

Curriculum Framework for Grade 4

Breakup of the Inquiry topic

Unit of Inquiry: Civilizations

Theme: Where we are in place and time - An inquiry into orientation in place and time

Time Period: 6 weeks

Subject Focus: Social Studies / PSPE

Central Idea

Evidences of past civilizations affect present day society.

Lines of Inquiry

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

<p>Key concepts</p> <ul style="list-style-type: none"> • Form • Connection • Change 	<p>Approaches to Learning</p> <p>Thinking skills</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Analysis • Application
<p>Related concepts</p> <ul style="list-style-type: none"> • Chronology • Civilization • History (continuity and change through time) 	<p>Research skills</p> <ul style="list-style-type: none"> • Observing • Collecting Data and recording data • Interpreting data • Formulating questions • Presenting research findings

<p>English Integration</p>	<p>Math Integration</p>
<ul style="list-style-type: none"> • Descriptive writing • Note taking 	<ul style="list-style-type: none"> • Timeline • Number • Time • Reading timetable and calendar

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Breakup of the Inquiry topic

Unit of Inquiry: Media

Theme: How we organize ourselves - An inquiry into the interconnections of human-made systems and communities

Time Period: 6 weeks

Subject Focus: Social Studies/ PSPE

Central Idea

Social media plays an increasing role in influencing our ideas and beliefs.

Lines of Inquiry

- Social media systems
- How our identity is impacted by our connection to social media
- Our responsibility in creating ethical social media systems

Key concepts	Approaches to Learning
<ul style="list-style-type: none"> • Function • Perspective • Responsibility 	Thinking skills <ul style="list-style-type: none"> • Acquisition of knowledge • Analysis • Application
Related concepts	Communication skills
<ul style="list-style-type: none"> • Technology • Features • Networks • Ethics 	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening

English Integration	Math Integration
<ul style="list-style-type: none"> • Report Writing • Telephone conversation • Sharing personal experiences 	<ul style="list-style-type: none"> • Data handling (venn and carroll diagram, tally chart) • Probability • Survey

Breakup of the Inquiry topic

Unit of Inquiry: Role Models

Theme: Who we are – An inquiry into human relationships including families, friends, communities and cultures

Time Period: 6 weeks

Subject Focus: Social studies / ICT

Central Idea

People are inspired by the beliefs and values of individuals and societies.

Lines of Inquiry

- Why we value role models
- Development of our interests and talents
- Effect of values and beliefs on an individual / community

Key concepts	Approaches to Learning
<ul style="list-style-type: none"> • Perspective • Reflection 	<p>Self-management skills</p> <ul style="list-style-type: none"> • Codes of behaviour • Informed choices <p>Communication skills</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening
Related concepts	
<ul style="list-style-type: none"> • Identity • Roles • Prejudice 	

English Integration	Math Integration
<ul style="list-style-type: none"> • Biography writing • Letter writing • Extempore • Interview notes 	<ul style="list-style-type: none"> • Data Handling (Bar and line graph, Pictographs) • Survey

Breakup of the Inquiry topic

Unit of Inquiry: Energy

Theme: How the world works - The impact of scientific and technological advances on society and on the environment

Time Period: 6 weeks

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

Key Concepts	Approaches to Learning
<ul style="list-style-type: none"> • Function • Change • Responsibility 	<p>Thinking skills</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Analysis • Application <p>Self-Management</p> <ul style="list-style-type: none"> • Organization • Informed choices • Time management
Related Concepts	
<ul style="list-style-type: none"> • Forms of energy • Magnetism • Transformation of energy 	

English Integration	Math Integration
<ul style="list-style-type: none"> • Report writing • Debate 	<ul style="list-style-type: none"> • Measurement and conversion

Breakup of the Inquiry topic

Unit of Inquiry: Poetry

Theme: How we express ourselves – An inquiry into appreciation of the aesthetic

Time Period: 6 weeks

Subject Focus: Language / Art

Central Idea

Poetry is a form of self-expression.

