

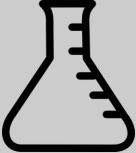








	Language Arts	Math	Science	Social Studies	Music	Visual Art	Drama (term 1) Dance (term 2)	Phys Ed	French
									
Term 1	<p><u>Reading</u> DRA – assessment Reading Response Letters Read Alouds: Retell, Relate, Reflect Reading Strategies:</p> <p>Making Connections, Questioning</p> <p><u>Writing</u> Forms: - Power Writing Letter Writing, Journal Writing Narratives, Recounts,</p> <p>Procedural forms of Writing Spelling & Grammar activities Editing/Revising/ Proofreading (on-going)</p>	<p><u>Problem Solving—UPSET</u> Understand, Plan, Solve, Examine, Tell</p> <p><u>Number Sense & Numeration</u> Represent, compare and order whole numbers to 10,000 Add and subtract four-digit numbers Multiply up to 9x9 Divide up to 81 ÷ 9</p> <p><u>Patterning & Algebra</u> Growing and Shrinking number patterns</p> <p><u>Data Management</u> Collect Data: graphing, interpreting, central tendency</p> <p><u>Measurement</u> Perimeter and Area, Linear Measurement</p>	<p><u>Rocks and Minerals</u> -assess the social and environmental impacts of human uses of rocks and minerals; -investigate, test, and compare the physical properties of rocks and minerals; -demonstrate an understanding of the physical properties of rocks and minerals.</p> <p><u>Light and Sound</u> -assess the impact on society and the environment of technological innovations related to light and sound; -investigate the characteristics and properties of light and sound; -demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.</p>	<p><u>Topic: People and Environments: Political and Physical Regions</u></p> <p>Big Ideas: A region shares a similar set of characteristics.</p> <p>Human activity and the environment have an impact on each other</p>	<p><u>Big Ideas:</u> Elements of music</p> <p>Exploring a variety of musical genres and styles from the past and present</p> <p>Creating and performing music</p>	<p><u>Big Ideas:</u> 2- 3 dimensional works of art</p> <p>Elements of Design: Line, Colour, Value, Shape, Form, Space</p> <p>Interpreting art</p>	<p><i>Drama Term 1 only</i></p> <p><u>Big Ideas:</u> Principles of Drama</p> <p>Interpret and communicate the meaning of stories, poems, plays using dramatic techniques (Performing)</p> <p>Reflecting on drama works</p>	<p><u>Big Ideas</u> Active Living (i.e., cooperative games, safety, fitness)</p> <p>Healthy living (nutrition, bullying)</p>	<p>There is a new French curriculum being implemented this school year across Ontario. The emphasis has changed from both English and French being acceptable languages of communication to having French be the only language of communication in the classroom for both the teacher and students.</p> <p>The goal of the curriculum is to have all students acquire the skills necessary to eventually speak spontaneously with teachers and peers in the target language.</p>
Term 2	<p><u>Reading</u> Reading Strategies:</p> <p>Literature Circles Questioning, Determining Importance, Inferring</p> <p><u>Writing</u> Persuasive Reports, Recounts and Poetry Writing Spelling & Grammar activities Editing/Revising/ Proofreading (On-going)</p>	<p><u>Geometry & Spatial Sense</u> Geometric properties and relationships (2-D shapes and angle properties, quadrilateral properties, and 3-D figures) Transformational Geometry and Grids</p> <p><u>Number Sense & Numeration</u> Represent, compare, and order: - simple fractions and - decimal numbers to tenths. Multiply and divide a 2 digit number by 1 digit number. Addition and subtraction of decimal numbers to tenths. Relating fractions to decimals</p> <p><u>Measurement</u> Capacity, mass, volume, elapsed time</p> <p><u>Probability</u> Experimental probability</p>	<p><u>Pulleys and Gears</u> -evaluate the impact of pulleys and gears on society and the environment -investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects -demonstrate an understanding of the basic principles and functions of pulley systems and gear systems.</p> <p><u>Habitats and Communities</u> - analyse the effects of human activities on habitats and communities - investigate the interdependence of plants and animals within specific habitats and communities - demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.</p>	<p><u>Topic: Heritage and Identity: Early Societies 3000 BCE- 1500 CE</u></p> <p>Big Ideas: By studying the past we can better understand the present</p> <p>Not all early societies were the same</p>	<p><u>Big Ideas:</u> Elements of music</p> <p>Creating and performing music</p> <p>Reflecting and responding to music</p>	<p><u>Big Ideas:</u> 2- 3 dimensional works of art</p> <p>Elements of Design: Line, Colour, Value, Shape, Form, Space</p> <p>Interpreting art</p>	<p><i>Dance Term 2 Only</i></p> <p><u>Big Ideas:</u> Principles of Dance</p> <p>Interpret and communicate the meaning of stories, poems, plays using dance techniques (Performing)</p> <p>Reflecting on dance works</p>	<p><u>Big Ideas:</u> Active Living (i.e., movement competence, track and field)</p> <p>Healthy Living (tobacco, alcohol)</p>	<p>Lessons and activities are specifically taught to students with supporting language structures and vocabulary in order to allow communication in only French.</p> <p>The new French curriculum in Ontario is following the framework that many European countries have adapted and have found to be quite successful in making students functionally bilingual. If you have any questions or concerns, please contact Mme DeVincenzis or Mme Fiebig at the school.</p>

