Select and use appropriate units of measurement and tools to solve problems in real-life situations
- Determine and justify the level of accuracy required to solve real-life problems involving measurement
- Use decimal and fractional notation in measurement, for example, 3.2 cm, 1.47 kg, 1 1/2 miles
- Use timetables and schedules (12-hour and 24-hour clocks) in real-life situations
- Determine times worldwide



LANGUAGE (ENGLISH)

US Common Core Standards

LISTENING & SPEAKING

Conceptual Understandings

- Multiliteracies enable people to engage with text and to communicate responsibly and ethically in multiple modes and languages.
- Listeners identify key ideas in spoken language and synthesize them to create and communicate their own understanding.
- Communicators engage with language learning in multiple contexts in a range of modes.
- Language learning is developed through its use in different contexts and through reflection and setting goals for improvement.

Listening & Speaking

- Participate appropriately as listener and speaker, in discussions, conversations and presentations
- Argue persuasively and justify a point of view
- Show open-minded attitudes when listening to other points of view
- Identify techniques and language in multimodal texts that aim to influence or mislead the listener
- Appreciate that people speak and respond according to personal and cultural perspectives
- Use more complex vocabulary and sentence structures with a high level of specificity to communicate
- Understand figurative language such as simile, personification and metaphor
- Use standard grammatical structures and phonological features competently in appropriate situations
- Use register, voice-level intonation and stress to emphasize or enhance meaning
- Use oral language responsibly to inform, entertain and influence others
- Engage with a range of multimodal texts in order to generate, discuss, and modify ideas and opinions
- Paraphrase and summarize when communicating orally, making use of note-taking strategies as appropriate
- Use oral language to negotiate, to formulate and communicate possibilities and theories
- Reflect on communication to monitor and assess their own learning and to set goals for future learning
- Justify their choices of modes of communication by considering their audience

READING

Conceptual Understandings

- Reading about issues of importance in the world helps to make learning meaningful.
- Reading supports multiple perspectives and helps to develop an understanding of how people think, feel and act.
- Synthesizing ideas and information from multiple texts leads to new ideas and understanding.
- Effective writing has a structure and purpose, and stories have a sequence of events (plot) that help to make the author's intention clear.

Reading

- By the end of the year, read a wide range of texts confidently, independently, proficiently and with understanding
- Work in collaborative groups to locate and select texts appropriate to the purpose and audience; share and reflect on perspectives
- Participate in class, group or individual literature studies, gaining an in-depth understanding of the text
- Recognize on unstated assumptions and biases
- Compare and contrast two different but similar texts (point of view) commenting on their effectiveness and impact

- Appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing or speaking.
- Additionally identifying the sub genre categories (fantasy, historical, biography, science fiction, self-help)
- Make inferences and be able to justify them
- Summarize text
- Identify and describe elements of a story—plot, setting, characters, theme—
- Gain an understanding of the work and style of a particular author (series of chapter, scenes, or stranzs fits together to provide the overall structure)
- Identify the narrator's or speaker's point of view
- Refers to details in a text when explaining what the text says explicitly and when drawing inferences from the text
- Appreciate authors' use of language and interpret meaning beyond the literal
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain events, ideas, or concepts in a historical, scientific, or technical text including what happened on what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure (e.G., Chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively (e.G., In charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Foundational Skills

- Identify and define morphemes, including prefixes, suffixes, base words, and roots
- Explain how affixes change the meaning or grammatical function of a word
- Analyze words by identifying base words and attached affixes
- Distinguish between inflectional and derivational suffixes
- Build new words by adding prefixes and suffixes to known base words
- Read, spell, and use words containing common Greek and Latin prefixes (e.g., re-, un-, dis-, pre-, mis-, non-, inter-, sub-, trans-, bi-, tri-)
- Read, spell, and use words containing common Greek and Latin suffixes (e.g., -tion, -sion, -ity, -ible, -able, -ous, -ive, -ology, -ist)
- Explain how prefixes and suffixes contribute to word meaning
- Apply spelling conventions when adding affixes to base words
- Identify common Latin roots and determine their meanings (e.g., port, struct, spect, dict, ject, scrib/ script, tract, rupt)
- Use known roots to determine the meaning of unfamiliar words
- Group words according to shared roots and explain relationships among them
- Generate word families from common roots
- Use morphology to infer the meaning of unknown academic vocabulary
- Determine meanings of multiple-meaning words using context and word parts
- Use morphological analysis to support reading comprehension
- Acquire and accurately use grade-level academic and domain-specific vocabulary
- Read and spell multisyllabic words containing multiple morphemes
- Identify how morphology affects pronunciation and stress patterns in words
- Use dictionaries and reference materials to verify meanings, pronunciations, and word forms
- Construct sentences using newly acquired vocabulary and morphological patterns