Lines of Inquiry

- Forms of poetry
- Interpretation of poems
- Expression of poems

Key Concepts	Approaches to Learning
<ul style="list-style-type: none"> • Form • Reflection • Perspective 	Communication skills <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening
Related Concepts	Social Skills <ul style="list-style-type: none"> • Adopting a variety of group roles • Respecting others
<ul style="list-style-type: none"> • Structure • Interpretation 	

English Integration	Math Integration
<ul style="list-style-type: none"> • English devices • Poetry writing – acrostic and limericks 	<ul style="list-style-type: none"> • Symmetry • 2D and 3D shapes

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Breakup of the Inquiry topic

Unit of Inquiry: Biomes

Theme: Sharing the Planet – An inquiry into communities and the relationships within and between them

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

Key Concepts	Approaches to Learning
<ul style="list-style-type: none"> • Causation • Connection • Responsibility 	Thinking skills <ul style="list-style-type: none"> • Analysis • Application • Dialectical thought
Related Concepts	Research skills
<ul style="list-style-type: none"> • Biodiversity • Ecosystem • Habitat 	<ul style="list-style-type: none"> • Observing • Collecting Data and recording data • Interpreting data • Formulating questions • Presenting research findings

English Integration	Math Integration
<ul style="list-style-type: none"> • Story writing 	<ul style="list-style-type: none"> • Fractions and decimals • Area and perimeter

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English Curriculum

Speaking and Listening

- Vary the use of vocabulary and level of detail according to purpose
- Listen carefully in discussion, contributing relevant comments and questions
- Begin to develop ideas thoughtfully, and convey opinions
- Evaluate what is heard and give reasons for agreement or disagreement
- Adapt the pace and loudness of speaking when performing or reading aloud
- Understand that ideas and opinion can be generated developed and presented through talk: they work in pairs and groups to develop oral presentation.
- Understand the use of figurative language
- be aware that language is influenced by audience and context
- Verbalize their thinking and explain their reasoning
- Listen reflectively to stories read aloud in order to identify story structure and ideas
- Identify and expand on main ideas in familiar oral text
- Begin to paraphrase and summarize

Reading

- Extend the range of reading
- Read further stories or poems by a favourite writer, and compare them
- Explore the different processes of reading silently and reading aloud
- Investigate how settings and characters are built up from details
- Discuss the central theme in fictional texts using details and inferences about characters, setting, and plot events
- Explore narrative order and the focus on significant events
- Explore the impact of imagery and figurative language in poetry and prose
- Compare and contrast poems and investigate poetic features
- Identify different types of non-fiction text and their features
- Read newspaper reports and consider how they engage the reader
- Distinguish between 'fact' and 'opinion' in reading and other media
- Understand how points are ordered to make a coherent argument
- Use reference books, dictionaries, and computer web-based application with increasing independence and responsibility
- Access information from a variety of text both in print and online
- Check, reread and correct their own reading thus enabling them to read new and more complex texts
- Apply grammatical and contextual knowledge in reading unfamiliar words
- Make use of known spellings and spelling patterns in all writing

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- Extend earlier work on prefixes and suffixes
- Collect and classify words with common roots (e.g. invent, prevent)
- Build words from other words with similar meanings (e.g. medical, medicine)
- Check and correct spellings and identify words that need to be learned
- Seek alternatives for overused words and expressions
- Use more powerful verbs (e.g. 'rushed' instead of 'went')
- Explore degrees of intensity in adjectives (e.g. cold, tepid, warm, hot)

