

Science and Technology

The curriculum organizes the knowledge and skills that students need to acquire, demonstrate and apply into four strands, or areas of learning:

- Understanding Life Systems: **Habitats and Communities**
- Understanding Structures and Mechanisms: **Pulleys and Gears**
- Understanding Matter and Energy: **Light and Sound**
- Understanding Earth and Space Systems: **Rocks and Minerals**

Social Studies

The curriculum organizes the knowledge and skills that students need to acquire to demonstrate learning into two strands:

- Strand A: Heritage and Identity: **Early Societies to 1500 CE**
- Strand B: People and Environments: **Political and Physical Regions of Canada**

Students will have the opportunity to examine social organization, daily life, and the relationship with the environment in different societies (including at least one First Nation and one Inuit society) that existed between 3000 BCE – 1500 CE and will be able to compare aspects of life in these societies with that in present-day Canada. Students will be able to explore how human activity and the environment have an impact on each other.

Physical Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into two strands, or areas of learning: **Active Living** and **Movement Competence: Skills, Concepts, and Strategies**.

Health Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into three strands, or areas of learning: **Understanding Health Concepts, Making Healthy Choices**, and **Making Connections for Healthy Living**

The Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts – **dance, drama, music, and visual arts** – play a valuable role in helping students to achieve their potential as learners, make connections with other subjects and the world around them.



Contact Information

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Mission Statement: Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

Vision Statement: Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

4

CURRICULUM OVERVIEW:
GRADE 4



CURRICULUM

Religious Education

York Catholic District School Board uses *Growing in Faith, Growing in Christ*, a Canadian series organized to follow the sequence of the liturgical year of the Catholic Church. The program highlights and references the liturgical celebrations within our parishes.

The Grade 4 program is comprised of the following five units:

- **Unit 1: Called to Be One** is based in Ordinary Time. Students learn that we are called to be one as members of the Body of Christ. They explore how prayer, liturgy and the Sacraments help to strengthen our relationship with God and examine how the Bible reveals God's holy Word.
- **Unit 2: A New Beginning** presents the many ways that we can deepen our faith during Advent and Christmas. Students focus on the joyful mysteries of the Rosary as a tool to deepen their understanding of how God revealed himself to us.
- **Unit 3: The Kingdom of God** is based in Ordinary Time. Students learn that the kingdom of God was foretold in scriptures. They explore God's plan for our salvation revealed through Jesus Christ.
- **Unit 4: New Life in Jesus** asks students to explore the themes of renewal, healing, and preparation through the season of Lent. They read and discuss the passion, death, resurrection and ascension of Jesus in order to understand the Paschal Mystery more fully.
- **Unit 5: Building the Kingdom of God** is based in Ordinary Time and focuses on how Jesus called his Apostles to carry on His work and establish His Church on Earth. Students will explore the good works of saints, holy people and organizations that work to use their gifts in the service of God and all people. Students will consider their own call to witness holiness through words and actions.

Family Life

Fully Alive is a Family Life Education program developed for Ontario Catholic schools. This program is organized into five themes: **Created and Loved by God, Living in Relationship, Created Sexual, Growing in Commitment, and Living in the World.**

Language Arts

The curriculum organizes the knowledge and skills that students need to become literate into the following four strands:

- **Oral Communication**
 - listen in order to understand and respond appropriately (e.g., present an oral report)
 - use speaking skills and strategies appropriately (e.g., summarize and comment on an event)
 - reflect on and identify their strengths and next steps as listeners and speakers (e.g., *If you are confused after*

listening, what steps do you take to help you understand?)

- **Reading**
 - read and demonstrate an understanding of a variety of texts (e.g., myth, play, graphic novel) using a range of strategies to make meaning (e.g., make inferences and identify point of view)
 - recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (e.g., table of contents, glossary)
 - use knowledge of words and cueing system to read fluently (e.g., *How do prefixes, suffixes and base words help us understand the meaning of the word?)*
 - reflect on and identify their strengths and next steps as readers (e.g., *What helps you identify the important ideas while you are reading?)*
- **Writing**
 - generate, gather, and organize ideas and information to write for an intended purpose and audience (e.g., graphic organizers such as mind maps, Venn diagrams, jot notes, timelines)
 - draft and revise their writing (e.g., voice, word choice, point of view)
 - use editing, proofreading, and publishing skills and strategies (e.g., revising/editing checklists)
 - reflect on and identify their strengths and next steps as writers (e.g., *How does keep a writer's notebook help you plan your next steps for writing?)*
- **Media Literacy**
 - demonstrate an understanding of a variety of media texts (e.g., poster, advertisements) (*Why do you think this text was created?)*
 - identify some media forms and explain how the conventions and techniques associated with them are used to create meaning (e.g., camera angles, background music, colour, graphics)
 - create a variety of media texts (e.g., newspaper article, board game, television commercial)
 - reflect on and identify their strengths and next steps as media interpreters and creators (e.g., *What skills do you use, before, during, and after you work with or create a media text?)*

Core French

The curriculum is organized in four strands: **Listening, Speaking, Reading and Writing.** The language and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning.

French Immersion (if applicable)

French Immersion is intended for students whose parents do not have a French background but would like their children to become fluent in French. Although the curriculum is the same as in the English language program, the language of instruction is French. Students will receive 50% of their instructional time in French. Please note that Language Arts, Science, Social Studies, Physical Education and Health, and the Arts (Dance, Drama, Visual Arts) are taught in French. Language, Mathematics, Religion and Family Life, and music are taught in English.

Mathematics

The curriculum organizes the knowledge and skills that students need to become numerate in five strands, or areas of learning:

- **Number Sense and Numeration:** representing and ordering numbers to 10 000; representing money amounts to \$100; developing the concept of place value to tenths; representing and comparing fractions using fractional notation; adding and subtracting three-digit numbers in a variety of ways; multiplying and dividing two-digit whole numbers by one-digit whole numbers; relating halves, fifths, and tenths to decimals
- **Measurement:** measuring length using millimetres; measuring time intervals to the nearest minute; determining elapsed time; measuring mass in grams and capacity in millilitres; measuring volume using concrete materials; determining area and perimeter relationships for rectangles; comparing the mass and capacity of objects using standard units; relating years to decades and decades to centuries
- **Geometry and Spatial Sense:** identifying geometric properties of parallelograms; classifying two-dimensional shapes by geometric properties (number of sides, angles, and symmetry); identifying a straight angle, a right angle, and half a right angle; classifying prisms and pyramids by geometric properties; constructing three-dimensional figures in a variety of ways; describing location using a grid system; performing and describing reflections
- **Patterning and Algebra:** relating the term and the term number in a numeric sequence; generating patterns that involve addition, subtraction, multiplication, and reflections; determining the missing numbers in equations involving multiplication of one- and two-digit numbers; using the commutative and distributive properties to facilitate computation
- **Data Management and Probability:** collecting and organizing discrete data; reading and displaying data using stem-and-leaf plots and double bar graphs; understanding median; comparing two related sets of data; predicting the frequency of an outcome; investigating how the number of repetitions of a probability experiment affects the conclusion drawn