

Grade 4 Pearson Long Range Plans 2006-2007 – Page One

Subject	September	October	November	December	January
Curriculum Topic/ Objectives	<p>Geographical Thinking Skills Critical Thinking Skills Decision Making Skills Social Participation Skills Communication Skills</p> <p>Getting Started Chapter One</p> <ul style="list-style-type: none"> • Exploring The Land • What Does Alberta Look Like? 	<p>Geographical Thinking Skills Historical Thinking Skills Critical Thinking Skills Decision Making Skills Social Participation Skills Research Skills Communication Skills</p> <p>Chapter One</p> <ul style="list-style-type: none"> • What Does Alberta Look Like? • What Are Alberta's Natural Regions? • How Does Climate Affect Quality of Life? <p>Chapter Two</p> <ul style="list-style-type: none"> • Alberta's Fossil Heritage • What Do Fossils Tell About Alberta? • How Did Alberta Become Known For Fossils? • What Are Fossil Fuels? 	<p>Geographical Thinking Skills Historical Thinking Skills Critical Thinking Skills Decision Making Skills Social Participation Skills Research Skills Communication Skills</p> <p>Chapter Three</p> <ul style="list-style-type: none"> • Natural Resources in Your Life • Why Was The Leduc Discovery Important? • Why is Agriculture Important? • Alberta Forests • How Do Communities Form? 	<p>Geographical Thinking Skills Historical Thinking Skills Critical Thinking Skills Decision Making Skills Social Participation Skills Research Skills Communication Skills</p> <p>Chapter Four</p> <ul style="list-style-type: none"> • Living With The Land • Who Were Alberta's First Peoples? • How Did Land Shape Ways of Life? • How Do We Know About the First Peoples? 	<p>Geographical Thinking Skills Historical Thinking Skills Critical Thinking Skills Decision Making Skills Social Participation Skills Research Skills Communication Skills</p> <p>Chapter Five</p> <ul style="list-style-type: none"> • New Roots For Alberta • What Drew People To Alberta? • How Did The Fur Trade Change Alberta? • How Did Alberta's Metis Roots Begin? • How Did Francophone Communities Grow? <p>Chapter Six</p> <ul style="list-style-type: none"> • Preparing For New Settlers
Resources	<p>-Pearson Gr 4 ST, TR and Program Components -Media (Websites, videos) -Current Affairs -Guest Speakers -Possible Fieldtrips -Children's Literature</p>	<p>-Pearson Gr 4 ST, TR and Program Components -Media (Websites, videos) -Current Affairs -Guest Speakers -Possible Fieldtrips -Children's Literature</p>	<p>-Pearson Gr 4 ST, TR and Program Components -Media (Websites, videos) -Current Affairs -Guest Speakers -Possible Fieldtrips -Children's Literature</p>	<p>-Pearson Gr 4 ST, TR and Program Components -Media (Websites, videos) -Current Affairs -Guest Speakers -Possible Fieldtrips -Children's Literature</p>	<p>-Pearson Gr 4 ST, TR and Program Components -Media (Websites, videos) -Current Affairs -Guest Speakers -Possible Fieldtrips -Children's Literature</p>
Instructional Strategies	<p>-Large /Small Inquiry Projects Throughout the Year -Teacher Model the Inquiry Process</p> <p><u>Strategies:</u> -Think aloud, -Text to Concept Connections -Ask the expert, -Read and connect -Photo Walks -Shared Reading</p>	<p>-Large /Small Inquiry Projects Throughout the Year -Teacher Model the Inquiry Process</p> <p><u>Strategies:</u> -Think aloud, -Text to Concept Connections -Ask the expert, -Read and connect -Photo Walks -Shared Reading</p>	<p>-Large /Small Inquiry Projects Throughout the Year -Teacher Model the Inquiry Process</p> <p><u>Strategies:</u> -Think aloud, -Text to Concept Connections -Ask the expert, -Read and connect -Photo Walks -Shared Reading</p>	<p>-Large /Small Inquiry Projects Throughout the Year -Teacher Model the Inquiry Process</p> <p><u>Strategies:</u> -Think aloud, -Text to Concept Connections -Ask the expert, -Read and connect</p>	<p>-Large /Small Inquiry Projects Throughout the Year -Teacher Model the Inquiry Process</p> <p><u>Strategies:</u> -Think aloud, -Text to Concept Connections -Ask the expert, -Read and connect</p>