WRITING

Conceptual Understandings

- Through writing, people can make connections to, and develop an understanding of others.
- Synthesizing ideas enables writers to build on what they know, reflect on different perspectives and express new ideas.
- Writing improves over time through the process of planning, drafting, editing and revising.
- Knowing the intention helps writers to plan and develop different forms of writing.

Writing

Author's Behavior

- Write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive
- Write routinely over extended timeframes (time for research, reflection and revision) in shorter timeframes (a single setting or a day or two) for a range of discipline specific tasks, purposes and audiences.
- Write independently and with confidence, showing the development of their own voice and style
- Use appropriate paragraphing to organize ideas
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Recognize and begins to use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration
- Locate, organize, synthesize and present written information obtained from a variety of valid and reliable sources and different perspectives
- Draw evidence from literary or informational texts to support analysis, reflection, and research
 - Apply grade 4 reading standards to literature (e.G., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.G., A character's thoughts, words, or actions].")
 - Apply grade 4 reading standards to informational texts (e.G., "Explain how an author uses reasons and evidence to support particular points in a text")
- Paraphrase and summarize accurately and concisely when communicating in writing, making use of note-taking strategies as appropriate
- Adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader

Writing Process

- Editing & Revision
 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
 - Demonstrate an increasing understanding of how grammar and text conventions of the target language(s) work
 - Use standard spelling or characters for most words
 - Use print and digital tools and resources confidently and effectively to check word accuracy, broaden vocabulary and enrich their writing
 - With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
- Providing Feedback
 - Constructively provide feedback on the writing of peers
- Publishing
 - Use a range of tools and techniques to produce written work that is effectively presented

Opinion Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose
 - Provide reasons that are supported by facts and details
 - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
 - Provide a concluding statement or section related to the opinion presented
 - Vary sentence structure and length
 - Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood

Informative Writing

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
 - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
 - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
 - Use precise language and domain-specific vocabulary to inform about or explain the topic to convey meaning and create atmosphere and mood
 - Provide a concluding statement or section related to the information or explanation presented
 - Vary sentence structure and length

Narrative Writing

- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations
 - Vary sentence structure and length
 - Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood
 - Identify and describe elements of a story - setting, plot, character, theme

Reflective Writing

- Use written language as a means of reflecting on their own learning
 - What did you like the most about this unit/text/story?
 - What could have been done differently by the character/myself/author?
 - What new skills/knowledge did you acquire in this unit/text/story?
 - Where did you encounter challenges and what did you do to overcome them?
 - What does that tell you about yourself and how you learn?
 - What might you want more help with?

VIEWING & PRESENTING

Conceptual Understandings

- Visual communications can reflect cultural perspectives.
- Visual texts can stimulate creative and critical thinking.
- Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.

Viewing & Presenting

- Identify factors that influence personal reactions to visual texts
- Explain how cultural influences, for example, the use of colour and symbols, affect the interpretation of visual effects
- Analyse and interpret the ways in which visual effects are used to help people understand context
- Reflect on ways in which understanding the intention of a visual message can influence personal responses
- Examine and analyse multimodal texts, including print and digital texts, explaining how visual, oral and written information work together to convey a particular message
- Identify selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism
- Design visual texts with the intention of influencing the way people think and feel
- Show how body language can be used to achieve effects and influence meaning in multimodal presentations
- Apply knowledge of presentation techniques and explain their own ideas for achieving desired effects
- Use a range of tools to prepare their own presentations
- Understand terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion
- Communicate information and ideas effectively to multiple audiences using a variety of media, modalities and digital environments



SCIENCE

Australian Curriculum

Conceptual Understandings

- Using tools and our senses to observe helps us identify patterns, make predictions, and improve our scientific thinking.
- Understanding how systems work and how their parts are connected helps us explore complex cause and effect relationships.
- Change happens over time and may be influenced by different variables and conditions.
- Scientific knowledge and perspectives can shape tools, products, and actions that improve life for people and the environment.

