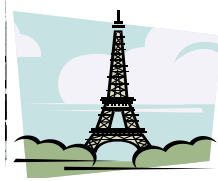


**Grade 4 Ms. Carpenter Long Range Plans 2011-2012**

| Subject Area                                    | Reporting Term: 1   | Reporting Term: 2   |
|---|---|---|
| <b>Language: Writing</b>                        | <p><b>Writing Forms: Explanatory and Narrative</b><br/> <b>Word Study:</b> use of dictionary, thesaurus, commonly misspelled words, root words, intro to word wall.<br/> <b>Parts of Speech:</b> nouns, pronoun, and verbs<br/> <b>Style and Structure: Writing workshop-</b> developing ideas (power writing), journal responses, letter writing, growing sentences, developing and organizing paragraphs, dialogue and elements of scripts/ skits<br/> <b>Writing Process:</b> pre-writing, drafting, proofreading (6+1 Traits: developing ideas, organization, conventions).</p>   | <p><b>Writing Forms:</b> Descriptive<br/> <b>Word Study:</b> solving unknown words, content words, prefix-suffixes<br/> <b>Parts of Speech:</b> adverbs, adjectives, conjunctions<br/> <b>Style and Structure- Writing Workshop:</b> sentence fluency, point of view, short stories, summaries, dot jots/note taking, supporting information in non-fiction text/research, bibliography, poetry, cursive.<br/> <b>Writing Process:</b> editing, revising, publishing (6+1 Traits: voice, word choice, sentence fluency, presentation)</p>   |
| <b>Language: Reading</b>                        | <p><b>DRA and levelled texts.</b><br/> <b>Introduction to Reader's Workshop:</b> read aloud, choral and shared reading,. DEAR, reading records, reading from different genres, just right books, reading responses (A.P.E.), determining important ideas/events in fiction texts, introduction to use of text features in non-fiction texts, and Guided Reading<br/> <b>Introduction to Readers theatre.</b><br/> <b>Reading Comprehension Strategies:</b> purpose for reading/activating prior knowledge, predicting visualizing, and questioning<br/> <b>Texts and Genres:</b> non-fiction texts: table contents, simple headings, glossary, dictionary, thesaurus, atlas. Informational Texts (reports, essays, graphic and media texts) including Literacy in Action, textbooks, online databases</p> | <p><b>DRA</b><br/> <b>Readers Workshop:</b> independent reading, DEAR, Reading Responses, Extending and supporting responses, opinions/ideas with proof from text, summarizing, reading for research in non-fiction texts (use of text features, note taking, research, finding important and supporting facts in texts), and Guided Reading.<br/> <b>Guided and Independent Literacy Circle Roles and Readers theatre.</b><br/> <b>Reading Comprehension Strategies:</b> drawing inferences, finding important information, connections, summarizing/synthesizing, and evaluating<br/> <b>Texts and Genres:</b> fiction and short stories, including Literacy in Action (Understanding elements of stories- character, setting, BME, plot)<br/>                     -Realistic Fiction, and Poetry</p> |
| <b>Language: Oral and Visual Communications</b> | <p><b>Cooperative group skills and effective listening and speaking strategies</b> including clarity, coherence, vocal skills(pace/volume) -use of simple <b>visual aids</b>.</p>   | <p><b>Communicating Skills-</b>appropriate language, vocal skills, use of voice, body language, and organization to enhance message- Emphasis on book talks, presentations.<br/>                     Use of <b>visual aids to enhance</b> presentations.</p>  |
| <b>Language: Media Literacy</b>                 | <p><b>Show an understanding of different types of media texts</b> (i.e. magazine, newspaper, TV.) and <b>techniques</b>-how they are used to create meaning.<br/> <b>Introduction to creating a variety of media texts</b> for different purposes. Begin to Identify their strengths and weaknesses in creating media texts.</p>  | <p><b>Evaluating points of view and perspectives in media texts</b>-various media forms, and <b>creating a variety of media texts</b> for different purposes.<br/>                     Identify their strengths and weaknesses in creating media texts.</p>   |
| <b>Math</b>                                     | <p><b>Number Sense:</b> Addition of 2-4 digit numbers, subtraction of 3 digit from 4 digit numbers, place value, expanded, written form, comparing numbers to 10 000, multiplication/division.</p>  | <p><b>Number Sense:</b> develop an understanding of tenths, addition and subtraction of decimal numbers to tenths, representing money amounts to \$100.<br/> <b>Number Sense:</b> compare and order fractions, investigate relationship between fractions and decimals.</p>   |
|   | <p><b>Patterning and Algebra:</b> describe, extend and create a variety of numeric patterns.</p>  | <p><b>Patterning and Algebra:</b> equality between pairs of expressions.</p>  |
|   | <p><b>Geometry:</b> identify and classify quadrilaterals according to their geometric properties, compare</p>   | <p><b>Geometry:</b> location of objects using a grid system, reflections.</p>   |

