

Ms. Angeard's, Mrs. Paynter's, Ms. Proskiw's, & Ms. Racz's  
**TERM 1 OVERVIEW**  
**GRADE FOUR**  
**2018-2019**



British Columbia's curriculum has been redesigned to respond to the demanding world our students are entering. This transformation in curriculum will help support engaging learning environments and personalized learning. At the heart of the redesigned curriculum are core competencies, essential learning and literacy and numeracy foundations.











<p><b>HOME SUPPORT:</b> Please continue to...</p>	<ul style="list-style-type: none"> <li>• Read with child on a daily basis</li> <li>• Practice math facts using Sum Dog and various math games</li> </ul>		
<p><b>SUBJECT AREA</b></p>	<p><b>BIG IDEA:</b> What will students <b>UNDERSTAND</b> long after this unit is over?</p>	<p><b>CORE COMPETENCIES:</b> What will the students <b>DO</b> and how will they <b>APPLY</b> their learning?</p>	<p><b>CONTENT:</b> What will the students <b>KNOW</b>, learn and be assessed on?</p>
<p>LANGUAGE ARTS</p>	<ul style="list-style-type: none"> <li>❖ Language and text can be a source of creativity and joy.</li> <li>❖ Exploring stories and other text helps us understand ourselves and make connections to others and to the world.</li> </ul>	<ul style="list-style-type: none"> <li>- access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding</li> <li>- use a variety of comprehension strategies before, during and after reading, listening or viewing to construct meaning from text</li> <li>-use personal experience and knowledge to connect to text and develop understanding of self, community, and world</li> <li>- use a variety of comprehension strategies before, during and after reading, listening or viewing to construct meaning from text</li> <li>-use personal experience and knowledge</li> <li>-demonstrate awareness of the oral tradition in First Peoples' cultures and the purposes of First Peoples' texts</li> <li>-identify how story in First Peoples' cultures connects people to land</li> <li>-use oral storytelling processes</li> </ul>	<p>Story/text:</p> <ul style="list-style-type: none"> <li>-form, function, and genre of texts</li> <li>-text features</li> <li>-elements of non-fiction text</li> </ul> <p>Strategies and processes:</p> <ul style="list-style-type: none"> <li>-reading strategies</li> <li>-metacognitive strategies</li> </ul> <p>Language Features/structures and conventions:</p> <ul style="list-style-type: none"> <li>-features of oral language</li> </ul>
<p>MATH</p>	<ul style="list-style-type: none"> <li>❖ Regular changes in patterns can be identified and represented using tools and tables</li> </ul>	<p>Reasoning and analyzing:</p> <ul style="list-style-type: none"> <li>-estimate reasonably</li> <li>-develop mental math strategies and abilities to make sense of quantities</li> </ul>	<ul style="list-style-type: none"> <li>-how to tell time with analog and digital clocks, using 12-and 24-hour clocks</li> <li>-number concepts to 10 000</li> </ul>

		<p>Communicating and Representing:</p> <ul style="list-style-type: none"> <li>-communicate mathematic thinking in multiple ways</li> <li>-use mathematical vocabulary and language to contribute to mathematical discussions</li> <li>-explain and justify mathematical ideas and decisions</li> </ul>	<ul style="list-style-type: none"> <li>-addition and subtraction to 10 000</li> <li>-addition and subtraction facts to 20 (developing computational fluency)</li> </ul>
SCIENCE	<ul style="list-style-type: none"> <li>❖ All living things sense and respond to their environment.</li> <li>❖ The motion of Earth and the moon cause observable patterns that affect living and non-living systems.</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate curiosity about the natural world</li> <li>-observe objects and events in familiar context</li> <li>-make observations about living and non-living things in the local environment</li> <li>-experience and interpret the local environment</li> <li>-sort and classify data and information using drawings or provided tables</li> <li>-identify some simple environmental implications of their and others' actions</li> <li>-contribute to care for self, others, school, and neighborhood through individual or collaborative approaches</li> </ul>	<ul style="list-style-type: none"> <li>-sensing and responding <ul style="list-style-type: none"> <li>• humans</li> <li>• other animals</li> <li>• plants</li> </ul> </li> <li>-biomes as large regions with similar environmental features</li> <li>-local changes caused by <b>Earth's axis, rotation, and orbit</b></li> <li>-the relationship between <b>the sun and the moon</b></li> </ul>
SOCIAL STUDIES	<ul style="list-style-type: none"> <li>❖ The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada</li> <li>❖ Demographic changes in North America created shifts in economic and political power</li> </ul>	<ul style="list-style-type: none"> <li>-use Social Studies inquiry processes and skills to: ask questions, gather interpret, and analyze ideas, and communicate findings and decisions</li> <li>-construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)</li> <li>-make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)</li> </ul>	<ul style="list-style-type: none"> <li>- the fur trade in pre-Confederation Canada and British Columbia</li> </ul>
CAREER EDUCATION	<ul style="list-style-type: none"> <li>❖ <i>Good learning and work habits contribute to short and long term personal and career success.</i></li> <li>❖ <i>Public identity is influenced by personal choices and decisions.</i></li> </ul>	<ul style="list-style-type: none"> <li>-identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time</li> <li>-demonstrate respect for differences in the classroom</li> <li>-appreciate the influence of peer relationships, family and community on personal choices and goals</li> </ul>	<ul style="list-style-type: none"> <li>Connection to Community</li> <li>-cultural and social awareness</li> <li>-safety hazards and rules at school, at home, and in the community</li> </ul>
	<ul style="list-style-type: none"> <li>❖ Daily participation in physical activity at moderate to vigorous</li> </ul>	<ul style="list-style-type: none"> <li>-develop and apply a variety of fundamental movement skills in a variety of physical activities and environments</li> </ul>	<ul style="list-style-type: none"> <li>-proper technique for fundamental movement skills, including non-</li> </ul>

