



**Kazakhstan International School**

**Parent Information Brochure**

**Grade 4**





# Kazakhstan International School

## *More than Academics*

### **Mission**

At KIS, we nurture international mindedness within our multilingual school community by providing an inquiry-based curriculum focused on the development of the whole child as a caring, open-minded, lifelong learner.

### **Vision**

We are a diverse community which aspires to:

- Learn enthusiastically.
- Inquire creatively and critically.
- Follow our passions.

### **Objectives**

We accomplish our Vision by:

- Being an IB World School offering an international curriculum.
- Welcoming and celebrating a multicultural community where each individual is valued and honoured.
- Using English as the principal language of instruction while other languages are taught and promoted.
- Providing excellent English language support for every student in order to participate fully in all aspects of school life.
- Recruiting, training and retaining well-qualified faculty and staff who are dedicated, caring, and experienced professionals helping each student achieve their potential.
- Providing essential Information and Communication Technology (ICT) skills suitable for the learning process at each grade level.
- Being self-sustainable, fiscally honest, transparent, responsible and accountable to each KIS stakeholder.
- Ensuring we provide learning experiences that encourage our students to exemplify the Learner Profile.

## What is the International Baccalaureate?

It is a non-profit educational and non-governmental (NGO) organization that was established in 1968 in Geneva, Switzerland. The IBO offers four programmes of international education for students aged 3 – 19 years:

**The Primary Years Programme (PYP) for 3–11 year olds.**

**The Middle Years Programme (MYP) for 12–15 year olds.**

**The Diploma Programme (DP) for 16–19 year olds.**

**The Career-related Programme (CP), also for 16–19 year olds.**

## What are these “Learner Profiles” that produce internationally-minded students?

**Inquirer** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

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

**Communicator** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-taker** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** - We understand the importance of balance in different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective** - We thoughtfully **consider the** world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## **International Mindedness at KIS**

In our KIS community, we strive towards international mindedness. We exhibit international mindedness by understanding, appreciating and accepting the world around us. We inquire into and are knowledgeable about different cultures. We are open-minded to different beliefs and values. We are caring and principled. We want to know what needs to be done to make our world a better place for every living thing, while reflecting on and communicating the needs of others. We are balanced in our respect and celebration of the differences that make up our world. We willingly take risks when action or leadership is needed in our global community.

## **What will my child learn at KIS?**

KIS is an authorized Primary Years Programme (PYP) school, authorized in April, 2011. KIS is committed to structured inquiry as the vehicle for learning. Six transdisciplinary themes provide the framework for the exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes — as they design Units of Inquiry for exploration and study. Through his process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

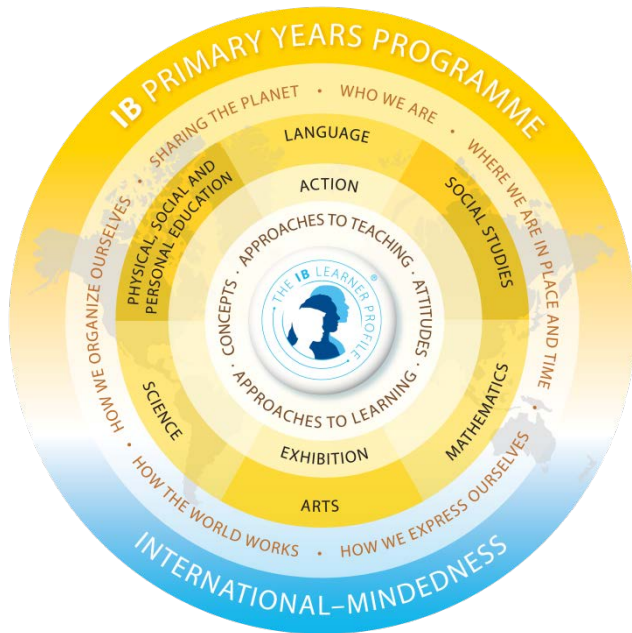
We believe in the holistic development of children, tapping their potential curiosity and innate talents to bring out well balanced confident individuals, and lifelong independent learners.

We strive to develop global citizens who respect cultures, who open-mindedly nurture the diversity found around them, and who endeavour to lead by example.

We develop attitudes that make our learners caring and empathetic towards those less privileged and enable them to realise that they have the power to make a change.

We respect each child's individuality and uniqueness and are committed to enrich and widen their horizons.