|                               |  |  |
|-------------------------------|--|--|
|                               | various angles to benchmarks, construct prisms and pyramids from given nets.   |  |
|                               | <b>Measurement:</b> telling time to the nearest minute, elapsed time, volume and capacity.   | <b>Measurement:</b> length, perimeter, area  |
|                               | <b>Data Management:</b> collecting, organizing, drawing conclusions from data, creating and analyzing surveys, median, range.  | <b>Data Management and Probability:</b> predict results of, and conduct, simple probability experiments.   |
| <b>Science and Technology</b> | <b>Understanding Life Systems:</b> Habitats and Communities<br><b>Understanding Matter and Energy:</b> Light and Sound.  | <b>Understanding Structures and Mechanisms:</b> Pulleys and Gears. <b>Understanding Life Systems:</b> Rocks and Minerals   |
| <b>Social Studies</b>         | <b>Canada and World Connections-</b> Canada's Provinces, Territories, and Regions.   | <b>Canada and World Connections-</b> -map, globe and graphic skills.<br><b>Heritage and Citizenship-</b> Medieval Times.   |
| <b>Health</b>                 | <b>Healthy Living:</b> Healthy Eating<br>Introduction to <b>Substance Use and Abuse</b>  | <b>Substance Use and Abuse:</b> identifying the effects of smoking & decision making skills continued.<br><b>Growth and Development:</b> stages of human development.  |
| <b>Physical Education</b>     | <b>Active Participation:</b> fair play, participate regularly, safety.<br>Cross Country running, Cooperative Games, Fitness/Q.D.F., goal setting<br><b>Fitness and Cooperative Games</b> (volleyball) and Q.D.F.                                       | <b>Fitness and Cooperative Games</b> continued (basketball) and Q.D.F.<br><b>Active Participation:</b> fair play, participate regularly, safety.<br>Fitness, Track and Field, Q.D.F.   |
| <b>Visual Arts</b>            | <b>Elements of Design</b> (Colour, Line, Texture)<br><b>Introduction to Elements of Design</b> (Shape, Form, Space) and <b>Perspective</b>   | <b>Elements of Design</b> (Shape, Form, Space) and <b>Perspective</b> continued<br><b>Interpretation and Elements</b> of design used by artists.   |
| <b>Drama and Dance</b>        | <b>Identify the principles of variety and unity in drama and dance</b> - Create dance pieces using a variety of techniques.<br><b>Introduction to use of appropriate language, tone, gestures and body movements</b> when speaking in role in a drama. | Use appropriate language, tone, gestures and body movements when speaking in role in a drama continued. <b>Awareness of audience</b> when writing in role.<br><b>Interpret and communicate the meaning of stories/poems</b> and other materials using a variety of drama and dance techniques. |
| <b>Information Technology</b> | <b>Word Processing/Keyboarding, Communication</b> on-line (CHATT)<br><b>Introduction to Accessing information</b> electronically, displaying data (graphing, geometry).  | <b>Accessing information electronically,</b> displaying data (graphing, geometry) continued.<br><b>Refine research</b> skills using electronic sources, media project.   |



