



Mona Preparatory School

Grade 4 Curriculum Guide

Term 1 (2020)

MATHEMATICS UNIT 1

Subject: Mathematics

Strand: Number

Duration: 5 weeks

Focus Question 1: How do I know the value of a number?

Objectives:

- Distinguish between value, place value and face value of a number.
- Identify the value of whole numbers with up to seven digits.
- Read and write whole numbers with up to seven digits.

Reference: Mathematics Workbook pages: 5- 21.

<https://www.youtube.com/watch?v=QS32l5WhSuY>

Focus Question 2: What do I need to know about sets?

Objectives:

- Define the concept of a set.
- Describe a set.
- Name any set using braces.
- Name and list members of any given set.

Reference: Mathematics Workbook pages: 23- 25.

Focus Question 3: How do I apply fraction ideas to real life situations?

Objectives:

- Distinguish among whole numbers, proper fractions, improper fractions and mixed numbers.
- Recognize like fractions (fractions with equal denominators).
- Order fractions with different denominators.
- Benchmark fractions using 0, $\frac{1}{2}$ and 1.
- Subtract a proper fraction or a mixed number from a whole number.

Reference: Mathematics Workbook pages: 27- 60.

https://www.youtube.com/watch?v=9hZkk73nJ_Y

<https://www.youtube.com/watch?v=BiCUCqiWOlo>



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Focus Question 4: How can I estimate and verify my answers?

Objectives:

- Make reasonable estimate when computing whole numbers.
- State how the properties of commutativity and associativity apply to addition and subtraction.
- Add or subtract 2- digit whole numbers mentally.

Reference: Mathematics Workbook pages: 65 – 70.

MATHEMATICS UNIT 2

Mathematics

Strand: Measurement

Duration: 3 weeks

Focus Question 1: What units should I use to measure the things in my environment?

Objectives:

- Estimate, measure and record distances in metres and centimetres, in centimetres or to the nearest centimetres.
- Solve problems using information on a road map.
- Estimate and measure straight line distances “As The Crow Flies” on a map.
- Write lengths (metres and centimetres or centimetres) in terms of a metre using decimal form.
- Read and write time using the hour: minute format, e.g. 2:45 p.m.
- Solve problems that involve finding time and elapsed time.
- Estimate and measure capacity or volume using litres and or millilitres.
- Discover that 1000 ml = 1 litre.
- Identify the appropriate unit, kilogram, gram, tonne, litre, millilitre, for use in a given measurement situation.

Reference: Mathematics Workbook pages: 73- 96 and 100.

<https://www.youtube.com/watch?v=djTNU4XIRo>



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Focus Question 2: What units should I use to measure mass and temperature of things in my environment?

Objectives:

- Estimate and measure mass using gram or kilogram or kilogram and gram.
- Read a scale shown in a measurement situation using kilograms and/or grams.
- Discover that $1000 \text{ kg} = 1 \text{ tonne}$.
- Estimate and measure temperature in degrees Celsius.
- Tell the difference between two temperatures both above zero.
- Tell the temperature which is a given number of degrees warmer or cooler than a given temperature.

Reference: *Mathematics Workbook pages: 97 – 101.*

Focus Question 3: How do I record and compute the various units of measurement?

Objectives:

- Convert one unit of measurement to another (length: kilometres and metres).
- Explain the relationships among units of time.
- Convert one unit of measurement to another (time: hours, minutes and seconds).
- Convert one unit of measurement to another (capacity: millilitres and litres).
- Discuss the general meaning of the prefixes deci-, centi-, milli-, kilo.
- Explain the relationships between the units having the prefixes deci-, centi-, milli- and kilo- and the main units; gram, metre and litre.

Reference: *Mathematics Workbook pages: 102 -107.*

<https://www.youtube.com/watch?v=KqVQxPRobgw>



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MATHEMATICS UNIT 3

Mathematics

STRAND: GEOMETRY

Duration: 3 weeks

Focus Question #1: What are the relationships between lines and angles?

Objectives:

- Differentiate between concepts of point, space, curved/horizontal/vertical/oblique lines or line segments.
- Identify and name rays and associate them with the formation of angles.
- Investigate the idea of a 'turn' and associate it with the formation of an angle.
- Use capital/common letters to name angles/rays.
- Recognize right angles when drawn or seen in the environment.
- Use estimation to identify angles less than, greater than or equal to a right angle.
- Identify angles from different perspective and orientations.
- Identify parallel, perpendicular and intersecting lines when drawn or seen in the environment.

Reference: *Mathematics Workbook pages: 102 -107.*

Focus Question 2: What are the similarities and differences among geometric shapes?

Objectives:

- Identify congruent shapes and explain why they are congruent.
- Differentiate between polygons and non-polygons.
- Explore combinations of geometric shapes especially triangles and quadrilaterals.
- Identify and draw the following polygons: triangles, square, rectangle and irregular quadrilaterals.
- Draw pictures of a polygon to a reasonable degree of accuracy where the lengths of the sides or descriptions are given



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MATHEMATICS UNIT 4

Mathematics

Strand: Statistics

Duration: 3 weeks

Focus Question 1: How can I use a sample to describe a population?