## What does “transdisciplinary” mean?



The word ‘transdisciplinary’ refers to connections that transcend individual disciplines. Transdisciplinary study involves the links or interconnections across disciplines. It is a reflection of the reality in which we live. A transdisciplinary concept may reach across disciplines such as Mathematics, Science, English and Social Studies, and link them all together; by definition, such a concept is not confined to one subject. For example, the concept of ‘change’ may feature in Mathematics, Science, English, and Geography. The Primary Years Programme reflects a transdisciplinary approach to teaching and learning, thus promoting understanding of the real world.

## What are the five elements of PYP?

The PYP has identified themes, or areas of knowledge, which are used to organize the six Units of Inquiry, taught from Nursery through Year Six. These Units of Inquiry provide the framework for a wide variety of resources to be explored.

**Knowledge**  
**Concepts**  
**Skills**  
**Attitudes**  
**Action**

### Knowledge

The PYP recognizes that it is inappropriate to dictate what every child should know in an international community.

### Six Transdisciplinary Themes:

#### 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; what it means to be human.

#### Where We Are in Place and Time

An inquiry into orientation in place and time; 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.

### **How We Express Ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### **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; the impact of scientific and technological advances on society and on the environment.

### **How We Organize Ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

### **Sharing the Planet**

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.

## **Concepts**

These are the eight fundamental concepts expressed as key questions, to propel the process of inquiry.

**Form:** What is it like?

**Function :** How does it work?

**Causation :** Why is it like it is?

**Change:** How is it changing?

**Connection :** How is it connected to other things?

**Perspective :** What are the points of view?

**Reflection :** How do we know?

**Responsibility:** What is our responsibility?

## **Skills**

There are five sets of transdisciplinary skills acquired in the process of structured inquiry. These are:

**Thinking**

**Communication**

**Social**

**Research**

**Self-Management**

## Attitudes

The PYP promotes twelve attitudes that we want our students to feel, value, and demonstrate. They are the daily expressions of the “Learner Profile” used by teachers in teaching and by students in their learning.

**Appreciation** - Appreciating the wonder and beauty of the world and its people.

**Commitment** - Being committed to my learning, persevering and showing self-discipline and responsibility.

**Confidence** - Feeling confident in my ability as a learner, having the courage to take risks, applying what I have learned, and making appropriate decisions and choices.

**Cooperation** - Being able to work with others.

**Creativity** - Being creative and imaginative in my thinking and in my approach.

**Curiosity** - Being curious about the world around us, its people and cultures.

**Empathy** - Being able to put myself in someone else’s place.

**Enthusiasm** - Being excited about learning and life.

**Independence** - Taking ownership of my learning.

**Integrity** - Being fair and honest in all I do.

**Respect** - Showing respect for our world, others, and myself.

**Tolerance** - Understanding and celebrating differences in each other.

## Action

The programme encourages the students to reflect, to make informed choices and to take positive action that will help their peers, and the community. Students demonstrate a deeper sense of learning, by applying their knowledge to service and positive action.

## PYP Exhibition – What is it all about?

The exhibition is a culminating experience which reflects all the major features of the PYP. It offers the students the opportunity to explore knowledge conceptually, which is significant and relevant, to reflect on and apply their learning, to choose appropriate course of action and to display attitudes.

The PYP student is required to engage in a collaborative, trans disciplinary inquiry process that involves identifying, investigating and offering solutions to real life issues or problems.

The PYP exhibition has a number of key purposes:

- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide the students with an opportunity to explore multiple perspectives.
- Application and Reflection of learning through the PYP programme.
- To demonstrate how one can take action as a result of his/her learning.



- To unite the teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition from primary to middle school.

## **Want to find out more?**

For more information on the International Baccalaureate Organization, please visit [www.ibo.org](http://www.ibo.org)

Please see the PYP Regulations for Parents at

<http://www.ibo.org/globalassets/publications/become-an-ib-school/general-regulations-pyp-en.pdf>

## **Home-School Communication**

### **Responsibilities**

Good communication between the school and parents is absolutely necessary to facilitate the partnership of parents and teachers working in harmony to achieve the best education for each child. Therefore, the school has put into place a number of procedures and events to foster this communication. Parents are encouraged to contact the school staff and administration on a regular basis in order to be well- informed regarding their child's progress.

