



DEPARTMENT OF EDUCATION  
PRIMARY CURRICULUM SECTION

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# **NATIONAL PACING GUIDE** **GRADE FOUR**

**ACADEMIC YEAR 2023-2024**

## **NATIONAL PACING GUIDE – GRADE 4**

THE ACADEMIC YEAR 2023-2024

### **INTRODUCTION:**

The National Pacing Guide promotes a standardized approach to implementing the curriculum. It aims to identify the topics to be taught at each grade level, show the order in which they should be presented and provide a guide on how much time should be spent on a particular topic. Students transferring from one public school to another would not be disadvantaged by the move, since each school would be following the topics as laid out in the guide. This document also identifies the core and advanced topics at each grade to assist teachers with planning for targeted instruction, particularly when schooling is interrupted due to natural disasters, pandemics, etc.

### **IMPORTANT NOTE:**

The National Pacing Guide **does not** take the place of The National Curriculum Documents, as it contains no content, objectives or proposed activities. The National Pacing Guide and Curriculum documents should be used in tandem with each other.

### **NEW ADJUSTMENTS TO THE GUIDE:**

Each year, the pacing guide is refreshed based on the completion of new curriculum documents and teachers' feedback. Below are the adjustments for 2023-2024.

**GRADES 1-3:** Building literacy and numeracy skills is the major focus in the first term at the lower primary level. To strengthen these programmes:

1. Reading fluency topics and strategies have been included for use as students practise their reading.
2. The sequence and timing of certain Math topics have been altered to enhance instruction delivery.
3. Social Science topics have been omitted from the first term and will be introduced in the Easter and Summer Terms. These additional periods in the first term can be used to assist with oral language development and build reading fluency as well as to reinforce Mathematical concepts.

### **GRADES 4-6:**

1. Some Language Arts topics have been reduced or integrated to provide time needed for review and re-teaching.
2. Religious Studies' topics have been adjusted based on the new curriculum, which is now available online.

## HOW TO USE THIS GUIDE:

As you work through this document, please be mindful of the following:

- This document is a guide. It was built to reflect what the average student should be able to complete in a given year. Some students are expected to advance faster, while others may need additional time on certain topics.
  - **CORE/MANDATORY TOPICS:** All core topics have been identified WITH **an asterisk** and should be covered within the school year. These topics should be the **focus of End of Year Examinations**.
  - **ADVANCED TOPICS:** All topics WITHOUT **an asterisk** can be integrated into lessons or completed by students performing **above grade level**.
- It is expected that once topics are taught, they will be constantly **reinforced** and **integrated** into other curriculum areas. This strategy can be used as a form of review and to provide further support for students who may be struggling with particular topics. The document's layout allows for topics across all subject areas to be easily identified.
- Time has generally been allocated, particularly at the beginning of the year, to allow for the administering of assessments, review and establishing those important classroom routines.
- The page numbers that follow the topics reflect where information can be found in the corresponding curriculum documents. If “TB” appears before the page number, then that information can be found in the national textbook for that subject area.
- The names of current curriculum officers and their email addresses have been included on the last page of this document. Your questions and feedback are welcome. Some questions to consider when providing feedback are: Did the sequence of topics work well? Was sufficient time allocated?
- Officers will place updated information and activities in the **Professional Learning Community (PLC)** via the TEAMS group. This community was especially formed to engage primary teachers in public schools. Please ensure that you access it at least once or twice a week. Already, there are many activities and videos that teachers can utilize. Teachers are also invited to share activities and resources in this space that they have found worked well, students’ responses to certain activities and any questions they may have. If you are not already a member of the PLC, you may ask a school administrator how to join or contact any of the officers listed at the back.


