



Social Studies 4:

The organizing concept for Social Studies 4 is “Exploration.” It focuses on the concept of exploration and the fact that we are all explorers. Students will examine and reflect on the exploration of places, people, and ideas from both historical and modern perspectives. Being an explorer does not always mean discovering something new to everyone, but rather something new to you. This happens when you visit a place for the first time, read about something new to you, watch a documentary video, or speak with someone new.

Outcome 1: Students will examine the concept of exploration.

- How and why we explore
- Personal experiences with exploration

Outcome 2: Students will examine the stories of various explorers, including Gaels, Acadians, Mi’kmaq, African Nova Scotians. They will see how people explore land, ocean, space, and ideas.

Outcome 3: Students will examine the impact of exploration.

- Consequences on the environment, technology, communities
- Change in people’s ideas and attitudes

Outcome 4: Students will examine the relationship between humans and the physical environment.

- Explore landscapes (mountains, oceans, islands etc.)
- Canadian Aboriginal perspective on our environmental impact

Outcomes 5 & 6: Students will examine the physical and political landscapes of Canada



Science 4:

Unit #1- Earth and Space Science: Rocks, Minerals, and Erosion

Students will...

- *collect and compare rocks and minerals
- *explore the characteristics of rocks, minerals, and fossils
- *explore how fossils are formed
- *explore how Earth’s surface changes over time (erosion and the rock cycle)

Unit #2- Physical Science: Sound

Students will...

- *explore and describe sounds in everyday life
- *recognize that vibration is the source of sound
- *explore devices that produce, amplify, and receive sound
- *record changes in vibration and pitch

Unit #3- Physical Science: Light

Students will...

- *investigate and classify natural and artificial sources of light
- *observe how light interacts in different environments
- *experiment with an optical device (glasses, telescope, kaleidoscope)
- *learn about objects that absorb, transmit, and/or reflect light

Unit #4- Life Science: Habitats

Students will...

- *explore local habitats
- *infer why certain organisms share a habitat
- *describe how human impact/change/conserves habitats
- *learn about food chains



Visual Arts 4:

In the Grade 4 Art Curriculum students will be expected to:

Outcome 1:

- *Explore the creative process, individually and with others
- * Use a range of materials and technologies
- *Create with sensitivity and respect a variety of art that expresses feelings and ideas

Outcome 2:

- *Talk about art in their own words
- *View and discuss art from various cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq with sensitivity and respect.

Outcome 3:

- *develop respect for the role of artists and art in our community

Information & Communication Technology/Coding 4:

ICT covers the following technology topics:

- 1. Digital Citizenship:** Students will learn how to protect their privacy and how to be safe while online.
- 2. Communication:** Students will use digital tools/technology to communicate with others, and learn how to work collaboratively together.
- 3. Productivity & Innovation:** Students will use digital tools to plan, create, and publish their work.
- 4. Research, Problem Solving, and Decision Making:** Students will use digital tools to gather, record, and share information. They will also show problem solving skills while using technology.
- 5. Technology Operations & Coding:** Students will use digital tools responsibly, and will apply basic coding skills such as commanding a robot to do a sequence of tasks.



English Language Arts 4:

Language Arts encompasses the experience, study, and appreciation of language, literature, media and communication. It involves language processes: speaking, listening, reading, viewing, writing and other ways of representing. The application of these interrelated processes is fundamental to the development of language abilities, cultural understanding, and creative and critical thinking. It is broken into these strands:

Reading and viewing- This includes independent reading, shared reading, home reading and group reading of a variety of genres for various purposes. Students will develop word study skills, reading strategies, and questioning techniques.

Speaking and listening- This includes oral presentations, discussion, word study, following directions, sharing your thinking, self-evaluations, and a variety of questioning techniques.

Writing and other ways of representing- This includes writing process, writing mechanics, use of writing tools, conferencing, and writing different genres such as personal narratives, opinion, poetry, research, and instructions.

Each day, there is a substantial amount of time allotted for reading, writing and related activities to allow students to learn practice and integrate these essential language skills.



Math 4:

The math in grade 4 includes the following units/topics set out in a yearly plan from Sept-June:

- Unit 1: Numbers to 10 000
- Unit 2: Pattern and Time
- Unit 3: Multiplication and Division – Basic Facts
- Unit 4: Statistics
- Unit 5: Addition and Subtraction of Whole Numbers (to 10 000)
- Unit 6: Geometry
- Unit 7: Multiplication (one-digit multipliers and one-digit divisors)
- Unit 8: Measurement—Area
- Unit 9: Fractions
- Unit 10: Fractions, Decimals, & Addition/Subtraction of Decimals
- Unit 11: Division & Multiplication (one-digit multipliers & divisors)
- Unit 12: Patterns and Relations (focus on multiplication and division)

Every day we spend 10-15 minutes on Mental Math activities and strategies. This is a time for students to practice their basic facts in addition, subtraction, multiplication and division.



Health 4:

In the Health 4 curriculum students will be expected to demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world. Outcomes within the context of Healthy Self, Healthy Relationships, and Healthy Community are as follows:

Healthy Self:

Physical and emotional changes during puberty
Values and decision making
Dealing with feelings of anxiety
Importance of physical activity

Healthy Relationships:

What is a healthy relationship?
Links between positive self-identity & relationships

Healthy Community:

Gambling, video games, sharing personal information online
Toys, commercials, and consumer behaviour
Environmental awareness in the school & neighbourhood
Injury prevention from falls during play and sports
Safe walking or wheeling in the neighbourhood

Assessment & Evaluation: Communication Plan

In Grade 4, a variety of assessment method will be used to gain an accurate picture of what each student knows and is able to do. Because students not only learn in different ways, but also demonstrate learning in different ways, using a variety of assessment methods is crucial to student learning. Some methods may be work samples, observations, journals, presentations, skits, quizzes, projects, self-evaluations, reading records, portfolios, or student/teacher conferences.

Information about your child's learning can be communicated to parents in a variety of ways. These methods could be monthly school and class newsletters, the class website, homework activities, work samples sent home, phone calls, Parent/Teacher conferences, or report cards.

Report Cards:

There will be some changes to the three report cards sent home this year.

Term 1: November

- Learner Profile will use the developmental scale
- Language Arts will use the developmental scale and a comment
- Math will use the developmental scale and a comment

Term 2&3: April & June

- Learner Profile will use the developmental scale
- Language Arts will use a letter grade (A, B, C, D) and a comment
- Math will use a letter grade (A, B, C, D) and a comment
- Music, French, & Phys Ed will report in term 2 & 3 with the developmental scale and a comment

Progress in Health, Social Studies, Science, Art, and ICT will not be reported separately on the report cards. These subjects still have outcomes and indicators which will be addressed though an integrated approach.

The Developmental Scale is as follows:

ND	Needs Developing
D	Developing as Expected
WD	Well Developed



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Grade 4

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