Questioning and Predicting

Pose questions to explore observed patterns and relationships and make predictions based on observations

- Considering familiar situations in order to think about possible areas for investigation
- Reflecting on familiar situations to make predictions with teacher guidance
- Choosing questions to investigate from a list of possibilities

Planning and Conducting

Use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment

- Exploring different ways to conduct investigations and connecting these to the types of questions asked with teacher guidance
- Working in groups, with teacher guidance, to plan ways to investigate questions
- Discussing and recording safety rules for equipment as a whole class

Follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate

- Making and recording measurements using familiar formal units and appropriate abbreviations, such as seconds (s), grams (g), centimeters (cm) and milliliters (ml)
- Recognizing the elements of a fair test and using these when planning the steps and processes of an investigation

Processing, Modeling, and Analyzing

Construct and use representations, including tables, simple column graphs and visual or physical models, to organize data and information, show simple relationships and identify patterns

- Identifying and discussing numerical and visual patterns in data collected from students' investigations and from other sources
- Using provided graphic organizers to sort and represent information
- Discussing with teacher guidance which graphic organizers will be most useful in sorting or organizing data arising from investigations

Compare results with predictions, suggesting possible reasons for findings

- Discussing how well predictions matched results from an investigation and proposing reasons for findings
- Comparing, in small groups, proposed reasons for findings and explaining their reasoning

Evaluating

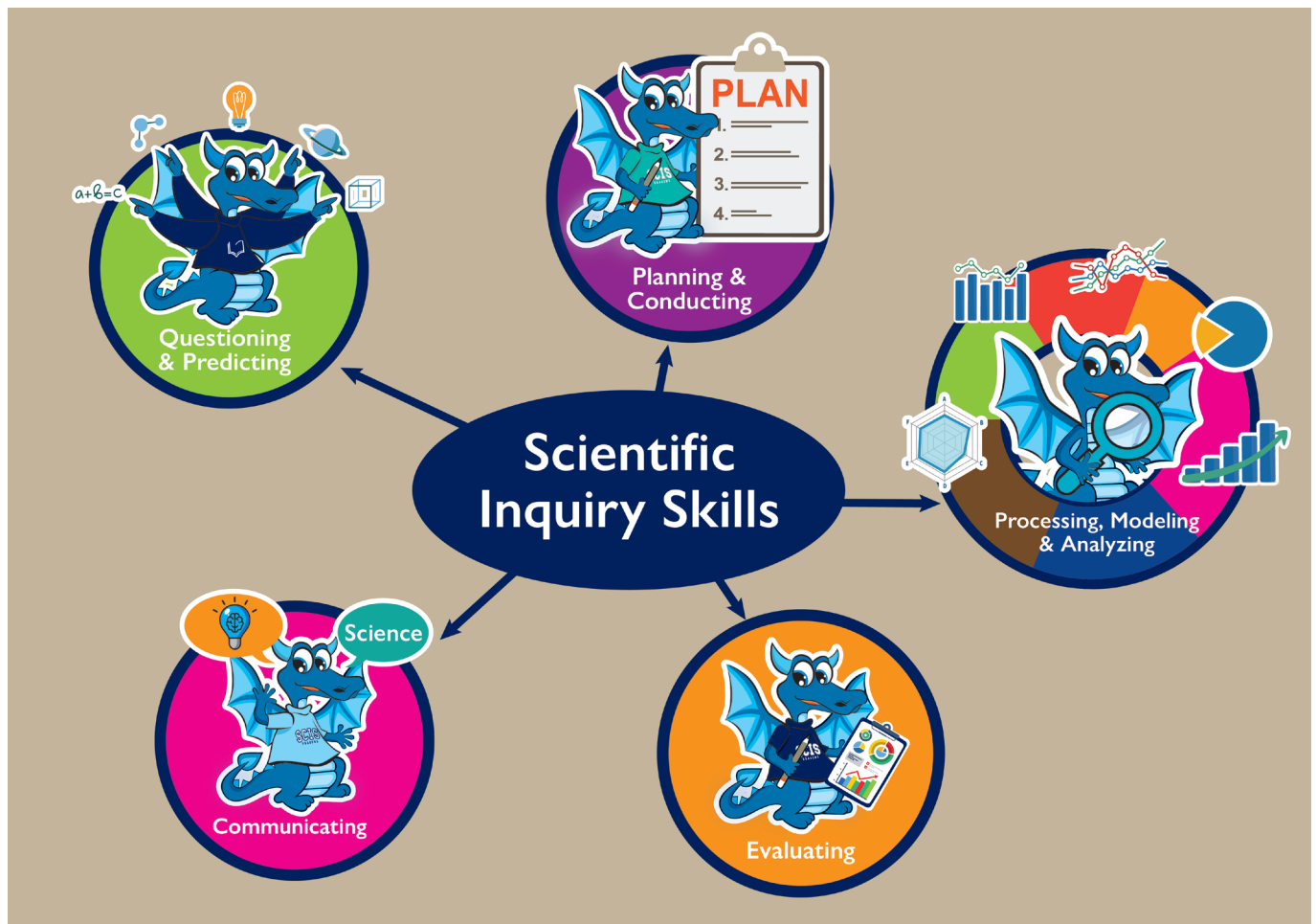
Compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions

