



International School of Nanshan Shenzhen - Grade 4 Unit of Inquiry Summary 2020-2021



Grade Level	Dates: Aug - Oct	Dates: Oct - Nov	Dates: Nov - Jan	Dates: Feb - March	Dates: March - April	Dates: May - June
Transdisciplinary Theme	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; <u>what it means to be human.</u>	How We Express Ourselves An inquiry into the ways in which we discover and <u>express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we reflect on, extend and enjoy our creativity; <u>our appreciation of the aesthetic</u>	Where We Are In Place And Time An inquiry into orientation in <u>place and time</u> ; personal histories; homes and journeys; <u>the discoveries, explorations</u> and migrations <u>of humankind</u> ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Organize Ourselves An inquiry into the <u>interconnectedness of human-made systems and communities</u> ; the <u>structure and function of organizations</u> ; <u>societal decision-making</u> ; economic activities and their impact on humankind and the environment.	Sharing The Planet An inquiry into rights and responsibilities in the struggle <u>to share finite resources with other people and with other living things</u> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; <u>the impact of scientific and technological advances on society and on the environment</u>
Unit Title	Challenges	Human Expression	Exploration	Crisis	Resources	Technology Rocks
Central Idea	Challenges can impact the way we make choices in the future.	Throughout history, people have interacted with each other and communicated using arts.	Exploration leads to discoveries and new understandings.	Communities have developed ways of organizing themselves to respond to crisis.	People's use of resources impacts the environment.	Advancements in technologies allow us to understand our universe.
Lines of Inquiry	The misconceptions of easy success Challenges we face as humans The benefits of failure (consider outcomes)	How people communicate and provide information through arts The role of the arts in different cultures, places and times Development of art forms over time	The motivation for exploration The impact of exploration Navigational tools over time	Human created crisis (personal, local, and global crisis) Ways of preparing for and responding to crisis The role of organizations during a crisis	Finite and infinite resources Environmental impact of (human) economic activity Future implications of finite resources	(LOI will be determined by students)
Key Concepts	Perspective Connection Responsibility	Form Function Change	Causation Perspective Change	Function Causation Responsibility	Function Change Responsibility	(Student choice)
Related Concepts	Identity Ownership Idealism Growth Goal	Expression Symmetry Symbols Audience Inspiration Intent Transformation? (math & art)	Wealth Power Colonization Consequences Tools Resources Geography	Peace/Conflict Volunteer Choice Consequences Interdependence Systems Resources	Consumption Conservation Classification Properties Sustainability Economy	(Student choice)

			Orientation			
<p>Approaches to Learning (Domain and Sub- Skills)</p>	<p>SELF-MANAGEMENT SKILLS Pg. 36 and 37, Learning and Teaching Sub-Skills: 1.Organization -Plan short- and long-term tasks -Set goals that are challenging and realistic -Keep an organized and logical system to document learning. -Take on and complete tasks as agreed</p> <p>2. States of Mind <i>MINDFULNESS</i> -Use strategies to support concentration and overcome distraction -Be aware of body–mind connections</p> <p><i>PERSERVERANCE</i> -Demonstrate persistence -Use strategies to remove barriers</p> <p><i>EMOTIONAL MANAGEMENT</i> -Take responsibility for one’s own actions -Use strategies to reduce stress and anxiety</p> <p><i>SELF MOTIVATION</i> -Practice positive thinking and language that reinforces self-motivation</p> <p><i>RESLIENCE</i> -Manage setbacks -Work through adversity -Work through disappointment -Work through change</p>	<p>COMMUNICATION SKILLS Pg. 35, Learning and Teaching Sub-Skills: 1.Exchanging Information <i>LISTENING</i> -Listen to, and follow the information and directions of others -Listen actively to other perspectives and ideas -Ask for clarifications. Listen actively and respectfully while others speak</p> <p><i>SPEAKING</i> -Speak and express ideas clearly and logically in small and large groups -Give and receive meaningful feedback and feedforward -State opinions clearly, logically and respectfully -Discuss and negotiate ideas and knowledge with peers and teachers -Communicate with peers, experts and members of the learning community using a variety of digital environments and media</p> <p><i>INTERPRETING</i> -Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds. -Understand the ways in which images and language interact to convey ideas.</p> <p>2. Literacy <i>READING</i> -Read a variety of sources for information and for pleasure -Read critically and for comprehension -Make inferences and draw conclusions -Use and interpret a range of terms and symbols</p>	<p>RESEARCH SKILLS Pg. 34, Learning and Teaching Sub-Skills: 1.Information Literacy <i>FORMULATING AND PLANNING</i> -Ask or design relevant questions of interest that can be researched -Outline a plan for finding necessary information -Evaluate and select appropriate information sources and/or digital tools based on the task</p> <p><i>DATA GATHERING AND RECORDING</i> -Gather information from a variety of primary and secondary sources -Use all senses to find and notice relevant details -Record observations by drawing, note taking, charting, tallying, writing statements, annotating images</p> <p><i>SYNTHESIZING AND INTERPRETING</i> -Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams -Use critical literacy skills to analyse and interpret information</p> <p><i>EVALUATING & COMMUNICATING</i> -Draw conclusions from relationships and patterns that emerge from data -Present information in a variety of formats and platforms</p>	<p>THINKING SKILLS Pg. 31, Learning and Teaching Sub-Skills: 1.Critical Thinking <i>ANALYSING</i> -Observe carefully in order to recognize problems -Take knowledge or ideas apart by separating them into component parts -Use models and simulations to explore complex systems and issues</p> <p><i>EVALUATING</i> -Organize relevant information to formulate an argument -Evaluate evidence and arguments, and associated decisions -Recognize unstated assumptions and biases. -Consider ideas from multiple perspectives -Synthesize new understandings by finding unique characteristics; seeing relationships and connections -Identify obstacles and challenges</p> <p><i>FORMING DECISIONS</i> -Propose and evaluate a variety of solutions -Revise understandings based on new information and evidence -Draw conclusions and generalizations</p> <p>2. Creative Thinking <i>GENERATING NOVEL IDEAS</i> -Practise “visible thinking” strategies and techniques</p> <p><i>CONSIDERING NEW PERSPECTIVES</i> -Ask “what if” questions and generate testable hypotheses -Practise “visible thinking” strategies and techniques</p>	<p>SOCIAL SKILLS Pg. 36, Learning and Teaching Sub-Skills: 1.Interpersonal Relationships -Build consensus and negotiate effectively -Be respectful to others. Learn cooperatively in a group: being courteous, sharing, taking turns</p> <p>2.Social & Emotional Intelligence -Be aware of own and others’ emotions -Be self and socially aware. -Be aware of own and others’ impact as a member of a learning group</p>	<p>(Student choice but encourage them to use year-long ATL’s) 2.Creative Thinking <i>GENERATING NOVEL IDEAS</i> -Design improvements to existing products, processes, media and technologies</p>

		<p><i>WRITING</i></p> <ul style="list-style-type: none"> -Use appropriate forms of writing for different purposes and audiences -Paraphrase accurately and concisely -Record information and observations by hand and through digital technologies -Use a variety of scaffolding for writing tasks -Organize information logically -Make summary notes -Communicate using a range of technologies and media -Understand and use mathematical notation and other symbols -Responsibly participate in, and contribute to, digital social media networks 	<ul style="list-style-type: none"> -Understand the significance of academic integrity and intellectual property rights -Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions <p>2. Media Literacy</p> <ul style="list-style-type: none"> - Communicate information and ideas effectively to multiple audiences using a variety of media and modalities <p>3. Ethical Use of Media</p> <ul style="list-style-type: none"> -Use media ethically to communicate, share and connect with others -Differentiate reliable from unreliable resources 	<p>3. Information Transfer</p> <ul style="list-style-type: none"> -Combine knowledge, conceptual understandings and skills to create products or solutions <p>4. Reflection and Metacognition</p> <ul style="list-style-type: none"> -Identify strengths and areas for improvement -Reflect on their learning by asking questions 		
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YEAR LONG APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)

