

GRADE FOUR CURRICULUM 2019/2020

Curriculum: The Ministry of Education has embarked upon a revision of the curriculum and the pedagogy associated with its implementation. It is best described as *student-driven inquiry*; which, includes more project-based learning, problem-based learning, and design-based learning. There is a five step process to such inquiry: engage stage, explore stage, explain stage, extend stage, and evaluation stage.

Religion: The Religion program helps students discover their Christian faith in light of Christ as the founder and head of the Church. The students will study the Laws of God and the Beatitudes. They will come to understand the practical and underlying responsibilities of them. The students will study the liturgical calendar, its significance, and symbolism. They will also learn the role of early missionaries and their work with First Nation peoples in Canada.

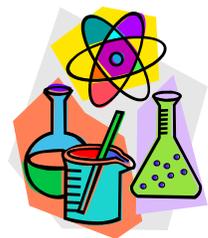


The Archdiocese of Vancouver has chosen the theme, "**I Can Do All Things Through Christ**" for its Catholic Schools. The students of St. Catherine's will be taught to understand this theme and implement it in their daily lives.

Our school has also chosen to promote the virtues of **respect, reverence, and responsibility**. These virtues will be examined, taught and practiced by our students throughout the year.

Students will be participating in the planning of Paraliturgies, prayer services (highlighting the four categories of prayer: Petition, Adoration, Contrition, and Thanksgiving), and Masses.

Science: The students in Grade Four will be investigating three areas of Science. They include **Life Science, Physical Science, and Earth Science**. The "**Big Ideas**" are the interdependence of living things (biomes), matter (mass, space, phases), energy (forms), and motion of the Earth, Sun, and moon. Students will be taught to work and communicate scientifically, and acquire scientific knowledge.



Language Arts: In Language Arts, students will cover several "**Big Ideas**". They include: language and text can be a source of creativity and joy, help us understand our world, aid our understanding of how language works, be created for different purposes and audiences, be understood from different perspectives, and help us learn by listening carefully.

GRADE FOUR CURRICULUM 2019/2020

Spelling: Students will become familiar with common English sounds and their spellings.

Reading: Students will study and use a variety of reading strategies. These include contextual clues, form clues to word meanings, self-monitoring questions, predicting story outcomes, imagery, finding the main idea of a paragraph, finding the central idea of a story, and “inferencing” or “reading between the lines”.



Novel Studies: Ms. Sheppard will instruct the Grade Four students in regards to Novel Studies. She will teach three sessions per week.

Oral/Written: Students will be introduced to formal and informal speaking skills. In regards to writing skills, students will be nurtured to use the **writing process**. They will practice their writing skills in three areas: creative, personal, and expository writing. An emphasis will be placed upon writing mechanics, i.e. punctuation, capitalization, spelling etc....

Grammar: Students will learn the fundamental parts of speech, i.e. subject and predicate, noun, verb, adverb, adjective, adverb phrase, and adjective phrase.

Handwriting: Students will be using the “**Canadian Handwriting Book – D**”. Parents are encouraged to monitor their child’s handwriting progress. Formal handwriting exercises and daily work are to reflect **six handwriting skills: size, shape, slant, spacing, alignment, and appearance**.



Computers/Library: Students will be expected to learn **computer terminology, open, save and close** a document, and use a variety of software programs. Students will practice **keyboarding** skills using the program, “**All the Right Type**”.

GRADE FOUR CURRICULUM 2019/2020

Programming will be introduced, using web based resources (Scratch), and Edison and Sphero robots.

Math: Students will investigate a variety of “**Big Ideas**”. They include: representing numbers as a whole or part, computational fluency, recognizing patterns, describing polygons and their spatial relationships, and analyzing data. In Math, students will use the text, “**Math Focus**”. In addition to the textbook, students will also have a personal “**Workbook**” to reinforce the concepts taught in the classroom.

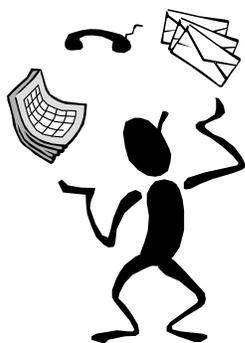
Student ability to master basic math facts (addition, subtraction, multiplication and division) is critical in developing higher math skills. Therefore, students are encouraged to regularly practice these skills at home. Students will also receive drills at the commencement of their daily math lesson. Parents are encouraged to monitor their child’s progress.



Socials: Mrs. Adams will instruct this strand of the curriculum.



Physical Education: Students will be encouraged to meet the prescribed learning outcomes that relate to active living, and movement. Students will participate in the team sports of **soccer, volleyball, basketball, European Handball, and football**. Students will also participate in **low organizational games**, i.e. dodge ball, capture the flag, team and individual tag games. Students will be encouraged to reflect both personal and social responsibility in Physical Education. Sportsmanship, physical fitness, and skill development are emphasized. Students must be consistently prepared for their P.E. lessons, i.e. P.E. uniform and proper shoe attire.



Personal Planning: Students will be challenged to meet Ministry of Education learning curricular competencies pertaining to personal

GRADE FOUR CURRICULUM 2019/2020

development, and career development. The competencies promote healthy living, mental well-being, enhance personal relationships, educate students in regards to supportive and non-supportive relationships, and practice assertiveness skills to protect themselves and others.

Music: Mrs. Draayers will instruct the students twice a week – forty minutes per lesson.



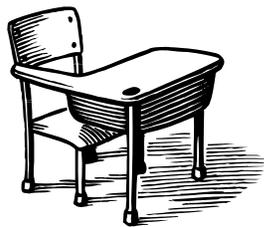
French: Mrs. Sills will instruct the students twice a week – forty minutes per lesson.

Classroom Procedures: The students are asked to act responsibly in regards to behaviour, one another, and classroom assignments. If there is a persistent problem in regards to incomplete homework or inappropriate behaviour the parents will be contacted by phone and/or written communication. It is encouraged that parents periodically check a “**homework chart**” within the classroom to determine the productivity and responsiveness of their child to homework assignments. Students will be asked to engage in a process that will allow them to develop a specific plan to resolve any difficulties they may be having.



Classroom Discipline: In Grade Four the emphasis is on the development of responsibility. Students are encouraged to behave in a responsible manner. The students, now being in an intermediate grade, are expected to set an example for the younger students in the school. Therefore, students must be accountable for their actions, and accept the consequences as a result of them. The classroom must reflect mutual respect between students and teachers.

Daily Work: In Grade Four, students must be responsible for completing all homework assignments. Students are required to complete all assignments to the best of their ability. Work that does not meet acceptable standards in terms of effort, neatness, and quality will be redone. This may



GRADE FOUR CURRICULUM 2019/2020

require a student to stay in at recess or lunch. If a student finishes his or her seat work early, he or she is encouraged to finish work in other areas, work on out-of-class projects, challenge him or herself with various activities found in classroom centers, spend time studying, or silently reading for their pleasure. Work that is not completed in class must be completed as homework. Students are to complete their **homework agendas** on a daily basis.