Writing

- Explore different ways of planning stories, and write longer stories from plans
- Explore alternative openings and endings for stories
- Write newspaper-style reports, instructions
- Collect and present information from non-fiction texts
- Present an explanation or a point of view in ordered points (e.g. in a letter)
- Use paragraphs in writing to organize and sequence ideas
- Make short notes from a text and use these to aid writing
- Summarize a sentence or a paragraph in a limited number of words
- Write independently and with confidence, demonstrating a personal voice as a writer
- Use appropriate punctuation marks to support meaning.
- Use a dictionary and thesaurus to check accuracy
- Re-read own writing to check punctuation and grammatical sense
- Investigate past, present and future tenses of verbs
- Identify adverbs and their impact on meaning
- Practice using commas to mark out the meaning within sentences
- Learn the use of the apostrophe to show possession (e.g. girl's, girls')
- Use connectives to structure an argument (e.g. if, although)
- Identify all the punctuation marks and respond to them when reading
- Investigate the language of different sentences: statements, questions and orders
- Identify the dependent clause in a statements
- Use pronouns making clear to what or to whom they refer
- Understand the difference between direct and reported speech
- Apply the degree of comparison which suits the sentence
- Practice proof-reading and editing, writing for clarity and correctness
- Understand conventions of standard English (e.g. agreement of verbs)

Viewing and Presenting

- View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media
- Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel
- Analyse and interpret the ways in which visual effects are used to establish context
- Understand and explain how visual effects can be used to reflect a particular context
- Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved
- Discuss a newspaper report and tell how the words and pictures work together to convey a particular message
- Prepare, individually or ^[11]in collaboration, visual presentations using a range of media, including computer and web-based applications
- Realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience.
- Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations
- Reflect on ways in which understanding the intention of a visual message can influence personal responses
- Show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning
- Examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit

Math Curriculum

Number

Number and Number System

- Count on and back in steps of constant size, extending beyond zero
- Know what each digit represents in five- and six-digit numbers
- Partition any number up to one million into thousands, hundreds, tens and units
- Use decimal notation for tenths and hundredths and understand what each digit represents
- Multiply and divide any number from 1 to 10 000 by 10 or 100 and understand the effect
- Round four-digit numbers to the nearest 10, 100 or 1000
- Round a number with one or two decimal places to the nearest whole number
- Order and compare numbers up to a million using the $>$ and $<$ signs
- Order and compare negative and positive numbers on a number line
- Order numbers with one or two decimal places and compare using the $>$ and $<$ signs
- Recognise and extend number sequences
- Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000
- Make general statements about sums, differences and multiples of odd and even numbers
- Recognise equivalence between: 12, 14 and 18; 13 and 16 ; 15 and 101
- Recognise equivalence between the decimal and fraction forms of halves, tenths and hundredths and use this to help order fractions, e.g. 0.6 is more than 50% and less than 107
- Change an improper fraction to a mixed number, e.g. $\frac{74}{10}$ to $7\frac{4}{10}$; order mixed numbers and place between whole numbers on a number line
- Relate finding fractions to division and use to find simple fractions of quantities
- Understand percentage as the number of parts in every 100 and find simple percentages of quantities.
- Express halves, tenths and hundredths as percentages
- Use fractions to describe and estimate a simple proportion, e.g. 15 of the beads are yellow
- Using techniques and skills in solving mathematical problems
- Check with a different order when adding several numbers or by using the inverse when adding or subtracting a pair of numbers
- Estimate and approximate when calculating, e.g. using rounding, and check working
- Consider whether an answer is reasonable in the context of a problem
- Using understanding and strategies in solving problems
- Choose an appropriate strategy for a calculation and explain how they worked out the answer
- Explore and solve number problems and puzzles, e.g. logic problems
- Deduce new information from existing information to solve problems
- Use ordered lists and tables to help to solve problems systematically
- Describe and continue number sequences, e.g. $-30, -27, \dots, \dots, -18\dots$; identify the relationships between numbers

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- Investigate a simple general statement by finding examples which do or do not satisfy it, e.g. the sum of three consecutive whole numbers is always a multiple of three
- Explain methods and justify reasoning orally and in writing; make hypotheses and test them out
- Solve a larger problem by breaking it down into sub-problems or represent it using diagrams