THINKING SKILLS
Pg. 31, Learning and Teaching
Sub-Skills:

1.Critical Thinking
ANALYSING
 -Consider meaning of materials

EVALUATING
 - Test generalizations and conclusions

FORMING DECISIONS
 -Develop contrary or opposing arguments

2.Creative Thinking
GENERATING NOVEL IDEAS
 - Use discussions and diagrams to generate new ideas and inquiries
 - Make unexpected or unusual connections between objects and/or ideas
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CONSIDERING NEW PERSPECTIVES
 - Apply existing knowledge to design new products processes, media and technologies
 - Consider multiple alternatives, including those that might be unlikely or impossible
 - Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments
 - Generate metaphors and analogies

3. Information Transfer
 -Use memory techniques to develop long-term memory
 -Inquire in different contexts to gain different perspectives
 -Make connections between units of inquiry and between subjects
 -Transfer conceptual understandings across transdisciplinary themes and subjects

- Apply skills and knowledge in unfamiliar situations or outside of school
- Help others develop conceptual understandings and skills

4. Reflection and Metacognition

- Identify strengths and areas for improvement
- Consider new skills, techniques and strategies for effective learning
- Record thinking and reflection processes
- Reflect on their learning by asking questions such as:
What did I learn today?
What don't I yet understand?
What questions do I have now?
What can I already do?
What will I work on next?
What can I do to become a more effective learner?
What factors are important for helping me learn well?
Have I been a principled and balanced thinker? (for example, considering ethical, cultural and environmental implications).

SELF-MANAGEMENT SKILLS

Pg. 36 and 37, Learning and Teaching

Sub-Skills:

1. Organization

- Use time effectively and appropriately
- Bring necessary equipment and supplies to class
- Use technology effectively and productively

2. States of Mind

Mindfulness

- Use strategies to support concentration and overcome distractions
- Be aware of body–mind connections

RESEARCH SKILLS

Pg. 34, Learning and Teaching

Sub-Skills:

2. Media Literacy

- Locate, organize, analyse, evaluate and synthesize information from a variety of trusted sources, social media and online networks
- Compare, contrast and draw connections among (multi)media resources
- Seek a range of perspectives from multiple and varied media sources
- Demonstrate awareness of media interpretations of events and ideas

3. Ethical Use of Media

- Understand the impact of media representations and modes of presentation

COMMUNICATION SKILLS

Pg. 35, Learning and Teaching

Sub-Skills:

1. Exchanging Information

LISTENING

- Ask for clarifications
- Listen actively and respectfully while others speak

INTERPRETING

- Recognize the meaning of kinaesthetic communication (body language).
- Be aware of cultural differences when providing and interpreting communication.

3. ICT

- Understand the impact of media representations and modes of presentation
- Make informed choices about modes of communication based on audience
- Communicate information and ideas effectively to multiple audiences using a variety of media and modalities

SOCIAL SKILLS**Pg. 36, Learning and Teaching****Sub-Skills:****1. Interpersonal Relationships**

- Learn cooperatively in a group: being courteous, sharing, taking turns
- Practise empathy and care for others.
- Listen closely to others' perspectives and to instructions.
- Help others to succeed.
- Build consensus and negotiate effectively
- Make fair and equitable decisions
- Encourage others to contribute
- Take on a variety of roles in group learning
- Advocate for one's own rights and needs, and those of others

2. Social & Emotional Intelligence

- Manage anger and resolve conflict

SELF-MANAGEMENT SKILLS**Pg. 36 and 37, Learning and Teaching****Sub-Skills:****1. Organization**

- Use time effectively and appropriately
- Bring necessary equipment and supplies to class
- Understand and use learning preferences
- Use technology effectively and productively
- Delegate and share responsibility for decision-making

2. States of Mind*EMOTIONAL MANAGEMENT*

- Use strategies to prevent and eliminate bullying
- Manage anger and resolve conflict

Learner Profile Attributes	Balanced Thinker	Communicator Open Minded	Inquirer Risk Taker	Reflective Caring	Knowledgeable Principled	(Student choice)
Action	Lifestyle choices	Participation	Social justice	Advocacy	Social entrepreneurship	Social entrepreneurship Lifestyle choices
Subject Integration	Art, Music, PE	Art, Music, PE, Math	Art, Math	N/A	Math	N/A
Math Integration	N/A	Shape (Possible art involvement with rotation of shapes, lines, etc.)	Measurement (timeline)	N/A	Data	N/A
Math Stand Alone	Number sense (place value)	Number sense (multiplication and division)	Measurement (remaining outcomes, area & volume)	Number sense (fractions & decimals)	Data (Probability)	Patterns
Writing	Personal Narrative/Figurative Lang.	Poetry	Realistic Fiction	Informational (various paragraphs + procedural writing)	Persuasive	Informational

Reading	Biographies	Figurative Lang.	Fiction/Narrative	Informational	Opinion	Non-fiction
Mandarin	INTEGRATION Poetry Challenge	INTEGRATION Figurative Language	INTEGRATION Composition/Narrative	INTEGRATION Informational Writing	INTEGRATION Narrative Writing/Persuasive	STANDALONE Grammar/Descriptive writing
Technology Skills	Investigating Creating Communicating Collaborating Organizing Becoming responsible digital citizens					

