

Date		YEAR 4 How we organize ourselves	
Units of inquiry How we organize ourselves <i>An inquiry into the structure and function of organizations</i>		<p>Central Idea: Organizations provide services designed to meet a variety of needs.</p> <p>Key concepts: function, causation, responsibility</p> <p>Related concepts: collaboration, impact, service</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> > What makes an organisation work > How and why organisations are created > The impact of organisations 	
Approaches to learning (skills)		<p>Social skills: cooperation, group decision making</p> <p>Self-management skill: organization</p> <p>Thinking skill: synthesis</p>	
Learner profile attributes/attitudes		risk-taker, caring, reflective appreciation, cooperation, respect	
Social Studies Strand: Human systems and economic activities		<p>Social Studies skills: Identify roles, rights and responsibilities in society, formulate and ask questions about the past, the future, places and society</p> <p>Learning outcomes (Students will be able to): -identify the services and users of the services in the local community -identify the roles and responsibilities within an organization -analyse the reasons for different services provided by organizations</p>	
The Arts	Creating	<p>Visual arts (Phase 2):</p> <ul style="list-style-type: none"> • Identify the formal art elements of an artwork 	
	Responding	<p>Visual arts: (Phase 3):</p> <ul style="list-style-type: none"> • Recognize that different audiences respond in different ways to artworks 	
Language	Oral Language: Listening and Speaking	<ul style="list-style-type: none"> • Ask questions to gain information (Phase 2) • Use language to explain, inquire and compare (Phase 3) 	
	Written Language: Reading and Writing	<p>Reading</p> <ul style="list-style-type: none"> • Read and understand familiar print from the immediate environment, for example signs, advertisements, ICT, iconography (Phase 2) • Realise that there is a difference between fiction and non-fiction 	<p>Writing</p> <ul style="list-style-type: none"> • Write to communicate a message to a particular audience, for example a news story, instructions, fantasy story (Phase 2)



		and use books for particular purposes with teacher guidance (Phase 3)
	Year long	<p>Writing - We will establish and co-construct protocols for: Writer's Workshop (the writing process: planning, drafting, revising with self), reflection logs. Using examples written by experienced authors. Using writing forms such as checklists and as well as graphic organizers to track job progress and plan for writing. Writer's Workshop (the writing process: revising with others, editing).</p> <p>Listening and Speaking: Listen attentively and speak appropriately in small and large group interactions (LS phase 3). Listen appreciatively and responsively presenting their own point of view and respecting the views of others. (LS phase 4). Listen for a specific purpose in a variety of situations (LS phase 4). Follow multi step directions (LS phase 3). Express thoughts ideas and opinions, and discuss them respecting contributions from others (LS phase 3). Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations (LS phase 4). Recognize patterns in language of instruction and use increasingly accurate grammar. Begin to understand that language use is influenced by its purpose and the audience (LS phase 3). Verbalize their thinking and explain their reasoning (LS phase 4). Appreciate that language is not always used literally; understand and use the figurative language of their own culture (LS phase 4).</p> <p>Viewing and Presenting: View, respond to and describe visual information, communicating understanding in oral, written and visual form (VP Phase 4). Discuss their own feelings in response to visual messages. Listen to other responses, realizing that people react differently (VP Phase 3). Discuss personal experiences that connect with visual images (VP phase 3). With guidance use the internet to access relevant information; process and present information in ways that are personally meaningful (VP phase 3).</p> <p>Reading: Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning.</p>
Mathematics	Data handling	<p>Phase 2 applying with understanding:</p> <ul style="list-style-type: none"> -collect, display and interpret data for the purpose of answering questions -create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (e.g. fewer, less than, greater than) -use tree, venn and carroll diagrams to explore relationships between data
	Year long	<p>LIS Mathematics Learning Continuum</p> <p>LIS Number Learning Continuum</p>
PSPE	Interaction	<ul style="list-style-type: none"> • An effective group capitalizes on the strengths of its individual members