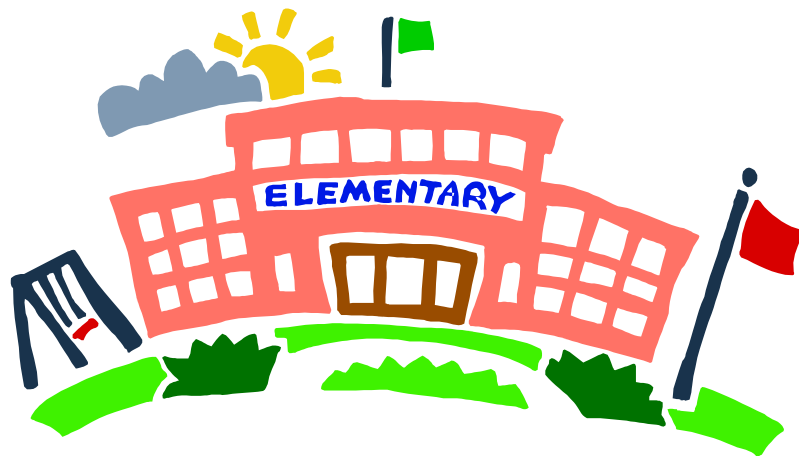


WillowWood School
Curriculum Outline 2009-2010

HILARY'S GRADE FOUR CURRICULUM



WillowWood School
Curriculum Outline 2009-2010

Philosophy

At WillowWood School we believe that we are responsible for developing a range of instructional strategies based on sound learning theory. We recognize the need to address different student needs and to bring enthusiasm and a variety of teaching approaches to the classroom. We understand the importance of perseverance and we make every reasonable attempt to ensure that sound learning occurs for every student. We try to instill in every student the understanding that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that our programme can foster.

Expectations: WillowWood is visited by an Inspector of Education biannually. The purpose of these visits is to ensure that we maintain our high standard of education and at the same time achieve the objectives that have been prescribed by the Ministry of Education. These objectives have been reviewed and are now known as 'Expectations.' Our lessons are planned with these expectations in mind. The classroom teacher chooses a theme that serves as a vehicle to reach the planned expectations. These themes provide an integrated approach to teaching Language Arts, Social Studies, Science, French, The Arts, Computer, Physical Education and Mathematics.

ADDITIONAL PROGRAMMES

At Willowwood we recognize that not all students learn in the same way. We pride ourselves in offering individualized programme delivery to meet the specific needs of our students within a fully integrated classroom. Some students require intervention, others do not. When a student requires more intensive intervention, enrichment or remediation, we implement certain programmes that facilitate the learning process for them. When students receive such programming, it is indicated with the words 'modified' or 'enriched' beside their grade placement, for example: Grade 3 Modified. Modifications include:

- 1) Access to specialty programmes: a) Lexia Reading Programme; b) Direct Instruction; c) Reasoning and Writing Skills Programme; d) Remediation Plus; e) Barton Reading Programme; f) WillowWood's Academic Support Programme;
- 2) In-class modifications: focus on visual learning, focus on auditory learning, reteaching and overlearning of concepts, use of computer for language processing, scribing, use of voice-recognition technology, repetition of instructions, homework website monitoring, assignment modification for complexity, evaluation and length, preferred seating, time extensions, alternative assignments, oral backups for tests, rewriting of tests and time extensions.
- 3) Enrichment: enriched pod placement; alternative assignments, and assignments enriched for complexity.

Our Language Arts program includes two 'pods':

A Reading pod – In our reading pods we use the Reading Mastery Plus Program. It provides students with the structure and challenging materials that are required for developing strong vocabulary, decoding skills and comprehension strategies for understanding content-area texts. Students read expository articles containing facts that are then integrated into fictional stories where they are reviewed and applied in written work. This program further enhances comprehension as students learn to make predictions, connect important ideas and search for evidence.

A Spelling pod - The program uses specific strategies that encourage students to think their way through spelling rather than memorizing weekly word lists. These strategies, combined with repeated practice and application, enable students to spell unfamiliar words and to remember familiar words more successfully than they would by using other methods.