GRADE 4 CURRICULAR OUTCOMES INTEGRATED WITH THE UNITS OF INQUIRY

<p>SCIENCE OUTCOMES</p> <p>*Science NB outcomes are taken from the 'Atlantic Canada Grade 4' Science document.</p> <p>*PYP Science outcomes are taken from the '2018 updated Science scope and sequence' document from the IB.</p>	<p>PYP Science Outcomes: Strand(s):</p> <p>There are NO science PYP outcomes for this unit.</p> <p>NB Outcomes: NB 104-4 compare the results of their investigations to those of others and recognize results may vary</p> <p>NB 204-1 propose questions to investigate and practical problems to solve</p> <p>NB 204-8 identify appropriate tools, instruments, and materials to complete investigations</p> <p>NB 206-9 identify new questions or problems that arise from what was learned</p>	<p>PYP Science Outcomes: Strand(s):</p> <p>There are NO science PYP outcomes for this unit.</p> <p>NB Outcomes: NB 205-5 make observations and collect information relevant to a given question or problem</p>	<p>PYP Science Outcomes: Strand(s):</p> <p>-Earth and space</p> <p>Age 9-12 years pg. 33 Investigate and explain how stars are used for navigation</p> <p>Demonstrate an understanding of other methods of navigation (for example, compasses, satellites).</p> <p>Science skills: Use a variety of instruments and tools to measure data accurately</p> <p>Interpret and evaluate data gathered in order to draw conclusions</p> <p>NB Outcomes: NB 107-1 describe examples, in the home and at school, of tools, techniques, and materials that can be used to respond to their needs NB 107-5 provide examples of how science and technology have been used to solve problems in their community and region NB 204-8 identify appropriate tools, instruments, and materials to complete investigations</p>	<p>PYP Science Outcomes: Strand(s):</p> <p>- Living things</p> <p>Age 9-12 years pg. 29 Explore health and safety issues facing children (for example, spread of disease, accidents, access to health care)</p> <p>Understand the role of vaccinations</p> <p>Explain the need to act responsibly with regards to his or her health and the health of others (for example, colds, head lice).</p> <p>Science skills: Use scientific vocabulary to explain their observations and experiences?</p> <p>NB Outcomes: NB 107-5 Provide examples of how science and technology have been used to solve problems in their community and region NB 205-7 Record observations using a single word, notes in point form, sentences, and simple diagrams and charts NB 206-9 Identify new questions or problems that</p>	<p>PYP Science Outcomes: Strand(s):</p> <p>-Living things -Earth and space -Forces and energy -Materials & matter</p> <p>Age 9-12 years pg. 28 Identify and describe different forms of energy</p> <p>Assess renewable and sustainable energy sources (for example, wind, solar, water)</p> <p>Examine ways in which the local community could be improved in relation to the conservation of energy</p> <p>Age 9-12 years pg. 28 Examine the impact of particular technologies on sustainability</p> <p>Age 9-12 years pg. 31 Recognize and report on the environmental impact of some manufacturing processes</p> <p>Assess the benefits and challenges of changing materials to suit people's needs and wants (for example, plastic) Ages 9-12 pg. 32</p>	<p>PYP Science Outcomes: Strand(s):</p> <p>-Earth and space -Living things -Earth and space -Forces and energy</p> <p>Age 9-12 years pg. 33 Identify regular and irregular events in time and space that occur in the solar system</p> <p>Examine the impact of events that occur in the solar system on Earth</p> <p>Age 9-12 years pg. 35 Investigate technology developments</p> <p>Examine the impact of particular technologies on sustainability</p> <p>Suggest areas for future technological advances</p> <p>Science skills: Identify or generate a question or problem to be explored</p> <p>NB Outcomes: NB 104-6 Demonstrate that specific terminology is used in science and technology contexts</p>
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			<p>NB 206-9 identify new questions or problems that arise from what was learned</p>	<p>arise from what was learned</p>	<p>Explain how human activities can have positive or adverse effects on local and other environments (for example, waste disposal, agriculture, industry)</p> <p>Science skills: Identify or generate a question or problem to be explored</p> <p>Make and test predictions Interpret and evaluate data gathered in order to draw conclusions</p> <p>NB Outcomes: NB 301-2 Relate habitat loss to the endangerment or extinction of plants and animals</p> <p>NB 107-1 Describe how rocks and minerals are used</p> <p>NB 104-6 Demonstrate that specific terminology is used in science and technology contexts</p> <p>NB 108-6 Identify their own and their family's impact on natural resources</p> <p>NB 108-3 Describe how personal actions help conserve natural resources and care for living things and their habitats</p> <p>NB 206-9 Identify new questions or problems that arise from what was learned</p>	<p>NB 106-4 Describe instances in which scientific ideas and discoveries have led to new inventions and applications</p> <p>NB 108-1 Identify positive and negative effects of familiar technologies</p> <p>NB 205-5 Make observations and collect information relevant to a given question or problem</p> <p>NB 206-9 Identify new questions or problems that arise from what was learned</p>
<p>SOCIAL STUDIES OUTCOMES</p> <p>*Social Studies NB outcomes are taken from the 'Atlantic Canada</p>	<p>PYP Outcomes: PYP Social Studies Outcomes: Strand(s): -Social organization and culture -Continuity and change through time</p>	<p>PYP Outcomes: PYP Social Studies Outcomes: Strand(s): -Human Systems and Economic Activities -Social organization and culture</p>	<p>PYP Outcomes: PYP Social Studies Outcomes: Strand(s): -Human systems and economic activities -Continuity and change through time</p>	<p>PYP Outcomes: PYP Social Studies Outcomes: Strand(s): -Human and natural environments -Resources and the environment</p>	<p>PYP Outcomes: PYP Social Studies Outcomes: Strand(s): -Human systems and economic activities -Resources and the environment</p>	<p>PYP Outcomes: PYP Social Studies Outcomes: Strand(s): -Continuity and change through time Age 9-12 years, pg. 39</p>

<p>Grade 4' Social Studies document.</p> <p>*PYP Social Studies outcomes are taken from the '2018 updated Social Studies scope and sequence' document from the IB.</p>	<p>Age 7-9 years, pg. 29 Explore how families influence the individual</p> <p>Age 9-12 years, pg. 35 Distinguish between personal beliefs and belief systems</p> <p>Identify the source of beliefs</p> <p>Reflect upon how beliefs affect the individual and society.</p> <p>Ages 9-12 years, pg. 38 Suggest ways in which an individual can overcome Adversity.</p> <p>Ages 9-12 years, pg. 44 Identify and describe ways that family, groups and community influence personal choices</p> <p>Reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability).</p> <p>Explore how cultures may have certain expectations of how to act and dress, and the ways this may differ according to private and public contexts</p> <p>Age 9-12 years, pg. 46 reflect on his or her own strategies in dealing with situations of personal Conflict.</p> <p>Social Skills -Identify roles, rights and responsibilities in society</p> <p>NB Outcomes: There are NO social studies NB outcomes for this unit.</p>	<p>Age 7-9 years, pg. 30 Explore a variety of signs and symbols and interpret their messages</p> <p>Identify the cultural and historical context in which signs and symbols develop</p> <p>Describe the impact of communications technology on everyday communication</p> <p>Demonstrate how nonverbal communication allows people to transcend language barriers (art?)</p> <p>Age 9-12 years, pg. 40 Interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifacts</p> <p>Reflect on the influence of the arts and technology throughout history in the representation of culture.</p> <p>Social Skills -Formulate and ask questions about the past, the future, places and society</p> <p>-Orientate in relation to place and time</p> <p>NB Outcomes: NB 4.3.3 Examine the relationship between humans and the physical environment</p> <p>NB 4.4.2 Examine the human landscape of the places we live (Adapted from the NB grade 4 Social Studies Curriculum)</p>	<p>Age 9-12 years, pg. 43 Identify the reasons why people feel compelled to explore the unknown</p> <p>Investigate the impact of exploration on people in the past, present and future</p> <p>Analyse how available technology influences people's abilities to navigate</p> <p>Demonstrate an understanding of methods of navigation (for example, stars, compasses, satellites).</p> <p>Social Skills -Formulate and ask questions about the past, the future, places and society</p> <p>-Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>-Orientate in relation to place and time</p> <p>NB Outcomes: NB 4.1.1 Explore the concept of exploration</p> <p>NB 4.2.1 Examine the stories of various explorers of land, ocean, space and ideas</p> <p>NB 4.2.2 Analyze factors that motivate exploration</p> <p>NB 4.2.3 Evaluate the impact of exploration over time</p>	<p>Age 7-9 years, pg. 36 Analyse ways that people adapt when they move from one place to another</p> <p>Assess settlement patterns and population distribution in selected regions, areas or countries</p> <p>Age 9-12 years, pg. 37 Analyse how individuals' and communities' needs and/or wants are met</p> <p>Develop criteria for ethical practices regarding products and services?</p> <p>Age 9-12 years, pg. 38 Explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures</p> <p>Analyse a variety of sources that describes the risks and challenges that children face</p> <p>Describe how organizations and individuals meet the needs and wants of children</p> <p>Social Skills Identify roles, rights and responsibilities in Society</p> <p>NB Outcomes: There are NO social studies NB outcomes for this unit.</p>	<p>Age 9-12 years, pg. 37 Explain how supply and demand are affected by population and the availability of resources</p> <p>Develop criteria for ethical practices regarding products and services</p> <p>Age 9-12 years, pg. 37 Examine the impact of particular technologies on sustainability</p> <p>Age 9-12 years, pg. 42 Explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry)</p> <p>Age 7-9 years, pg. 27 Explain people's responsibilities regarding the use of resources from the environment.</p> <p>Social Skills Identify roles, rights and responsibilities in Society</p> <p>NB Outcomes: NB 4.3.3 Examine the relationship between humans and the physical environment</p>	<p>Analyse information about past and technological advances and societal systems</p> <p>Predict societal and technological changes in the future</p> <p>Age 9-12 years, pg. 45 Identify and describe examples in which technology has changed the lives of people</p> <p>Describe the connection between human needs and wants and technological development</p> <p>Reflect on the role of technology in his or her own life</p> <p>Social Skills Formulate and ask questions about the past, the future, places and society</p> <p>Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>Assess the accuracy, validity and possible bias of sources</p> <p>NB Outcomes: There are NO social studies NB outcomes for this unit.</p>
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MATH OUTCOMES

