

2018-19 GRADE 4	1 Aug: 13-17	2 Aug: 20-24	3 Aug: 27-31	4 Sept: 3-7	5 Sept: 10-14	6 Sept: 17-21	7-4 Days Sept: 25-28	National Week Holiday Oct. 1-5 & INSET 8-9	8 (3 Days) Oct: 10-12	9 Oct: 15-19	10 Oct: 22-26	11 Oct: 29- Nov: 2	12 Nov: 5-9	13 Nov: 12-16	14 Nov: 19-23	15 Nov: 26-30	16 Dec: 3-7	17 Dec: 10-14	Winter Break Dec: 17-Jan: 4
Trans.Disc. themes	Who We Are (ongoing throughout the year)			How the World Works & How We Express Ourselves (CNU ongoing throughout the year)									Where we are in Place and Time & HWEO (CNU)						
Central Ideas & Concepts (Key & Related)	CI: Strengthening attitudes and skills is an ongoing conscious process. Concepts: Responsibility reflection, causation, form			1. CI: Earth's natural changes can have devastating effects. Concepts: Function, causation, change Related Concepts: differences, attitudes, behavior, goals, initiatives, independence 2. CI: Voice and choice empowers self-directed learning									CI: Migration contributes to change. Concepts: Change, causation, perspective Related Concepts: Continuity						
Language Arts	Letter writing – ongoing			Writing: Non-Fiction- News Report – Digital Text iMovie News report from the scene of a natural disaster Reading: Reading Scientific-Non-fiction texts, monitoring comprehension activating prior knowledge, noticing new learning, summarizing and synthesizing, Using Non-Fiction text features Speaking & Listening: 'What if' discussions, presenting to a camera Viewing & Presenting: presenting as an expert, learning from others, viewing digital texts									Writing: Biography Reading: Making connections, Inferring, Determining importance Speaking & Listening: interviewing migrants, listening carefully to responses, formulating questions Viewing & Presenting: Presenting writing to the Community, Choosing images to match text						
Mathematics	First Six Weeks 1. Who are we as mathematicians? 2. What productive dispositions do we want to see in Maths? 3. How do we ensure that we are always learning? 4. How can we improve our communication in Maths? 5. How can we ensure we're always learning (2)? 6. How do we solve Maths problems? Includes work on: Time-calendars, schedules, 12-hour/24-hour clock Shape, Place Value, Calculations, Area & perimeter Problem-solving Ongoing: Pattern & Function, Measurement in CNU			Number-counting, place value including decimals UOI: Data handling-collecting, analysing, presenting data, averages Problem-solving strategy: Reason logically									Mental calculation strategies in addition, subtraction, multiplication and division including money & estimating & checking UOI: Data handling-collecting, analysing, presenting data, averages Problem-solving strategy: Work backwards/Guess, check and improve						
Mandarin Phases 1&2	Courtesy words, phrases and sentences. Routine instructional directions. The vocabulary and sentences of introduction, name, age, nationality, family members			Vocabulary of weather, season and natural elements. We express our living needs in phrases and simple sentences.									Transportation connects people. Vocabulary of transportation tools, traveling, and famous places in China.						
Mandarin Phases 3&4	Holiday sharing and writing; set goals for Chinese learning. Self-introductions in writing.			Texts and stories of traditional Chinese festivals. Sentences used in describing weather, natural disaster and seasons. Reading and writing of weather reports and role plays of weather forecasting.									Migration contributes to change. Migrations around Nanjing, their journeys and the changes they brought to us. Stories of travellers and migrants.						
Mandarin Phases 5&6	Letter writing about summer holiday to grandparents			Writing: News Report, Digital Text iMovie News report from the scene of a natural disaster Reading: Reading relate report and news about earthquake in Sichuan province Speaking & Listening: Weatherperson in CCTV									Writing: Presentation script about migration Reading: Making connections, Inferring, Determining importance Speaking & Listening: interviewing migrants, asking questions and listening carefully to responses						
PE	Adventure Challenge			Net Games – Part 1					Invasion Games										
Personal, Social & Emotional Growth	Second STEP Program Unit 1: Empathy and Skills for Learning			Second STEP Program: Anti-Bullying Unit and Empathy (Unit 1)									Second STEP Program Unit 2: Emotion Management						
Child Protection	Right to be Safe: Students review warning signs and the three components: physical indicators (body messages); emotional indicators (feelings); and external signs (clues) using a range of contextual scenarios.			Relationships: Gender stereotypes are discussed. Strong focus is placed on behaviors and expectations that may be harmful.									Recognizing and Reporting Abuse: A range of developmentally appropriate situations are presented to students to help them identify physical, emotional and sexual abuse. The notion of neglect is also explored.						
Swimming	Water safety practices & skills for the individual & small groups			Exploring & developing swimming skills in the major strokes ONE			Survival, movement & safety in a water based environment						NO PROGRAM						
Performing Arts	PYP LP	CI: Strengthening attitudes and skills is an ongoing conscious process (linked to the H/R UOI)																Gr.2 to 5 Production	
Design	Introduction to Design			Little Bits: Electronics															
Digital Citizenship	<ul style="list-style-type: none"> illustrate how to be safe offline and online. 			<ul style="list-style-type: none"> explain what being good citizens is online and offline. illustrate how tone can be misunderstood online. summarize offline and online responsibilities. develop strategies for dealing respectfully with cyberbullying. explain the difference between friends in real life and friends online. argue when and why private information should be used online – assert why a trusted adult should be consulted. explain what it means to be a digital citizen or digital leader. 									<ul style="list-style-type: none"> explain why stereotypes can be limiting or negative. use and employ properly attributed sources, including creative commons. 						

