

4 Smith 2023-2024

Term 1 Content

Integrated Language Arts

Health	<ul style="list-style-type: none"> Identify components of a healthy relationship Demonstrate an awareness of a positive self-identity and how that affects relationships 	Listening and Speaking	<ul style="list-style-type: none"> Describe a personal experience in sequential order: “Stories of Exploration” Demonstrate active listening in a variety of collaborative learning experiences showing an awareness of when to speak and when to listen. Converse and collaborate in a variety of situations with sensitivity and respect.
Science	Habitats <ul style="list-style-type: none"> Explore how living things find environments that have items and conditions that they need to grow and survive Investigate how changes in habitat can affect the survival of an organism or a species Discover how food chains have a role in population changes Investigate how human choices and actions impact the environment, with a focus on Aboriginal perspectives on interrelatedness Discover how habitats are interrelated Grow our respect for living things and environment 	Reading and Viewing	<ul style="list-style-type: none"> Monitor and self correct with growing independence Use all sources of information to self correct Apply a variety of word solving strategies Use punctuation to enhance comprehension Apply a repertoire of comprehension strategies to actively construct meaning Discuss how applying comprehension strategies enhances understanding Demonstrate an understanding of the grade-appropriate text by reading aloud using intonation, rhythm and phrasing
Social Studies	Concepts of Exploration <ul style="list-style-type: none"> Explore personal experiences of exploration Categorize exploration experiences Canadian Geography <ul style="list-style-type: none"> Interpret geographic features by reading maps of Canada Exploration and Citizenship <ul style="list-style-type: none"> Develop an understanding of elections Examine Band governance Develop an understanding of the federal government Learn about the responsibilities of the federal government 	Writing	<ul style="list-style-type: none"> Propose questions to clarify thoughts, ideas, and feelings Begin to write an effective lead, a descriptive middle, and a conclusion Explore ways to record, organize, and reflect on thinking and learning through writing and representing Invite responses to early drafts Experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently with a focus on <ul style="list-style-type: none"> Brainstorming, webbing, story mapping Focusing on getting ideas on paper, taking risks with temporary spelling Use of conventions of written language in final products with support with a focus on: <ul style="list-style-type: none"> End punctuation Periods for abbreviations Apostrophes Capitals for proper nouns Capitals for beginning of sentences
Art	<ul style="list-style-type: none"> Create artworks with emphasis on the elements and principles of design Describe some of the diverse range of designs in the natural and human-made environments to find and identify elements of principles of design Share and discuss personal artwork and the artwork of others using the language of art while posing questions that evoke critical thinking 		
Technology	Digital Citizenship <ul style="list-style-type: none"> Create and maintain a secure online account for classroom use Create and follow a class plan around screen time, privacy expectations, and digital footprint awareness Show an awareness of the strategies for the safe and efficient use of computers Technology Operations and Concepts <ul style="list-style-type: none"> Independently operate computer equipment and associated peripherals Efficiently use programs and systems Use appropriate terminology while working with digital tools Troubleshoot systems and applications Take care of digital tools 		Writing Genres: Reading Responses Personal Narratives: Stories of Explorations Fiction/ Short Stories (adventure) Nonfiction Report

Term 1 Math

	First Numbers to 10 000: Unit 1	Second Patterning & Time: Unit 2	Third Multiplication and Division - Basic Facts: Unit 3 & Statistics: Unit 4
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Term 2: Content

