



FIRST TERM CURRICULUM OUTLINE 2017-2018

GRADE 4

<p>READING (Mr. Fretz)</p>	<p>Students will work through one unit of the Open Court Reading Program.</p> <p>The first unit will be <u>From Dreams to Jobs</u>. This unit will provide students with a chance to take a more in depth look at how youth like themselves have been able to overcome the odds, and those who didn't believe in them to succeed. Students will also have the opportunity to design a business proposal and to create advertisements for their business.</p> <p>The stories that we will read in this unit include: expository text Food from the Hood, realistic fiction Business is Looking Up, and the folktale Salt.</p> <p><u>Comprehension lessons include:</u> the main idea and supporting details, sequencing, comparing and contrasting, as well as making inferences.</p> <p><u>Literary Elements include:</u> story elements, author's point of view, folktales, expository text and realistic fiction.</p>
<p>WRITING (Mr. Fretz)</p>	<p>Students will be exposed to several forms of writing this term. We will start by looking at different kinds of sentences. Students will learn and practice steps in paragraph writing by adding detail to support the main idea. Students will practice writing paragraphs using the writing process (pre-writing, drafting, revising, editing, and publishing and presenting).</p> <p>We will look at story elements (plot, characters, and setting) in order to help students be more effective in their writing. Students will also proofread and correct their writing using guidelines developed with peers and the teacher.</p> <p>Over the course of this year, students will write short texts using a variety of forms: comprehension questions, paragraphs, letters, short stories, poetry, graphic organizers, a graphic story and a newspaper article.</p>
<p>SPELLING AND GRAMMAR (Mr. Fretz)</p>	<p>In addition to the spelling and grammar integrated into the open court reading program and other language arts activities, students will have explicit lessons on spelling and grammar. Spelling instruction will be linked to writing activities. Students will complete a spelling unit each week from the SRA grade 4 spelling book.</p>

	<p>For the first term in grammar, students will focus on skills such as: nouns, pronouns, verbs, adjectives, adverbs, types of sentences, and end punctuation.</p> <p>Students will also work out of a standards-based editing book over the course of the year. This book will help students to consolidate learning of grammar skills as well as to improve their editing skills</p>
NOVEL STUDY (Mr. Fretz)	The novel study this term will be the book Holes by Louis Sachar. The novel study will be an integrated unit that includes comprehension questions, chapter activities, and new vocabulary
MATHEMATICS (Mr. Fretz)	<p>This year in math class we will be using a combination of the Saxon Math Program as well as the Jump Math program. Lessons, homework and assessments may come from either program.</p> <p><u>Lessons:</u> Both of these programs focus on mental math as a priority and as a result, time will be spent working on mental math each math period. Students will also spend time working on facts practice (learning times tables). To start our year in math class, we will complete some review of last year's concepts. In each lesson a new concept will be introduced and students are provided with some time to practice their new skill before moving on to a mixed practice session. This section provides students with review of other lessons as well as preparation for future lessons.</p> <p><u>Assessments:</u> Assessment includes both formal and informal checks. A formal assessment occurs every other week. After every 10 lessons there will be a teacher-directed whole class investigation activity. Informal assessment will occur during homework checks and classroom discussions.</p> <p>Some of the lessons that will be covered this term include: a review of addition, and subtraction, temperature, rounding, perimeter, money, an introduction to fractions, and multiplication</p>
SOCIAL STUDIES (Mr. Fretz)	<p><u>Unit 1: Medieval Times</u> In this unit students will identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era). They will use a variety of tools and resources to investigate the major events and influences of the era and determine how they shaped medieval society. Students will also relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.</p>
SCIENCE (Mr. Fretz)	<p><u>Unit 1: Habitats and Communities</u> In this unit, students will become familiar with the basic needs of plants and animals. They will explore and compare ways in which communities of plants and animals meet their needs in specific habitats.</p> <p>Throughout this unit, students will investigate the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals. They will also investigate the dependency</p>