Mental strategies

- Know one-place decimals with a total of 1, e.g. $0.8 + 0.2$
- Derive quickly pairs of decimals with a total of 10, and with a total of 1
- Know multiplication and division facts for the $2\times$ to $10\times$ tables
- Know and apply tests of divisibility by 2, 5, 10 and 100
- Recognise multiples of 6, 7, 8 and 9 up to the 10th multiple
- Know squares of all numbers to 10×10
- Find factors of two-digit numbers
- Count on or back in thousands, hundreds, tens and ones to add or subtract
- Add or subtract near multiples of 10 or 100, e.g. $4387 - 299$
- Use appropriate strategies to add or subtract pairs of two- and three-digit numbers and number with one decimal place, using jottings where necessary
- Calculate differences between near multiples of 1000, e.g. $5026 - 4998$, or near multiples of 1, e.g. $3.2 - 2.6$
- Multiply multiples of 10 to 90, and multiples of 100 to 900, by a single-digit number
- Multiply by 19 or 21 by multiplying by 20 and adjusting
- Multiply by 25 by multiplying by 100 and dividing by 4
- Use factors to multiply, e.g. multiply by 3, then double to multiply by 6
- Double any number up to 100 and halve even numbers to 200 and use this to double and halve numbers with one or two decimal places, e.g. double 3.4 and half of 8.6
- Double multiples of 10 to 1000 and multiples of 100 to 10 000, e.g. double 360 or double 3600, and derive the corresponding halves
- Solve single and multi-step word problems (all four operations); represent them, e.g. with diagrams or a number line

Addition and subtraction

- Find the total of more than three two- or three-digit numbers using a written method
- Add or subtract any pair of three- and/or four-digit numbers, with the same number of decimal places, including amounts of money

Multiplication and division

- Multiply or divide three-digit numbers by single-digit numbers
- Multiply two-digit numbers by two-digit numbers
- Multiply two-digit numbers with one decimal place by single-digit numbers, e.g. 3.6×7

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- Divide three-digit numbers by single-digit numbers, including those with a remainder (answers no greater than 30)
- Start expressing remainders as a fraction of the divisor when dividing two-digit numbers by single-digit numbers
- Decide whether to group (using multiplication facts and multiples of the divisor) or to share (halving and quartering) to solve divisions
- Decide whether to round an answer up or down after division, depending on the context
- Begin to use brackets to order operations and understand the relationship between the four operations and how the laws of arithmetic apply to multiplication
- Use multiplication to check the result of a division, e.g. multiply 3.7×8 to check $29.6 \div 8$

Shape and Space

Shapes and geometric reasoning

- Identify and describe properties of triangles and classify as isosceles, equilateral or scalene
- Recognise reflective symmetry in regular polygons
- Create patterns with two lines of symmetry, e.g. on a pegboard or squared paper (Graph sheets)
- Visualise 3D shapes from 2D drawings and nets, e.g. different nets of an open or closed cube
- Recognise perpendicular and parallel lines in 2D shapes, drawings and the environment
- Understand and use angle measure in degrees; measure angles to the nearest 5° ; identify, describe and estimate the size of angles and classify them as acute, right or obtuse
- Calculate angles in a straight line
- Understand line, rays, segment, point, plane, perpendicular lines, intersecting lines
- Recognise the relationships between different 2D and 3D shapes, e.g. a face of a cube is a square
- Identify simple relationships between shapes

Position and movement

- Read and plot co-ordinates in the first quadrant
- Understand translation as movement along a straight line, identify where polygons will be after a translation and give instructions for translating shapes

Measurement

Length, mass and capacity

- Read, choose, use and record standard units to estimate and measure length, mass and capacity to a suitable degree of accuracy
 - Convert larger to smaller metric units (decimals to one place), e.g. change 2.6 kg to 2600 g
 - Order measurements in mixed units
 - Round measurements to the nearest whole unit
 - Interpret a reading that lies between two unnumbered divisions on a scale