## Grade 4 Core French Long Range Plans

Mme. Snyder



|   |  |                    |
|---|--|--------------------|
| Introduction and welcome to French                  | Students will be introduced to basic French words, sounds, the alphabet, colours and numbers. In addition they will learn simple conversation sentences that will allow them to introduce themselves and to express how they are feeling in French. Students will also complete a mini project introducing themselves. | September          |
| Acti-vie -Decouvrons notre école                    | Students will learn a wide variety of vocabulary about the different objects in their classroom and school. They will complete a survey and participate in several listening and speaking activities.  | October - November |
| L'action de grace, l'halloween, le jour de souvenir | Students will be exposed to vocabulary about these 3 celebrations that take place in October and November.   | October-November   |
| Calendrier, la météo, Noel                          | Students will learn all about the calendar : days of the week, months, seasons. In addition, they will learn how to describe the weather outside. Finally, they will complete some activities related to Christmas and learn some new Christmas/Holiday season vocabulary.   | December           |
| Galaxie Reader – Les Chats de Mme Mog               | Students will be exploring and implementing various reading strategies while reading a new text along with learning new vocabulary.  | January            |
| Acti-vie – Souvenirs de ma famille                  | This unit introduces students to vocabulary for all the family members and their roles in the family. They will also be introduced to several verbs and activities families may do together. They will be creating a family album to present to the class.   | February-April     |
| Les Animaux de compagnie                            | Students will be learning about family pets and verbs related to animals. They will be completing a presentation about an animal to the class.   | April-May          |
| Galaxie Reader – Mimi la fourmi                     | Students will be exploring and implementing various reading strategies while reading a new text along with learning new vocabulary.  | June               |

**Curriculum Map – Grade 4 Music  
Eastview P.S. 2011-2012**

| <b>TERM ONE</b>   | <b>TERM TWO</b>  |
|---|--|
| <b>Elements</b>   | <b>Elements</b>  |
| <p><u>DURATION</u>: syncopa, review all other rhythms<br/> <u>PITCH</u>: melody maps, absolute note names, intervals, accidentals (flat, sharp, natural), major and minor sounds<br/> <u>ARTICULATION</u>: phrase markings<br/> <u>TEXTURE</u>: canons (sung)<br/> <u>FORM</u>: verse/chorus, repeats</p> | <p><u>DURATION</u>: pause, fermata, simple meters<br/> <u>DYNAMICS</u>: changes in volume, swartzando (sfz)<br/> <u>PITCH</u>: absolute note names, intervals, major/minor sounds, key signatures (0 and 1 flat/sharp)<br/> <u>TIMBRE</u>: homogenous sound of ensemble instruments<br/> <u>FORM</u>: coda<br/> <u>TEXTURE</u>: canons</p> |
| <b>Creating and Performing</b>  | <b>Creating and Performing</b>   |
| <ul style="list-style-type: none"> <li>- sing in tune – unison and 2 part – music with simple accompaniment</li> <li>- practice reading all rhythms and notes on staff</li> <li>- apply all elements from the term in a variety of compositions</li> </ul>  | <ul style="list-style-type: none"> <li>- rhythmic compositions using fermata and sfz as well as phrase markings</li> <li>- read/perform canons</li> <li>- use devised notation to record sounds of compositions</li> </ul>   |
| <b>Reflecting and Responding</b>  | <b>Reflecting and Responding</b>   |
| <ul style="list-style-type: none"> <li>- express detailed personal responses to music (draw, move, write a story, compare)</li> <li>- self assessment – identify own strengths and areas for improvement as a musician</li> </ul>   | <ul style="list-style-type: none"> <li>- identify elements used for different purposes in music we hear/perform/create (creating mood)</li> <li>- self assessment – identify own strengths and areas for improvement as a musician</li> </ul>  |
| <b>Forms and Cultural Context</b>   | <b>Forms and Cultural Context</b>  |
| <ul style="list-style-type: none"> <li>- musical traditions of diverse times/places and communities</li> </ul>  | <ul style="list-style-type: none"> <li>- identify and describe the role of music in the community today compared to the past (Voyageurs or Middle Ages)</li> </ul>   |