

NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.
North York Ontario M2J 1S3

COURSE DESCRIPTION

Grade Four

Language

The Language expectations of the Ontario curriculum are organized into three strands that specify the detail that is to be taught at each grade level. Our school curriculum follows this general pattern with additional emphasis on spelling, grammar, creative writing and oral communication.

Strand #1: Writing – The emphasis in this area is to enable students to communicate ideas and information for a variety of purposes and to specific audiences, to begin to write for more complex purposes, to organize and develop ideas using paragraphs, to use simple and compound sentence structure, to revise and edit their work, to proofread and correct final drafts, to use a more varied vocabulary, and to develop further their skills in the areas of grammar, punctuation and spelling appropriate for the grade level.

Strand #2: Reading – Students will be expected to read a variety of fiction and non-fiction materials. They will be expected to be able to read aloud, speaking clearly and with expression; to read independently, using a variety of reading strategies; to summarize what they have read, to connect it to their own lives, and to recognize/identify the various parts of a story (introduction, climax, setting, atmosphere, characters, etc.); and to understand the vocabulary and language structures appropriate for this grade level.

Strand #3: Oral and Visual Communication – Students will learn to communicate various types of messages, explain some ideas and procedures, and follow the teacher’s instruction. They will also learn to ask questions on a variety of topics and respond appropriately to the questions of others; to communicate a main idea about a topic and to describe a short sequence of events; to express and respond to ideas and opinions concisely and clearly; to contribute and work constructively in groups; to demonstrate the ability to concentrate by identifying main points and staying on topic. Time will also be spent on teaching the use of words and oral language structures with some reference to non-verbal communication skills.

Texts: *Spelling Workout Level D, A Beka Language A*

Mathematics

The mathematics expectations of the curriculum are organized into five strands that detail specific expectations of students within each of the five major areas of knowledge and skills required of students. Our school curriculum is structured around these five strands with additional review of fundamental arithmetic and problem-solving challenges provided by our own Mathbuilder supplementary program.

Strand #1: Number Sense and Numeration – This strand explores the relationships between decimals, mixed numbers and fractions. Students seek to understand, compare and order whole numbers and decimals and mixed numbers and proper, improper, and equivalent fractions using concrete materials and drawings. They also develop proficiency in adding and subtracting decimal numbers to tenths. Problem solving involving whole numbers and decimals is emphasized. Students also develop proficiency in multiplication facts to 12 and 1 digit division and are introduced to 2 digit multiplication.

Strand #2: Measurement – The student will demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities; identify relationships between and among measurement

concepts; solve problems related to their day-to-day environment using measurement and estimation; estimate, measure, and record the perimeter and the area of two-dimensional shapes, and compare the perimeters and areas; estimate, measure, and record the capacity of containers and the mass of familiar objects, compare the measures, and model the volume of three-dimensional figures.

Strand #3: Geometry and Spatial Sense – Students will learn to solve problems using geometric models; investigate the attributes of three-dimensional figures and two-dimensional shapes using concrete materials and drawings; draw and build three-dimensional objects and models; explore transformations of geometric figures; understand key concepts in transformational geometry using concrete materials and drawings; describe location and movements on a grid; use language effectively to describe geometric concepts, reasoning, and investigations, and coordinate systems.

Strand #4: Patterning and Algebra - Students will learn to demonstrate an understanding of mathematical relationships in patterns using concrete materials, drawings, and symbols; identify, extend, and create linear and non-linear geometric patterns, number and measurement patterns, and patterns in their environment; recognize and discuss patterning rules; apply patterning strategies to problem-solving situations.

Strand #5: Data Management and Probability – Students will learn to collect and organize data and identify their use; predict the results of data collected; interpret displays of data (graphs) and present the information using mathematical terms; demonstrate an understanding of probability and use language appropriate to situations involving probability experiments; solve simple problems involving the concept of probability.

Text: *Math Makes Sense 4* (Addison-Wesley)

Science and Technology

The science and technology expectations of the curriculum are organized into four strands that specify in detail the program to be taught at each grade level.