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- Compare readings on different scales
- Draw and measure lines to the nearest centimetre and millimetre
- Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations

Time

- Recognise and use the units for time (seconds, minutes, hours, days, months and years)
- Tell and compare the time using digital and analogue clocks using the 24-hour clock
- Read timetables using the 24-hour clock
- Calculate time intervals in seconds, minutes and hours using digital or analogue formats
- Use a calendar to calculate time intervals in days and weeks (using knowledge of days in calendar months)
- Calculate time intervals in months or years

Area and perimeter

- Measure and calculate the perimeter of regular and irregular polygons
- Understand area measured in square centimetres (cm²)
- Use the formula for the area of a rectangle to calculate the rectangle's area

Data Handling

Organising, categorising and representing data

- Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions from their own and others' data and identify further questions to ask
- Draw and interpret frequency tables, pictograms and bar line charts, with the vertical axis labelled for example in twos, fives, tens, twenties or hundreds. Consider the effect of changing the scale on the vertical axis
- Construct simple line graphs, e.g. to show changes in temperature over time
- Find and interpret the mode of a set of data, range

Probability

- Describe the occurrence of familiar events using the language of chance or likelihood
- Understand that probability is based on experimental events

Pattern and Function

- Understand that patterns can be analysed and rules identified-understand that patterns can be represented, analysed and generalized using tables, graphs words and when possible, symbolic rules
- Describe the rule of a pattern in a variety of ways – represent rules for patterns using words, symbols and tables
- Identify a sequence of operations relating one set of numbers to another set
- Select appropriate methods for representing patterns, for example using words, symbols and tables

Hindi Curriculum

Listening and Speaking

- Listen carefully in discussion, contributing relevant comments and questions
- Begin to develop ideas thoughtfully, and convey opinions
- Articulate clearly so that others can hear
- Show awareness of the listener by including relevant details
- Uses actions and body language to reinforce and add meaning to oral presentations
- Speak clearly to report on a topic, tell a story, or recount an experience
- Understand and use specific vocabulary to suit different purposes
- Use language to explain, inquire and compare
- Evaluate what is heard and give reasons for agreement or disagreement
- Deal politely with opposing points of view
- Adapt the pace and loudness of speaking when performing or reading aloud

Reading

- Read grade-level texts with expression, accuracy, and fluency
- Identify and describe story settings and characters
- Predict story endings based on their own knowledge and experience
- Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view
- Read and follow simple instructions (e.g. in a recipe)
- Find answers to questions by reading a section of text
- Scan a page to find where information is located
- Read and interprets text by responding to simple questions

Writing

- Engage confidently with the process of writing
- Write well-organized informational texts to clearly share facts and ideas
- Use paragraphs in writing to organize and sequence ideas
- Make short notes from a text and use these to aid writing
- Create illustrations to match their own written text
- Explore alternative openings and endings for stories
- Use feedback from teachers and other student to improve their writing
- Write routinely over short time frames for a variety of purposes

Grammar and Punctuation

- Write in clear sentences using full stops
- Re-read own writing for sense and accuracy
- Identify gender, numbers, verbs, adjectives and their impact on meaning as well as sentences
- Use question marks

Viewing and Presenting

- View visual information and show understanding by asking relevant question and discussing possible meaning
- View respond to and describe visual information, communicating understanding in oral
- Discuss their own feelings in response to visual messages; listen to other responses and react differently
- Understand and explain how visual effects can be used to reflect a particular context
- Interpret visual cues in order to analysis and make inferences about the intention of the messages
- Use actions and body language to reinforce and add meaning to oral presentations
- Prepare, visual presentation using a range of media

Curriculum Framework for Grade 4

Spanish Curriculum

Speaking and listening

- Listen attentively and respond in small and large groups interactions
- Understand and use grade level vocabulary to suit different purposes
- Use grammatical rules of the languages for speaking
- Describe personal experiences
- Use language to address their needs, express their feelings and opinions
- Use actions and body language to reinforce and add meaning to oral presentation
- Participate in a variety of dramatic activities, role plays, dramatization of familiar stories and poems