The language of instruction is English and all school documentation is sent out in this language with Russian translation. Parents should make sure that they understand all our correspondence. In case they do not grasp everything in a notice, they should contact the school as soon as possible. We want to make sure that communication between school and parents is good. Most often we use email as a medium to contact parents, which is why it is extremely important that parents provide us with current email addresses.

### **Written Communication with School**

KIS recognizes the need for clear communication channels between parents and the school.

We particularly support the opportunity for parents and teachers to communicate directly via e-mail.

E-mail addresses of teachers will be e-mailed to families separately at the beginning of the school year.

Please note the following parental guidelines in the use of any e-mail communication with the school:

- E-mails can be used to inform the teachers of something that happened at home or ask questions that require only a brief answer.
- If there are issues that require a discussion or a longer explanation, it will be better to arrange an appointment with the teacher.
- The nature of some teacher schedules may result in some e-mails only being answered the next day but we will try to answer all e-mails within 24 hours.
- Any urgent issues that need to be dealt with the same day need to be communicated via the registrars.
- Any communication by e-mail between home and school should always be cordial and respectful.

## **Meetings with Teachers**

Good communication between parents and school is essential in providing quality education for all students. It is highly encouraged that all staff members contact parents and have good communication with them. The school schedules two parent conference sessions during the school year plus the Back to school evenings in September. It is imperative that if a student is having problems, the teacher consult with the guidance counselor and contact the parents as soon as possible members can readily access phone numbers and email addresses of parents from our registrar While we promote and use a Parent-Student Journal to help in communication, direct contact is always best when a student is having difficulties. Teachers are encouraged to use email to advise parents of student progress.

Parent-teacher meetings are scheduled for two afternoons a year, usually following interim report cards. All teachers are expected to be present for appointments. Parents are to make appointments with teachers through the school receptionist. Appointments are usually 15 minutes for Primary parents and 10 minutes per subject teacher in Secondary.

## **Procedure for Parental Concerns**

KIS recognizes the need for the home and the school to address concerns effectively and provides them with a procedure for constructive discussion. The steps below are to be followed strictly.

**Step One:** The parents should confer with the subject or homeroom teacher.

**Step Two:** The parents have the right to confer with the relevant Programme Coordinator if, after seeing the teacher, they require further discussion.

**Step Three:** If, after seeing the relevant Coordinator, the matter is not resolved and the parents require further discussion, an appointment may be set with the Principal. The parents may reasonably expect a response within two working days.

**Step Four:** If the parents feel the issue is not addressed, they may bring the matter to the Principal whose decision is final. Once again an appointment must be made through the school Registrar. The Principal will respond within two (2) working days.

## **Monthly Newsletter**

KIS Buzz, our school newsletter is uploaded on to the school website monthly and each family is advised by email. The newsletter is intended to provide a variety of information about school activities and events. It is very important that parents take the time to read the newsletter, as this is a major source of communication.

## **Parent Conduct Policy**

KIS is an orderly and safe school, where relationships between staff and parents must demonstrate mutual respect and recognition of shared responsibility for student welfare and educational progress. Parental involvement is an important factor in educational success and in dealing with emerging problems at an early stage.

However, in a minority of cases, the behavior of a few parents can cause severe disruption or worse, result in abusive or aggressive behavior towards staff. The KIS governing body is responsible for protecting the health and safety of school staff and students.

All members of the school community have a right to expect that their school is a safe place in which to work and learn. Violence, threatening behavior and abuse against school staff or other members of the school community will not be tolerated. Such acts include but are not limited to threatening or actual physical violence, intimidation, unwarranted verbal or written threats of legal or police action, shouting, swearing or inappropriate emails.

Where such behavior does occur, school staff must know that their employer will play a proactive role in taking all possible action to deal with it. These include the following stepped sanctions which will be applied according to the severity of the incident:

1. A written warning to parents from the Principal
2. Referral to the board which may result in a parent being temporarily suspended from campus
3. Referral to the Board which may result in expulsion of the student from the School.