*NB Outcomes for Math strands are taken from 'Mathematics Grade 5 Curriculum, 2008'

**Math curriculum has been pushed down for all grades.

**The page number for NB outcomes are in the ISNS Math scope and sequence document

*Math outcomes for Number Sense strand is taken from '2018 updated Math scope and sequence' document from the IB

There are NO MATH PYP/NB Outcomes for this unit.

SHAPE AND SPACE

PYP Outcomes:

Pg. No-21-23

Phase 3:

Conceptual Understandings:

-Changing the position of a shape does not alter its properties.

-Shapes can be transformed in different ways.

-Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.

Constructing

PYP SS 3.1 Understand the common language used to describe shapes

PYP SS 3.2 Understand the properties of regular and irregular polygons

PYP SS 3.3 Understand congruent or similar shapes

PYP SS 3.4 Understand that lines and axes of reflective and rotational symmetry assist with the construction of shapes

Transferring

PYP SS 3.8 Sort, describe and model regular and irregular polygons

PYP SS 3.9 describe and model congruency and similarity in 2D shapes

Applying

PYP SS 3.13analyse and describe 2D and 3D shapes, including regular and irregular polygons, using geometrical vocabulary

MEASUREMENT

PYP Outcomes:

Pg. No-17-19

Phase 3:

Conceptual Understandings:

- Objects and events have attributes that can be measured using appropriate tools.

Constructing:

There are NO PYP outcomes.

Transferring:

There are NO PYP outcomes

Applying:

PYP M 3.10 Use timelines in units of inquiry and other real-life situations

NB Outcomes:

There are NO NB outcomes

There are NO MATH PYP/NB Outcomes for this unit.

DATA

PYP Outcomes:

Pg. No-13-15

Phase 3:

Conceptual Understandings:

-Data can be collected, organized, displayed and analyzed in different ways.

-Different graph forms highlight different aspects of data more efficiently

Constructing

PYP DH 3.1 Understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs

PYP DH 3.4 Understand that one of the purposes of a database is to answer questions and to solve problems

Transferring

PYP DH 3.6 Collect, display and interpret data using simple graphs, for example, bar graphs, line graphs

Applying

PYP DH 3.11 Select appropriate graph forms to display data in pictographs or bar graphs

NB Outcomes:

Pg. No-90-97

NB SP 1 Differentiate between first hand and second hand data

NB SP 2 Construct and interpret double bar graphs to draw conclusions

There are NO MATH PYP/NB Outcomes for this unit.

		<p>PYP SS 3.14 Identify, describe and model congruency and similarity in 2D shapes</p> <p>PYP SS 3.16 Apply knowledge of transformations to problem-solving situations</p> <p>NB Outcomes: Pg. No- 78-89 NB SS5 Describe and provide examples of edges and faces of 3D objects and sides of 2D shapes that are; parallel; intersecting; perpendicular; vertical; horizontal</p> <p>NB SS6 Identify and sort quadrilaterals, including; rectangles, squares, trapezoids, parallelograms, rhombuses according to their attributes</p> <p>NB SS7 Perform a single transformation (translation, rotation or reflection) of a 2D shape, (with or without technology) and draw and describe the image</p> <p>NB SS8 Identify a single transformation including translation, a rotation and a reflection of 2D shapes</p>				
<p>ORAL LANGUAGE - LISTENING & SPEAKING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary 4-6'</p> <p>**The page number for NB outcomes are in the ISNS</p>	<p>PYP Outcomes: Learners Look to year-round to see if it something fits here</p> <p>NB Outcomes: Look to year-round to see if it something fits here</p>	<p>PYP Outcomes: Learners PYP LS 4.4 Listen reflectively to stories read aloud in order to identify story structures and ideas</p> <p>PYP LS 4.12 Use oral language appropriately, confidently and with increasing accuracy</p> <p>PYP LS 4.14 Recognize that different forms of grammar are used in different contexts</p> <p>NB Outcomes:</p>	<p>PYP Outcomes: Learners Look to year-round to see if something fits</p> <p>NB Outcomes: Look to year-round to see if something fits</p>	<p>PYP Outcomes: Learners Look to year-round to see if something fits</p> <p>NB Outcomes: NB LS 1.2 Ask and respond to questions to clarify information and explore solutions to problems (e.g., using an interview format)</p> <p>NB LS 2.3 Give and follow instructions</p>	<p>PYP Outcomes: Learners PYP LS 4.1 Listen appreciatively and responsively, presenting their own point of view and respecting the views of others</p> <p>PYP LS 4.6 Argue persuasively and defend a point of view</p> <p>PYP LS 4.13 Verbalize their thinking and explain their reasoning</p> <p>NB Outcomes:</p>	<p>PYP Outcomes: Learners PYP LS 4.10 Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context</p> <p>NB Outcomes: Look to year-round to see if something fits</p>