- Reflecting on investigations, identifying what went well, what was difficult or didn't work so well, and how well the investigation helped answer the question
- Discussing which aspects of the investigation helped improve fairness, and any aspects that weren't fair

Communicating

Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate

- Communicating with other students carrying out similar investigations to share experiences and improve investigation skills
- Using simple explanations and arguments, reports or graphical representations to communicate ideas to other students



Science – Human Endeavor

Nature and Development of Science

- Examine how people use data to develop scientific explanations

Use and Influence of Science

- Consider how people use scientific explanations to meet a need or solve a problem

CREATING

Conceptual Understandings

- We act on the responses to our artwork to inform and challenge our artistic development.
- We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.
- Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.
- Artists experiment in a variety of ways to discover new possibilities.
- Dance, drama, music, and visual arts are each unique languages for creating and communicating.

Creating

- Create music that will be continually refined after being shared with others
- Present, in small groups, innovative musical performances on a selected issue
- Incorporate the other arts and available resources in order to broaden their creative expression
- Read and write music in traditional and/or non-traditional notation
- Create and record a composition focusing on form, structure, and style to give more meaning to their message

RESPONDING

Conceptual Understandings

- Through exploring arts across cultures, places, and times we can appreciate that people innovate.
- People communicate across cultures, places, and times through arts.
- The arts provide us with multiple perspectives.
- We reflect and act on the responses to our creative work.
- Exploring works of art exposes us to diverse values, knowledge, and perspectives.
- Works of art influence and are influenced by the world around us.
- Engaging in creative expression and experiences expands people's sense of identity and belonging.
- Creative expression is a means to explore and share one's identity within a community.

Responding

- Sing individually and in harmony
- Sing partner songs
- Interpret and explain the cultural and/or historical perspectives of a musical composition
- Modify their practices and/or compositions based on the audiences' responses
- Explore different artistic presentations that are/were innovative and their implications





VISUAL ART

British Columbia Arts Curriculum

CREATING

Conceptual Understandings

- We act on the responses to our artwork to inform and challenge our artistic development.
- We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.
- Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.
- Artists experiment in a variety of ways to discover new possibilities.
- Dance, drama, music, and visual arts are each unique languages for creating and communicating.

Creating

- Identify factors to be considered when displaying an artwork
- Develop an awareness of their personal preferences
- Select, research, and develop an idea or theme for an artwork
- Utilize a broad range of ways to make meaning
- Become increasingly independent in the realization of the creative process
- Adjust and refine their creative process in response to constructive criticism

RESPONDING

Conceptual Understandings

- Through exploring arts across cultures, places, and times we can appreciate that people innovate.
- People communicate across cultures, places, and times through arts.
- The arts provide us with multiple perspectives.
- We reflect and act on the responses to our creative work.
- Exploring works of art exposes us to diverse values, knowledge, and perspectives.
- Works of art influence and are influenced by the world around us.
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- Creative expression is a means to explore and share one's identity within a community.

