

P4 Expectations

These expectations are based on the subject specific scope and sequence documents of the International Baccalaureate Organisation. This document outlines the expectations your child will be expected to meet at the end of a particular year level. In consultation with the homeroom/ subject teachers these expectations are to provide a framework for your child's learning.

Units of Inquiry

P4 will study six Units of Inquiry throughout the school year. The Unit of Inquiry encompasses the subject specific areas of Language, Mathematics, Science, Social Studies, Technology, Arts, Personal, Social and Physical Education.

Transdisciplinary Theme	Unit of Inquiry
<p style="text-align: center;">Who we are</p> <p>An inquiry into the nature of the self; beliefs and values; of personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p style="text-align: center;">LEADERS</p> <p>Influential leaders bring about change that may affect us all.</p> <p style="text-align: center;">Curriculum focus: Personal, Social and Physical Education</p>
<p style="text-align: center;">How the world works</p> <p>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; the impact scientific and technological advances on society and on the environment.</p>	<p style="text-align: center;">ENERGY</p> <p>Energy exists in a number of forms and can be transferred and stored.</p> <p style="text-align: center;">Curriculum focus: Science</p>
<p style="text-align: center;">Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	<p style="text-align: center;">BELIEFS AND VALUES</p> <p>Understanding of different people's beliefs and values may lead to a more peaceful society</p> <p style="text-align: center;">Curriculum focus: Social Studies</p>



<p>Where we are in place and time An inquiry into orientation in place and time; our personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>PERSONAL HISTORIES We are shaped by our personal stories.</p> <p>Curriculum focus: Personal, Social and Physical Education</p>
<p>How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations nature and its value; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>JR. FIRST LEGO LEAGUE</p> <p>Curriculum focus: Social Studies</p>
<p>How we express ourselves An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect, extend and enjoy our creativity; our appreciation of aesthetics.</p>	<p>PLAY AND CREATIVITY Through play we express our emotions and show creativity.</p> <p>Curriculum focus: The Arts</p>

Language

Language is divided into four strands: Listening and Speaking, Reading, Writing and Viewing and Presenting.

Oral language—listening and speaking

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Our balanced programme provides meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them.

At the completion of the academic year, students should show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Conceptual understandings

Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions

Thinking about the perspective of our audience helps us to communicate more effectively and appropriately

The grammatical structures of a language enable members of a language community to communicate with each other

Spoken language can be used to persuade and influence people

Written Language- reading

Children learn to read by reading. In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

At the completion of the academic year, students should show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Conceptual understandings

Reading and thinking work together to enable us to make meaning

Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts

Identifying the main ideas in the text helps us to understand what is important

Knowing what we aim to achieve helps us to select useful reference material to conduct research

Written Language- writing

Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

At the completion of the academic year, students should show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Conceptual understandings

Writing and thinking work together to enable us to express ideas and convey meaning
Asking questions of ourselves and others helps to make our writing more focused and purposeful
The way we structure and organize our writing helps others to understand and appreciate it
Rereading and editing our own writing enables us to express what we want to say more

Visual language—viewing and presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs.

At the completion of the academic year, students should show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Conceptual understandings

Visual texts have the power to influence thinking and behaviour
Interpreting visual texts involves making an informed judgment about the intention of the message
To enhance learning we need to be efficient and constructive users of the Internet

Mathematics

Mathematics is divided into five interwoven strands: Number, Data Handling, Measurement, Shape and Space and Pattern and Function

Number

Students will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

Conceptual understandings

The base 10 value system extends infinitely in two directions

Fractions, decimal fractions and percentages are ways of representing whole-part relationships

For fractional and decimal computation, the ideas developed for whole number can apply

The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems

Even complex operations modeled in a variety of ways, for example, an algorithm is a way to represent an operation

Data Handling

Students will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

Conceptual understandings

Data can be collected, organised, displayed and analysed in different ways

Different graph forms highlight different aspects of data more efficiently

Range, mode, median and mean can be used to analyse statistical data

Probability can be based on experimental events in daily life

Probability can be expressed in numerical notation

Measurement

Students will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.

Conceptual understandings

Objects and events have attributes that can be measured using appropriate tools
Estimation allows us to measure with different levels of accuracy
Relationships exist between standard units that measure the same attributes
Conversions of units and measurements allow us to make sense of the world we live in

Shape and Space

Students will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. Learners will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

Conceptual understandings

Changing the position of a shape does not alter its proportion
Shapes can be transformed in different ways
Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations

Pattern and Function

Students will understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Conceptual understandings

By analysing patterns and identifying rules for patterns it is possible to make predictions
Patterns can often be generalised using algebraic expressions, equations or functions

The Arts

Arts expectations encompass Dance, Drama, Music and Visual Arts and have two strands: Responding and Creating. The responding and creating strands are dynamically linked and this is reinforced through continual reflection upon work throughout the creating process.

Responding

Students will show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Creating

Through the arts students will begin to show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Personal, Social and Physical Education

Personal, Social and Physical Education is divided into three strands: Identity, Active Living and Interaction.

Identity

Through this strand students will understand that a range of factors shapes a person's identity and that this identity evolves over time. They will explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. Students analyse how they are connected to the wider community and are open to learning about others. They use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Active Living

Students will understand the factors that contribute to a healthy lifestyle. They will understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Students are able to identify different stages of life and understand that rates of development are different for everyone. They understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

Interaction

Students will understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. They reflect on the perspectives and ideas of others. Students understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Danish

We have a beginner Danish as an Additional Language class where students learn everyday language, basic vocabulary and grammar. If students arrive at ISB with little English, they follow an extra English support class initially instead of learning Danish. These students join Danish when they are more confident with the language of instruction.

Danish will be included in the Unit of Inquiry when relevant.

Mother tongue Danish students or those students with Danish at a higher level follow the Danish curriculum <http://www.uvm.dk/Service/Publikationer/Publikationer/Folkeskolen/2009/Faelles-Maal-2009-Dansk>

P4 Focus

The students will develop advanced skills in language and writing.

They will continue to their vocabulary through challenging texts and class conversations.

They will work with writing strategies, grammar and spelling with greater accuracy in their own texts.

The students will regularly read Danish for enjoyment and for gathering information. We will work with developing 'automatic' reading, various reading techniques and increased reading speed.

They will read a text, retain the information and use it to write small texts in Danish.

We will work with different text types and genres and use both younger and older children's literature.

We will use IT and other supplemental materials in teaching.