

### 3A TERM 1 - Curriculum Notes 2019

#### Language

	Main Ideas	Assessment
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Restating questions in answers and give supporting details from texts</li> <li>Retelling stories to demonstrate understanding</li> <li>Identifying main idea</li> <li>Making connections to self, text, and the world</li> <li>Questioning for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of texts by retelling stories and identifying important ideas and supporting details in texts</li> <li>Identify and describe the characteristics of a variety of text forms</li> <li>Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around us</li> <li>Ask questions to focus reading and clarify understanding</li> <li>Use visualization to clarify details</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Assessment tasks</li> </ul>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Generate, gather, and organize ideas (personal recounts)</li> <li>Provide details to support main idea (personal recounts)</li> <li>Organize written work, stay on topic (paragraphs)</li> <li>Choosing words to enhance writing</li> <li>Use punctuation to guide readers through writing</li> <li>Use punctuation to help communicate intended meaning (capital letters and final punctuation to mark the beginning and end of sentences)</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas about a potential topic, using a variety of strategies and resources</li> <li>Identify and order main ideas and supporting details into units to develop a short, simple paragraph</li> <li>Use adjectives to help convey meaning</li> <li>Use punctuation to help communicate intended meaning (capital letters and final punctuation to mark the beginning and end of sentences)</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Assessment tasks</li> </ul>
<p><b>ORAL</b></p> <ul style="list-style-type: none"> <li>What good listening looks like</li> <li>Restating/paraphrasing</li> <li>Making connections</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate appropriate listening behaviour by using active listening strategies</li> <li>Demonstrate an understanding of the information and ideas in oral texts by identifying important information or ideas and some supporting details</li> <li>Speak in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Assessment tasks</li> </ul>

## Math

Unit	Big Ideas	Learning Goals	Assessment
Place Value	<ul style="list-style-type: none"> <li>● There are different ways to represent numbers</li> <li>● The Place Value System is based on 10s</li> <li>● A digit's place tells its value</li> <li>● Numbers can be built and broken apart</li> <li>● Counting by different numbers improves efficiency</li> <li>● 0-1000 / \$10.00 /whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how the place value system works</li> <li>● Recognize the difference between ones, tens, hundreds, and thousands</li> <li>● Read and represent numbers in different ways up to 1000</li> <li>● Build three-digit numbers and break them apart</li> <li>● Round two-digit numbers</li> <li>● Count forwards and backwards by 1's, 2's, 5's, 10's, and 25's</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Participation in Number Talks</li> <li>● Assessment items (oral and written)</li> <li>● Morning Challenge Success</li> </ul>
Data Management	<ul style="list-style-type: none"> <li>● Data is all around us</li> <li>● Data can be collected and organized in different ways</li> <li>● Charts, tables, and graphs show data so that it is easy to read</li> <li>● Labels help us to understand what information a graph shows</li> <li>● Charts, tables, and graphs can be used to compare data and answer questions</li> <li>● The mode of data is the value that shows up the most often</li> </ul>	<ul style="list-style-type: none"> <li>● Gather data to answer a question</li> <li>● Organize data in charts, tables, and graphs with proper labels</li> <li>● Create legible charts, tables, and graphs</li> <li>● Use data on a graph to answer questions and compare data</li> <li>● Find the mode in a set of data</li> </ul>	
Adding and Subtracting	<ul style="list-style-type: none"> <li>● Adding and subtracting are related</li> <li>● When adding and subtracting 3 digit numbers,</li> </ul>	<ul style="list-style-type: none"> <li>● Use mental strategies to solve addition and subtraction problems</li> </ul>	

	<p>you sometimes have to make fair trades</p> <ul style="list-style-type: none"> <li>• Adding and subtracting can be used to solve many real-world problems</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract 3 digit numbers making fair trades (regrouping)</li> <li>• Solve problems using addition and subtraction</li> <li>• Add and subtract money to \$10</li> </ul>	
Patterning	<ul style="list-style-type: none"> <li>• Objects can be sorted and described by attributes</li> <li>• Patterns can be repeating, growing, or shrinking</li> <li>• Patterns can be made with shapes and with numbers</li> <li>• Patterns can be represented on number line, hundreds charts, and calendars</li> <li>• Pattern rules describe what happens in a pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Create and extend patterns with two attributes</li> <li>• Identify, extend, and create patterns that repeat, grow, and shrink</li> <li>• Make patterns with shapes and with numbers</li> <li>• Find and make patterns on number lines, hundreds charts, and calendars</li> <li>• Extend a pattern using a pattern rule</li> <li>• Write a pattern rule for a pattern</li> </ul>	
Measurement	<ul style="list-style-type: none"> <li>• Objects can be measured in many different ways</li> <li>• Standard units help us to compare measurements accurately</li> <li>• Perimeter is the distance around</li> <li>• Area is how much space</li> <li>• Mass and capacity can be measured with standard and nonstandard units</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate and measure the length, height, and distance with standard units</li> <li>• Estimate and measure perimeter using standard units</li> <li>• Estimate and measure area using standard units</li> <li>• Estimate and measure mass and capacity using standard units</li> <li>• Show how the size of units of area and the number of units needed are connected</li> <li>• Compare and order objects based on measurements</li> <li>• Compare standard units of length</li> </ul>	