Responding

- Explain the cultural and historical perspectives of an artwork
- Understand the role and relevance of visual arts in society
- Reflect on the factors that influence personal reactions to artwork
- Use appropriate terminology to discuss artwork
- Use relevant and insightful questions to extend their understanding
- Recognize that different audiences respond in different ways to artworks
- Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities
- Critique and make informed judgments about artworks



PHYSICAL EDUCATION

Australian Curriculum

MOVEMENT

Conceptual Understandings

- Different fitness components are achieved in all types of physical activity and play.
- Identified movement skills, techniques, and strategies can be achieved through regular practice and play with others.
- Movement and its elements provide artistic value to a performance.

Movement

- Choose and participate in activities that improve physical health and fitness
- Identify and understand the health- and skill-related components to well-being
- Identify and understand different gross- and fine-body movements, balances distributing weight, as well as locomotor skills
- Understand and perform the most efficient gross-motor manipulative skills in different contexts
- Identify risks and opportunities in technique and strategy to assess solutions to movement challenges
- Reflect on the importance of the development of the non-dominant side
- Create simple group choreographies
- Understand how body expression sends a message to others in motor and non-motor contexts
- Refine and apply fundamental movement skills in new movement situations
- Apply and adapt movement strategies to achieve movement outcomes
- Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences
- Participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well
- Participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation
- Explore recommendations about physical activity and sedentary behaviors, and discuss strategies to achieve the recommendations
- Apply creative thinking when designing movement sequences and solving movement problems
- Apply rules and scoring systems to promote fair play when participating or designing physical activities
- Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities

IDENTITY

Conceptual Understandings

- Identity is impacted by different chemical and physical changes, as well as cultural interactions with others.
- A person's self-worth is influenced by the values, beliefs, and norms of a society.
- As people learn to cope with change, challenge, and adversity, they develop resilience, which leads to increasing independence and personal well-being.
- Self-worth is reinforced through developing emotional intelligence, choosing positive relationships and identifying unconscious bias.

Identity

- Appreciate the diversity of culture and perspectives of others, and understand that person's identity affects how they are perceived and interact with others
- Analyze how society can influence their concept of self-worth (e.G., Through media and advertising)
- Analyze and apply different strategies to cope with change
- Motivate themselves intrinsically and behave with belief in themselves
- Use emotional awareness and personal skills to relate to others and help others
- Analyze how assumptions may lead to misconceptions and can impact the experience of individuals and groups
- Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of context
- Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty
- Describe how choices and actions can be influenced by stereotypes

INTERACTIONS

Conceptual Understandings

- Relationships contribute to understanding through engaging with the ideas and perspectives of others, and so are essential for personal growth.
- An effective group can accomplish more than a set of individuals.
- People can collaborate in the improvement of norms, rules, and regulations of communities and societies.
- People are able to apply problem-solving strategies to resolve conflicts.
- People are interdependent with, and have a custodial responsibility towards, the environment in which they live.

Interactions

- Promote interacting, playing, and learning together to improve shared experiences and outcomes
- Develop the ability to be aware of, be sensitive to, and be supportive of their own and other's feelings, needs, and concerns online as well as in the real world
- Organize, plan, and execute group experiences independently using negotiation and compromising skills, depending on the needs of the group
- Work towards a consensus, understanding the need to negotiate and compromise to resolve conflicts
- Provide ideas and understand the impact different ideas have
- Reflect critically on the effectiveness of the group during and at the end of the process
- Take action on refusal skills to protect boundaries
- Identify the need, and take action to restore and repair relationships and/or the environment when appropriate
- Select, use and refine personal and social skills to establish, manage and strengthen relationships
- Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities
- Explain how and why emotional responses can vary and practice strategies to manage their emotions
- Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required

WELLNESS

Conceptual Understandings

- A balanced lifestyle can be enhanced through setting personal goals and developing strategies to meet them.
- Food groups and safe food handling can have an impact on the body.
- Physical, cognitive, and emotional development bring new challenges and responsibilities.
- Safety and enjoyment can be enhanced through evaluation of both personal and group risk.