ORAL COMMUNICATION 4

OVERALL EXPECTATIONS

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

- 1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks)
- 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
- 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
- 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details
- 1.5 make inferences using stated and implied ideas in oral texts
- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- 1.7 analyse oral texts and explain how specific elements in them contribute to meaning
- 1.8 identify the point of view presented in oral texts and ask questions about possible bias
- 1.9 identify the presentation strategies used in oral texts and analyse their effect on the audience
- 2.1 identify a variety of purposes for speaking
- 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
- 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form
- 2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience

2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations

3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

READING 4

OVERALL EXPECTATIONS

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

- 1.1 read a variety of texts from diverse cultures, including literary texts (e.g., myths, plays, short stories, chapter books, letters, diaries, poetry), graphic texts (e.g., graphic novels, diagrams, brochures, graphs and graphic organizers, charts and tables, maps), and informational texts
- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes
- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts
- 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details
- 1.5 make inferences about texts using ideas from the texts as evidence
- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to their world
- 1.7 analyse texts and explain how specific elements in them contribute to meaning (e.g., narrative: characters, setting, main idea, problem/challenge and resolution, plot development; review: statement of opinion, reasons for opinion, concluding statement)
- 1.8 express opinions about the ideas & information in texts, citing evidence from the text
- 1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative
- 2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal (e.g., first-person record of events, thoughts, and feelings, usually in prose, gives a personal perspective on events; dated daily or weekly entries provide context), graphic texts such as a brochure
- 2.2 recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts
- 2.3 identify a variety of text features and explain how they help readers understand texts
- 2.4 identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning

- 3.1 automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts
- 3.2 predict the meaning of (& rapidly solve) unfamiliar words using cues.
- 3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience
- 4.1 identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers
- 4.2 explain, in conversations with the teacher and peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

WRITING 4

Texts and Programmes:

Spelling Mastery C-E

Language Power

Handwriting Without Tears

Kidspiration

Direct Instruction: Reading and Writing Skills

OVERALL EXPECTATIONS

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

- 1.1 identify the topic, purpose, and audience for a variety of writing forms
- 1.2 generate ideas about a potential topic using a variety of strategies and resources
- 1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic
- 1.4 sort and classify ideas and information for their writing in a variety of ways
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers
- 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary
- 2.1 write more complex texts using a variety of forms
- 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement
- 2.3 use specific words and phrases to create an intended impression
- 2.4 use sentences of different lengths and structures
- 2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view
- 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features
- 2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies
- 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions
- 3.1 spell familiar words correctly
- 3.2 spell unfamiliar words using a variety of strategies

- 3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose
- 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to
- 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions
- 3.6 proofread and correct their writing using guidelines developed with peers/teacher
- 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
- 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style & use of conventions
- 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
- 4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
- 4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

MEDIA LITERACY 4

OVERALL EXPECTATIONS

- 1. demonstrate an understanding of a variety of media texts;
- 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

- 1.1 identify the purpose and audience for a variety of media texts
- 1.2 use messages to draw inferences & construct meaning in media texts
- 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their
- 1.4 explain why different audiences might respond differently to specific media texts
- 1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text
- 1.6 identify who produces various media texts and the reason for their production
- 2.1 identify elements and characteristics of some media
- 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning
- 3.1 describe in detail the topic, purpose, and audience for planned media texts
- 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create
- 3.3 identify techniques appropriate to the form chosen for a planned media text
- 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques
- 4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
- 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

MATHEMATICS 4

Text and Program:

Everyday Math Reference book 4
Everyday Math Journal 1 and 2
Everyday Math Home Link 4
Complementary resource materials

NUMBER SENSE AND NUMERATION

Recognize and read numbers from 0.01 to 100 000
Read and write whole numbers to 100 000 in standard, expanded, written forms;
Count by 11's and 12's to 144;
Order fractions on a number line;
Compare, order, and represent the place value of whole numbers and decimals from 0.01 to 100 000 using concrete materials, drawings, and symbols;
Mentally multiply decimal numbers by 10 and 100;
Mentally divide decimal numbers by 10;
Relate division to fractions (e.g., 16 divided by 3 is $5 \frac{1}{3}$);
Explain processes and solutions with whole numbers and decimals using mathematical language;
Identify and investigate the use of number in various careers;
Identify and interpret the use of numbers in the media;
Compare mixed numbers, proper, improper fractions with simple denominators;
Investigate patterns involving fractions using concrete materials and drawings;
Demonstrate the equivalence of proper fractions using concrete materials;
Relate a fraction with a denominator of 10 or 100 to a decimal using concrete materials, drawings, and symbols;
Explore the relationships between fractions and decimals using a calculator, concrete materials, and drawings;
Read and write decimal numbers to hundredths;
Demonstrate the equivalence of decimals using concrete materials, and symbols;
Multiply and divide numbers using concrete materials
Recall multiplication and division facts to 144;
Use mental computation to solve number problems (e.g., $2 \times 9 \times 5 = [2 \times 5] \times 9$);
Add and subtract decimal numbers to hundredths using concrete materials
Multiply and divide decimal numbers to hundredths by a one-digit whole number;
Select operations and solve two-step problems involving whole numbers and decimals with and without a calculator
Pose problems involving whole numbers and decimals and solve them using the appropriate calculation method: pencil and paper, or calculator or computer;
Explain their thinking when solving problems involving whole numbers, fractions, and decimals (e.g., explain why $\frac{3}{6}$ is the same as $\frac{1}{2}$);
Use and explain estimation strategies to determine the reasonableness of solutions to problems, and justify the choice of strategies.

