

IB PYP Curriculum Map: Grade 4 Where We Are in Place and Time 2016 - 2017

<b>Transdisciplinary Theme</b>	Where We Are in Place and Time	<b>Central Idea</b>	Architecture reflects the technological and social ideas of the time.	<b>Subject Integration</b>	Maths, Science	<b>Dates</b>	October 16-November 27
<b>Learner Profile Attributes &amp; Attitudes</b>	Knowledgeable, Thinker, Risk-Taker  Appreciation, Commitment Creativity Independence Cooperation	<b>Targeted Approaches to Learning</b>	<b>Thinking Skills:</b> Application, Analysis, Synthesis  <b>Communication:</b> Viewing, Nonverbal, Presenting  <b>Self-Management:</b> Organization, Fine Motor Skills	<b>Lines of Inquiry &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Architecture over time (Change)</li> <li>• Innovation in architecture (Function)</li> <li>• Architecture reflects societal ideas (Perspective)</li> </ul>		
<b>Summative Assessment</b>	<p>Goal: To see architecture as a way societies and cultures express changing values and beliefs over time.</p> <p><b>Product/Performance:</b> Creating their own architectural model which reflects their values and beliefs, using architectural styles and elements learned in the unit.</p> <p><b>Success indicators:</b> Student will display innovation and creativity in the design of their own architectural model. They will be able to explain how and why their architectural model displays a value and/or belief.</p>			<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• What are the different styles of architecture and what are their characteristics?</li> <li>• How has architecture changed over time?</li> <li>• How can societal ideas, beliefs and values be reflected through architecture?</li> </ul>		
<b>Unit of Inquiry Integrated and Stand-Alone Learning Outcomes</b>							
<b>Literacy</b>	<p>Integrates information from multiple sources to deepen understanding of a topic with guidance</p> <p>Gathers and analyzes information from graphs, charts, tables and maps with guidance</p> <p>Perseveres through complex reading tasks with guidance</p> <p>Chooses and uses appropriate prewriting strategies effectively to organize and strengthen writing with guidance</p> <p>Develops and uses own success criteria for effective writing in information reports with guidance</p> <p>Groups related information for multiple paragraphs independently</p> <p>Uses transitional sentences to connect paragraphs with guidance</p> <p>Chooses and uses appropriate resources or tools to enrich writing with guidance</p> <p>Uses a range of tools and techniques to produce an information report that is presented attractively and effectively with guidance</p>						
<b>Mathematics</b>							

<p><b>Mathematics</b></p>	<p>Understand and use approximate equivalences between metric units (mm, cm, m and km)  Convert between different units when measuring length  Measure and calculate the perimeter of 2D  Develop and describe procedures for finding perimeter and area (the relationship between perimeter and area-eg. The area can be found by multiplying two sides of the perimeter).  Use perimeter to find missing lengths.  Use the properties of rectangles to deduce related facts and find missing lengths and angles  Identify, describe and model congruency and similarity for 2D shapes  Identify and describe patterns of shapes and number through analysis and rule identification in various ways  Select appropriate methods to analyze patterns and identify rules  Identify a sequence of operations relating one set of numbers to another set  Apply number patterns to make predictions and solve problems, including the rules of divisibility  Model multiplication and division of whole numbers of 2-digit numbers  Use fast recall of multiplication and division facts up to 12x12  Select and apply efficient mental, written and calculator strategies to solve problems and record the strategy used  Demonstrate the inverse relationship between multiplication and division  Demonstrate the associative, commutative and distributive properties of multiplication.</p>
<p><b>Arabic</b></p>	
<p><b>Music</b></p>	<p>Students are exploring the elements of music, which is a year-long unit that is linked to all of our stand-alone and integrated units. We are looking at beat, rhythm, pitch and melody and how they are related. These elements are explored through singing, speaking, playing strings, playing recorder and actively listening to a wide variety of music.</p>
<p><b>PE</b></p>	<p>In addition to swimming, students will engage in netball and gymnastic vaulting.. During netball they will explore different ways to pass the ball and be introduced to the rules of the game. We will also focus on decision making under pressure and introduce how to change tactics of the game when attacking or defending. During gymnastics we will learn how to vault safely using a spring board and vaulting box. We will focus on technique and learn about our own abilities and the need to challenge ourselves to move to the next level of vaulting. We will discuss form and body tension and alongside difficulty. Each student will be able to select the appropriate difficulty level for their ability.</p>
<p><b>Visual Arts</b></p>	<p>Continuing with perspective, students will investigate how artists are inspired by architecture, in particular in the fields of printmaking and ceramics. Students will find inspiration in architecture for their own collagraph and clay slab creations.</p>
<p><b>Counseling: PSE (Personal, Social, Emotional)</b></p>	<p>Focusing on the concepts of change, function and perspective, students will learn the importance of standing up for oneself as a means to improve their personal self-esteem. Students will additionally learn and apply three main skills in social situations: assertive skills, thinking skills and exit skills and understand how the use of these self-empowerment skills can be beneficial to themselves and others.</p>
<p><b>Incursions &amp; Excursions</b></p>	<p>Jumeirah Mosque, Visiting Parents/Staff in the field of architecture and engineering</p>