## GRADE 4

## Programme of Inquiry

<p><b>Who we are</b> 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; what it means to be human</p>	<p><b>Where we are in place &amp; time</b> An inquiry into orientation in place and time; 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><b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p><b>How the world works</b> 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 of scientific and technological advances on society and on the environment.</p>	<p><b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing the planet</b> 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><b>Central Idea:</b> Our bodies consist of systems that work together for us to remain healthy</p>	<p><b>Central Idea:</b> Human migration is a response to challenges, risks and opportunities</p>	<p><b>Central Idea:</b> Creating and responding to the arts develops understanding of ourselves and the world around us</p>	<p><b>Central Idea:</b> Natural materials can undergo changes that may provide challenges and benefits to society and the environment</p>	<p><b>Central Idea:</b> Governmental systems and citizens have an influence on each other.</p>	<p><b>Central Idea:</b> The efforts to maintain peace and resolve conflict can help humans live harmoniously</p>
<p><b>Key concepts:</b> connection, function, responsibility</p>	<p><b>Key concepts:</b> Causation, Change, Reflection</p>	<p><b>Key concepts:</b> perspective, reflection</p>	<p><b>Key concepts:</b> change, causation, responsibility</p>	<p><b>Key concepts:</b> Form, function, perspective</p>	<p><b>Key concepts:</b> causation, reflection, responsibility</p>
<p><b>Related Concepts:</b> systems, lifestyle, interdependence</p>	<p><b>Related Concepts:</b> diversity, motivation, consequences, Prejudice</p>	<p><b>Related Concepts:</b> creativity, interpretation</p>	<p><b>Related Concepts:</b> sustainability, industrialization</p>	<p><b>Related Concepts:</b> justice, equality</p>	<p><b>Related Concepts:</b> interdependence peace, reconciliation</p>
<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Key body systems and how they work</li> <li>• Interdependency of main organs and systems</li> <li>• The impact of lifestyle choices on our bodies</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• Migration throughout history</li> <li>• Effects of migration on communities, cultures and individuals</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How the arts can be a reflection of societies' values and issues</li> <li>• The contexts in which artworks were created</li> <li>• How learning about arts develops appreciation</li> <li>• Personal reference in appreciation of the arts</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Conditions that cause reversible and irreversible changes in materials</li> <li>• How societies take advantage of the properties of materials</li> <li>• The impact of the retrieval, production &amp; use of materials on the environment</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How government systems function</li> <li>• How decision-making practices affect human rights</li> <li>• The rights and responsibilities of citizenship</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Causes of conflict (local and global)</li> <li>• Human rights and equity</li> <li>• Strategies used to resolve conflict</li> <li>• Consequences of resolved conflicts</li> </ul>
<p><b>Transdisciplinary skills:</b> Self- management skills:</p> <ul style="list-style-type: none"> <li>• Spatial awareness</li> <li>• Healthy life styles</li> <li>• Informed choices, organisation</li> <li>• Time management</li> </ul> <p>Research skills:</p> <ul style="list-style-type: none"> <li>• Observing</li> <li>• Collecting data</li> <li>• Recording data, Presenting</li> </ul>	<p><b>Transdisciplinary skills:</b> Thinking Skills:</p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Application</li> </ul> <p>Research skills:</p> <ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Planning</li> <li>• Collecting data</li> <li>• Recording data</li> <li>• Presenting</li> </ul>	<p><b>Transdisciplinary skills:</b> Communication skills:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Viewing</li> <li>• Non-verbal</li> </ul> <p>Self-management skills:</p> <ul style="list-style-type: none"> <li>• Gross, Fine, Spatial awareness</li> </ul>	<p><b>Transdisciplinary skills:</b> Research skills</p> <ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Observing</li> <li>• Planning</li> <li>• Recording data</li> <li>• Interpreting</li> </ul> <p>Thinking skills</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Analysis</li> </ul>	<p><b>Transdisciplinary skills:</b> Social skills:</p> <ul style="list-style-type: none"> <li>• Group decision making</li> <li>• Cooperating</li> </ul> <p>Thinking skills:</p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Comprehension</li> <li>• Evaluation</li> <li>• Dialectical thought</li> <li>• Metacognition</li> </ul>	<p><b>Transdisciplinary skills:</b> Social skills:</p> <ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Respecting others</li> <li>• Cooperating</li> <li>• Resolving conflict</li> <li>• Group decision-making</li> <li>• Adopting a variety of group roles</li> </ul>
<p><b>Learner Profile:</b> knowledgeable, balanced</p>	<p><b>Learner Profile:</b> risk-takers, open-minded</p>	<p><b>Learner Profile:</b> reflective, communicator</p>	<p><b>Learner Profile:</b> caring, inquirer</p>	<p><b>Learner Profile:</b> balanced, principled</p>	<p><b>Learner Profile:</b> principled, reflective, thinker</p>
<p><b>Attitudes:</b> commitment, independence, integrity</p>	<p><b>Attitudes: appreciation</b> curiosity, empathy, tolerance</p>	<p><b>Attitudes:</b> appreciation, creativity, enthusiasm</p>	<p><b>Attitudes:</b> creativity</p>	<p><b>Attitudes:</b> cooperation, confidence</p>	<p><b>Attitudes:</b> empathy, respect</p>
<p><b>Genre: Procedure</b></p>	<p><b>Exposition – persuade</b></p>	<p><b>Poetry, prose</b></p>	<p><b>Report Poster creation</b></p>	<p><b>Recount</b></p>	<p><b>Explain</b></p>
<p><b>Order: 6<sup>th</sup></b></p>	<p><b>Order: 2<sup>nd</sup></b></p>	<p><b>Order: 3<sup>rd</sup></b></p>	<p><b>Order: 1<sup>st</sup></b></p>	<p><b>Order: 5<sup>th</sup></b></p>	<p><b>Order: 4<sup>th</sup></b></p>