MEASUREMENT

Draw items using a wide variety of SI units of length
Select the most appropriate standard unit (mm, cm, dm, m, or km) to measure linear dimensions and the perimeter of irregular polygons;
Determine the relationship between linear units (e.g., centimetre to metre);
Estimate long lengths using non-standard units (about 15 car lengths);
Investigate measures of circumference using concrete materials;
Estimate and measure time intervals to the nearest second;
Read and write dates and times using SI notation;
Read analog clock to nearest second / write the time to the nearest minute;

Estimate the amount of money in collections of coins and bills to \$1000 and count to determine the total value;
Read and write money values to \$1000;
Make purchases of and change for items up to \$100;
Identify the relationship between the movement of objects and speed;
Develop rules for calculating the perimeter and area of rectangles, generalize rules, and develop formulas;
Estimate and calculate the perimeter and area of rectangles and squares;
Explain the rules used in calculating the perimeter and area of rectangles and squares;
Estimate the area of irregular polygons and measure the area by dividing the polygons into parts, using grid paper;
Develop methods of using grid paper to track and measure the perimeter and area of polygons and irregular two-dimensional shapes;
Measure containers by volume using standard units: cubic centimetres;
Determine the relationship between capacity and volume;
Relate the volume of an irregular three-dimensional figure to its capacity
Describe the relationship between millilitres and cubic centimetres;
Determine the relationship between kilograms and metric tonnes;
Select the most appropriate standard unit to measure mass

GEOMETRY AND SPATIAL SENSE

Identify nets for a variety of polyhedra from drawings while holding three-dimensional figures in their hands;
Construct nets of cubes and pyramids using a variety of materials;
Sketch the faces that make up a three-dimensional figure by looking at a three-dimensional figure;
Construct a figure with interlocking cubes that matches a picture
Sort polygons according to the number of sides, angles, and vertices;
Classify two-dimensional shapes according to angle and side properties;
Demonstrate an understanding of congruent figures;
Measure and construct angles using a protractor;
Construct triangles given specific measures of angles and sides
Demonstrate congruence of figures using paper folding, reflections in a transparent mirror (Mira), and various computer applications;
Use a computer application to explore and extend geometric concepts;
Use mathematical language to describe geometric ideas;
Recognize and explain the occurrence and application of geometric properties and principles in the everyday world;
Discuss geometric concepts with peers and use mathematical language to explain their understanding of the concepts;
Discuss ideas, make conjectures, and articulate hypotheses about geometric properties and relationships;
Describe the effect of a translation, reflection, and rotation;
Apply translations, reflections, and rotations to pose and solve problems;
Explore tiling patterns that cover a plane;
Construct two-dimensional shapes with one line of symmetry;
Demonstrate an understanding of coordinate systems on maps and grids.

PATTERNING AND ALGEBRA

Recognize the relationship between the position of a number and its value ;
Identify, extend, and create patterns that identify changes in terms of 2 variables
Describe patterns encountered in any context create charts to show the patterns;
Identify and extend patterns to solve problems in meaningful contexts;
Use a calculator and computer applications to explore patterns
Pose and solve problems by applying a patterning strategy;
Analyse number patterns and state the rule for any relationships;

Discuss and defend the choice of a pattern rule;
Use patterns in a table of values to make predictions;
Determine the value of a missing factor in equations involving multiplication, with and without the use of calculator.