<p>PHYSICAL AND HEALTH EDUCATION</p>	<p>intensity levels benefits all aspects of our well-being.</p> <ul style="list-style-type: none"> <li>❖ Developing healthy relationships helps us feel connected, supported, and valued.</li> </ul>	<ul style="list-style-type: none"> <li>-apply a variety of movement concepts and strategies in different physical activities</li> <li>-apply methods of monitoring exertion levels in physical activity</li> <li>-participate in daily physical activity at moderate to vigorous intensity levels</li> <li>-explain the relationships of healthy eating to overall health and well being</li> <li>-examine and explain how health messages can influence behaviours and decisions</li> <li>-describe and assess strategies for responding to discrimination, stereotyping and bullying</li> <li>-describe and apply strategies for developing and maintaining positive relationships</li> <li>-describe and apply strategies that promote a safe and caring environment</li> <li>-describe and assess strategies for promoting mental well being</li> <li>-describe factors that positively influence mental well being and self identity</li> </ul>	<p>locomotor, locomotor, and manipulative skills</p> <ul style="list-style-type: none"> <li>-movement concepts and strategies</li> <li>-how to participate in different types of physical activities, including individual and dual activities, rhythmic activities and games</li> <li>-strategies for responding to bullying, discrimination and violence</li> </ul>
<p>ARTS EDUCATION  (Music with Mr. Joe)</p>	<ul style="list-style-type: none"> <li>❖ Artists experiment in a variety of ways to discover new possibilities and perspectives</li> <li>❖ Dance, drama, music and visual arts are each unique languages for creating and communicating</li> <li>❖ Exploring works of art exposes us to diverse values, knowledge, and perspectives.</li> <li>❖ Creative expression is a means to explore and share one's identity within a community.</li> </ul>	<ul style="list-style-type: none"> <li>-choose elements, materials technologies, tools, techniques and environments of the arts</li> <li>-create artistic works collaboratively and as an individual using ideas inspired by inquiry, imagination, experimentation and purposeful play</li> <li>-explore identity, place, culture and belonging through arts experiences</li> <li>-explore relationships among cultures, communities, and the arts</li> <li>-observe, listen, describe, inquire and predict how musicians use processes technologies, tools and techniques to create and communicate</li> <li>-develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations express feelings, ideas, and experiences in creative ways</li> <li>-describe and respond to works of art and explore artists' intent</li> <li>-experience, document, perform, and share creative works in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>-a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places</li> <li>-personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment</li> <li>-Visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety</li> </ul>
<p>APPLIED DESIGN, SKILLS,</p>	<p><b>BIG IDEAS:</b> Designs can be improved with prototyping and testing. Skills are developed through practice, effort and action.</p>		

AND TECHNOLOGIES	The choice of technology and tools depend on the task.
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<p><b>FIRST PEOPLES LEARNING PRINCIPLES</b></p> 	<p><b>Aboriginal culture and perspectives have been integrated throughout all areas of learning</b></p> <ul style="list-style-type: none"> <li>❖ Learning requires exploration of one's identity.</li> <li>❖ Learning is embedded in memory, history and story.</li> <li>❖ Learning involves patience and time.</li> </ul>
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<b>CORE COMPETENCIES</b>		<ul style="list-style-type: none"> <li>• These are sets of intellectual, personal and social and emotional proficiencies that all students need to develop in order to engage in deeper learning</li> <li>• <b>This term</b> the students will focus on the "I can" statements as follows:</li> </ul>	
LEARNER	SOCIAL RESPONSIBILITY		<ul style="list-style-type: none"> <li>❖ I can be respectful to myself, and to others.</li> <li>❖ I can share my feelings, be responsible for my choices, and solve problems.</li> </ul>
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> <li>❖ I can share my ideas and accomplishments.</li> <li>❖ I can accept responsibility for my actions.</li> </ul>
	SOCIAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> <li>❖ I can work with others to achieve a short-term concrete goal.</li> </ul>
INNOVATOR	CRITICAL THINKING		<ul style="list-style-type: none"> <li>❖ I can use evidence to make simple judgements.</li> <li>❖ I can explore with a purpose in mind and explain my thinking.</li> </ul>
	COMMUNICATION		<ul style="list-style-type: none"> <li>❖ I can talk and listen to people I know, and respond in complete sentences.</li> </ul>
COLLABORATOR	CREATIVE THINKING		<ul style="list-style-type: none"> <li>❖ I can get new ideas, build on or combine other people's ideas to create new things.</li> </ul>
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		<ul style="list-style-type: none"> <li>❖ I can be proud of who I am.</li> <li>❖ I can identify all the aspects of my 'whole self' that contribute to making me an individual.</li> </ul>