KCPS CURRICULUM NIGHT - Grade 4

Learning Skills

There are six learning skills and work habits now emphasized throughout Grades 1 to 12 in all Ontario report cards: Each will be assessed using the following scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Here are examples of what the learning skills look like for students in the JUNIOR division (Grades 4—6)

Adapted from: <http://www.yrdsb.ca/Students/MySkills/Pages/Learning-Skills.aspx>

Responsibility: <ul style="list-style-type: none">Do I complete my tasks and homework on time?Do I follow class/school routines without reminders?Do I complete tasks accurately and with care?Do I hand in work on time?Do I take ownership of my words and actions?Am I focused on the classroom work without reminders?Am I in school every day and on-time?	Initiative: <ul style="list-style-type: none">Am I willing to try something/ take risks?Do I ask for extra help from the teacher or peers?Do I put in my BEST effort and follow through?Do I begin work right away?Do I help classmates?Can I use a variety of strategies when solving a problem?
Organization: <ul style="list-style-type: none">Do I use my agenda/blog etc to keep track of Information?Am I prepared for class?Do I use the classroom/on-line resources consistently?Can I follow steps to achieve a goal?Can I keep my personal space organized so I can find things easily?	Self-Regulation: <ul style="list-style-type: none">Do I monitor my own behaviour inside and outside of the classroom?Can I express myself appropriately?Do I make goals, write them down and try to achieve them?Do I ask for help when needed?Can I recognize my strengths and weaknesses?
Independent work: <ul style="list-style-type: none">Do I follow the oral/written instructions given by the teacher without reminders?Do I stay on task during class time?Do I use the learning goals and success criteria posted in class?Do I always submit my BEST work?Do I use classroom resources without prompts?Do I use the feedback provided by the teacher to improve my work?	Collaboration: <ul style="list-style-type: none">Am I respectful of other peoples' opinions and ideas?Do I complete my own share of the work?Am I participating actively in class by asking or answering questions?Can I resolve conflicts positively?Do I work through challenges with an open mind?Do I assume different roles when doing group work, such as leader, encourager and contributor?

The purpose of assessment and evaluation is to improve student learning.

Parents will receive three formal report cards: Progress Report –Nov, Term 1—Feb, Term 2 –June

For Parent guides go to: <http://www.yrdsb.ca/Pages/search.aspx?q=parent%20guide%20levels%20achievement>



Levels of Achievement

Level 4—The student demonstrates the specified knowledge and skills with a **high degree of effectiveness**. Achievement surpasses the provincial standard. This does not mean that the student has achieved expectations beyond those specified for the grade/course.
Letter Grade: A, Percentage Mark: 80-100%

Level 3—The student demonstrates the specified knowledge and skills with **considerable effectiveness**. This represents the provincial standard for achievement. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades or courses.
Letter Grade: B, Percentage Mark: 70-79%

Level 2—The student demonstrates the specified knowledge and skills with **some effectiveness**. Achievement approaches the provincial standard. Students performing at this level need to work on identified learning gaps to ensure future success.
Letter Grade: C, Percentage Mark: 60-69%

Level 1—The student demonstrates the specified knowledge and skills with **limited effectiveness**. Achievement falls much below the provincial standard. Students must work at significantly improving learning in specific areas if they are to be successful in the next grade/course.
Letter Grade: D, Percentage Mark: 50-59%

The Achievement Chart				
CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
KNOWLEDGE & UNDERSTANDING	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
THINKING	Uses planning, processing and critical/creative thinking skills with limited effectiveness	Uses planning, processing and critical/creative thinking skills with some effectiveness	Uses planning, processing and critical/creative thinking skills with considerable effectiveness	Uses planning, processing and critical/creative thinking skills with a high degree of effectiveness
COMMUNICATION	Expresses and organizes ideas and information for different audiences and purposes with limited effectiveness	Expresses and organizes ideas and information for different audiences and purposes with some effectiveness	Expresses and organizes ideas and information for different audiences and purposes with considerable effectiveness	Expresses and organizes ideas and information for different audiences and purposes with a high degree of effectiveness
APPLICATION	Applies knowledge and skills in familiar and new contexts with limited effectiveness	Applies knowledge and skills in familiar and new contexts with some effectiveness	Applies knowledge and skills in familiar and new contexts with considerable effectiveness	Applies knowledge and skills in familiar and new contexts with a high degree of effectiveness