

Grade 4: Semester 2 Curriculum Guide

By the end of the second reporting period, these are the ideas, concepts, and skills your child will have learned. We acknowledge that all children learn at different paces, and that it takes the students different lengths of time to master skills and concepts.

Approaches to Learning

We expect students in Grade 4 to accept responsibility for their own actions. We value cooperation and attentive listening to directions from the teacher and the ideas of other classmates. The development of a consistently organized approach to work is fostered throughout the year. We expect work quality to reflect thoughtful practice with a focus on the attainment of self-reflective skills.

Reading

Students participate in a multi-genre Reader's Workshop. As readers of historical fiction, students return to the story arc to analyze characters and determine themes. They learn to become metacognitive readers by recording and discussing their ideas about texts. Students develop nonfiction reading skills during our Reading History unit, employing specific strategies that allow them to learn about historical time periods, such as the American Revolution. These include: identifying main ideas and supporting details, summarizing, making connections, envisioning, synthesizing across texts, and analyzing perspectives. Students should be able to select "just right" books independently and read for 30 to 45 minutes.

Writing

Using the Writer's Workshop model, students are led through a process of planning, drafting, revising, editing, publishing, and sharing their work. Students consider their audience and think of the purpose of their writing. Whole-class mini-lessons teach students specific writing strategies in two genres: essay and information writing. During our literary essay writing unit, students focus on stating a claim about a text and supporting it with evidence. Linked to our Reading History unit, our information writing unit gives students the opportunity to write about a topic they have researched related to the American Revolution. Students learn to teach others by sharing main ideas in an organized way and developing details to support their ideas. They learn to provide evidence and to cite sources. Student/teacher writing conferences provide an opportunity for individualized instruction based on the students' needs.

Speaking and Listening

Grade 4 students practice speaking and listening across disciplines to reinforce, build upon, and share their learning. Students use eye contact and respond appropriately throughout a discussion. They are expected to be able to follow multi-step instructions independently. Opportunities to speak in small and large groups help students gain confidence as speakers. They share their ideas and experiences in an organized fashion while using appropriate body language and gestures.

Math

In the second semester of Grade 4, students deepen their understanding of rational numbers by representing and comparing fractions and decimals on the number line, exploring equivalence, and performing basic operations with fractions. They extend addition and subtraction with fluency, formalizing these operations through the standard algorithm while explaining their reasoning using a range of strategies and continuing to use estimation to assess reasonableness. Students strengthen multiplication and division by applying area models and ratio reasoning, including multiplying two- and three-digit numbers by one-digit numbers, and explore number structure through multiples, factors, divisibility, and prime numbers. Through problem-solving and strategic choice of representations, students build flexibility and readiness for more advanced mathematical thinking.

Social Studies

In the American Revolution unit, students think about how the events of the past have impacted what life is like today. They learn about the land and the Indigenous peoples who were in America before colonization, the reasons for settling in America, what life was like for early settlers, the tensions that grew between the colonists and Britain, and events surrounding the American Revolution. Students analyze the causes and effects of the events leading up to the conflict. Students use texts, maps, timelines, and other primary sources to gather and synthesize information. During this cross-curricular unit, students also learn how to prepare and participate in a debate, arguing whether the 13 Colonies should stay loyal to the British or fight for independence.

Science

Grade 4 students use the scientific practices of developing models and analyzing and interpreting data to provide evidence to construct an argument. Through a consideration of cause and effect, students apply Earth's natural processes, such as weathering, erosion, and tectonic plate movement, to identify patterns. Students will develop and evaluate solutions to desertification and show that the impacts of such processes can be reduced by design. This is followed by a short unit called Information Transfer, where students investigate patterns in coding systems such as Morse and binary codes. During the final Life unit, students explore patterns in the senses of organisms to consider the structures that support growth and survival. Students will provide evidence to support the claim that animals receive different types of information, process it with their brains, and respond in different ways.

Art

This semester, Grade 4 students use a variety of materials to continue developing their appreciation of multicultural art and the creation of realistic drawings using tones and shadows. They learn about a variety of art movements, and brainstorm multiple approaches to creating art, analyzing how past, present, and emerging technologies impact the making and presentation of art. Students also look at the work of 'set designers' and have opportunities to think about their own stage for their 4th-grade musical. Students analyze components in visual imagery that convey messages and finish the year by completing a self-led project using a canvas as a prompt.

Music

Grade 4 students explore music through the three artistic processes: performing, creating, and responding. They develop vocal techniques, sing in tune with expression, and demonstrate proficiency on instruments such as recorders, ukuleles, and xylophones. In ensemble playing, students follow a conductor or leader and practice proper concert etiquette as both performers and audience members. They create original musical pieces by arranging, composing, and combining musical ideas. Through personal connections, students reflect on how music shapes their emotions and experiences. Collaborative activities and performances throughout the year strengthen musical skills, enhance creativity, and deepen students' understanding of music.

PE

This semester, Grade 4 students work to apply movement skills in different contexts. Students complete a final Aquatics unit, as well as units in Net Games, Net Games with Rackets, Striking & Fielding, Invasion Games, and Fitness activity games. In the pool, students continue to develop their strokes whilst also developing their swim endurance and an understanding of pacing and heart rate. They engage in a variety of tag games to develop their agility and the ability to move safely while changing speed and direction. Students improve their hand-eye and foot-eye coordination as well as their communication and problem-solving skills through modified invasion games, modified net games, and modified striking and fielding games. The students also develop their locomotor skills and movement concepts through fitness and rhythm activities.

Spanish

This semester, Grade 4 students will continue to work on strengthening their listening and speaking skills. They will also use new and previous knowledge to create a presentation describing people they know using comparative structures.