Strand #1: Life Systems – The Study of Habitats and Communities: Students will 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.

Strand #2: Matter and Energy – Light and Sound: Students will learn to 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.

Strand #3: Structures and Mechanisms – The Study of Pulleys and Gears: Students will learn to demonstrate an understanding of the basic principles and functions of pulley systems and gear systems; investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects; evaluate the impact of pulleys and gears on society and the environment.

Strand #4: Earth and Space Systems – The Study of Rocks, Minerals, and Erosion: Students will demonstrate an understanding of the physical properties of rocks (including types of rocks, the rock cycle, tectonic plates) and the effects of erosion on the landscape; investigate the factors that cause erosion of the landscape; and describe the effects of human activity (e.g., erosion-preventing measures) on physical features of the landscape. Students are introduced to plate tectonics and examine the natural disasters that accompany tectonic movement.

Social Studies

The expectations of the Ontario social studies curriculum are organized into two strands.

Strand #1: Heritage and Citizenship - Students will learn to identify and compare key aspects of life in early societies from different regions and eras. They will learn to describe key similarities and differences between early societies and present-day Canadian society. Students will be able to reference to their own social organization, daily life, and relationships with the environment and with each other.

Strand #2: Canada and World Connections – Provinces and Territories of Canada: Students will develop proficiency in labeling provinces, territories, and capitals. They will learn to describe the distinguishing physical features of regions within the provinces and territories; identify how different regions are interdependent (e.g., with respect to their economies or governments); demonstrate an awareness of the various relationships (e.g., economic, cultural) within and between Canadian regions. Students will learn to understand and apply map keys, legends and directional indicators and learn to construct a basic map using the above skills.

French

The French course, AIM (Accelerative Integrative Methodology), makes use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance. The program allows students to rapidly achieve levels of oral and written fluency. It uses a story-based approach to language learning rather than a thematic one. Students gain a new perspective on the French language and benefit from this positive approach. This course reinforces and extends the vocabulary and oral French learned in grade 3. By the end of grade 4, students will be able to understand French spoken in the classroom and will continue to improve their ability to express their own thoughts in French.

Text: *Histoires en action! Comment y aller and l'arbre unjali*

The Arts

This section of the curriculum is divided into Visual Art and Music components.

Visual Art – In this component, students will produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences; identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art; use vocabulary and art terminology associated with the specific expectations for this grade correctly.

Music – In this component, students will demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing (singing and playing recorder), and creating music; students will use correctly the musical terminology associated with the specific expectations for this grade, develop their ability to read and write standard musical notation, and identify music from various cultures and historical periods.

Physical Education

The physical education expectations of the curriculum are divided into three strands.

Strand #1: Healthy Living - Students will learn to explain the role of healthy eating practices and physical activity and to identify the physical, interpersonal, and emotional aspects of healthy human beings.

Strand #2: Fundamental Movement Skills - Students will learn to perform the movement skills required to participate in lead-up games and outdoor pursuits; locomotion/travelling (e.g., sliding, gliding), manipulation (e.g.,

kicking, trapping), and stability (e.g., putting their weight on different body parts); demonstrate the principles of movement in acquiring and then beginning to refine movement skills (e.g., combining directions and levels in sequence).

Strand #3: Active Participation - Students will learn to participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., tag games); identify the benefits of physical fitness; apply living skills such as goal setting, conflict-resolution techniques, and interpersonal skills (e.g., playing fairly, cooperating, behaving respectfully) to physical activities (e.g., games, outdoor pursuits); demonstrate a variety of interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully); follow safety procedures related to physical activity, equipment, and facilities.

Bible

The emphasis of the Bible program is on Bible character studies. The concentration is on the life and service of Daniel, Esther and Nehemiah. Bible memorization is also an important part of the weekly program. The students are encouraged to participate in daily class devotions in which they discuss how to apply Biblical truth to everyday life.

The above is a summary of the general overall objectives of the Ontario curriculum. The complete details of each aspect of curriculum for grades 1 – 8 may be found on the website of the Ministry of Education and Training at www.edu.gov.on.ca/