

# Term 1 Curriculum Newsletter

## Grade 4

2020/2021

### French Language Arts

Reading	Writing	Listening	Speaking
<ul style="list-style-type: none"><li>-reviewing phonemic sounds</li><li>- Developing and practicing reading comprehension strategies (segmenting, context and visual cues)</li><li>- Building stamina for reading longer more complex texts</li><li>- retell orally with details</li><li>-Building vocabulary, deriving meaning</li><li>-Using text features to develop reading comprehension</li><li>- making personal connections</li></ul>	<ul style="list-style-type: none"><li>-Parts of speech(noun &amp; verb) (sing. Vs plural nouns, proper nouns, verbs, 3rd person sing. Vs. 3 person plural, proper sentence structure</li><li>-varied sentences rather using linking words</li><li>- Present tense of er and ir verbs</li><li>- Use graphic organizers to support idea generation and organisation</li><li>-Develop basic editing skills</li><li>-Produce a variety of texts :<ul style="list-style-type: none"><li>-summary paragraph, persuasive paragraph using strong verbs such as doit (have to), vouloir (want to) pouvoir (can)</li></ul></li></ul>	<ul style="list-style-type: none"><li>-listen to and follow oral instructions</li><li>-use listening strategies to comprehend and participate in discussions, interact in group activities and conversations</li><li>- listen to a variety of media texts</li><li>-listen to distinguish understanding of singular and plural verbs</li></ul>	<ul style="list-style-type: none"><li>- practice and build on spontaneous oral interaction skills</li><li>- Speak spontaneously and in rehearsed contexts using familiar and newly acquired vocabulary</li><li>-discussions pertaining to shared class reading, short texts, videos, etc.</li><li>- speak in complete sentences</li><li>- speak with increasing fluidity</li><li>-know when to speak and address speaker</li></ul>

# Mathematics

## September – October

### Numbers, Patterns & Shapes in Everyday Life

- Identify and describe repeating and growing **patterns**, including patterns found in real-life contexts, including whole numbers and decimals
- Read, represent, compose, and decompose **whole numbers** up to and including 10 000 (e.g.  $9\ 876 = 9\ 000 + 800 + 70 + 6$ )
- read, represent, compare, and order **decimal numbers** up to tenths
- Identify geometric properties of **rectangles** and name right, obtuse and acute angles.

## November – December

### Facts, Expressions & Equations including the Area of Parallelograms & Triangles

- Recall and demonstrate **multiplication facts** from  $0 \times 0$  to  $10 \times 10$ , and related division facts
- Determine the formulas for the **area** of a rectangle and square. Use arrays to determine a strategy for finding area. Explore that 2D shapes with the same area can have different perimeters
- **Solve problems** involving whole numbers and decimal numbers, including those requiring more than one operation, and check calculations
- Solve **equations** that involve whole numbers up to 100 in various contexts, and verify solutions
- Evaluate **algebraic expressions** that involve whole numbers

## December – January

### Number Patterns & Number Relationships

- Represent **equivalent fractions** from halves to tenths using drawings, standard notation and explaining numerator and denominator. **Add and subtract fractions** with like denominators
- describe relationships and show equivalences among fractions, decimal numbers up to tenths, and whole number percents

## January – early February

### Data & Introduction to Mathematical Modelling

- **Collect data**, using appropriate sampling techniques as needed, to answer questions of interest about a population, and **organize the data** in relative-frequency tables. **Display the data** in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs
- Create an **infographic** about a data set, representing the data in appropriate ways
- Determine the **mean, median and mode(s)**, for various data sets involving whole numbers and decimal numbers. Explain what **mean and median and mode** reveal about the data.
- Analyse different sets of data presented in various ways, including stem-and-leaf plots and multiple-bar graphs and ask questions about the data drawing conclusions, then making convincing arguments and informed decisions.

## Social Studies

### Strand A. Heritage and Identity

#### - Early Societies to 1500 CE

- explore key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, with reference to their political and social organization, daily life, and relationships with the environment and with each other
- describe some key similarities and differences between these early societies and present-day Canadian society

## Science

### September – October (Rocks and Minerals)

- Distinguish traits between rocks and minerals using terms such as organic vs inorganic, lustre, translucency, hardness. Examine where rocks and minerals are located. Orally describe rock cycle in words and visual cues. Identify types of rocks: igneous, sedimentary and metamorphic. Identify some minerals and their purpose. Examine Mohs' hardness scale.
- Build inquiry skills by exploring personal rock collections
- Explore mining in Canada and its positive and negative impact on communities.

### January – (Light and Sound)

- Explore properties of light and sound.
- Sound: determine how sound travels, how to protect one's hearing, how is sound measured.
- Light: determine how light travels; how a rainbow is formed; where is light used in real-world inventions? How does light keep us safe?

## Visual Arts

- Explore elements of design: Line; Shape and form; Space; Colour; Texture; Value.
- Students will develop understanding of the principles of design (contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement). The focus in grade 4 is **emphasis**, such as use of colour intensity, placement and size of shapes, and/or weight of line to create a particular focal point.
- Apply the creative process to produce art works in a variety of traditional two and three dimensional forms
- Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places

## Drama

- Apply the elements of drama (Role/character; Relationship; Time and place; Tension; Focus and emphasis) through active role play and exploration

## Physical Education

- participate actively and regularly in a wide variety of physical activities (e.g. cooperative games, soccer, fitness challenges)
- perform movement skills and demonstrate control of the body when varying speed, direction or level of movement (e.g. jumping, running, aiming at a target)
- send and receive objects using different body parts and various types of equipment

## Health

- Personal Safety & Injury Prevention: Supports for personal injury, emergencies, violence, bullying, and online safety
- Healthy Eating: interpreting Canada's Food Guide and understanding the food groups, setting healthy goals
- Self-awareness, mental health & wellbeing

## Dance

- perform movement skills and demonstrate control of the body, personal space, freeze "tableaux", move to rhythm/beat, repetitive movement,
- Comment on a performance, analyze movement, where to improve.