

Curriculum Expectation	Teaching Strategies	Assessment
<p>PATTERNING</p> <ul style="list-style-type: none"> - to create, extend and describe a non-numeric pattern - to create, extend and describe a numeric pattern 	<ul style="list-style-type: none"> -model use of patterns in colours, shapes, -use a variety of manipulatives, 100 chart, present t-charts, equation and illustrative strategies -encourage verbal explanations, followed by descriptive ones. -introduce and model vocabulary - present problems requiring patterning application 	<ul style="list-style-type: none"> - anecdotal observations - track use of math vocabulary - track use of strategies - quiz - summary test
<p>PLACE VALUE</p> <ul style="list-style-type: none"> - to read, compare and order whole numbers to 9999 - to add 4 digit numbers - to subtract 4 digit numbers 	<ul style="list-style-type: none"> -use base 10 blocks using concrete manipulatives and drawings. -decompose large numbers using models, numbers and words -estimate and rounding off strategies -introduce place value chart -games (cards, bingo,) -problem solving: 3 part math problem approach -use examples which are relevant to their age group (\$ problems, populations) 	<ul style="list-style-type: none"> -anecdotal observations -track use of math vocabulary -accuracy with drills of math facts to 20. -track use of strategies used -quizzes -summary test -reflections in math journals

<p>GEOMETRY</p> <ul style="list-style-type: none"> -identify quadrilaterals and classify them by their geometric properties. -to recognize right angles -to compare angles to benchmark angles such as 90 and 45 degrees - 	<ul style="list-style-type: none"> -introduce 2-D quadrilaterals through illustrations and geo-boards and geometric shapes, tangrams -identify characteristics, sort using venn diagrams and charts -small group work, -create and draw angles -investigate angles and where most angles appear 	<ul style="list-style-type: none"> -anecdotal observations -track use of math vocabulary -tessellation illustration -quizzes -unit test, observations, use of vocabulary.
<p>DATA MANAGEMENT</p> <ul style="list-style-type: none"> -to collect data, interpret data, and organize data for display -to calculate the mean of data 	<ul style="list-style-type: none"> -introduce and model use of pictograph and bar graph -encourage collection of data (individually and in groups) -display data with proper characteristics - encourage questions of data 	<ul style="list-style-type: none"> -anecdotal observations -track use of math vocabulary -display data accurately and answer questions in relation to graph. - unit tests

<p>SCIENCE</p> <p>HABITATS</p> <ul style="list-style-type: none"> - to demonstrate an understanding of how animals depend on their habitat -to communicate research led through inquiry. <p>SOUNDS</p> <ul style="list-style-type: none"> -to examine how sounds travel through air, solids and water -to understand how sound travels through our ears -to examine and apply understanding of how to protect our hearing. 	<ul style="list-style-type: none"> -identify small and large habitats through visuals and examples on our playground -field trip, i.e, African Lion Safari /Toronto Zoo -introduce predators and consumers - identify a food chain , create food chains - connect to games “predator and prey” - identify the characteristics of an animal which enables it to adapt - research information on animal’s needs and habitat -experiments with tuning forks and instruments 	<ul style="list-style-type: none"> -anecdotal observations -quizzes -completion of work -research in written form -oral presentation of research and diorama. -use of unit vocabulary -observation and oral participation -visual communication -experiment write-ups -summative test
<p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> - to demonstrate co-operative and participation skills in moderate to vigorous activities. - to reinforce safety skills - to demonstrate locomotor and manipulation skills 	<ul style="list-style-type: none"> - teach co-operative games and low organizational games - promote fitness with D.P.A activities - walk, run, jog participation - teach lead up games and skills for soccer, volleyball, and basketball 	<ul style="list-style-type: none"> -readiness and participation -anecdotal observations and checklists - monitor safe use of equipment and personal space -monitor risk taking and trying new skills

<p>VISUAL ARTS</p> <ul style="list-style-type: none"> - to encourage use of different mediums - to apply understanding of techniques - to encourage use of 2-D and 3-D forms - display use of lines, colour, emphasis and space 	<ul style="list-style-type: none"> -model techniques -connect with ART IMAGE program -integrate across other subject areas -peer sharing 	<ul style="list-style-type: none"> - does student risk when using materials - does student complete a task to its final stages - does student adhere to the process -does student take initiative and responsibility in using materials -self-assessing - rubric developed by teacher and students