<p><i>Literacy scope and sequence document</i></p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>		<p>NB LS 2.2 Use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion</p>		<p>and respond to questions and directions</p>	<p>NB LS 1.1 Explore and discuss their thoughts, ideas, and experiences and consider those of their peers.</p> <p>NB LS 1.3 Explain personal opinions and respond to the questions and opinions of others</p> <p>NB LS 1.4 Listen critically to others' ideas or opinions expressed</p> <p>NB LS 3.2 Identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people</p>	
<p>VISUAL LANGUAGE - VIEWING & PRESENTING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary 4-6'</p> <p><i>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</i></p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>	<p>PYP Outcomes: Learners PYP VP 4.6 Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response</p> <p>PYP VP 4.12 Experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects</p> <p>NB Outcomes: Look to year-round to see if something fits</p>	<p>PYP Outcomes: Learners PYP VP 4.3 Understand and explain how visual effects can be used to reflect a particular context</p> <p>PYP VP 4.7 Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters</p> <p>PYP VP 4.8 Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved</p> <p>PYP VP 4.12 Experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects</p> <p>PYP VP 4.13 Observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images</p>	<p>PYP Outcomes: Learners Look to year-round to see if something fits</p> <p>NB Outcomes: NB VP 4.2 Experience a variety of children's literature with an emphasis on genre and authors (e.g. read aloud)</p> <p>NB VP 7.3 Respond critically to texts by -identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them</p>	<p>PYP Outcomes: Learners PYP VP 4.1 View, respond to and describe visual information, communicating understanding in oral, written and visual form</p> <p>PYP VP 4.4 Recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards</p> <p>PYP VP 4.8 Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved</p> <p>NB Outcomes: NB VP 4.3 Use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, margin notes) to locate topics and obtain or verify their understanding of information</p> <p>NB VP 7.1 Use their background knowledge to question</p>	<p>PYP Outcomes: Learners PYP VP 4.2 Describe personal reactions to visual messages; reflect on why others may perceive the images differently</p> <p>PYP VP 4.4 Recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards</p> <p>PYP VP 4.5 Interpret visual cues in order to analyze and make inferences about the intention of the message</p> <p>PYP VP 4.14 Realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience</p> <p>NB Outcomes: NB VP 7.1 Use their background knowledge to question information presented in print and visual texts</p> <p>NB VP 7.3 Respond critically to texts by -identifying instances where language is being used, not only</p>	<p>PYP Outcomes: Learners PYP VP 4.1 View, respond to and describe visual information, communicating understanding in oral, written and visual form</p> <p>PYP VP 4.9 Discuss a newspaper report and tell how the words and pictures work together to convey a particular message</p> <p>NB Outcomes: NB VP 4.3 Use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, margin notes) to locate topics and obtain or verify their understanding of information</p> <p>NB VP 7.1 Use their background knowledge to question information presented in print and visual texts</p> <p>NB VP 7.3 Respond critically to texts by -asking questions and formulating understandings</p>

		<p>to convey sound effects</p> <p>NB Outcomes: NB VP 6.1 Describe, share, and discuss their personal reactions to texts</p> <p>NB VP 6.2 Give reasons for their opinions about texts and types of texts and the work of authors and illustrators.</p>		<p>information presented in print and visual texts</p> <p>NB VP 7.3 Respond critically to texts by -asking questions and formulating understandings -discussing texts from the perspective of their own experiences</p>	<p>to entertain, but to manipulate, persuade, or control them -identifying instances of prejudice and stereotyping</p>	<p>-discussing texts from the perspective of their own experiences</p>
<p>WRITTEN LANGUAGE - READING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary 4-6'</p> <p>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>	<p>PYP Outcomes: Learners PYP R 4.6 Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories</p> <p>NB Outcomes: NB R 6.1 Describe, share, and discuss their personal reactions to texts</p> <p>NB R 6.2 Give reasons for their opinions about texts and types of texts and the work of authors and illustrators</p> <p>NB R 7.3 Respond critically to texts by -discussing texts from the perspective of their own experiences</p>	<p>PYP Outcomes: Learners PYP R 4.6 Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories</p> <p>NB Outcomes: NB R 6.1 Describe, share, and discuss their personal reactions to texts</p> <p>NB R 6.2 Give reasons for their opinions about texts and types of texts and the work of authors and illustrators</p>	<p>PYP Outcomes: Learners PYP R 4.3 Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters</p> <p>PYP R 4.5 Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome</p> <p>PYP R 4.6 Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories</p> <p>NB Outcomes: NB R 6.1 Describe, share, and discuss their personal reactions to texts</p> <p>NB R 6.2 Give reasons for their opinions about texts and types of texts and the work of authors and illustrators</p>	<p>PYP Outcomes: Learners</p> <p>PYP R 4.7 Use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility</p> <p>PYP R 4.9 As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials</p> <p>PYP R 4.10 Identify relevant, reliable and useful information and decide on appropriate ways to use it</p> <p>NB Outcomes: NB R 5.1 Answer, with assistance, their own and others' questions by seeking information from a variety of texts</p> <p>-Determine their own and community (class) needs for information</p> <p>-Use a range of reference texts and a database or an electronic search to facilitate the selection process -Reflect on the process of generating and responding to their own and others' questions</p> <p>NB R 7.1 Use their background knowledge to question information presented in print and visual texts</p> <p>NB R 7.3 Respond critically to texts by -asking questions and formulating understandings</p>	<p>PYP Outcomes: Learners PYP R 4.9 As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials</p> <p>PYP R 4.10 Identify relevant, reliable and useful information and decide on appropriate ways to use it</p> <p>NB Outcomes: NB R 5.1 Answer, with assistance, their own and others' questions by seeking information from a variety of texts</p> <p>-Determine their own and community (class) needs for information</p> <p>-Use a range of reference texts and a database or an electronic search to facilitate the selection process -Reflect on the process of generating and responding to their own and others' questions</p> <p>NB R 7.1 Use their background knowledge to question information presented in print and visual texts</p> <p>NB R 7.3 Respond critically to texts by -asking questions and formulating understandings</p>	<p>PYP Outcomes: Learners PYP R 4.7 Use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility</p> <p>PYP R 4.9 As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials</p> <p>PYP R 4.10 Identify relevant, reliable and useful information and decide on appropriate ways to use it</p> <p>NB Outcomes: NB R 4.3 Use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, and margin notes) to locate topics</p>

				<p>and obtain or verify understandings of information</p> <p>NB R 5.1 Answer, with assistance, their own and others' questions by seeking information from a variety of texts</p> <p>-Determine their own and community (class) needs for information</p> <p>-Recognize the purpose of classification systems and basic reference materials</p> <p>-Use a range of reference texts and a database or an electronic search to facilitate the selection process</p>	<p>-identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them</p> <p>-identifying instances of prejudice and stereotyping</p>	<p>and obtain or verify understandings of information</p> <p>NB R 5.1 Answer, with assistance, their own and others' questions by seeking information from a variety of texts</p> <p>-Determine their own and community (class) needs for information.</p> <p>-Use a range of reference texts and a database or an electronic search to facilitate the selection process</p>
<p>WRITTEN LANGUAGE - WRITING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary 4-6'</p> <p>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>	<p>PYP Outcomes: Learners Phase 3: PYP W 3.3 Use graphic organizers to plan writing, for example, Mind Maps*, storyboards</p> <p>PYP W 3.9 Proofread their own writing and make some corrections and improvements</p> <p>PYP W 3.12 Keep a log of ideas to write about</p> <p>Phase 4: PYP W 4.1 Write independently and with confidence, demonstrating a personal voice as a writer</p> <p>PYP W 4.4 Select vocabulary and supporting details to achieve desired effects</p> <p>NB Outcomes: NB W 8.1 Use strategies in writing and other ways of representing to -Generate topics of personal interest and importance -Describe feelings, reactions, values, and attitudes</p> <p>NB W 9.3 Invite responses to early drafts of their writing/media productions -use audience reaction to help</p>	<p>PYP Outcomes: Learners PYP W 4.1 Write independently and with confidence, demonstrating a personal voice as a writer</p> <p>PYP W 4.2 Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing</p> <p>PYP W 4.3 Show awareness of different audiences and adapt writing appropriately</p> <p>PYP W 4.4 Select vocabulary and supporting details to achieve desired effects</p> <p>NB Outcomes: NB W 8.1 Use strategies in writing and other ways of representing to -Discover and express personal attitudes, feelings and opinions -Describe feelings, reactions, values, and attitudes</p> <p>NB W 9.1 Create written and media texts, collaboratively and</p>	<p>PYP Outcomes: Learners PYP W 4.1 Write independently and with confidence, demonstrating a personal voice as a writer</p> <p>NB Outcomes: NB W 8.1 Use strategies in writing and other ways of representing to -Generate topics of personal interest and importance -Describe feelings, reactions, values, and attitudes</p> <p>NB W 9.3 Invite responses to early drafts of their writing/media productions -use audience reaction to help shape subsequent drafts</p>	<p>PYP Outcomes: Learners PYP W 4.10 Use a range of strategies to record words/ideas of increasing complexity</p> <p>NB Outcomes: NB W 9.1 Create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms -recognize that particular forms require the use of specific features, structures, and patterns</p> <p>NB W 9.2 Demonstrate an awareness of purpose and audience</p> <p>NB W 10.5 Select, organize, and combine relevant information from two or more sources to construct and communicate meaning</p>	<p>PYP Outcomes: Learners PYP W 4.1 Write independently and with confidence, demonstrating a personal voice as a writer</p> <p>PYP W 4.4 Select vocabulary and supporting details to achieve desired effects</p> <p>NB Outcomes: NB W 8.1 Use strategies in writing and other ways of representing to -Discover and express personal attitudes, feelings and opinions -Compare their own thoughts and beliefs to those of others</p> <p>NB W 9.2 Demonstrate an awareness of purpose and audience</p> <p>NB W 10.5 Select, organize, and combine relevant information from two or more sources to construct and communicate meaning</p>	<p>PYP Outcomes: Learners Phase 5: PYP W 5.3 Adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader</p> <p>PYP W 5.7 Critiquing the writing of peers sensitively; offer constructive suggestions.</p> <p>PYP W5.16 Locate, organize, synthesize and present written information obtained from a variety of sources</p> <p>NB Outcomes: NB W 9.2 Demonstrate an awareness of purpose and audience</p> <p>NB W 10.5 Select, organize, and combine relevant information from two or more sources to construct and communicate meaning</p>