	<ul style="list-style-type: none"> -Listen and Read Along -Listen and Visualize -Paired Reading -Independent Reading -Read Into -Popcorn/Jigsaw -Say Something -Modeled Writing -Shared Writing -Explode the Event -Think, Pair, Share -Read for Information -Shared Circle -Placemat -Group summaries -Graphic Organizers (Venn Diagrams, KWL charts, Concept Maps, T-Charts, Idea Builder/Problem solver /Main idea templates) -Teacher presentation of Geographical and Critical Thinking Skills. -Strong Emphasis on Multiple Perspectives, Citizenship and Identity 	<ul style="list-style-type: none"> -Listen and Read Along -Listen and Visualize -Paired Reading -Independent Reading -Read Into -Popcorn/Jigsaw -Say Something -Modeled Writing -Shared Writing -Explode the Event -Think, Pair, Share -Read for Information -Shared Circle -Placemat -Group summaries -Graphic Organizers (Venn Diagrams, KWL charts, Concept Maps, T-Charts, Idea Builder/Problem solver /Main idea templates) -Teacher presentation of Geographical/Historical and Critical Thinking Skills. -Strong Emphasis on Multiple Perspectives, Citizenship and Identity 	<ul style="list-style-type: none"> -Listen and Read Along -Listen and Visualize -Paired Reading -Independent Reading -Read Into -Popcorn/Jigsaw -Say Something -Modeled Writing -Shared Writing -Explode the Event -Think, Pair, Share -Read for Information -Shared Circle -Placemat -Group summaries -Graphic Organizers (Venn Diagrams, KWL charts, Concept Maps, T-Charts, Idea Builder/Problem solver /Main idea templates) -Teacher presentation of Geographical and Critical Thinking Skills. -Strong Emphasis on Multiple Perspectives, Citizenship and Identity 	<ul style="list-style-type: none"> -Photo Walks -Shared Reading -Listen and Read Along -Listen and Visualize -Paired Reading -Independent Reading -Read Into -Popcorn/Jigsaw -Say Something -Modeled Writing -Shared Writing -Explode the Event -Think, Pair, Share -Read for Information -Shared Circle -Placemat -Group summaries -Graphic Organizers (Venn Diagrams, KWL charts, Concept Maps, T-Charts, Idea Builder/Problem solver /Main idea templates) -Teacher presentation of Historical and Critical Thinking Skills - Strong Emphasis on Multiple Perspectives, Citizenship and Identity 	<ul style="list-style-type: none"> -Photo Walks -Shared Reading -Listen and Read Along -Listen and Visualize -Paired Reading -Independent Reading -Read Into -Popcorn/Jigsaw -Say Something -Modeled Writing -Shared Writing -Explode the Event -Think, Pair, Share -Read for Information -Shared Circle -Placemat -Group summaries -Graphic Organizers (Venn Diagrams, KWL charts, Concept Maps, T-Charts, Idea Builder/Problem solver /Main idea templates) -Teacher presentation of Historical Thinking and Critical Thinking Skills. -Strong Emphasis on Multiple Perspectives, Citizenship and Identity
Assessment	<ul style="list-style-type: none"> -Chapter Assessments -Individual Student Activities -Student Self Assessment Rubrics -Inquiry journals -Small project assignments (individual/group) -Student interaction in class and group activities -Teacher Observation (checklists/rubrics/ Anecdotal records) 	<ul style="list-style-type: none"> -Chapter Assessments -Individual Student Activities -Student Self Assessment Rubrics -Inquiry journals -Small project assignments (individual/group) -Student interaction in class and group activities -Teacher Observation (checklists/rubrics/ Anecdotal records) 	<ul style="list-style-type: none"> -Chapter Assessments -Individual Student Activities -Student Self Assessment Rubrics -Inquiry journals -Small project assignments (Individual/group) -Student interaction in class and group activities -Teacher Observation (checklists/rubrics/ Anecdotal records) 	<ul style="list-style-type: none"> -Chapter Assessments -Individual Student Activities -Student Self Assessment Rubrics -Inquiry journals -Small project assignments (Individual/group) -Student interaction in class and group activities -Teacher Observation (checklists/rubrics/ Anecdotal records) 	<ul style="list-style-type: none"> -Chapter Assessments -Individual Student Activities -Student Self Assessment Rubrics -Inquiry journals -Small Project assignments (individual/group) -Student interaction in class and group activities -Teacher Observation (checklists/rubrics/ Anecdotal records)