

Curriculum Overview Term Two
Grade 4

Subject	Teaching Strategies	Assessment
<p>French Language <u>Reading</u></p> <p>Read a variety of texts (fiction, historical fiction, and non-fiction) Recognize text features and how they help communicate meaning Making connections, (text to text, text to real world) Identify strengths and areas for improvement in reading</p> <ul style="list-style-type: none"> - CAFÉ program and (100 min.) - Guided reading groups based on student reading levels - Self-select books - Infer and draw conclusions - Recognizing past tense verbs, composing the past tense. - Recognizing adjectives, <p><u>Writing</u></p> <p>Organize ideas to write for a specific purpose and audience. 1. Point of View and descriptive writing (from a character/survivor) 2.. Informational report (Social Studies) Use the writing process (plan, draft, revise /edit, good copy) to improve and present work effectively 3. Procedural writing</p>	<p>-whole class readings in all subject areas -guided reading groups -syllables, phonetic review of sounds -intonation, pitch, -individual, personal reading using fiction and non-fiction texts - conferences with leveled reading</p> <ul style="list-style-type: none"> - choosing appropriate texts for student reading level. - - card games, acronym, tableaux - draw a word <p>-chunking writing, graphic organizers, conferencing -adhering to the writing process -use of chrome books with word reference -Exit slips based on language concepts and useful vocabulary (past tense/ future tense of verbs, adjectives, complex sentences , descriptive writing) - writing for a variety of</p>	<p>-questioning and oral discussion -anecdotal observations -written responses (questions, reading responses, book reports,) -on-line reads with chrome books with livres.video.net -regular GB+ assessments - Book Talks -</p> <p>-evaluating comprehension and inferencing skills</p> <p>-comments, observations -quizzes - exit slips</p> <p>-daily practice and weekly formal grammar instruction -journal entries -use of student/teacher prepared rubrics for evaluation -descriptive feedback to identify specific areas for improvement -evaluation using success criteria and rubrics developed by students and teacher evaluation of success criteria,</p>

<p><u>Oral</u> Understand and follow instructions and discussions in class Participate in discussions using French with teacher and classmates, making personal connections. Use expression and appropriate vocabulary in oral. Listening for meaning.</p>	<p>purposes -generating success criteria together - peer editing</p> <p>success criteria, hands on -class discussion (small and large group) - Tribes/Sharing news -group work -oral presentations -drama/role-playing -book talks -observations for active listening, retell -self-monitoring/tracking with post-it notes</p>	<p>peer evaluation</p> <p>-observations and anecdotal notes - student teacher developed criteria for evaluation -oral presentation rubrics</p> <p>-listening quizzes self-evaluations with class generated criteria</p>
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<p><u>Math</u> <u>Measurement</u></p> <p>Linear/mass/capacity -Use appropriate use of linear measurement, justify unit (mm, cm, dm, m, km); capacity, (ml, l) mass (g, kg) Measure accurately Calculate the perimeter of a rectangle or quadrilateral. Calculate the area of a rectangle (cm square, metre square)</p>	<p>- number talks -model estimation -model precise measurement -provide manipulatives (i.e.. graduated rulers, cylinders, scale, weights, rulers) -use of graph paper -use of geoboards -model 3 part math lesson -Share solutions to arrive at concepts - 4 square problems</p> <p>-time lines</p>	<p>-no assessment, but visual tracking posted in the classroom, large and small group invitations</p> <p>-Sharing solutions -Problem Solving, 3 part math lesson</p> <p>-observations -quizzes -summary test -descriptive feedback -track use of improvement of descriptive feedback through success criteria and rubrics</p>
<p><u>Numeration</u></p> <p>Read, represent, compare, and order decimal numbers to the</p>	<p>- number talks number lines, base ten blocks, concrete materials</p>	<p>-Observations, feedback on success criteria, quizzes, unit</p>

