

Date		YEAR 4 How we express ourselves	
Units of inquiry How we express ourselves An inquiry into <i>the ways in which we discover and express ideas, feelings</i>		<b>Central Idea:</b> Digital communication changes the way in which people interact with each other. <b>Key concepts:</b> connection, causation, responsibility <b>Related concepts:</b> digital citizenship, communication, collaboration <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>➤ How digital communication tools increase our opportunities to connect with others</li> <li>➤ The similarities and differences between virtual and physical environments</li> <li>➤ Our roles and responsibility in virtual environments</li> </ul>	
Approaches to learning (skills)		<b>Communication skills:</b> writing, viewing, non-verbal communication (virtual environments) <b>Social skill:</b> accepting responsibility <b>Self-management skill:</b> codes of behaviour	
Learner profile attributes/attitudes		communicator, reflective, principled respect, tolerance	
Learning outcomes/Technology		<b>Learning outcomes (Students will be able to):</b> -identify his/her role and responsibility when communication in virtual environments -make connections between the similarities and differences when communicating in virtual and physical environments -understand how to use technology to communicate effectively, creatively and to collaborate with others -reflect on his/her use of technology and be mindful of his/her 'digital presence'	
<b>The Arts</b>	Responding	<b>Visual arts (Phase 3):</b> -recognize that different audiences respond in different ways to artworks -identify the formal art elements of an artwork -identify and consider the contexts in which artworks were made	
<b>Language</b>	Oral Language: Listening and Speaking	<ul style="list-style-type: none"> <li>• Spoken communication is different from written communication - it has its own set of rules (PH 3)</li> </ul>	
	Written Language: Reading and Writing	<b>Reading</b> <ul style="list-style-type: none"> <li>• The structure and organisation of written language influences and conveys meaning (PH 3)</li> <li>• Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters. (PH-4)</li> <li>• Use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another. (PH-3)</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• We write in different ways for different purposes (PH 3)</li> <li>• Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing. (PH-4)</li> <li>• Select vocabulary and supporting details to achieve desired effects. (PH-4)</li> <li>• Proofread their own writing and make corrections and improvements. (PH-3)</li> </ul>
	Visual Language: Viewing and Presenting	<ul style="list-style-type: none"> <li>• Visual texts provide alternative means to develop new levels of understanding (PH 3)</li> <li>• View visual information and show understanding by asking relevant questions and discussing possible meanings. (PH-3)</li> </ul>	

	Year long	<p><b>Writing</b> - 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><b>Listening and Speaking:</b> 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><b>Viewing and Presenting:</b> 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><b>Reading:</b> 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>
<b>Mathematics</b>	Pattern and function	Phase 3 constructing meaning: -understand that patterns can be analysed and rules identified
	Year long	<a href="#">LIS Mathematics Learning Continuum</a> <a href="#">LIS Number Learning Continuum</a>