

Curriculum Framework for Grade 4

Breakup of the Inquiry topic

Unit of Inquiry: Civilizations

Theme: Where we are in place and time

Time Period: 6 weeks

Subject Focus: Social Studies / PSPE

Central Idea

Evidence of past civilizations can be used to make connections to present day society

Lines of Inquiry

- Characteristics of civilizations and societies
- Validating the information / evidences
- Connection of past, present and future implication

Knowledge

- Location and development of Ancient civilizations
- Artefacts discovered by archeologists enabling us to learn the lifestyle
- Their contribution to the current state of the world
- Impact of earlier inventions on needs of modern day world
- Existence of ancient traditions in today's world

Transdisciplinary Skills

- Thinking skills – Observing, Acquisition of knowledge, Recording, Analyzing
- Self-management skills – Time management
- Research skills - Collecting data, Recording data, formulating questions, Presenting findings

Literacy Integration

- Story writing – understanding the elements of a story
- Presentation

Numeracy Integration

- Timeline
- Shapes- 2D and 3D

Breakup of the Inquiry topic

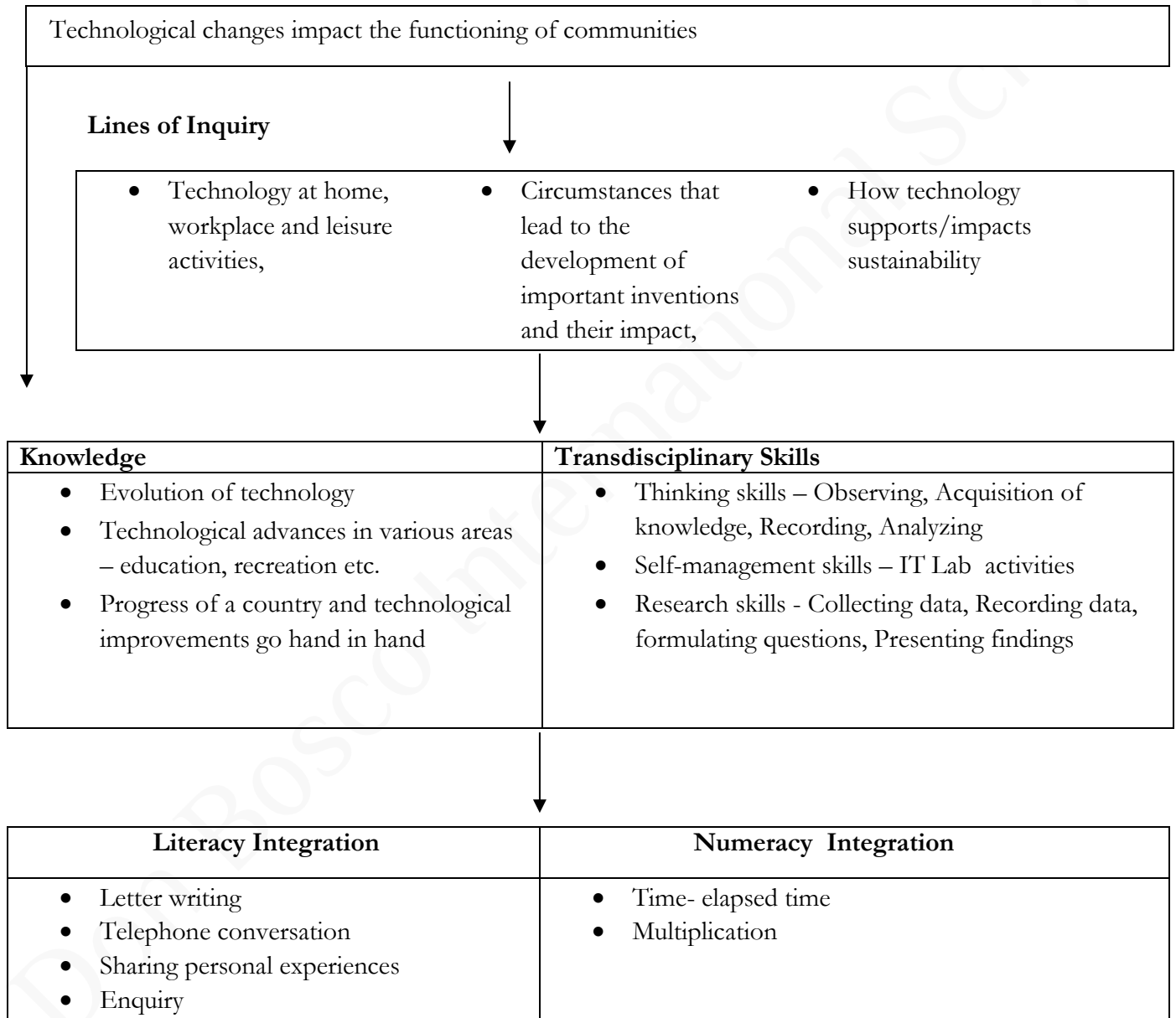
Unit of Inquiry: Technology

Theme: How we organize ourselves

Time Period: 6 weeks

Subject Focus: Science / PSPE

Central Idea



Breakup of the Inquiry topic

Unit of Inquiry: Energy

Theme: How the world works

Time Period: 6weeks

Subject Focus: Science / Numeracy

Central Idea

Energy may be converted, transformed and used to support human progress

Lines of Inquiry

- Different forms of energy sources (renewable and non-renewable)
- How energy is used (transformation)
- Sustainable energy practices

Knowledge	Transdisciplinary skills