<p>tenths</p> <p>Multiply up to 10×10 mentally</p> <p>Multiply a 2 digit number by a one digit number using a student algorithm</p> <p>Divide to 81 divided by 9</p> <p>Divide a two digit number by a one digit number</p> <p>Represent fractions using concrete materials, words, and fractional notation</p> <p>Compare and order fractions</p> <p>Demonstrate understanding of equivalent fractions</p> <p>Represent halves, fifths, and tenths as decimal numbers</p>	<p>-Grid, flashcards</p> <p>-Decomposing large numbers</p> <p>-concrete materials, grouping</p> <p>-Sharing solutions, making connections, number talks</p> <p>-Fraction circles, manipulatives, illustrations</p> <p>-relevant examples manipulatives</p>	<p>tests</p> <p>- 3 part math problems integrating these skills</p> <p>-feedback, unit tests</p> <p>-anecdotal, descriptive feedback, quizzes, unit tests</p> <p>-word problems</p>
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<p><u>Algebra</u></p> <p>Determine the missing number in equations involving addition, subtraction, multiplication, and division</p>	<p>- number talks</p> <p>-games, skill based questions, family of operations</p> <p>-flash cards</p> <p>- word problems</p>	<p>-quizzes and unit tests</p>
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<p><u>Geometry</u></p> <p>Identify and classify 3-D solids by name and attributes</p>	<p>-use of graph paper</p> <p>-use of geoboards</p> <p>-model 3 part math lesson</p> <p>-Share solutions to arrive at concepts</p> <p>-building 3-d shapes</p> <p>-classify shapes using manipulatives (solid shapes)</p>	<p>- Anecdotal observations</p> <p>- Track use of math vocabulary</p> <p>- Track use of strategies</p> <p>- Quizzes and summary tests</p> <p>- build castles</p>
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<p><u>Probability</u></p> <p>Predict and determine the frequency of an outcome</p> <p>Calculate mean.</p>	<p>-trial and error, investigation, recording and comparing results; manipulatives</p>	<p>observations, explanations of reasoning</p>
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<p><u>Science</u></p> <p>Light (taught through art and rocks and minerals unit) -investigate properties of light</p> <p>Rocks and Minerals -identifying different types of rocks. -what is the difference between a rock and a mineral. -testing rocks and minerals (use light on rocks and minerals; transparent, etc.</p>	<ul style="list-style-type: none"> - experiments (small and large group) -writing activities and oral presentations using appropriate vocabulary -scientist in school workshops hands-on activities -school yard observations -Scientist in the school workshop -possible field trip 	<ul style="list-style-type: none"> -observational and anecdotal notes -work evaluated using descriptive feedback and rubrics developed by teacher and students -tests and/or quizzes -observations -quiz summative test -observations
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<p><u>Science: Pulleys & Gears</u></p> <ul style="list-style-type: none"> -assess the impact of pulley systems and gears on daily life -identify pulleys systems and gears in the real world -test a pulley and gear system that performs a specific task -describe how pulleys and gears work -work collaboratively in small groups to make different kinds of pullies and gear trains. - 	<ul style="list-style-type: none"> -read about relevant examples -draw examples, gallery walk among students' examples. - scientist visit, oral discussions, media use of videos via chrome books, collaborative experiments -manipulatives, scientific inquiry, scientist visit with hands on activities 	<ul style="list-style-type: none"> -unit test, observations and anecdotal comments of workshop -title page, quiz, writing up experiments -record observations, use of unit vocabulary, description of their observations and conclusions, oral questioning, written reflections "what did I learn".
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<u>Visual Arts</u> -demonstrating an understanding of masks and or ancient used in the celebrations of different cultures; why certain symbols are placed on a knight's shield -creation of masks, shields, illuminations, cartouches, hieroglyphics, etc.	-using different mediums, incorporating art into drama and social studies -2-D and 3-D -Art Image - re-affirming elements such as lines, space, intensity of colour, symmetry)	-evaluation of the final product and the process -anecdotal comments -descriptive feedback based on student generated success criteria -personal reflections

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<u>Drama</u> -interpret the meaning of plays using a variety of drama techniques -identity solutions to problems presented through drama (themes: cyberbullying, bullying, anti-smoking, telling the truth)	-Reader's Theatre -skits based on topics covered in different subjects (ex. health, social studies) -how to add tone of voice, props, set mood.	-descriptive feedback during preparation stage -rubrics made in consultation with students

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<u>Social Studies: Heritage and Citizenship: Medieval Times</u> -Describe and gather information about various roles of people in medieval society -Identify the reasons for the Crusades and describe their impact on medieval society -Describe the design of medieval buildings (castles, peasant buildings, etc.)	-role play, read alouds, research, presentations -integration of castle building -computer and primary sources access -group work -use of graphic organizers, Venn diagrams, t-charts -KWL chart	-use of vocabulary -observations -anecdotal comments -quizzes -summary vocabulary test -oral presentation -visual presentation of shields, castle, societal role) -feedback of success criteria

<p>-Compare aspects of medieval society to present day -Conclude impact of medieval society on present day</p> <p><u>Ancient Civilization</u> -comparing an aspect of daily life from medieval society to an ancient civilization (Egyptian, Roman, Mayan, Chinese, etc.)</p>	<p>-ask pertinent questions -large group and small group discussions -time line</p> <p>use of comparison techniques -power point, integration of art, possible field trip. -time line</p>	<p>Oral evaluation with visual aids. Research project, evaluation with rubric. -summary test using a venn diagram for comparison -vocabulary summary quiz</p>
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<p><u>Health</u> -identify aspects of personal safety and injury prevention (people and agencies that can assist) -identify influences affecting the use of tobacco - Anti-Bullying</p> <p>-identifying factors of body changes, introducing sexual education according to the new curriculum (June)</p> <p><u>Physical Education:</u> -manipulative and locomotor skills , (basketball, floor hockey, softball throw, low-organizational skills, skipping, track and field events, European handball, frisbee)</p>	<p>-attending the Emergency Preparedness Day for Guelph</p> <p>-follow-up discussions -study and discussion of advertisements promoting smoking (commercials) drama presentations related to emergency groups and smoking</p> <p>-discussions</p> <p>- small and large groups - partnering - skill based and lead-up games -building fitness skills such as stamina, speed, strength, balance and flexibility)</p>	<p>-anecdotal observations -evaluation of work using student-generated rubrics - Home Emergency Plan</p> <p>media literacy assignment</p> <p>- no assessment</p> <p>- oral feedback - observations - looking for participation, co-operation and adherence to the safety of others</p>