	<p>shape subsequent drafts</p>	<p>independently, in different modes (expressive, transactional, and poetic) and in a variety of forms -recognize that particular forms require the use of specific features, structures, and patterns</p> <p>NB W 9.2 Demonstrate an awareness of purpose and audience</p> <p>NB W 9.3 Invite responses to early drafts of their writing/media productions -use audience reaction to help shape subsequent drafts</p>				
<p>Art Strand Outcomes</p>	<p>PYP Visual Art Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 3 Conceptual Understandings: Pg. 15 -We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</p> <p>VISUAL ARTS Pg. 18 Phase 3: Learning Outcomes for the Responding Strand:</p> <ul style="list-style-type: none"> • PYP R 3.4 Reflect on their own and others' creative processes to inform their thinking • PYP R 3.5 Use relevant and insightful questions to extend their understanding 	<p>PYP Visual Art Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 3/4 Conceptual Understandings: Pg. 15 -People explore issues, beliefs and values through arts -When experiencing arts, we make connections between different cultures, places and times -We use what we know to interpret arts and deepen our understanding of ourselves and the world around us -People communicate across cultures, places and times through arts. -Through exploring arts across cultures, places and times we can appreciate that people innovate.</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>

	<p>CREATING STRAND Phase 3 Conceptual Understandings: Pg. 19 -We make connections between our artwork and that of others to extend our thinking.</p> <p>VISUAL ARTS Pg. 23 Phase 3 Learning Outcomes for the Creating Strand: PYP C 3.5 Use a range of strategies to solve problems during the creative process</p>	<p>VISUAL ARTS Pg. 18 Phase 3 Learning Outcomes for the Responding Strand: Learning Outcomes</p> <ul style="list-style-type: none"> • PYP R 3.1 Identify and consider the contexts in which artworks were made • PYP R 3.2 Compare, contrast and categorize artworks from a range of cultures, places and times • PYP R 3.3 Use their knowledge and experiences to make informed interpretations of artworks 				
		<p>Phase 4 Learning Outcomes for the Responding Strand: Learning Outcomes</p> <ul style="list-style-type: none"> • PYP R 4.3 Reflect on the factors that influence personal reactions to artwork • PYP R 4.5 Critique and make informed judgments about artworks <p>CREATING STRAND Phase 3/4 Conceptual Understandings: Pg. 19 - Arts have the power to influence thinking and behaviour. - We explore a range of possibilities and perspectives to communicate in broader ways through our creative work</p> <p>VISUAL ARTS Pg. 23 Phase 3</p>				

		<p>Learning Outcomes for the Creating Strand:</p> <ul style="list-style-type: none"> • PYP C 3.1 Show awareness of the affective power of visual arts • PYP C 3.2 Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures • PYP C 3.4 Use a personal interest, belief or value as the starting point to create a piece of artwork <p>Pg. 23 Phase 4</p> <p>Learning Outcomes for the Creating Strand:</p> <ul style="list-style-type: none"> • PYP C 4.4 Utilize a broad range of ways to make meaning 				
PSPE Outcomes	<p>PYP Outcomes: Phase 3 Active Living: Conceptual Understanding: -Attention to technique and regular practice can improve the effectiveness of our movements (AL 3.4)</p> <p>Learning Outcomes: -Develop plans to improve performance through technique refinement and practice (AL 3.6)</p> <p>Interactions: Conceptual understandings: -An effective group can accomplish more than a set of individuals (IN 4.1)</p> <p>Learning Outcomes: -Reflect critically on the effectiveness of the group</p>	<p>PYP Outcomes: Phase 3 Identity: Conceptual Understanding: -A positive attitude helps us to overcome challenges and approach problems (2.4 ID)</p> <p>Learning Outcomes: -Solve problems and overcome difficulties with a sense of optimism (2.6 ID)</p> <p>Active Living: Conceptual Understandings: -Attention to technique and regular practice can improve the effectiveness of our movements (3.4 AL)</p> <p>Learning Outcomes: -Develop plans to improve performance through technique refinement and practice (3.6 AL)</p>	There are NO PSPE PYP and NB outcomes integrated with this unit.	There are NO PSPE PYP and NB outcomes integrated with this unit.	There are NO PSPE PYP and NB outcomes integrated with this unit.	There are NO PSPE PYP and NB outcomes integrated with this unit.

	<p>during and at the end of the process (IN 4.1) -Build on previous experiences to improve group performance (IN 4.2)</p> <p>NB: SCO 3.2 – Analyze physical fitness concepts and principles to improve well-being and performance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can monitor my fitness program. <input type="checkbox"/> I can interpret my fitness and set goals for improvement <input type="checkbox"/> I can review the number of times that I am active, to reach my fitness goals <p>NB: SCO 1.3 – Explore combinations of fundamental locomotor skills and manipulative skills in various movement contexts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can experiment with activity specific equipment (for example: tchoukball, Frisbees, volleyballs, basketballs, kin-ball, racquets, jump rope). <input type="checkbox"/> I can connect together two skills in a variety of activity specific contexts (for example: crow hop and throw; shuffle and pass in volleyball, dribble and shoot in basketball; run and catch in ultimate chicken). <p>SCO 3.2 – Analyze physical fitness concepts and principles to improve well-being and performance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can monitor my fitness program. <input type="checkbox"/> I can interpret my fitness and set goals for improvement 	<p>-Demonstrate greater body control when performing movements (3.7 AL) -Self-assess performance and respond to feedback on performance from others (3.8 AL) -Plan, perform, and reflect on movement sequences in order to improve (3.9 AL)</p> <p>Interactions: Conceptual Understanding: -A plan of action is a necessary strategy for a group to achieve its goal (3.1 IN) Learning Outcomes: -Reflect on shared and collaborative performance (3.8 IN)</p> <p>NB: SCO 1.1 – Apply movement concepts to a variety of movement activities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can make up my own dance <input type="checkbox"/> I can put together rhythmical sequences in a variety of social and cultural dances <input type="checkbox"/> I can build my own movement sequences with or without equipment 				
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	<input type="checkbox"/> I can review the number of times that I am active, to reach my fitness goals					
Music Strand Outcomes	PYP Outcomes:	PYP Outcomes:	PYP Outcomes:	PYP Outcomes:	PYP Outcomes:	PYP Outcomes:
	NB Outcomes:	NB Outcomes:	NB Outcomes:	NB Outcomes:	NB Outcomes:	NB Outcomes:
Technology Strand Outcomes	Learning Technology	Learning Technology	Learning Technology	Learning Technology	Learning Technology	Learning Technology
	Learning Through Technology	Learning Through Technology	Learning Through Technology	Learning Through Technology	Learning Through Technology	Learning Through Technology
	Learning About Technology	Learning About Technology	Learning About Technology	Learning About Technology	Learning About Technology	Learning About Technology