2018-19 GRADE 4	8 Jan-7-11	9 Jan-14-18	10 Jan-21-25	21 Jan-8-Feb-1	NY Feb. 4-15	2 Feb-18-22	3 Feb-25-Mar-1	4 Mar-4-8	5 Mar-11-15	3 Mar-18-22	7 Mar-25-29	Mid semester vacation	18 Apr-8-12	9 Apr-15-19	0 Apr-22-26	1 Apr-29-13 (4 day week)	2 May-6-10	3 May-13-18	4 May-20-24	5 May-27-31	6 Jun-3-6 (4 day week)	7 Jun-10-14	8 Jun-17-21
Trans.Disc. themes	Where we are in Place and Time & HWEO (CNU)					Sharing The Planet & HWEO (CNU)							How We Organize Ourselves & HWEO (CNU)										
Central Ideas & Concepts (Key & Related)	CI: Migration contributes to change. Concepts: Change, causation, perspective Related Concepts: Continuity					CI: The impact of using natural resources. Key Concepts: Form, function, connection Related Concepts: sustainability, conservation, consumption, poverty & wealth							CI: Organizations make decisions that affect people and the environment Key Concepts: Function, connection, responsibility Related Concepts: Communication, choice, leadership										
Language Arts	Writing: Biography Reading: Making connections, Inferring, Determining importance Speaking & Listening: interviewing migrants, listening carefully to responses, formulating questions Viewing & Presenting: Presenting writing to the Community, Choosing images to match text					Writing: Opinion Editorial – sharing informed opinions and persuading others./Poetry Reading: Activating prior knowledge, Asking Questions, Determining Importance/Reading poetry- Inferring and visualizing Synthesizing Speaking & Listening: Dramatic simulations, persuasive debates, disagreeing respectfully/Reading poems with expression, reading various free verse poetry Viewing & Presenting: Research impact by viewing websites, videos, advertising campaigns, etc./Viewing slam poetry, Reading various free verse poetry, Poetry performance							Writing: Narrative / conversational scripts Reading: Voice overs and scripts Speaking & Listening: Documentary Filmmaking, speaking with clarity, varying voice volume and tone for effect Viewing & Presenting: Watch & analyze Documentary Films										
Mathematics	Fractions, decimals & percentages Problem-solving strategy: Draw a picture/Produce a list or a table					Fractions, decimals & percentages Problem-solving strategy: Draw a picture/Produce a list or a table							Shape & space-2D, 3D shapes, transformations Measurement: Angle, length, area, perimeter, volume, capacity Grids & coordinates-plotting and transforming 2D shape Problem-solving strategy: Try a simpler case/ Make a conjecture			Written multiplication & division strategies including money & estimating & checking Problem-solving strategy: Look for a pattern							
Mandarin Phases 1&2	Transportation connects people. Vocabulary of transportation tools, traveling, and famous places in China.					Vocabulary of foods, drinks, clothes, and colours. Common adjectives used in describing nouns of the four categories. Phrases and sentences used for shopping and bargaining							Vocabulary and sentences of school operations and functions of different sections and job assignments.										
Mandarin Phases 3&4	Migration contributes to change. Migrations around Nanjing, their journeys and the changes they brought to us. Stories of travellers and migrants.					Stories and texts about school resources and the use of school resources. The concept of respect and appreciation of nature. Vocabulary of renewable and non-renewable resources. The use of resources in our lives. Using resources responsibly.							Vocabulary of jobs and work places. Expression of career ideals. Sentence structures in connection with targeted verbs and prepositional phrases. Ask and answer questions related to jobs and roles. Reasons and characteristics of why people can be deemed as heroes. Stories and biographies of famous people. Self-introductions in writing.										
Mandarin Phases 5&6	Writing: Presentation script about migration Reading: Making connections, Inferring, Determining importance Speaking & Listening: interviewing migrants, asking questions and listening carefully to responses					Writing: Opinion Editorial – sharing informed opinions and persuading others./Poetry Reading: Asking Questions, Determining Importance/Reading poetry- Inferring and visualizing Synthesizing Speaking & Listening: persuasive debates, disagreeing respectfully/Reading poems with expression, reading various free verse poetry							Writing: story writing Reading: Voice overs and scripts Speaking & Listening: Speaking with clarity										
PE	Movement Composition					Athletics							Soccer Trip Prep			Net Games							
Personal, Social & Emotional Growth	Second STEP Program Unit 2: Emotion Management					Second STEP Program Unit 3: Problem Solving and Empathy (Unit 1)																	
Child Protection	Recognizing and Reporting Abuse.					Protective Strategies: Trusted networks are reviewed. The students' trusted network includes people they trust but can also include people in the community such as the police or a security guard. Persistence is reinforced so students understand that they need to keep telling until someone listens and takes action.																	
Swimming	NO PROGRAM					NO PROGRAM			Exploring & developing swimming skills in the major strokes TWO			Exploring & developing swimming skills in the major strokes TWO			Water games, movement & safety			Celebration of learnt skills					
Performing Arts	CI: A work of art is the product of complex processes										CI: Marketing is used to influence our choices (linked to CNU)					CI: The arts have the ability to provoke many different responses from its audience							
Design	Design Challenges: Think – Make - Improve																						
Digital Citizenship	<ul style="list-style-type: none"> write clear and polite emails or text messages. illustrate important parts of text and email communication. (CNU) 										<ul style="list-style-type: none"> create a product to sell items. (Performing Arts) discuss self-image and how it relates advertising. describe how photos, audio, and video can be altered and examine negative and positive effects this may present. 					<ul style="list-style-type: none"> synthesize and explain search strategies and results. define spam and spamming. identify risks to scams and identity theft. examine and analyze different privacy policies or seals of approval and their need. 							

2018-19 Grade 4 Overview