DATA MANAGEMENT AND PROBABILITY

Design surveys, collect data, and record the results on given spreadsheets or tally charts;
Display data on graphs by hand and by using computer applications;
Analyse how data were collected and discuss the reasonableness of the results;
Explain the choice of intervals used to construct a bar graph or the choice of symbols on a pictograph;
Calculate the mean and the mode of a set of data;
Recognize that graphs, tables, and charts can present data with accuracy or bias;
Construct labelled graphs both by hand and by using computer applications;
Evaluate data presented on tables, charts, and graphs and use the information in discussion;
Connect real-life statements with probability concepts (e.g., if I am one of five people in a group, the probability of being chosen is 1 out of 5);
Predict probability in simple experiments and use fractions to describe probability;
Use tree diagrams to record the results of simple probability experiments;
Use a knowledge of probability to pose and solve simple problems;

SCIENCE AND TECHNOLOGY 4

Texts:

Teacher assembled units on: Habitats and Communities, Light and Sound, Pulleys and Gears, Rocks, Minerals and Erosion.

By the end of Grade 4, students will:

- demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals;
- investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat;
- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats;
- demonstrate an understanding of the characteristics and properties of light and sound;
- investigate different ways in which light and sound are produced and transmitted, and design and make devices that use these forms of energy;
- identify technological innovations related to light and sound energy, and how they are used and controlled at home and in the community, and determine how the quality of life has been affected by these innovations.
- demonstrate an understanding of the characteristics of pulleys and gears;
- design and make pulley systems and gear systems, and investigate how motion is transferred from one system to another;
- identify ways in which different systems function, and identify appropriate criteria to be considered when designing and making such systems.

- demonstrate an understanding of the physical properties of rocks and minerals and the effects of erosion on the landscape;
- investigate, test, and compare the physical properties of rocks and minerals and investigate the factors that cause erosion of the landscape;
- describe the effects of human activity on physical features of the landscape, and examine the use of rocks and minerals in making consumer products.
- Demonstrate understanding that certain materials can transmit, reflect or absorb light or sound;
- Investigate materials that transmit, reflect or absorb light or sound and use their findings in designing objects and choosing materials from which to construct them;
- Explain why materials that transmit, reflect or absorb light and sound are used in a variety of consumer products.

SOCIAL STUDIES 4

Text:

Discovering Castle Days

Heritage and Citizenship: Grade 4 – Medieval Times

Students discover the major features of daily life in medieval European societies. Students investigate the major events and influences of the era and determine how they shaped medieval society. Students apply their understandings to compare communities in medieval times with their own communities today.

By the end of Grade 4, students will:

- identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era);
- use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society;
- relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.

Canada and World Connections: Grade 4 – Canada's Provinces, Territories, and Regions

Text:

Discovering Canada

Students investigate and describe the physical and political divisions of Canada. They determine how physical characteristics influence the economy and culture of Ontario and the other provinces and territories, and use maps, graphics, and print materials to present information about their findings. They also identify and describe economic and cultural relationships that connect communities throughout the country.

By the end of Grade 4, students will:

- name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each;
- use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories;
- identify, analyse, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada

HEALTH AND PHYSICAL EDUCATION 4

Healthy Eating

- explain the purpose and function of calories and the major food nutrients;
- identify critical content information on food labels (e.g., ingredients, calories, additives, fat content);
- describe the influence of the media on body image (e.g., shape and size);
- explain how changes in our bodies sometimes affect our eating habits (e.g., increased appetite during growth spurts);

Growth and Development

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends;
- identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers;
- describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape);
- describe the processes of menstruation and spermatogenesis;
- describe the increasing importance of personal hygiene following puberty;

Personal Safety and Injury Prevention

- explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others;
- apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (e.g., swarming, threatening, harassment);

Substance Use and Abuse

- describe the short- and long-term effects of alcohol use and abuse;
- apply decision-making skills to make healthy choices about alcohol use, and recognize factors (e.g., the media, family members, friends, laws) that can influence the decision to drink alcohol;
- demonstrate resistance techniques (e.g., avoidance, walking away) and assertiveness skills (e.g., saying no) to deal with peer pressure in situations pertaining to substance use and abuse.