# Language Arts

## **Use a range of speaking and listening skills for communication and learning.**

Organizes and sequences main ideas and supporting detail to suit text type and medium

Organizes ideas for oral presentations

Engages in and respond to oral presentations

Uses their mother tongue (with translation) to express their needs and explain ideas

Listens critically to others' ideas or opinions

Gives and follows instructions and responds to questions and directions

Asks and responds to interpretive and evaluative questions

Explains personal opinions

Contributes to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen

Understands that the delegation of roles and tasks is an element of effective group discussion

Demonstrates the understanding that language used is influenced by its purpose and the audience

Uses language to explain, inquire and compare and contrast

## **Apply general skills and strategies of the reading process.**

Uses and integrates the pragmatic, semantic, syntactic, and graphophonic cueing systems (context clues; word order; structural analysis to identify suffixes, compound words, contractions, and singular and plural words) and a variety of strategies to construct meaning

Selects, with growing independence, texts appropriate to their interests and learning needs

Reads widely and experience a variety of children's literature with an emphasis in genre and authors

Previews text (skims, uses pictures, textual curs, text format)

Makes, confirms and revises simple predictions about what will be found in text

Reads narrative and expository text aloud with fluency, accuracy and appropriate pacing, intonation and expression (F&P = L – T)

Begins to monitor own reading strategies and make modifications as needed

Begins to independently identify authors purpose

Uses a glossary, dictionary and thesaurus to find meaning, spelling and appropriate synonyms of words with assistance

## **Read, understand, analyze and respond to a variety of literary texts.**

Knows basic characteristics of a variety of genres (biographies, autobiographies, science fiction, realistic fiction)

Demonstrates the understanding of a variety of text by summarizing important ideas and citing supporting details

Makes logical predictions about texts by using prior knowledge, illustrations, titles, plot elements, topics sentences and key words

Uses strategies to comprehend text (skimming, scanning)

Compares and contrasts ideas, details, formats, structure of texts, characters

Reads and writes poetry types: haiku, cinquain, free verse, limerick, narrative

## **Read, understand, analyze and respond to a variety of informational texts.**

Uses skimming and scanning to locate information

Sees the purpose of various structural features and create similar patterns

Recognizes and uses the different part of a book (appendices, bibliographies)

Selects pieces of information for a specific purpose

Uses examples from texts

Locates and organizes information from a variety of sources including the internet independently

## **Use the general skills and strategies of the writing process.**

Uses pre-writing to plan written work

Writes in paragraphs to develop separate ideas, and to show change in time, place and speaker

Evaluates own and others' writing to determine how writing achieves its purpose and the significance of writing toward a specific audience

Uses strategies to draft and revise written work

Edits own and others' writing with teacher and peers to improve writing

Produces a final product for a specific audience, selected a presentation format, using oral, written and electronic means

Writes sequentially and includes setting, main characters, problems, solutions and climax in narrative text

Develops cursive writing skills

**Write a variety of narrative, descriptive, expository and persuasive compositions.**

Uses descriptive writing to express personal responses to literature

Writes narratives, informal and personal compositions

Writes a variety of written genre including letters, directions, recount, recipes, instructions, etc. for formal and informal purposes

Writes fact and opinion pieces of prose

Writes with form, ideas, organization, word choice, sentence fluency

Begins to write simple persuasive essays (5 paragraphs) using both sides of the argument