Wellness

- Analyze the interdependence of factors that can affect overall health and well-being
- Investigate the potential effects of various foods on mood
- Practice refusal skills when being presented with unhealthy substances and choices
- Describe the changes that occur during puberty and the impact of these on well-being
- Describe how they feel when they participate in performances and how this affects their physical, mental, and social well-being
- Evaluate ways to reduce and/or prevent injuries in a variety of environments
- Identify different types of harassment and possible ways to report and prevent them
- Recognize the importance of moderation in relation to safe personal behavior
- Describe and apply protective behaviors and help-seeking strategies in a range of online and offline situations
- Interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviors
- Investigate and apply behaviors that contribute to their own and others' health, safety, relationships and wellbeing



SOCIAL EMOTIONAL

Collaborative for Academic, Social, and Emotional Learning

Conceptual Understandings

- Social situations can present challenges that require thoughtful responses.
- Effective communication helps people work together and solve problems.
- Different situations may require different strategies for resolving conflicts.
- Responsible decisions contribute to positive relationships and group success.

Social Emotional Learning

Empathy and Respect

- Define respect
- Define empathy

Listening with Attention

- Demonstrate listening-with-attention skills.

Being Assertive

- Identify passive, aggressive, and assertive responses
- Demonstrate assertive responses with their partners

Respecting Similarities and Differences

- Identify clues that help them recognize other people's feelings
- Identify similarities and differences between how two people feel

Understanding Complex Feelings

- Identify multiple feelings in a given scenario
- Give possible reasons for multiple feelings

Understanding Different Perspectives

- Identify differing perspectives in given scenarios
- Generate prosocial responses to scenarios in which different perspectives could cause a conflict

Joining In

- Identify skills for joining a group
- Demonstrate skills for joining a group

Showing Compassion

- Demonstrate expressing concern or showing compassion for someone

Managing Strong Feelings

- Demonstrate the ability to interrupt escalating emotions
- Determine a person "signal"
- Identify and name strong feelings as they occur

Managing Anxiety

- Identify situations that cause anxiety
- Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges

Avoiding Jumping to Conclusions

- Identify emotion-management strategies
- Demonstrate Assertiveness Skills
- Identify and demonstrate positive self-talk statements

Handling Put-Downs

- Identify strategies for handling put-downs
- Demonstrate what they've learned about strategies for calming down
- Demonstrate assertive responses to put-downs

Solving Playground Problems

- Identify common playground conflicts
- Demonstrate using the Problem-Solving Steps to handle playground conflicts

Taking Responsibility for Your Actions

- Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged
- Demonstrate acknowledging mistakes
- Demonstrate making an apology and offering to make amends

Dealing with Peer Pressure

- Demonstrate using Assertiveness Skills to resist peer pressure
- Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure

Safeguarding

Keeping Yourself Safe

- Apply the Ways to Stay Safe in response to scenarios

Always Ask First

- Identify how to apply the Always Ask First Rule in response to scenarios
- Identify how to use the Ways to Stay Safe in response to scenarios

Unsafe and Unwanted Touches

- Understand the difference between unsafe and unwanted touches
- Identify and refuse unsafe and unwanted touches in response to scenarios

The Private Body Parts Rule

- Understand all parts of the Private Body Parts Rule
- Recognize when someone is breaking the Private Body Parts Rule
- Report the broken Private Body Parts Rule in response to scenarios

Practicing the Ways to Stay Safe

- Identify what people who break the Private Body Parts Rule do to keep it secret
- Report broken Private Body Parts Rules in response to scenarios

Reviewing Safety Skills

- Recognize when a person has broken the Private Body Parts Rule
- Apply the Ways to Stay Safe and the Always Ask First Rule to scenarios from Hannah Keeps Herself Safe

Anti-Bullying:

Recognize, Report, Refuse

- Understand that bullying is different from conflict
- Recognize and identify different types of bullying behaviors
- Understand you can refuse bullying in different ways
- Demonstrate assertively reporting and refusing bullying

Bystander Power

- Define "bystander"
- Identify ways bystanders can help stop bullying
- Identify different ways bystanders can support someone being bullied

Bystander Responsibility

- Understand how bystanders can be part of the bullying problem
- Understand that helping stop bullying is the right thing to do
- Decide on and practice positive bystander responses to bullying

Bystanders to Cyber Bullying

- Recognize and identify different ways of cyber bullying
- Understand that cyber bullying can be even more harmful than other types of bullying
- Demonstrate ways to support and/or stand up for a person being cyber bullied



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