FUNDAMENTAL MOVEMENT SKILLS

- perform a combination of locomotion/ travelling movements, incorporating a variety of speeds, in relationship to objects or others;
- catch, while moving, objects of various sizes (e.g., balls, Frisbees) using 1 or 2 hands;

- use a piece of equipment to send and receive an object to a partner or a target (e.g a ball with a scoop, badminton bird with a racquet, ball & floor-hockey stick);
- stick-handle an object (e.g., a ball, a disc) while moving in different directions and at different speeds, alone or with a partner;
- hit a ball with various parts of the body (e.g., heading a soccer ball);
- perform a sequence of movements (e.g., rolling, balancing, jumping, landing);
- perform single rolls and rolls in sequence, in a variety of directions on mats;
- transfer body weight in a variety of ways, using changes in direction and speed;
- dismount safely from equipment (e.g., from a bench or box-horse).

THE ARTS

MUSIC 4

The Grade 4 Music program reinforces and builds upon the music skills learned in Grade 4. Students will review and learn about the basic musical concepts of beat, rhythm, pitch, tempo, timbre and dynamics. Students are expected to begin using some basic musical vocabulary and terminology so that they can more effectively communicate their responses to different types and styles of music. They will be introduced to the musical staff, the treble clef and lines and spaces that represent particular pitches (i.e. beginning to read standard musical notation). They will begin to learn to play simple tunes on the recorder as well as sing and use some simple pitched and non-pitched percussion instruments.

By the end of Grade 4, student will:

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- create and perform music, using a variety of sound sources;
- use correctly the musical terminology associated with the specific expectations for this grade;
- begin to read standard musical notation;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

VISUAL ART 4

By the end of Grade 4, student will:

- a) Apply the creative process to produce a variety of two- and three- dimensional art works, using elements, principles and techniques of visual arts to communicate feelings, ideas, and understandings;
- b) Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- c) Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

DRAMA AND DANCE 4

By the end of Grade 4, student will:

- a) Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- b) Apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas;
- c) Communicate feelings, ideas, and understandings in response to a variety of drama works and dance pieces and experiences;
- d) Demonstrate an understanding of a variety of drama, dance and theatre forms, traditions, and styles from the past and present and their sociocultural and historical contexts.

FRENCH 4

Texts:

Teacher assembled units

Having Fun with French by E.Ramsay-Verzariu

By the end of Grade 4, students will:

- talk about familiar topics, using very simple phrases and sentences;
- listen to short, very simple oral texts, and respond to specific simple questions;
- read a variety of very simple materials, 50 to 100 words long, containing basic learned vocabulary, and demonstrate understanding;
- write very simple texts and responses following a model;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

ADDITIONAL SUPPORT PROGRAMS

The Corrective Reading-Comprehension Program is one of the Direct Instruction Programs offered at WillowWood. This program is a highly structured program that is designed for students who are operating at a reading level, which is at least one or two years behind grade level. It focuses on:

- Developing informative and reasoning skills
- Vocabulary expansion
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Organization of information
- Developing written expression

The Reasoning and Writing Program is another Direct Instruction Program that is part of our support programming. It focuses on:

- Providing an awareness of logical connections and narrative structures
- Introducing the writing process – drafting, revising and editing
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Assisting in reading comprehension
- Expanding elements of writing style
- Expanding vocabulary and sentence structure
- Recognizing inconsistencies in writing

Lexia is a visually-based computer program that focuses on the development of phonemic skills. It is a highly structured program, and it is based on cumulative skill development. The program offers a variety of reading activities that foster an understanding of basic decoding skills such as: blends, syllables, and word patterns. Lexia is designed for students who are reading at least one or two years below expected grade level.

Remediation Plus is a multisensory, systematic phonics program that has been designed to help students who are experiencing difficulty learning to spell and read accurately, or who have dyslexia and/or language learning disabilities. The program is divided into detailed, comprehensive lessons that focus on specific phonic sounds. Students are taught phonological awareness, phoneme-grapheme correspondence, syllable instruction and morphology through systematic and cumulative instruction.

Assistive Technology Program

WillowWood's Software Strategies Program is available to students at all grade levels. It introduces students to two specific word prediction and speech recognition programs: Word-Q and Speak-Q. Students are instructed in the use of these programs and learn to become more proficient in transferring their ideas into writing; Word-Q and Speak-Q are both compatible with Inspiration and Kidspiration, which are programs currently in use at WillowWood. They serve to assist students in planning and organizing their thoughts and writing. ReadPlease, another of the programs offered in the Assistive Technology Program, serves to help students who experience difficulty in decoding complicated texts by reading any text aloud. It empowers students become more independent workers and writers.

