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| **Grade 4 Long Term Overview** | | | | | | | | | | | | | | | |
| **Time Line** | **TERM ONE** | | | | | **TERM TWO** | | | | | | **TERM THREE** | | | |
| **Conceptual Lenses** | ***Connecting*** | | | | | ***Perspective*** | | | | | | ***Perseverance*** | | | |
| ***Principles of Catholic Education*** | | | | | | | | | | | | | | |
| ***Indigenous Peoples Principles of Learning*** | | | | | | | | | | | | | | |
| **HUMANITIES**: Big Ideas & Units | | | | | | | | | | | | | | | |
| **Religion**  Units: | * *We encounter Jesus through His words.* * *The 10 Commandments and the Beatitudes guide us in living our faith.* * *As a community we invite others to know Jesus through evangelization.* * *Through Mary’s intercession, we grow closer to Jesus, her Son.* | | | | | | | | | | | | | | |
| Unit 1: We come to know God  Unit 2: God strengthens us to be Holy  The Rosary | | | | | Unit 3: We love God  Unit 4: We love God’s people  Advent | | | | | | Unit 5: Jesus leads us to happiness  Lent, Mary | | | |
| **Language Arts**  Oral Language:  Writing:  Reading: | * *Language and text can be a source of creativity and joy.* * *Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.* * *Texts can be understood from different perspectives.* * *Using language in creative and playful ways helps us understand how language works.* * *Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.* | | | | | | | | | | | | | | |
| Presenting | | | | | Discussing | | | | | | Sharing | | | |
| Writing with Structure and Style----------------------------------------------------------------------------------------------------------------------------------------- | | | | | | | | | | | | | | |
| Paragraph writing: basic structure | | | | | Paragraph writing: Compare and Contrast | | | | | | Creative Writing: Legends | | | |
| Novel: Owls in the Family | | | | | Novel: Stone Wolf | | | | | | Novel: TBA | | | |
| **Career Education**  Units: | * *Public identity is influenced by personal choices and decisions.* * *Exploring our strengths and abilities can help us identify our goals.* * *Leadership requires listening to and respecting the ideas of others.* * *Family and community relationships can be a source of support and guidance when solving problems and making decisions.* * *Good learning and work habits contribute to short and long term personal career successes.* | | | | | | | | | | | | | | |
| Goal Setting | | Emergent Leadership Skills | | | | | Cultural and Social Awareness | | | | | | | |
| **Physical & Health Education** | * *Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.* * *Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.* * *Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.* * *Personal choices and social and environmental factors influence our health and well-being.* * *Developing healthy relationships helps us feel connected, supported, and valued.* | | | | | | | | | | | | | | |
| Daily Physical Activity --------------------------------------------------------------------------------------------------------------------------------------------------->  *\*Please refer to P.E. specialist’s long and short term plans.* ----------------------------------------------------------------------------------------------> | | | | | | | | | | | | | | |
| **Social Studies**  Units: | * *The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada.* * *Interactions between First Peoples and Europeans led to conflict and cooperation, which continue to shape Canadas identity* * *Demographic changes in North America created shifts in economic and political power.* * *British Columbia followed a unique path in becoming a part of Canada.* | | | | | | | | | | | | | | |
| Land, People and Identity | | | Trade: Conflict and Cooperation | | | | | Judging the Impact  Changes and Consequences | | | | | | |
| **FINE ARTS**: Big Ideas & Units | | | | | | | | | | | | | | | |
| **Visual Arts** | * *Creative expression is a means to explore and share ones identity within a community.* * *Artists experiment in a variety of ways to discover new possibilities.* * *Dance, drama, music, and visual arts are each unique languages for creating and communicating.* * *Exploring works of art exposes us to diverse values, knowledge and perspective.* | | | | | | | | | | | | | | |
| Six Cedars Animal connection | Perspective Drawing | Dream Catchers | Drawing Christmas characters | | Shading | | Haida Family Totem Pole | | | | | Button Blankets | | Ted  Harrison |
|
| **Music** | *\*Please refer to Music specialist’s long and short term plans.* -------------------------------------------------------------------------------------------> | | | | | | | | | | | | | | |
| **STEM:** Big Ideas & Units | | | | | | | | | | | | | | | |
| **Science**    Units: | * *All living things sense and respond to their environments.* | | | * *Matter has mass, takes up space, and can change phase.* | | * *Energy can be transformed.* | | | | | | * *The motions of Earth and the moon cause observable patterns that affect living and non-living systems.* | | | |
| Habitats | | | Matter | | Transforming Energy | | | | | | Earth/Space | | | |
| **Applied Design Skill & Technology** | * *Designs can be improved with prototyping and testing.* * *Skills are developed through practice, effort and action.* * *The choice of technology and tools depends on the task.* | | | | | | | | | | | | | | |
| Creating a Habitat  FSA Practice online  Brain First Modules | | | | Saints Research Project and Podcast  Dissecting an owl pellet  FSA Practice online  Matter | | | | | Transforming Energy  Micro bit Project  Small Electronic Project | | | | | |
| **Math**  Units: | * *Fractions and decimals are types of numbers that can represent quantities.* * *Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.* * *Regular changes in patterns can be identified represented using tools and tables.* | | | | | | * *Polygons are closed shapes with similar attributes that can be described, measured, and compared.* * *Analyzing and interpreting experiments in data probability develops an understanding of change.* | | | | | | | | |
| Number Patterns, Whole Numbers, Geometry | | | Multiplication and Division,  Data Management | | | Measurement | | | | Fractions and Decimals | | | Length, Perimeter and Area  Probability | |