



SECOND TERM CURRICULUM OUTLINE 2017-2018

GRADE 4

<p>READING (Mr. Fretz)</p>	<p>Students will participate in a unit on folktales. This unit will expose students to the idea of folktales and to folktales from many different countries.</p> <p>The stories that we will read in this unit include: The Golden Fish, The Monkey and the Crocodile, The Boy Who Went to the North Wind, The Four Musicians, The Crow and the Peacock, and How the Princess Learned to Laugh.</p> <p>Comprehension lessons include: recalling details, comparing and contrasting, characterization, making inferences, main idea and details, as well as drawing conclusions.</p> <p>Literary Elements include: story elements</p>
<p>WRITING (Mr. Fretz)</p>	<p>This term students will continue to be exposed to different forms of writing. We will still use the writing process (pre-writing, drafting, revising, editing, and publishing and presenting) in our creative writing.</p> <p>Students will continue to create many different products in their writing with more of a focus this term on using what we have learned in grammar this year to improve writing and proofreading skills.</p> <p>Students will write texts using a variety of forms: comprehension questions, short stories, poetry, graphic organizers, cereal boxes, print ads, a folktale and an adventure story.</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 continue to complete a unit each week out of the grade 4 SRA Spelling Book.</p> <p>This term students will focus more on applying what they have learned to their everyday writing. We will continue to use the Standards-Based Editing book in class.</p>
<p>NOVEL STUDY (Mr. Fretz)</p>	<p>Students will continue to read the novel Holes in term two. As we complete the book students will complete comprehension questions as well as other creative and investigative activities to increase comprehension and vocabulary.</p>

<p>MATHEMATICS (Mr. Fretz)</p>	<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).</p> <p>Math class will follow the same format as lessons from last term. 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: similar and congruent figures, multiplying by multiples of 10, division with remainders, geometric transformations, etc.</p>
<p>SOCIAL STUDIES (Mr. Fretz)</p>	<p><u>Unit 2: Medieval Times</u></p> <p>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>
<p>SCIENCE (Mr. Fretz)</p>	<p><u>Unit 3: Pulleys and Gears</u></p> <p>In this unit students will learn all about pulleys and gears. Students will investigate how pulleys and gears can transfer motion, change the type of motion, change the speed and direction of motion, and change the amount of force needed to create motion. Students will learn about how the use of pulleys and gears can help to make our lives easier.</p> <p><u>Unit 4: Light and Sound</u></p> <p>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>The Visual Arts program is designed to help students develop creative and practical skills in order to understand more about the visual world in which they live and to appreciate the arts and crafts of diverse cultures in the world.</p>

	Students learn about art through creative process learning strategies which often seek to make direct and tangible links with what they are studying in other subjects. All major areas of visual expression are experienced including sketching, painting, sculpting, printmaking, and photography
PHYSICAL EDUCATION (Mr.Henderson)	This term in physical education students will participate in baseball, track, ultimate Frisbee, and soccer.
MUSIC (Mr.Kudera)	<p>Term II</p> <ul style="list-style-type: none"> • instrumental music continues • understanding the science behind musical instruments • constructing musical instruments • studying influential Canadian musicians
HEALTH AND PEOPLE SKILLS (Mr. Fretz)	<p>Personal Safety & Substance Use, Addictions, and Related Behaviours:</p> <p>In this unit students will identify many ways to stay safe at home and in social places. They will take part in active and individual activities as well as have the opportunity to be creative in expressing learned material. In the Substance Use, Addictions, and Related Behaviours unit we will talk about the impact and implications of using legal or illegal substances. We will also talk about decision making in terms of substance use.</p>
FRENCH (M. Rodayan)	<p>Grades fours will explore the following skills and have them reinforced throughout the modular approach to the (entire) year:</p> <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><u>Unit One: <i>Ma class et moi</i></u></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><u>Unit Two: <i>Ça, c'est ma journée!</i></u></p> <p>This unit offers students an opportunity to explore and share their food choices as well as their daily after school activities with each other. They also review school subjects and learn to talk about the general time of day. The message of</p>

	<p>the module asserts that a healthy variety of foods and activities contribute to our enjoyment of our diverse daily routines. The final project for this unit will be a collaborative cookbook created by the entire class. Since the nature of the unit focuses on activities AND foods, students will have the opportunity to include a recipe for a dish or a recipe for a fun, daily activity they enjoy. Each student will present their recipe to the rest of the class for their review. As a team, we will decide on the order and outlay of our Cook Book while working together to see it to publication!</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>
<p>COMPUTERS AND RESEARCH (Mr. Fretz)</p>	<p>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.</p>
<p>DRAMA (Mrs. Becke)</p>	<p>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.</p>