

Ms. Angeard's, Mrs. Paynter's, Ms. Proskiw's, & Ms. Racz's
TERM 2 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.



HOME SUPPORT: Please continue to...	<ul style="list-style-type: none"> • Read with child on a daily basis • Practice math facts using Sum Dog
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SUBJECT AREA	BIG IDEA: What will students UNDERSTAND long after this unit is over?	CORE COMPETENCIES: What will the students DO and how will they APPLY their learning?	CONTENT: What will the students KNOW, learn and be assessed on?
LANGUAGE ARTS	<ul style="list-style-type: none"> ❖ Text can be understood from different perspectives ❖ Using language in creative and playful ways helps us understand how language works 	<p>Comprehend and connect</p> <ul style="list-style-type: none"> -Use a variety of comprehension strategies before, during and after reading, listening or viewing to construct meaning from text -Apply a variety of age-appropriate thinking skills to gain meaning from texts <p>Create and communicate</p> <ul style="list-style-type: none"> -Recognize the role of language in personal, social, and cultural identity -Recognize how literary elements, techniques, and devices enhance meaning in texts -Show an increasing understanding of the role of organization in meaning -Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences -Communicate in print, using letters and words and applying basic conventions of English spelling, grammar, and punctuation 	<p>Story/text:</p> <ul style="list-style-type: none"> -literary elements -evidence -bias <p>Strategies and processes:</p> <ul style="list-style-type: none"> -reading strategies -writing processes <p>Language Features/structures and conventions:</p> <ul style="list-style-type: none"> -conventions

<p>MATH</p>	<ul style="list-style-type: none"> ❖ Number represents and describes quantity ❖ Patterns and relations within multiplication and division develop multiplicative thinking. 	<p>Understanding and solving:</p> <ul style="list-style-type: none"> -Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving -Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community <p>Communicating and Representing:</p> <ul style="list-style-type: none"> -Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations <p>Connecting and reflecting:</p> <ul style="list-style-type: none"> -Visualize and describe mathematical concepts -Connect mathematical concepts to each other and make mathematical connections to the real world (e.g., in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration) -Share and reflect upon mathematical thinking 	<ul style="list-style-type: none"> -increasing and decreasing patterns, using tables and charts -one to one correspondence and many to one correspondence, using bar graphs and pictographs -algebraic relationships among quantities -one step equations with an unknown number using all operations -multiplication and division of two- or three-digit numbers by one-digit numbers -multiplication facts to 100 (introductory computational strategies)
<p>SCIENCE</p>	<ul style="list-style-type: none"> ❖ 	<p>Planning and conducting</p> <ul style="list-style-type: none"> -Suggest ways to plan and conduct an inquiry to find answers to their questions <p>Applying and innovating</p> <ul style="list-style-type: none"> -Co-operatively design projects -Transfer and apply learning to new situations <p>Communicating</p> <ul style="list-style-type: none"> -Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate -Express and reflect on personal or shared experiences of place 	
<p>SOCIAL STUDIES</p>	<ul style="list-style-type: none"> ❖ British Columbia followed a unique path in becoming a part of Canada. ❖ Interactions between First Peoples and Europeans led to conflict and cooperation, which continues to shape Canada's identity 	<ul style="list-style-type: none"> -Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence) -Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative 	<ul style="list-style-type: none"> - early contact, trade cooperation, and conflict between First People and European peoples -the impact of colonization on First Peoples societies in British Columbia and Canada

		outcomes (cause and consequence)	
CAREER EDUCATION	<ul style="list-style-type: none"> ❖ <i>Exploring our strengths and abilities can help us identify our goals.</i> ❖ <i>Family and community relationships can be a source of support and guidance when solving problems and making decisions.</i> 	<ul style="list-style-type: none"> -Recognize the need for others who can support their learning and personal growth -Use innovative thinking when solving problems -Set realistic short-and longer-term learning goals, define a path, and monitor progress -Make connections between effective work habits and success 	Personal Development -goal setting strategies -problem-solving and decision making strategies
PHYSICAL AND HEALTH EDUCATION	<ul style="list-style-type: none"> ❖ Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. ❖ Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. 	<ul style="list-style-type: none"> -develop and apply a variety of fundamental movement skills in a variety of physical activities and environments -apply a variety of movement concepts and strategies in different physical activities -apply methods of monitoring exertion levels in physical activity -participate in daily physical activity at moderate to vigorous intensity levels -identify and describe factors that influence healthy choices 	<ul style="list-style-type: none"> -proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills -movement concepts and strategies -benefits of physical activity and exercise -practices that promote health and well being, including those relating to physical activity, sleep, healthy eating, and illness prevention
APPLIED DESIGN, SKILLS, AND TECHNOLOGIES	BIG IDEAS: <i>Designs can be improved with prototyping and testing. Skills are developed through practice, effort and action. The choice of technology and tools depend on the task.</i>		
ARTS EDUCATION (Music with Mr. Joe)	<ul style="list-style-type: none"> ❖ Artists experiment in a variety of ways to discover new possibilities and perspectives ❖ Dance, drama, music and visual arts are each unique languages for creating and communicating Exploring works of art exposes us to diverse values, knowledge, and perspectives. ❖ Creative expression is a means to explore and share one's identity within a community. 	<ul style="list-style-type: none"> -Use drama to express a variety of feelings and perspectives -Demonstrate collaboration skills -Use vocal and movement elements appropriate to role and situation -Use a variety of dramatic forms -Maintain a safe level participation, and collaborate well in groups 	<ul style="list-style-type: none"> -Dance, body, space, dynamics, time, relationships, form, and movement principles -Drama: character, time, place, plot, tensions, mood, focus -Apply criteria to reflect on their own and other's performances -Describe how drama reflects cultural beliefs and attitudes -Visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety

FIRST PEOPLES LEARNING PRINCIPLES



Aboriginal culture and perspectives have been integrated throughout all areas of learning

- ❖ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- ❖ Learning involves generational roles and responsibilities.

CORE COMPETENCIES		<ul style="list-style-type: none"> • These are sets of intellectual, personal and social and emotional proficiencies that all students need to develop in order to engage in deeper learning • This term the students will focus on the "I can" statements as follows: 	
LEARNER	SOCIAL RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can be respectful to myself, and to others. ❖ I can share my feelings, be responsible for my choices, and solve problems.
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can share my ideas and accomplishments. ❖ I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can work with others to achieve a short-term concrete goal.
INNOVATOR	CRITICAL THINKING		<ul style="list-style-type: none"> ❖ I can use evidence to make simple judgements. ❖ I can explore with a purpose in mind and explain my thinking.
	COMMUNICATION		<ul style="list-style-type: none"> ❖ I can talk and listen to people I know, and respond in complete sentences.
COLLABORATOR	CREATIVE THINKING		<ul style="list-style-type: none"> ❖ I can get new ideas, build on or combine other people's ideas to create new things.
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		<ul style="list-style-type: none"> ❖ I can be proud of who I am. ❖ I can identify all the aspects of my 'whole self' that contribute to making me an individual.