Integrated Language Arts

<p>Health</p>	<p>Healthy Self</p> <ul style="list-style-type: none"> ○ Develop an awareness that values are an integral part in making healthy decisions ○ Analyze how marketing impacts health ○ Physical activity vs. leisure activities ○ Learn how to prevent injuries from falls 	<p>Listening & Speaking</p>	<ul style="list-style-type: none"> ○ Respond personally and critically to clarify information ○ Explain personal opinions and respond to the questions of others to clarify information ○ Use intonation, expression, and tone in a range of conversations, with some awareness of verbal cues ○ Use complex sentences that use grade appropriate vocabulary ○ Begin to use transition words ○ Begin to use intonation, tone and expression to communicate ideas
<p>Science</p>	<p>Light</p> <ul style="list-style-type: none"> ○ Investigate and classify natural and artificial sources of light ○ Explore how light is absorbed, transmitted or reflected. ○ Observe and describe how light interacts in various environments ○ Investigate how light is used in optical devices to help us extend our vision. ○ Experiment with an optical device that performs a specific function <p>Sound</p> <ul style="list-style-type: none"> ○ Explore and describe examples of sounds in everyday life and discuss impacts of sounds in everyday life ○ Recognize that vibration is the source of sound ○ Investigate how sound is absorbed, transmitted or reflected ○ Explore devices that produce, amplify and receive sound 	<p>Reading & Viewing</p>	<ul style="list-style-type: none"> ○ Formulate relevant questions that guide research to build a deeper understanding of a topic ○ Use some text features to access information ○ Begin to refine keyword choices to access relevant information ○ Select relevant, dependable sources of information with guidance ○ Interpret relevant information from selected sources, with guidance ○ Combine information to enhance understanding ○ Give credit to sources of information ○ Explore and discuss elements that contribute to the author's craft in a variety of texts
<p>Social Studies</p>	<p>Concepts of Exploration</p> <ul style="list-style-type: none"> ○ Reflect on how/why we explore ○ Examine the challenges faced by explorers. <p>Canadian Geography</p> <ul style="list-style-type: none"> ○ Interpret geographic features by reading maps of Canada ○ Examine the climate, vegetation and natural resources found in each physical region. 	<p>Writing & Representing</p>	<ul style="list-style-type: none"> ○ Include information and details that are relevant and purposeful for an intended audience <ul style="list-style-type: none"> ○ Develop questions to direct investigation ○ Search for answers to questions in various texts ○ Recording jot notes about important information ○ Developing jot notes into complete thoughts ○ Using research to support discussions ○ Use print and digital graphic organizers to plan writing. ○ Experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently with a focus on <ul style="list-style-type: none"> ○ Revision techniques to ensure writing makes sense and is clear for the audience ○ Editing strategies such as checking punctuation, spelling and using an editing checklist ○ Using a variety of simple and complex sentence structures ○ Using commas ○ Beginning to use simple paragraphing
<p>Art</p>	<ul style="list-style-type: none"> ○ Create works of art for a variety of purposes, demonstrating influence from a student's' personal, social spiritual, cultural, community and or physical environment ○ Examine artworks of others' from various cultures. Discuss and evaluate the use of elements and principles of design ○ Describe the function and purpose of art across cultures ○ Explain why a particular subject matter/ or materials have been selected when creating personal artworks 		<p>Writing Genres: Reading Responses Personal letters Persuasive Writing(The importance of an active lifestyle, my favorite activity) Nonfiction report Poetry</p>
<p>Technology</p>	<p>Coding</p> <ul style="list-style-type: none"> ○ Organize a sequence of events into a series of steps ○ Predict the behaviour or outcome of a simple coding sequence ○ Recognize and suggest simple solutions to simple errors in a sequence of code or instructions ○ With support use "if" statements and loops to construct a set of statements to be acted out to accomplish a simple task ○ Recognize that computers are machines and are limited to the conditions that are created for them <p>Research, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> ○ With assistance, use teacher selected digital tools to support problem solving individually and collaboratively 		

Term 2 Math

	<p>First Statistics: Unit 4 & Addition and Subtraction to 10 000: Unit 5</p>	<p>Second Geometry: Unit 6</p>	<p>Third Multiplication of 1- digit multipliers: Unit 7</p>
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Term 3: Content