Objectives:

- Explain the idea of a ‘sample’
- Recommend a suitable sample based on a given scenario
- Explain the concept of ‘population’.
- Determine whether a sample selected is appropriate based on the population.
- Distinguish between a sample and a population as it relates to their sizes.

Reference: Mathematics Workbook pages: 121-125.

<https://www.youtube.com/watch?v=eIZD1BFfw8E>

SCIENCE UNIT 1: EXPLORING OUR WORLD

Subject: Science

Focus Question 1: How do we find out about our world?

Duration: 2 weeks/4 hours

Objectives:

- State what is science and who are scientists.
- Identify some skills and attitudes of scientists.
- Explore the methods used to gain scientific knowledge.
- Plan simple scientific investigations to answer questions and solve problems.
- Carry out a fair test.
- Work cooperatively in groups.
- Show respect for the ideas of others.

Reference: Science Workbook pages: 1- 24.



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SCIENCE UNIT 2: LIVING THINGS

Focus Question 1: What are living things?

Duration: 2 weeks/ 4 hours

Objectives:

- Deduce some characteristics of living things
- Justify why something is living or non-living
- Classify things as living and non-living
- Identify a variety of familiar animals and plants in Jamaica
- Collect data from field activities involving living and non-living things
- Construct graphs and analyse data collected from field activities
- Communicate scientific information about living and non-living things
- Show curiosity in exploring living and non-living things in their immediate environment
- Work cooperatively in groups in finding out about living things

Reference: Science Workbook pages: 53-69.

Focus Question 2: What are the needs common to plants and animals?

Duration: 3 weeks/ 6 hours

Objectives:

- Determine, through investigation, the basic survival needs common to all living things (air, water and nutrients)
- Carry out fair tests through investigations involving plants
- Predict outcomes of investigations exploring the basic survival needs of plants
- Make and record observations while carrying out investigations on the survival needs of living things
- Collect and display data from investigations on the needs of living things
- Analyse and compare data from investigations on the needs of living things
- Use data from investigations to draw conclusions about the basic survival needs of plants and animals
- Compare predictions with conclusions made from investigations conducted
- Plan and design a greenhouse/shade-house
- Apply concepts related to the needs of living things to construct a miniature greenhouse/shade-house
- Carry out investigations with due regard to safety
- Work cooperatively in groups
- Show objectivity by seeking and using data and information to validate observations and explanations

Reference: Science Workbook pages: 80-105.



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SCIENCE UNIT 3: PLANTS AND ANIMALS

Focus Question 1: What are the functions of some external features of plants and animals?

Duration: 7 weeks/ 14 hours

Objectives:

- Identify and name a variety of common plants and animals including wild and cultivated/ domesticated types
- Identify, draw and label the basic structure common to flowering plants and animals
- Compare the external features of two groups of flowering plants (a grass plant and a shrub) and animals in different habitats
- Classify plants based on their root systems
- Investigate the functions of different structures of plants (root and shoot systems) and animals
- Classify animals as vertebrates or invertebrates
- Construct graphs and analyse data collected from investigations on plants and animals
- Explain the functions of parts of the flower
- Make labelled drawings of the external parts of plants
- Handle plants and animals with care
- Show concern by being responsible towards plants and animals
- Show curiosity in exploring plants and animals in the surroundings

Reference: Science Workbook pages: 111- 136.



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SOCIAL STUDIES UNIT 1

Subject: Social Studies

Focus Question 1: Who were the original inhabitants of Jamaica?

Duration: 4 Weeks

Objectives:

- Define and use correctly the concepts/ terms Tainos, inhabitants, European, indigenous people
- Identify the early inhabitants of Jamaica
- Describe the physical appearance of the Tainos
- Describe and propose reasons for the style of dress of the Tainos
- Use information gathered to draw and label the route taken by the Tainos from South America to Jamaica
- Locate on a map of Jamaica three sites where the Tainos settled and develop logical arguments to explain why the Tainos settled at these sites
- Distinguish between needs and wants and compare their needs and wants with those of the Tainos
- Describe how the Tainos met their basic needs and draw conclusions about how their economic activities affected the environment.
- Use shapes/3D objects and measurement to design and construct models of items related to Tainos lifestyle and explain how these items made life easier.
- Gather and interpret evidence from multiple sources on Taino culture in Jamaica and explain their use and importance in today's society
- Compile a list of resources including type of source, title and author
- Listen to the contributions of group members and contribute to group assignments
- Appreciate indigenous cultures and respect their view of the environment

Reference: Social Studies Workbook pages: 2 – 8.

SOCIAL STUDIES UNIT 2

Focus Question 1: How have the cultural practices of our ethnic groups helped to shape our regional identity?