**Use grammatical and mechanical conventions in written compositions and oral presentations.**

Uses a variety of strategies to spell words correctly

Uses correct capitalization standards

Punctuates sentences correctly using periods, question marks, exclamation points, quotation marks and commas

Correctly uses past, present and future verb tenses

Uses regular and irregular verbs correctly

Writes simple, compound sentences

Writes well developed paragraphs with supporting details: narrative, expository

Uses conventional structures e.g. chronological order, similarity and difference, cause and effect

Edits and revises text alone and with teacher help

Is well versed with using word choice and ideas

**Conduct research by gathering, evaluating, synthesizing, and presenting information from a variety of sources.**

Selects and uses appropriate information from multiple sources (text and visual)

Identifies primary and secondary sources

Identifies reasons why a source may or may not be reliable

Uses graphic organizers to gather and record information

Synthesizes and compiles information into written reports or summaries and/or oral presentations

Compiles a bibliography of sources

Uses the internet independently to access relevant information

**Use visual language (viewing and presenting) to construct and interpret visuals for a variety of situations and a range of purposes and audiences.**

Creates audio and visual presentations

Uses a range of resources to develop meaning and interest, including visual resources (font, color, size, clothing and appearance), facial expressions, spoken resources (volume) and auditory resources (music and sound effects)

\*\*\*Recognize and name familiar visual texts and explain why they are or are not effective (e.g. advertising, logos, labels, signs, billboards)

Prepares, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications

Observes and discusses words, groups of words, visual resources and images can combine to elaborate ideas about people, characters, places, events and things in different ways

Identifies aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters

Discusses and explains visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition

## Mathematics

### Number

#### Students know:

Know basic multiplication and division facts.

Know counting sequences for whole numbers.

Know how many tenths, tens, hundreds, and thousands are in whole numbers.

Know fractions and percentages in everyday use.

#### Students understand:

Place value and basic number facts together allow us to calculate with any whole or decimal numbers.

Multiplying numbers is useful when we:

- repeat equal quantities
- use rates
- make ratio comparisons or changes, e.g. scales
- make arrays and combinations
- need products of measures

We can think of a number as a multiplication or division in different ways. We can rearrange the factors of a multiplication without changing the quantity.

Rounding, imagining a number line, and using properties of numbers and operations help us to estimate calculations.

Thinking about what makes sense helps us to check and interpret the results of calculations.

#### Students can:

Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages.

### Pattern & Function

#### Students understand:

Some numbers have interesting or useful properties. Investigating the patterns in these special numbers can help us to understand them better.

Representing aspects of a situation with numbers can make it easier to see patterns in the situation.

#### Students can:

Record and interpret additive and simple multiplicative strategies, using words, diagrams, and symbols, with an understanding of equality.

Generalise the properties of addition and subtraction with whole numbers.

Connect members of sequential patterns with their ordinal position and use tables, graphs, and diagrams to find relationships between successive elements of number and spatial patterns.

### Measurement

#### Students know:

Standard units of measurement for length, area, volume and capacity, weight, turn (angle), temperature and time.

#### Students understand:

Measurements of continuous quantities are always approximate. Measurements can be made more accurate by choosing smaller units, subdividing units and other strategies.

Calibrated scales can be used as a substitute for repeating units when measuring length, capacity, mass, angle and time.

#### Students can:

Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time.

Find areas of rectangles and volumes of cuboids by applying multiplication.

Choose and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.

Partition and/or combine like measures and communicate them, using numbers and units.

## **Shape & Space**

### **Students understand:**

When two things have the same shape:

- matching angles are equal
- matching lengths are proportional
- matching areas are related in a predictable way
- matching volumes are related in a predictable way.

We can imagine how a thing will look after we move all or part of it or change our view of it.

We can move things around in space by reflecting, translating and rotating. These do not change size or shape.

Some maps or diagrams show the order of things and what comes between what. Others also represent distances and directions between things.

### **Students can:**

Use a co-ordinate system or the language of direction and distance to specify locations and describe paths.

Describe the transformations (reflection, rotation, translation, or enlargement) that have mapped one object on to another.

Create and use maps to show position and direction.

Describe different views and pathways from locations on a map.

## **Data Handling – Chance & Data**

### **Students understand:**

We use tables and diagrams to organise and summarise data in a systematic way.

Graphs, tables and diagrams display data about the real world, although they are not pictures of the real world. We need to learn how to read them.