<ul style="list-style-type: none"> • Forms of energy • Harnessing energy for our use • Need to conserve energy • Renewable and sustainable energy sources • Alternate forms of energy • Global issues and sustainability 	<ul style="list-style-type: none"> • Thinking skills – Observing, Acquisition of knowledge, Recording, Analyzing • Self-management skills – Laboratory activities, Time management skills • Research skills - Collecting data, Recording data, formulating questions, Presenting findings
Literacy Integration	Numeracy Integration
<ul style="list-style-type: none"> • Report writing • Debate 	<ul style="list-style-type: none"> • Measurement and conversion

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Breakup of the Inquiry topic

Unit of Inquiry: Role Models

Theme: Who we are

Time Period: 6 weeks

Subject Focus: Social studies / PSPE

Central Idea

Choices of role models reflect the beliefs and values of individuals and societies

Lines of Inquiry

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|--|--|---|
| <ul style="list-style-type: none"> • Why we value role models | <ul style="list-style-type: none"> • Development of our interests and talents | <ul style="list-style-type: none"> • Effect of values and beliefs on an individual / community |
|--|--|---|

Knowledge	Trans – disciplinary skill
<ul style="list-style-type: none"> • Defining positive role models • Success indicators of a role model • Why do we emulate role models • Using our talents and interests to develop our personality • Being a role model 	<ul style="list-style-type: none"> • Thinking skills - Acquisition of knowledge, Comprehension, Analysis, Application • Social skills – Cooperation, Group decision making • Communication skills - Reading & Writing, Presenting

Literacy Integration	Numeracy Integration
<ul style="list-style-type: none"> • Dialogue writing • Interview notes • Role play 	<ul style="list-style-type: none"> • Data Handling • Bar and line graph • Pictographs