Integrated Language Arts

<p>Health</p>	<ul style="list-style-type: none"> ○ Design active transportation routes ○ Explore the relationship between sustainable development and health ○ Feelings of anxiety ○ Signs of Puberty ○ Gender roles and gender identity 	<p>Speaking & Listening</p>	<ul style="list-style-type: none"> ○ Identify main idea when directly stated and identify a number of key and supporting details ○ Reflect upon a variety of oral presentations ○ Respond to and give sequential multi-step directions ○ Continue to make language choices that affirm sensitivity and respect to the ideas and experiences of others ○ Use language with a growing awareness of audience and situations
<p>Science</p>	<p>Rocks and Minerals</p> <ul style="list-style-type: none"> ○ Explore rocks in the environment, collect samples and record observations ○ Classify and compare rocks and minerals ○ Explore the uses of rocks ○ Infer how fossils can help us interpret past environments ○ Explore how fossils are formed ○ Examine the rock cycle ○ Investigate erosion 	<p>Reading & Viewing</p>	<ul style="list-style-type: none"> ○ Choose just right texts according to interests ○ Build stamina through reading grade appropriate texts ○ Use a range of fiction and nonfiction text features to support comprehension ○ Retell a narrative, using relevant details and events ○ Explain an understanding of texts from a variety of genres ○ Discuss text with reference to author and illustrator’s message ○ Share meaningful, personal connections that support comprehension ○ Begin to ask critical thinking questions to clarify understanding ○ Explore and discuss the messages of the author ○ Support opinions with evidence from the text ○ Support opinions with personal thoughts and feelings ○ Begin to develop an awareness of stereotyping and prejudice ○ Begin to respond to stereotyping or prejudice with guidance ○ Recognize author’s viewpoints, providing evidence from the text and personal experiences
<p>Social Studies</p>	<p>Exploration and Citizenship Students will examine the impact of exploration Students will explore the political landscape of Canada</p> <ul style="list-style-type: none"> ○ Recognize that exploration leads to change in people’s views and attitudes ○ Evaluate the impact of a modern natural resource exploration on physical environments 	<p>Writing & Representing</p>	<ul style="list-style-type: none"> ○ Explore various genres of writing to develop imagination ○ Experiment by using types of writing that are appropriate to specific purposes and audiences ○ Show commitment to shaping pieces of writing through stages of writing development <ul style="list-style-type: none"> ○ Edit writing for readability ○ Use the conventions of written language in final products with support ○ Use a range of problem-solving strategies to spell accurately, with support <ul style="list-style-type: none"> ○ Spell many words conventionally ○ Use a range of spelling strategies ○ Use meaning and syntax patterns to spell words ○ Use the traits of writing <p>Writing Genres: Reading Responses Biographies Procedural Writing Poetry</p>
<p>Art</p>	<ul style="list-style-type: none"> ○ Use a variety of materials, technologies and tools to create art in many forms ○ Explore art images throughout history and in different cultures to compare how artists create art to communicate ideas, feelings and understandings ○ Listen to, engage in conversations, and respect the opinions of all ○ Demonstrate respectful behaviour for the creative process of self and others 		
<p>Technology</p>	<p>Digital Citizenship</p> <ul style="list-style-type: none"> ○ Discuss and follow proper ethical behaviours while using digital tools ○ With teacher support, follow legal and ethical behaviours when using information and digital tools ○ Understand the consequences of misuse <p>Research, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> ○ Use search strategies to access electronic information ○ Critically evaluate, scan and select relevant information electronically ○ Use content specific electronic sources to support and enhance research ○ Use appropriate digital tools and resources to accomplish research tasks ○ Understand and demonstrate critical literacy skills across all mediums ○ Work collaboratively 		

Term 3 Math

	<p>First Measurement: Area- Unit 8 & Fractions and Decimals: Units 9 & 10</p>	<p>Second Division and Multiplication: Unit 11 & Patterns and Relations: Unit 12</p>
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Assessment

The students will be assessed in many ways with the goal of monitoring and understanding whether they are achieving the performance indicators and meeting the curriculum outcomes. These assessment methods include:

- Observations (both formal and informal)
- anecdotal records
- work samples
- projects
- rubrics
- interviews
- conferences
- demonstrations
- questioning
- journal reflections
- written assignments
- checklists
- self evaluation
- tests

The students will be given multiple opportunities to show their learning.

A complete list of all of the specific outcomes we will be covering can be found on line. One can access this information at home with a simple search of Nova Scotia's Department of Education's website.

Communication Plan

As mentioned in our first homework letter, I will send home bi-weekly correspondence to keep you informed about what is happening here at school.

As always, please contact me if you ever have any questions and I will get back to you as soon as possible.

Sincerely,

Janice Smith

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