We can compare and order things by whether they are more or less likely to happen.

We say things have an equal chance of happening when we think they will happen equally often in the long run.

### **Students can:**

Conduct investigations using the statistical enquiry cycle:

- gathering, sorting, and displaying multivariate category and whole number data and simple time-series data to answer questions;
- identifying patterns and trends in context, within and between data sets;
- communicating findings, using data displays

Evaluate the effectiveness of different displays in representing the findings of a statistical investigation or probability activity undertaken by others.

Investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary.

## **Visual Arts**

### **Understands the visual arts in relation to history and cultures**

Identifies works of art, artists, and historical events on a timeline

Uses various resources to determine how visual languages and symbol systems are used by artists

Discusses the use of historical markings and visual symbols in works of art (for example, cave paintings, hieroglyphics, petroglyphs)



Describes cultural differences in works of art

Compares and contrasts works of art from different time periods and cultures

Discusses how works of art have a cultural style reflecting people's values, beliefs, and ways of perceiving the world

Identifies and describes art exemplars from particular styles, time periods, cultures, and artists

Describes how art plays a role in reflecting life (e.g., in photography, quilts, architecture)

**Understands and applies media techniques and processes related to the visual arts**

Becomes increasingly independent in the realization of the creative process (i.e. gathering of initial ideas to the completion of an artwork)

Uses sketchbooks as a tool to reflect, to discover and to develop personal interests, as a source of ongoing information

Combines and uses a range of media, including IT, to explore and express ideas

Perceives and describes contrast and emphasis in works of art and in the environment

Describes how positive and negative shapes/forms are used in a chosen work of art

Identifies pairs of complementary colors (yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood

Describes the concept of proportion (in face, figure) as used in works of art

Uses the conventions of facial and figure proportions in a figure study

Uses additive and subtractive processes in making simple sculptural forms

Describes and analyzes the elements of art (color, shape/form, line, texture, space and value), emphasizing form, as they are used in works of art and found in the environment

Uses shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere)

Uses fibers or other materials to create a simple weaving.

Uses accurate proportions to create an expressive portrait or a figure drawing or painting.

Uses the interaction between positive and negative space expressively in a work of art

Uses contrast (light and dark) expressively in an original work original composition to show contrast and emphasis

**Reflects on the characteristics and merits of one's own artwork and the artwork of others.**

Identifies and describes how a person's own cultural context influences individual responses to works of art

Discusses how the subject and selection of media relate to the meaning or purpose of a work of art

Identifies and describes how various cultures define and value art differently.

Describes how the individual experiences of an artist may influence the development of specific works of art

**Makes connections between the visual arts, other disciplines and daily life**

Understands the influence of artists on the quality of everyday life

Knows the types of tasks performed by various artists and some of the required training

Understands the similarities and differences and the various contributions of galleries, studios, and museums

## Music

**Students will sing, alone and with others, a varied repertoire of music.**

Sings partner songs

Sings expressively with proper phrasing

Sings simple intervals – sol, mi, la, do, re, sol (low), la (low)

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Performs simple melodies with correct pitch and rhythm

Performs with appropriate dynamics and timbre while maintaining a steady tempo

Performs in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor

Students in grade 4 will have the opportunity to study a string, wind, or percussion instrument & may have the opportunity to perform in an ensemble with an emphasis on basic skills.

**Students will improvise and/or compose melodies, variations and accompaniments.**

Improvise and notates simple melodies using standard notation

Creates a musical composition expressing their own ideas and feelings on a social issue

Expresses themselves as individuals through musical composition

**Students will read and notate music.**

Reads and performs solfege syllables (add low la and low sol) and rhythmic symbols (add dotted rhythms, eighth rests) in standard notation

Notates meter, rhythm, and pitch using standard notation.