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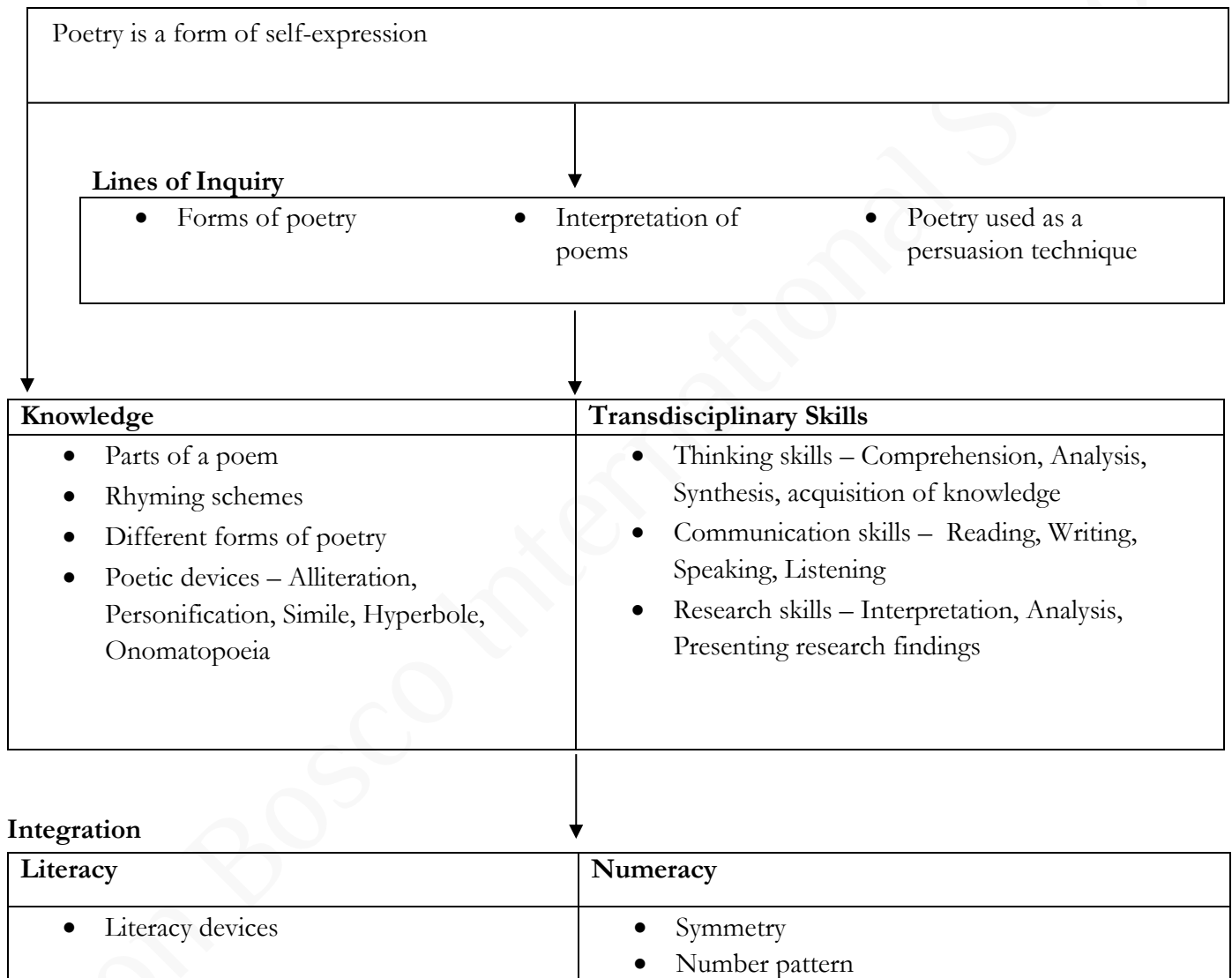
Unit of Inquiry: Poetry

Theme: How we express ourselves

Time Period: 6 weeks

Subject Focus: Language

Central Idea



Breakup of the Inquiry topic

Unit of Inquiry: Biomes

Theme: Sharing the Planet

Time Period: 6 weeks

Subject Focus: Social Studies / PSPE

Central Idea

Biodiversity relies on maintaining the interdependent balance of organisms within systems

Lines of Inquiry

- Ways in which Biomes, Ecosystems and Environments are interdependent
- Effect of human interaction with the environment
- The consequences of imbalance within ecosystems

Knowledge	Transdisciplinary Skills
<ul style="list-style-type: none"> • The global distribution pattern of major biomes. • The structural characteristics of the vegetation of each biome. • Adaptation of plants and animals • Comparing the ways people meet their basic needs in extreme climatic and geographic conditions • Conservation for preservation and maintaining ecological balance 	<ul style="list-style-type: none"> • Thinking skills - Acquisition of knowledge, Comprehension, Analysis, Application • Social skills – Cooperation, Group decision making • Communication skills - Reading & Writing, Presenting

Literacy Integration	Numeracy Integration
<ul style="list-style-type: none"> • Descriptive writing 	<ul style="list-style-type: none"> • Fractions and decimals • Area and perimeter