2D Geometry	<ul style="list-style-type: none"> <li>• We can use geometric attributes, like sides, corners, and angles, to describe polygons</li> <li>• Polygons can be sorted and compared using geometric attributes</li> <li>• Small shapes can be combined to make bigger shapes and pictures</li> <li>• A quadrilateral is any polygon with 4 sides, 4 angles, and 4 corners.</li> <li>• Symmetry is the same on both sides of a line</li> <li>• Congruence is the same size and shape</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare a variety of polygons</li> <li>• Explain how quadrilaterals are the same and different</li> <li>• Make shapes with the fewest and the greatest number of other shapes</li> <li>• Find congruent shapes with hands-on materials</li> <li>• Find right angles and identify other angles as greater than, less than, or equal to right angles</li> </ul>	
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### Social Studies

BIG IDEAS	LEARNING GOALS	ASSESSMENT
<ul style="list-style-type: none"> <li>• By understanding the past, we can better understand the present</li> <li>• Environment had a major impact on daily life in early society</li> <li>• Not all early societies were the same</li> </ul>	<ul style="list-style-type: none"> <li>• Identify challenges faced by different communities</li> <li>• Describe how communities dealt with challenges</li> <li>• Compare aspects of life in communities between 1780-1850 <b>3000 BCE - 1500 CE</b></li> <li>• Compare aspects of historical life with current life</li> </ul>	<ul style="list-style-type: none"> <li>• Research Tasks</li> <li>• Participation in Discussions</li> <li>• Assessment Tasks</li> </ul>

BIG IDEAS	LEARNING GOALS	ASSESSMENT
<p><b>SOILS</b></p> <ul style="list-style-type: none"> <li>● Soil is made up of living and non-living things.</li> <li>● The composition, characteristics, and condition of soil determine</li> <li>● Soil is an essential source of life and nutrients for many living things.</li> <li>● Living things, including humans, interact with soils and can cause positive or negative changes.</li> </ul> <p><b>GROWTH &amp; CHANGES IN PLANTS</b></p> <ul style="list-style-type: none"> <li>● Plants have distinct characteristics. There are similarities and differences among various types of plants.</li> <li>● Plants are the primary source of food for humans. Humans need to protect plants and their habitats.</li> <li>● Plants are important to the planet.</li> </ul>	<ul style="list-style-type: none"> <li>● assess the impact of soils on society and the environment, and of society and the environment on soils;</li> <li>● investigate the composition and characteristics of different soils;</li> <li>● demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.</li> </ul> <ul style="list-style-type: none"> <li>● assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats;</li> <li>● investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow;</li> <li>● demonstrate an understanding that plants grow and change and have distinct characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>● Research Tasks</li> <li>● Participation in Discussions/Experiments</li> <li>● Assessment Tasks</li> </ul>

## Science - Grade 4

BIG IDEAS	LEARNING GOALS	ASSESSMENT
<p><b>ROCKS &amp; MINERALS</b></p> <ul style="list-style-type: none"> <li>• Rocks and minerals have unique characteristics and properties that are a result of how they were formed.</li> <li>• The properties of rocks and minerals determine society's possible uses for them.</li> <li>• Our use of rocks and minerals affects the environment.</li> </ul> <p><b>HABITATS AND COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>• Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats.</li> <li>• Changes to habitats (whether caused by natural or human means) can affect plants and animals and the relationships between them.</li> <li>• Society relies on plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• assess the social and environmental impacts of human uses of rocks and minerals;</li> <li>• investigate, test, and compare the physical properties of rocks and minerals;</li> <li>• demonstrate an understanding of the physical properties of rocks and minerals.</li> </ul> <ul style="list-style-type: none"> <li>• analyse the effects of human activities on habitats and communities;</li> <li>• investigate the interdependence of plants and animals within specific habitats and communities;</li> <li>• demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.</li> </ul>	<ul style="list-style-type: none"> <li>• Research Tasks</li> <li>• Participation in Discussions/Experiments</li> <li>• Assessment Tasks</li> </ul>

## Drama

BIG IDEAS	LEARNING GOALS	ASSESSMENT
<ul style="list-style-type: none"> <li>• Apply the creative process to dramatic play and process</li> <li>• Use the elements and conventions of drama to communicate feelings, ideas, and stories</li> <li>• Communicate feelings, ideas, and understandings in response to a variety of drama works and experiences</li> <li>• Demonstrate an understanding of a variety of drama and theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in various drama activities to learn elements and develop creativity</li> <li>• Respond to a variety of dramatizations</li> <li>• Discuss variety of forms and styles</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> </ul>

forms and styles from the past and present, and their social and/or community contexts.