Duration: 4 weeks

Objectives:

- Define and use correctly the following concepts: culture, ethnic group, customs, heritage, ancestors
- Name the major ethnic groups in the Caribbean



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- Examine and with the aid of diagrams describe, compare, and explain the ethnic composition of countries in the English-speaking Caribbean.
- Locate on map of the world the place of origin of each major ethnic group in the English-speaking Caribbean.
- Interpret a timeline showing the arrival of the ethnic groups to the English-speaking Caribbean
- Conduct research, select appropriate information, and use the information to make connections between aspects of the Jamaican culture (names of places, food, dress, dance, folklore) and that of the various ethnic groups
- Describe ways in which we preserve our national heritage at the school and community level.
- Propose ways in which we can preserve our national heritage at the school and community level.
- Gather information from a variety of sources and compare cultural practices (food, dance, music) in Jamaica, Barbados, Guyana and Trinidad.
- Share ideas and opinions and listen to ideas from members of the group
- Show tolerance for customs/ traditions of various ethnic groups
- Compile a list of resources including source, author and title

Reference: Social Studies Workbook pages: 15- 26.

SOCIAL STUDIES UNIT 3

Focus Question 1: Who are some of the important persons that have helped to shape my community and Jamaica as a nation?

Duration: 4 weeks

Objectives:

- Define and use correctly the following concepts: hero, heroine, nation, nation builder, unsung heroes
- Identify the national heroes/ heroine by names and pictures
- Gather information from a variety of sources and compile basic biographical information about each national hero/heroine
- Use criteria to justify selection of heroes/heroines in their communities
- Works with group members to weigh options and make decisions
- Appreciate the contribution of community heroes to national development

Reference: Social Studies Workbook pages: 29- 37.



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LANGUAGE ARTS

<u>Language arts</u>	<u>Objectives</u>
<ul style="list-style-type: none"> Types of nouns (common, proper, singular, plural, abstract, collective, possessive) <p><i><u>Reference: Language Arts Workbook pages: 14 -25.</u></i></p> <p><i><u>New Junior English Revised pages: 2-20 .</u></i></p>	<ul style="list-style-type: none"> Identify and distinguish between proper and common nouns Use nouns to properly construct detailed sentences Identify and distinguish between singular and plural nouns Follow the rules of pluralisation by using ‘s’, ‘es’, ‘ies’, ‘ves’ identify abstract nouns Form abstract nouns from verbs and adjectives Use abstract nouns in sentences identify collective nouns in sentences Use collective nouns in sentence Use possessive nouns to show ownership. Put the apostrophe in the correct place to show ownership Distinguish between a possessive noun and a contraction
<ul style="list-style-type: none"> Types of sentences and their respective punctuation marks <p><i><u>Reference: Language Arts Workbook page: 211.</u></i></p>	<ul style="list-style-type: none"> Identify the four types of sentences. Differentiate between a declarative, interrogative, exclamatory and imperative sentence Construct the four types of sentences correctly (without teacher intervention).
<ul style="list-style-type: none"> Verbs – singular and plural; present and past tense. <p><i><u>Reference: Language Arts Workbook pages:31-33.</u></i></p> <p><i><u>New Junior English Revised pages: 39-62.</u></i></p>	<ul style="list-style-type: none"> Use past and present tense helping verbs in sentences. Use past and present continuous verbs and past continuous verbs in sentences Construct sentences so that the subject agrees with the verb
<ul style="list-style-type: none"> Pronouns – replacing nouns with subject and object pronouns. <p><i><u>Reference: Language Arts Workbook pages: 42- 45.</u></i></p>	<ul style="list-style-type: none"> Define and identify pronouns. Use personal pronouns correctly in sentences Recognise possessive pronouns in sentences



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<p><u><i>New Junior English Revised page:68.</i></u></p>	
<ul style="list-style-type: none"> • Adjectives <p><u><i>Reference: Language Arts Workbook pages: 106-115.</i></u></p> <p><u><i>New Junior English Revised pages: 26-37.</i></u></p>	<ul style="list-style-type: none"> • Define and identify adjectives. • Recognize the degrees of adjectives in a sentence. • explain the difference between the three degrees of adjectives.
<ul style="list-style-type: none"> • Punctuation (capitalization, comma, full stop, question mark, exclamation mark) <p><u><i>Reference: Language Arts Workbook pages: 52 -58.</i></u></p>	<ul style="list-style-type: none"> • Use punctuations correctly in sentences

<ul style="list-style-type: none"> • <u>Communication Task</u> 	<ul style="list-style-type: none"> • <u>Objectives</u>
<ul style="list-style-type: none"> • Sequencing pictures, sentences and paragraphs • structure sentences to convey different meanings • Letter writing – format basic types of letters e.g. friendly, complaint etc. • Short story writing <p><u><i>Reference: Language Arts Workbook pages: 147- 152.</i></u></p> <p><u><i>New Junior English Revised pages: 168-176.</i></u></p>	<ul style="list-style-type: none"> • Show ability to sequence ideas in a paragraph using a topic sentence and supporting details. • Stimulate imagination and organize ideas sequentially • Write a focused paragraph with details that support main idea • Organize ideas logically within a piece of writing • Critique letters • Compare and contrast letters • Explain what can be done to improve letters • Constructing and writing paragraphs with the basic story elements • Write a story or composition with a beginning, middle and ending with a concluding statement. • Demonstrate and use language effectively