GRADE 4 YEAR-ROUND CURRICULAR OUTCOMES

Math Year-Round Outcomes	GRADE 4 YEAR-ROUND CURRICULAR OUTCOMES				
	<p style="text-align: center;">Number Sense</p> <p>STAND ALONE 1 Place Value: PYP Outcomes: Pg. No-28-31 Phase 3: Conceptual Understandings: -The base 10 place value system can be extended to represent magnitude.</p> <p>Learning Outcomes: Learners Constructing: PYP N 4.1 Model numbers to millions or beyond using the base 10 place value system (Bold is the focus)</p> <p>Transferring: PYP N4.12 Read, write, compare and order whole numbers up to millions or beyond (Bold is the focus)</p> <p>Applying: PYP N 4.21 Use whole numbers up to millions or beyond in real-life situations (Bold is focus)</p> <p>PYP N 4.21 Use whole numbers up to millions or beyond in real-life situations (Bold is focus)</p>	<p style="text-align: center;">Data Analysis</p> <p>PYP Outcomes: Pg. No-13-15 Phase 3: Conceptual Understandings: -Probability can be based on experimental events in daily life. -Probability can be expressed in numerical notations.</p> <p>Learning Outcomes: Learners Constructing PYP DH 3.5 Understand that probability is based on experimental events</p> <p>Transferring PYP DH 3.9 Use tree diagrams to express probability using simple fractions</p> <p>Applying PYP DH 3.14 Express probability using simple fractions</p> <p>NB OUTCOMES: Pg. No-98-101</p> <p>NB SP 3 Describe the likelihood of a single outcomes occurring using</p>	<p style="text-align: center;">Measurement</p> <p>PYP Outcomes: Pg. No-17-19 Phase 3: Conceptual Understandings: - Objects and events have attributes that can be measured using appropriate tools. -Relationships exist between standard units that measure the same attributes.</p> <p>Learning Outcomes: Learners Constructing: PYP M3.1 Understand the use of standard units to measure perimeter, <u>area</u> and <u>volume</u></p> <p>PYP M3.2 Understand that measures can fall between numbers on a measurement scale, for example, 3.5 kg, between 4cm and 5cm</p> <p>PYP M3.3 Understand relationships between units, for example, meters, centimeters and millimeters</p> <p>Transferring PYP M3.5 Estimate and measure using standard units of</p>	<p style="text-align: center;">Patterns and Function</p> <p>PYP Outcomes: Pg. No-25-27 Phase 3: Conceptual Understandings: -By analyzing patterns and identifying rules for patterns, it is possible to make predictions.</p> <p>Learning Outcomes: Learners Constructing PYP PF 3.1 Understand that patterns can be analysed and rules identified</p> <p>Transferring PYP PF 3.5 Describe the rule for a pattern in a variety of ways</p> <p>PYP PF 3.6 Represent rules for patterns using words, symbols and tables</p> <p>Applying PYP PF 3.8 Select appropriate methods for representing patterns, for example using words, symbols and tables</p> <p>PYP PF 3.9 Use number patterns to make predictions and solve problems</p>	<p style="text-align: center;">Shape and Space</p> <p>There are NO year-round outcomes for shape and space because it is integrated.</p>

	<p>NB OUTCOMES: Pg. No- 14-17 NB N 1 Represent and describe whole numbers to 1 000 000</p> <p>STAND ALONE 2 Multiplication & Division: PYP Outcomes: Pg. No- 28-31 Phase 3: Conceptual Understandings: -The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems (Bold is focus)</p> <p>-Even complex operations can be modeled in a variety of ways, for example, an algorithm is a way to represent and operation.</p> <p>Learning Outcomes: Learners Constructing: PYP N 3.5 Model multiplication and division of whole numbers</p> <p>PYP N 3.6 Use the language of multiplication and division, for example, factor, multiple product, quotient, prime numbers, composite numbers</p> <p>Transferring: PYP N 3.10 Develop strategies for memorizing addition, subtraction, multiplication, and division number facts (Bold is focus)</p> <p>PYP N 3.14 Describe mental and written strategies for multiplication and division</p> <p>PYP N 4.12 Read, write, compare and order whole numbers up to millions or beyond</p> <p>Applying:</p>	<p>words, such as; impossible, possible, certain</p> <p>NB SP 4 Compare the likelihood of two possible outcomes occurring using words, such as; less likely; equally likely; more likely</p>	<p>measurement: perimeter, <u>area</u> and <u>volume</u></p> <p>PYP M3.6 Describe measures that fall between numbers on a scale</p> <p>PYP M3.7 Read and write digital and analogue time on a 12-hour and 24-hour clock</p> <p>Applying PYP M3.8 Use standard units of measurement to solve problems in real-life situations involving perimeter, <u>area</u> and <u>volume</u></p> <p>PYP M3.9 Select appropriate tools and units of measurement</p> <p>NB OUTCOMES: Pg. No- 62-77 NB SS1 Design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions</p> <p>NB SS2 Demonstrate an understanding of measuring length (mm and km)</p> <p>NB SS3 Demonstrate an understanding of volume by; selecting and justifying referents for cm³ or m³ units; estimating volume by using referents for cm³ or m³; measuring and recording volume (cm³ or m³); constructing rectangular prisms for a given volume</p> <p>NB SS4 Demonstrate an understanding of capacity by; describing the relationships between mL and L; selecting and justifying referents for mL or L units; estimating capacity by using referents for mL or L; measuring and recording capacity (mL or L)</p>	<p>NB OUTCOMES: Pg. No-54-61 NB PR1 Determine the pattern rule to make predictions about subsequent terms (elements)</p> <p>NB PR2 Solve problems involving single- variable, one-step equations with whole number coefficients and whole number solutions</p>	
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	<p>PYP N 3.16 Use fast recall or multiplication and division number facts in real-life situations</p> <p>PYP N 3.18 Use mental and written strategies for multiplication and division in real-life situations</p> <p>PYP N 3.19 Select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</p> <p>PYP N 3.20 Use strategies to evaluate the reasonableness of answers</p> <p>PYP N 3.23 Estimate sum, difference, product and quotient in real-life situations, including fractions and decimals</p> <p>NB OUTCOMES: Pg. No- 18-37</p> <p>NB N2 Use estimation strategies, including; front end rounding, compensation; compatible numbers</p> <p>NB N3 apply mental mathematics strategies and number properties, such as; (to determine answers for basic multiplication facts to 81 and related division facts) -Skip counting from a known fact -Using doubling or halving -Using patterns in the 9s facts -Using repeated doubling or halving</p> <p>NB N4 In problem solving contexts apply mental mathematics strategies for multiplication such as; -Annexing then adding zero -Halving and doubling -Using the distributive property</p> <p>NB N5 Demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems</p>				
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NB N6 Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems

STAND ALONE 3 Fractions & Decimals:

PYP Outcomes:

Pg. No-28-31

Phase 3:

Conceptual Understandings:

-Fractions and decimals are ways of representing whole-part relationships.

