

Ms. Angeard's, Mrs. Paynter's, Ms. Proskiw's, & Ms. Racz's
TERM 3 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"> ❖ Combining different texts and ideas allows us to create new understandings. ❖ Texts are created for different purposes and audiences. 	<ul style="list-style-type: none"> -respond to text in personal and creative ways -consider different purposes, audiences, and perspectives in exploring texts -identify how differences in context, perspectives, and voice influence meaning in text -exchange ideas and perspectives to build shared understanding 	<ul style="list-style-type: none"> -literary elements -literary devices -oral language strategies -sentence structure and grammar
MATH	<ul style="list-style-type: none"> ❖ Parts of whole can be represented by fractions and decimals. ❖ We can describe, measure, and compare spatial relationships: Polygons are closed shapes with similar attributes. ❖ Analyzing data and chance helps us to compare and interpret: Probability experiments develop an understanding of chance. 	<ul style="list-style-type: none"> -use technology appropriately to explore mathematics, solve problems, record, communicate and represent thinking -connect mathematical concepts to each other and make mathematical connections to the real world -draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts 	<ul style="list-style-type: none"> -multiplication and division facts to 100 (introductory computational strategies -decimals to hundredths -ordering and comparing fractions -addition and subtraction of decimals to hundredths -regular and irregular polygons -perimeter of regular and irregular shapes -line symmetry -probability experiments -financial literacy: monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions

<p>SCIENCE</p>	<ul style="list-style-type: none"> ❖ Matter has mass, takes up space, and can change phase. ❖ Energy comes in a variety of forms that can be transferred from one object to another. 	<ul style="list-style-type: none"> -identify questions about familiar objects and events that can be investigated scientifically -make predictions based on prior knowledge -consider ethical responsibilities when deciding how to conduct an experiment -safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate -use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends -compare results and predictions, suggesting possible reasons for findings -make simple inferences based on their results and prior knowledge -reflect on whether an investigation was a fair test -demonstrate an understanding and appreciation of evidence -generate and introduce new or refined ideas when problem solving 	<ul style="list-style-type: none"> -solids, liquids and gases as matter -the effect of temperature on pressure in a gas -energy: <ul style="list-style-type: none"> • has various forms • is conserved -devices that transform energy
<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"> -use the SS inquiry process and skills to: ask questions, gather, interpret and analyze ideas; and communicate findings and decisions -construct arguments defending the significance of individuals/groups, places, events and development 	<ul style="list-style-type: none"> early contact, trade cooperation, and conflict between First People and European peoples -demographic changes to pre-Confederation Canada and British Columbia in both First Peoples and non-First Peoples communities -economic and political factors that influenced the colonization of British Columbia and its entry into Confederation -the history of local community and of local First Peoples communities
<p>CAREER EDUCATION</p>	<ul style="list-style-type: none"> ❖ Leadership requires listening to and respecting the ideas of others. 	<ul style="list-style-type: none"> -recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences -use innovative thinking when problem solving -demonstrate safe behaviours in a variety of environments -question self and others about the role of technology in the changing workplace 	<ul style="list-style-type: none"> -emergent leadership skills -generational roles and responsibilities
	<ul style="list-style-type: none"> ❖ Daily participation in physical activity at 	<ul style="list-style-type: none"> -develop and apply a variety of fundamental movement skills 	<ul style="list-style-type: none"> -proper technique for fundamental movement skills,

<p>PHYSICAL AND HEALTH EDUCATION</p>	<p>moderate to vigorous intensity levels benefits all aspects of our well-being.</p> <ul style="list-style-type: none"> ❖ Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle. ❖ Personal choices and social and environmental factors influence our health and well-being. 	<p>in a variety of physical activities and environments</p> <ul style="list-style-type: none"> -apply a variety of movement concepts and strategies in different physical activities -apply methods of monitoring exertion levels in physical activity -develop and demonstrate safety, fair play, and leadership in physical activities -identify and describe preferred types of physical activity -participate in daily physical activity at moderate to vigorous intensity levels -Identify and apply strategies for pursuing personal healthy-living goals -Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations 	<p>including non-locomotor, locomotor, and manipulative skills</p> <ul style="list-style-type: none"> -movement concepts and strategies -Describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting) -communicable and non communicable illnesses - ways to monitor physical exertion levels -media messaging and body image -strategies and skills to use in potentially hazardous, unsafe or abusive situations -physical, emotional, social changes that occur during puberty
<p>APPLIED DESIGN, SKILLS, AND TECHNOLOGIES</p>	<p>BIG IDEAS: 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.</p>		
<p>ARTS EDUCATION (Music with Mr. Joe)</p>	<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"> - observe, listen, describe, inquire and predict how musicians use processes technologies, tools and techniques to create and communicate -create artistic works collaboratively and as an individual using ideas inspired by inquiry, imagination, experimentation and purposeful play -observe, listen, describe, inquire and predict how musicians use processes technologies, tools and techniques to create and communicate 	<ul style="list-style-type: none"> -beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form and texture -notation to represent sounds, ideas and movement, elements and actions

<p>FIRST PEOPLES LEARNING PRINCIPLES</p> 	<p>Aboriginal culture and perspectives have been integrated throughout all areas of learning</p> <ul style="list-style-type: none"> ❖ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ❖ Learning involves recognizing the consequences of one's actions. ❖ Learning recognizes the role of indigenous knowledge. ❖ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or certain situations.
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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.

Curricular Competency Learning Standards

Content Learning Standards