	<p>of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat. Students will also describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats.</p> <p><u>Unit 2: Light and Sound</u> In this unit, students will examine the unique characteristics of light and sound energy. Through hands-on investigations, students will learn how light travels, and will use this knowledge to construct simple optical devices. Similarly, students will learn how sound is created by vibrations, how it travels, and how a variety of sounds can be produced and controlled.</p>
<p>ART (Mr. Fretz)</p>	<p>Visual art in Grade Four encourages students to build on the skills they have acquired in their preceding years of the class as well as their own personal life experiences. A large focus will be placed on communication of meaning through various art forms. Students at this level will also be asked to explore pieces of art in order to analyze their potential meaning and themes. Term one will see a large focus on creation and presentation of their own pieces of works while simultaneously using varied elements and techniques to convey meaning. Students will work with different tools, textures, colours and space in order to fully convey whatever theme or idea they have chosen for each work. Students will work with murals, storyboards, comic strips, collages and papier mache throughout term one.</p>
<p>PHYSICAL EDUCATION (Mr. Henderson)</p>	<p>Students will participate in:</p> <p>Low organized Cooperative Games: full participation, understanding of rules, developing team play and strategies, developing strong sportsmanship and fair play attitudes.</p> <p>Soccer: static and non-static stretching, development of specific skills passing, dribbling and shooting. Playing modified games to reinforce skills. Playing mini sided games, 1v1, 2v1, to develop lots of touches. They will play full sided games to experience team tactics.</p> <p><u>Low Organized Cooperative Games</u></p> <p>Fitness: Fitness boot camp where cardiovascular development will be implemented with strength and core exercises</p> <p><u>Low Organized Cooperative Games</u></p> <p>Olympic Handball: Manipulation skills-throwing, catching and passing. Modified games, to stress skill development. Full sided games to promote team play.</p>
<p>MUSIC (Mr. Kudara)</p>	<p>Term I</p> <ul style="list-style-type: none"> • fundamental rudiments • reading scores with repeat signs including del segno, da capo, fine and coda • reading and performing multi-part choral scores

	<ul style="list-style-type: none"> • rudimentary instrumental music
HEALTH AND PEOPLE SKILLS (Mr. Fretz)	Eating Healthy and Growth and Development: Students will learn the role of healthy eating habits, physical activity and heredity as they relate to body shape and size. We will explore the physical, interpersonal, and emotional aspects of healthy human beings.
FRENCH (M. Rodayan)	Grade fours will explore the following skills and have them reinforced throughout the modular approach to the (entire) year: <ul style="list-style-type: none"> - Use of simple phrases and sentences to discuss familiar topics (oral, writing) - Appropriate and basic vocabulary (oral, writing) - Listen and respond to simple oral texts using basic responses (Listening, oral, writing) - Writing simple texts following a model (Writing) - Strategies to making meaning and sense of unfamiliar words (listening, reading) - Clear and confident [rehearsed] presentations (oral, listening) <p>Unit One: <i>Ma class et moi</i></p> <p>An introductory unit where students learn to introduce themselves and greet classmates, talk about their age, favourite colour, and favourite school subject while learning to say hello using many francophone greetings. This particular module aims to foster a climate of inclusiveness and help honor diversity as the class begins a fully authentic path to meta-cognitive French learning. The cumulating project for this unit will have each student create a personal portfolio and present it in a mock job interview format. The interviews will be informal by nature and the students will have ample time to rehearse alone and in groups.</p> <p>Full and concise project guides will be reviewed in class as well as sent home and posted to my website. (Under Homework/ Tests/ Projects)</p>
COMPUTERS AND RESEARCH (Mr. Fretz)	The students will be introduced to basic keyboarding skills. Each week they will do a typing drill at the beginning of each class. The main purpose of the computer/research class is for the children to use the computer as a tool for their other classes. The students will learn how to use search engines and navigate through reliable and 'kid-friendly' websites such as Student

	Britannica Online. During the first term, the students will learn basic word processing skills. They will also learn how to use desktop publishing programs to create brochures, calendars and posters. During the second term, the students will be exposed to basic spreadsheet design
DRAMA (Mrs.Becke)	This year in drama students will focus on enacting, creating, rehearsing and presenting drama and dance works with a focus on understanding the importance of voice, and gestures. Throughout the year students will focus on different elements of drama through games, movement, tableaux, role-playing, improvisation, reader's theater, choral reading, dramatic literature and monologues. Students will draw upon a variety of sources in order to create presentations in which they communicate their interpretations of situations and the motivations of characters. Through manipulation of story elements and experimentation of techniques students will tailor performances to their audiences.