Learning Outcomes:

Learners

Constructing:

PYP N 3.2 Model equivalent fractions

PYP N 3.3 Use the language of fractions, for example, numerator, denominator

PYP N 3.4 Model decimal fractions to hundredths or beyond

PYP N 3.7 Model addition and subtraction of fractions with related/unlike denominators

PYP N 3.8 Model addition and subtraction of decimals

PYP N 4.7 Model decimal fractions to thousands or beyond

Transferring:

PYP N 3.11 Read, write, compare and order fractions

PYP N 3.12 Read and write equivalent fractions

PYP N 3.13 Read, write, compare and order fractions to hundredths or beyond

PYP N 4.18 Read, write, compare and order decimal fractions to thousandths or beyond

	<p>Applying: PYP N 3.17 Use decimal fractions in real-life situations</p> <p>PYP N 3.21 Add and subtract fractions with related denominators in real-life situations</p> <p>PYP N 3.22 Add and subtract decimals in real-life situations, including money</p> <p>NB OUTCOMES: Pg. No- 38-53 NB N7 Demonstrate an understanding of fractions by using concrete and pictorial representations to; -Create sets of equivalent fractions -Compare fractions with like and unlike denominators</p> <p>NBN8 Describe and represent decimals (tenth, hundredths, thousandths) concretely, pictorially and symbolically</p> <p>NB N9 Relate decimals to fractions (to thousandths)</p> <p>NB N10 Compare and order decimals (to thousandths) by using; -Benchmarks -Place value -Equivalent decimals</p> <p>NB N11 Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths)</p>				
<p>Language Year-Round Outcomes</p>	<p>Listening and Speaking PYP Outcomes: Learners PYP LS 4.2 Listen for a specific purpose in a variety of situations</p> <p>PYP LS 4.3 Identify and expand on main ideas in familiar oral texts</p> <p>PYP LS 4.5 Understand that ideas and opinions can be generated, developed and presented through talk; they work</p>	<p>Viewing and Presenting PYP Outcomes: PYP VP 4.10 Prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications</p> <p>PYP VP 4.11 Discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition</p>	<p>Reading PYP Outcomes: Learners</p> <p>PYP R 4.1 Read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals</p>	<p>Writing PYP Outcomes: PYP W 4.2 Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing</p> <p>PYP W 4.3 Show awareness of different audiences and adapt writing appropriately</p>	<p>N/A (Or) Add links to Weekly projections and/or NB/ PYP Documents?</p>

	<p>in pairs and groups to develop oral presentations</p> <p>PYP LS 4.7 Explain and discuss their own writing with peers and adults</p> <p>PYP LS 4.8 Begin to paraphrase and summarize</p> <p>PYP LS 4.9 Organize thoughts and feelings before speaking</p> <p>PY LS 4.11 Realize that grammatical structures can be irregular and begin to use them appropriately and consistently</p> <p>PYP LS 4.13 Verbalize their thinking and explain their reasoning</p> <p>NB Outcomes: NB LS 2.1 Contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen</p> <p>NB LS 2.4 Engage in and respond to oral presentations (e.g. Retell a story, sing a song)</p> <p>NB LS 3.1 Show basic courtesies of conversation in group interactions</p> <p>NB LS 3.3 Show an awareness of the kinds of language appropriate to different situations and audiences</p>	<p>NB Outcomes: NB VP 4.5 Describe their own processes and strategies in viewing</p> <p>NB VP 6.1 Describe, share, and discuss their personal reactions to texts</p> <p>NB VP 6.2 Give reasons for their opinions about texts and types of texts and the work of authors and illustrators.</p> <p>NB VP 7.1 Use their background knowledge to question information presented in print and visual texts</p> <p>NB VP 7.2 Identify conventions and characteristics of different types of print and media texts that help them understand what they view</p>	<p>PYP R 4.2 Distinguish between fiction and non-fiction and select books appropriate to specific purposes</p> <p>PYP R 4.4 Recognize the author’s purpose, for example, to inform entertain, persuade, instruct</p> <p>PYP R 4.8 Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail</p> <p>PYP R 4.12 Know when and how to use the internet and multimedia resources for research</p> <p>PYP R 4.13 Understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school’s cyber-safety policy.</p> <p>NB Outcomes: NB R 4.1 Select with growing independence, texts appropriate to their interests and learning needs</p> <p>NB R 4.2 Read widely and experience a variety of children’s literature with an emphasis on genre and authors</p> <p>NB R 4.4 Use and integrate the pragmatic, semantic, syntactic and graphophonic cueing systems (including context clues; word order; suffixes, compound words, contractions, and singular and plural words) and a variety of strategies to construct meaning.</p> <p>NB R 4.5 Describe their own processes and strategies in reading.</p> <p>NB R 7.2 Identify conventions and characteristics of different types of print and media texts that help them understand what they read and view</p>	<p>PYP W 4.5 Organize ideas in a logical sequence</p> <p>PYP W4.6 Reread, edit and revise to improve their own writing, for example, content, language, organization</p> <p>PYP W 4.7 Respond to the writing of others sensitively</p> <p>PYP W4.8 Use appropriate punctuation to support meaning</p> <p>PYP W 4.9 Use knowledge of written code patterns to accurately spell high-frequency and familiar words</p> <p>PYP W 4.11 Realize that writers ask questions of themselves and identify ways to improve their writing, for example, “Is this what I meant to say?”, “Is it interesting/relevant?”</p> <p>PYP W 4.12 Check punctuation, variety of sentence starters, spelling, presentation</p> <p>PYP W 4.13 Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing</p> <p>PYP W 4.14 Work cooperatively with a partner to discuss and improve each other’s work, taking the roles of authors and editors</p> <p>PYP W 4.15 Work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.</p> <p>NB Outcomes: NB W 8.1 Use strategies in writing and other ways of representing to -Formulate questions and organize ideas -Record experiences -Formulate goals for learning</p> <p>-Practice strategies for monitoring their own learning</p> <p>NB W 8.2 Experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)</p> <p>NB W 8.3 Experiment with language appropriate to purpose, audience, and form, that enhances meaning and</p>	
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				<p>demonstrates imagination in writing and other ways of representing</p> <p>NB W 10.1 Develop a range of prewriting, drafting, revising, editing/proofreading, and presentation strategies</p> <p>NB W 10.2 Demonstrate an understanding of many conventions of written language in final products</p> <ul style="list-style-type: none"> -correctly spell many familiar and commonly used words -demonstrate an increasing understanding of punctuation, capitalization, and paragraphing -demonstrate a growing awareness of appropriate syntax -use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists) <p>NB W 10.3 Use technology with increasing proficiency in writing and other forms of representing</p> <p>NB W 10.4 Demonstrate a commitment to shaping pieces of writing and other representations through stages of development</p>	
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