Identifies symbols and traditional terms referring to dynamics, tempo and articulation

**Students will listen to, describe and analyze music.**

Recognizes theme and variation

Recognizes major and minor tonalities

Distinguishes between melody and harmony

Brings music from home to share

Shares and compares their experiences as audience members at various performances

**Students will evaluate music and music performances.**

Monitors a composition and/or performance using provided criteria

Devises simple criteria for evaluating performances and compositions

Demonstrates audience behavior appropriate for the content and style of the music performed

Explains personal musical preferences using appropriate music terminology

Creates and performs a movement sequence using known musical elements (for example, rhythm, melody, contrast)

**Students will make connections between music, other disciplines and daily life.**

Identifies ways in which the elements and principles of music are interrelated with other disciplines

Identifies ways in which the subject matter of music and other disciplines are interrelated

Identifies various uses of music in daily experience

Identifies various uses of music for personal expression

Listens to music and create their own work in response (drawing, games, songs, dance, oral discussion)

Creates and performs a movement sequence accompanied by music that they have create

**Students will understand music in relation to history and culture.**

Sings songs, plays musical games and performs dances from various Western and non-Western cultures

Listens to and discusses characteristics from more than one historical period and world culture

## **Physical Education**

### **Individual Pursuits**

Develop the basic techniques of jumping, throwing and running events

Learn and apply the basic rules of athletic events

Demonstrate the ability to collect and record results

Apply the basic safety rules in athletic events

### **Movement Composition**

Combine locomotor and non-locomotor skills in order to improve rhythmic responses

Respond through movement to a range of stimuli

Express feelings and moods using imagination and original ideas

Create more complex movement sequences

Master a dance containing basic step patterns with a partner or in small groups  
Begin to master dances with more complex step patterns  
Interpret and answer movement tasks in their own way, and at their own level, using apparatus-in groups  
Combine locomotor and non-locomotor skills while using small equipment  
Combine simple movements to create short sequences  
Improve the traditional gymnastic skills, involving physical agility, flexibility, strength and coordination  
Interpret and answer movement tasks in their own way, and at their own level, on the floor  
Interpret and answer movement tasks in their own way, and at their own level, using apparatus  
Combine locomotor and non-locomotor skills while using small equipment

### **Games**

Develop coordination, manipulation, balance and spatial awareness  
Participate in activities that develop spatial awareness and locomotor skills  
Handle different apparatus and small equipment using various body parts  
Participate in simple modified games  
Begin to develop their own games and related activities

### **Adventure Challenges**

Solve challenging problems, individually, in pairs or in small groups  
Solve challenges with or without apparatus  
Participate in small group activities to accomplish a common goal

### **Health-related Fitness**

Identify and recognize the elements and benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)  
Discuss the importance of physical activity in daily life  
Recognize and discuss the physical changes that occur to their bodies when exercising  
Demonstrate safety when exercising

## **Information Technology**

### **Defining the Problem**

Identify keywords and main ideas of a topic and organize ideas to aid investigations  
Apply the steps of the inquiry learning process  
Apply time management skills  
Demonstrate the ability to set, achieve, and evaluate realistic goals with assistance  
Identify priorities for research with assistance  
Plan research and outcomes with assistance  
Formulate open and realistic research questions with assistance  
Identify and appreciate needs of an audience with assistance  
Cooperate with peers in planning work

### **Selecting the Resources**

Use numerical order to one decimal point  
Use basic resource selection skills  
Demonstrate a knowledge of the use of Library resources for searching  
Explain the relationship between 'general' and 'specific' and use with teacher assistance  
Explain the use of alphabetical order in fiction and nonfiction  
Identify synonyms for searching  
Create and use a database & spreadsheet/timeline through class content

Use and interpret information from an online database  
Use an email program to send and receive messages  
Store and retrieve a file from the network  
Select desired printer  
Create a folder and name it  
Use simple computer trouble shooting procedures and skills  
Use range of resources to locate and process information

### **Using the Resources**

Visit the Library with confidence  
Explain difference between fiction/non-fiction and information books  
Use of keyboard  
Use of word processing  
Use aspects of the resources more frequently to find information.  
Introduction and use of various genres of writing.  
Explains copyright and trademark and why it is important.  
Apply the use of new information and communication technologies.  
Develop skills of using the on-line encyclopedia and library catalogue (Internet sites)  
Introduction to the Internet  
Work with two or more applications at the same time  
Demonstrate ability to use information effectively  
Understand and abide by the KIS Acceptable Use Policy  
Draw graphs, diagrams, pie charts for information gathered

### **Recording the Information**

Use appropriate medium to record information  
Take a digital photograph and view images independently  
Write a basic bibliography.  
Demonstrate effective note taking methods without plagiarizing  
Listen and observe for specific purposes.

### **Presenting the Findings**

Use a variety of presentation techniques  
Present findings clearly, logically, and accurately

### **Assessing the Process and Outcomes**

Talk about themselves as researchers  
Demonstrate the skills of self appraisal  
Review what has been learnt