Reading

- Extend the range of reading
- Understand the main stages in a story from introduction to resolution
- Make connections between personal experiences and story book characters
- Read grade level texts with expression, accuracy and fluency
- Participate in shared reading, posing and responding to questions
- Name the main topic of the text and retells familiar stories using details about character
- Explore the different process of reading silently and reading aloud
- Use a dictionary to find the spelling and meaning of words

Writing

- Use accurate grammatical constructs
- Write informational facts to share ideas
- Use appropriate writing conventions; word order as required by the language instruction
- Participate in shared and guided writing
- Writing sentences using grade level vocabulary
- Create illustration to match their own written text

Viewing and presentation

- Interpret and respond to range of visual texts
- Attend to visual information showing understanding through role plays, illustrations
- Relate to different contexts presented in visual texts
- Making personal connections to visual texts
- Observe and discuss illustrations using grade level vocabulary
- Discuss personal experiences that connect with visual images

Language Convention and Punctuation

- Collect example of nouns, verbs and adjectives and use the terms appropriately
- Understand that verbs are necessary for meaning in sentence
- Identify pronouns and understand their function in a sentence
- Identify nouns, numbers, gender and their impact on sentences

Curriculum Framework for Grade 4

PSPE Curriculum

Unit – Adventure Challenges:				
Body Management	Loco motor Skills	Manipulative Skills	Fitness Components	Strategy building
<ul style="list-style-type: none"> • Body coordination • Body control • Body form • Self-regulation 	<ul style="list-style-type: none"> • Balance • Speed and agility • Jumping • Stamina 	<ul style="list-style-type: none"> • Catching • Carrying • Throwing • Collecting 	<ul style="list-style-type: none"> • Core Strength • Flexibility • Ab strength 	<ul style="list-style-type: none"> • Strategizing • Logical application • Team work

Unit – Games:			
Loco motor Skills	Manipulative Skills	Stability Skills	Technical Skills
<ul style="list-style-type: none"> • Balance • Jumping • Running • Accuracy • Power 	<ul style="list-style-type: none"> • Catching • Dribbling • Carrying • Bouncing • Throwing • Kicking • Striking • Passing • Shooting 	<ul style="list-style-type: none"> • Strength • Extending • Turning • Stretching • Bending 	<ul style="list-style-type: none"> • Rules and regulations • Team organization • Positions and roles within the team

Unit – Individual Pursuits (Skating):		
Body Management	Loco motor Skills	Manipulative Skills
<ul style="list-style-type: none"> • Body coordination • Body balance • Body control 	<ul style="list-style-type: none"> • Balance • Running 	<ul style="list-style-type: none"> • T-break • Spin turn • Eagle turn • Simple jump • Half turn jump • Full jump • Slide stop • Line start

Curriculum Framework for Grade 4

Visual Art curriculum

Elements of Art

- line (types of lines)
- shapes (types of shapes)
- space
- form
- colour (Colour scheme)
- value
- pattern
- texture

Skills

- handling tools
- spatial awareness
- organisation
- time-management
- composition

Art forms

Composition	Craft
<ul style="list-style-type: none">• Character drawing	<ul style="list-style-type: none">• Quilling
<ul style="list-style-type: none">• Landscape	<ul style="list-style-type: none">• Collage
<ul style="list-style-type: none">• Stories	<ul style="list-style-type: none">• 3D modelling
Life drawing	<ul style="list-style-type: none">• Quilling
<ul style="list-style-type: none">• Portraits	<ul style="list-style-type: none">• papier mache
<ul style="list-style-type: none">• Still life	<ul style="list-style-type: none">• print making (stamping, stencil, rubbing)
<ul style="list-style-type: none">• Nature drawing	
<ul style="list-style-type: none">• Sketching	