

# NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.  
North York Ontario M2J 1S3

## COURSE DESCRIPTION

### *Grade Four*

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#### **Language**

The Language expectations of the Ontario curriculum are organized into three strands that specify the detail that is to be taught at each grade level. Our school curriculum follows this general pattern with additional emphasis on spelling, grammar, creative writing and oral communication.

**A. Writing** – The emphasis in this area is to enable students to communicate ideas and information for a variety of purposes and to specific audiences, to begin to write for more complex purposes, to organize and develop ideas using paragraphs, to use simple and compound sentence structure, to revise and edit their work, to proofread and correct final drafts, to use a more varied vocabulary, and to develop further their skills in the areas of grammar, punctuation and spelling appropriate for the grade level.

**B. Reading** – Students will be expected to read a variety of fiction and non-fiction materials. They will be expected to be able to read aloud, speaking clearly and with expression; to read independently, using a variety of reading strategies; to summarize what they have read, to connect it to their own lives, and to recognize/identify the various parts of a story (introduction, climax, setting, atmosphere, characters, etc.); and to understand the vocabulary and language structures appropriate for this grade level.

**C. Oral and Visual Communication** – Students will learn to communicate various types of messages, explain some ideas and procedures, and follow the teacher’s instructions. They will also learn to ask questions on a variety of topics and respond appropriately to the questions of others; to communicate a main idea about a topic and to describe a short sequence of events; to express and respond to ideas and opinions concisely and clearly; to contribute and work constructively in groups; to demonstrate the ability to concentrate by identifying main points and staying on topic. Time will also be spent on teaching the use of words and oral language structures with some reference to non-verbal communication skills.

Texts: *Language Power B* (Gage Learning); *Spelling Workout Level D* (Modern Curriculum Press)

#### **Mathematics**

The mathematics curriculum from the province of Ontario is organized into six strands. At NTCS, in addition to the general math curriculum, we focus on skills reinforcement through our own Math Builder program. This weekly exercise helps students retain basic math concepts already taught, which helps them move to advanced concepts more quickly and compute simple math facts more efficiently.

**A. Social-Emotional Learning (SEL) Skills and the Mathematical Processes** – Students will apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum.

**B. Numbers** – Students will demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life. They will also use knowledge of numbers and operations to solve mathematical problems encountered in everyday life.

**C. Algebra** – Students will identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts. They will demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts. Students will solve problems and create computational representations of mathematical situations using coding concepts and skills. They will also apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations.

**D. Data** – Students will manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life. They will also describe the likelihood that events will happen, and use that information to make predictions.

**E. Spatial Sense** – Students will describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them. They will also compare, estimate, and determine measurements in various contexts.

**F. Financial Literacy** – demonstrate the knowledge and skills needed to make informed financial decisions.

Text: *Math Workbook – My Math Path 4* (Nelson)

## Science and Technology

The science and technology expectations of the curriculum are organized into four strands that specify in detail the program to be taught at each grade level.

**A. Understanding Life Systems – Habitats and Communities:** Students will analyse the effects of human activities on habitats and communities; investigate the interdependence of plants and animals within specific habitats and communities; demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

**B. Understanding Structures and Mechanisms – Pulleys and Gears:** Students will evaluate the impact of pulleys and gears on society and the environment; investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects; demonstrate an understanding of the basic principles and functions of pulley systems and gear systems.

**C. Understanding Matter and Energy – Light and Sound:** Students will learn to assess the impact on society and the environment of technological innovations related to light and sound; investigate the characteristics and properties of light and sound; demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.

**D. Understanding Earth and Space Systems – Rocks and Minerals:** Students will assess the social and environmental impacts of human uses of rocks and minerals; investigate, test, and compare the physical properties of rocks and minerals; demonstrate an understanding of the physical properties of rocks and minerals.

## Social Studies

The expectations of the Ontario social studies curriculum are organized into two strands.

**A. Heritage and Citizenship** - Students will learn to identify and compare key aspects of life in early societies from different regions and eras. They will learn to describe key similarities and differences between early societies and present-day Canadian society. Students will be able to reference to their own social organization, daily life, and relationships with the environment and with each other.

**B. Canada and World Connections – Provinces and Territories of Canada:** Students will develop proficiency in labeling provinces, territories, and capitals. They will learn to describe the distinguishing physical features of regions within the provinces and territories; identify how different regions are interdependent (e.g., with respect to their economies or governments); demonstrate an awareness of the various relationships (e.g., economic, cultural) within and between Canadian regions. Students will learn to understand and apply map keys, legends and directional indicators and learn to construct a basic map using the above skills.

## French

Using a textbook and accompanying workbook, the French curriculum focuses on listening comprehension, reading, writing, grammar, and speaking. Also, high-frequency vocabulary is introduced with gestures and contextualized in stories, drama, and song using the AIM (Accelerative Integrative Methodology) program. This program uses a story-based approach to language learning and allows students to rapidly improve in oral and written fluency. By the end of Grade 4, students will be able to understand French spoken in the classroom and begin to express their thoughts in French.

Text: *Bonne nouvelle 1*  
Play: *Un frère pénible*

## The Arts

This section of the curriculum is divided into Visual Arts and Music components.

**Visual Arts** – In this component, students will produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences; identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art; use vocabulary and art terminology associated with the specific expectations for this grade correctly.

**Music** – In this component, students will demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing (singing and playing recorder), and creating music; students will use correctly the musical terminology associated with the specific expectations for this grade, develop their ability to read and write standard musical notation, and identify music from various cultures and historical periods.

**Drama** – Students will apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories; apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences; demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their socio-cultural and historical contexts.

## Physical Education

The physical education expectations of the curriculum are divided into three strands.

**A. Healthy Living** - Students will learn to explain the role of healthy eating practices and physical activity and to identify the physical, interpersonal, and emotional aspects of healthy human beings.

**B. Fundamental Movement Skills** - Students will learn to perform the movement skills required to participate in lead-up games and outdoor pursuits; locomotion/travelling (e.g., sliding, gliding), manipulation (e.g., kicking, trapping), and stability (e.g., putting their weight on different body parts); demonstrate the principles of movement in acquiring and then beginning to refine movement skills (e.g., combining directions and levels in sequence).

**C. Active Participation** - Students will learn to participate regularly in physical activities that maintain or improve physical fitness (e.g., tag games); identify the benefits of physical fitness; apply living skills such as goal setting, conflict-resolution techniques, and interpersonal skills (e.g., playing fairly, cooperating, behaving respectfully) to physical activities (e.g., games, outdoor pursuits); demonstrate a variety of interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully); follow safety procedures related to physical activity, equipment, and facilities.

### **Bible**

The emphasis of the Bible program is on Bible character studies. The concentration is on the life and service of Daniel, Esther and Nehemiah. Bible memorization is also an important part of the weekly program. The students are encouraged to participate in daily class devotions in which they discuss how to apply Biblical truth to everyday life.

The above is a summary of the general overall objectives of the Ontario curriculum. The complete details of each aspect of curriculum for Grades 1 – 8 may be found on the website of the Ministry of Education and Training at [www.edu.gov.on.ca/](http://www.edu.gov.on.ca/)