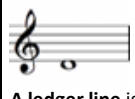

# NATIONAL PACING GUIDE – GRADE 4

## CHRISTMAS TERM

THE ACADEMIC YEAR 2023-2024

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
1	<p><b>*GLAT Report:</b> Review the comprehension &amp; language skills suggestions for outgoing 3<sup>rd</sup> graders/incoming 4<sup>th</sup> graders</p> <p><b>*Listening &amp; Speaking:</b> Characteristics of a Good Listener (pp. 51-52)</p> <ul style="list-style-type: none"> <li>Establish these behaviours as a classroom routine for listening in all subjects.</li> </ul> <p><b>*Diagnosing Needs:</b> Refer to Star Reading results or conduct Reading Pre-Assessments that identify students:</p> <p><b>1. Reading Levels</b> (Word Recognition)</p>	<p><b>*GLAT Report:</b> Review the mathematics suggestions for outgoing 3<sup>rd</sup> graders /incoming 4<sup>th</sup> graders</p> <p><b>Diagnosing Needs:</b> Refer to Star Mathematics results</p> <p>Review Skills from Previous Grade/Pretest (TB. pp. 1-4)</p>	<p><b>*Handwriting Pretest:</b> <b>Review:</b></p> <ul style="list-style-type: none"> <li>Correct Posture for Handwriting</li> <li>Holding Writing Instruments Correctly</li> </ul> <p>Have students transcribe any paragraph or poem. Evaluate handwriting using <b>The Handwriting Assessment Rubric</b> (pp. 283-4)</p>	<p><b>*Daily Editing Practice:</b></p> <ul style="list-style-type: none"> <li>Establish a classroom routine for completing and giving feedback for the daily practice.</li> </ul> <p><b>*Diagnosing Needs: Sentence Writing</b> Evaluate if each student can:</p> <ol style="list-style-type: none"> <li>Write an error-free sentence, as dictated.</li> <li>Independently produce an error-free sentence.</li> </ol> <p><b>*Sentences &amp; Fragments</b> (p.</p>	<p><b>*Learning To Spell a Word Routine:</b> (p. 275)</p> <ul style="list-style-type: none"> <li>Share the spelling routine with students using Direct Instruction, Modelling and Guided Practice.</li> </ul> <p><b>Vocabulary Word Map:</b> (pp. 262-263)</p> <ul style="list-style-type: none"> <li>Teach students how to use the Vocabulary Word Map using Direct Instruction, Modelling and Guided Practice.</li> </ul> <p><b>*See Grade 4 Master Word</b></p>	<p><b>*GLAT Report:</b> Review the composition suggestions for outgoing 3<sup>rd</sup> graders /incoming 4<sup>th</sup> graders</p> <p><b>*Diagnosing Needs: Paragraph Writing</b> Conduct Writing Pre-Assessment. Have students write a descriptive paragraph. Evaluate the paragraph using <b>The Bahamas Grade Level Writing Marking Scheme</b> for:</p> <p><b>1. Content &amp; Organization</b> Relevant</p>	<p><b>*Vertebrates:</b> Common Traits of Reptiles (p. 54)</p>	<ul style="list-style-type: none"> <li>Review of previous Skills and Concepts National Pride (pp. 72-73)</li> </ul>	<p>Prayers for the new school year – Candlelight Prayers (pp. 6-11)</p> <p><b>*God, the Creator</b></p> <p>R.S. Curriculum, 2023-2028 (pp. 71-72)</p>	<p><b>*Self and Interpersonal Relationships:</b> Traits (mental, emotional, and social)</p> <p><b>Traits:</b> inherited &amp; acquired</p> <p>HFLE Curriculum (p. 14)</p>	<p><b>Introduction to Spanish</b></p> <p><b>*Interacting Socially with Peers, Adults and Strangers:</b> - Salutations (p. 31)</p>	<p>Welcome</p> <p><b>*The Treble Clef The ‘G’ Clef</b></p> <p><b>Label Parts:</b> Staff, lines and spaces, bar-lines, Measures</p> <p>Line notes of the Treble Clef</p> <p>The notes on the lines of the treble clef are E, G, B, D F</p> <p>Space notes of the Treble Clef</p> <p>The space notes of the treble clef are F, A, C, E (Note Spellers)</p> <p>Resources: Gina and the Treble Clef song (YouTube) Use of Climbing Stairs</p>	<p><b>Line- The 5 Basic</b> Horizontal Vertical Diagonal Zigzag curved</p>	<p><b>Digital Citizen Demonstrate proper use and care of devices and classroom rules</b> <b>Pg.34</b></p>	<p><b>Topic:</b> Physical Conditioning</p> <p><b>Skill:</b> Components of Physical Fitness</p> <p>Students will be able to define the following terms: -Agility -Endurance -Power -Speed -Strength -Co-ordination -Dexterity -Flexibility</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	Skills, Comprehension)  <b>2. Reading Fluency Rates</b>  Identify and record the specific areas of weakness for both individual students and the class.			165-166)  Emphasize only the relevant <b>Capitalization Rules</b> (p. 211)	List (pp. 268-272)	Main Idea, Supporting Details, Transitions, Introduction Sentence, Concluding Sentence  <b>2. Mechanics &amp; Style</b> Grammar, Punctuation, Spelling, Sentence Structure (lengths & types), Word Choice, Techniques (Voice, etc.)  Identify and record the specific areas of weakness for both individual students and the class.									
<b>2</b>	<b>*Daily Reading Fluency Practice</b> (10 min.)  <b>*Listening &amp; Speaking:</b> Characteristics of a Good Listener (pp. 51-52) <b>*Comprehension:</b> Fiction and Non-	<b>*Writing Numbers through Millions</b> (TB. pp. 5-10)  <u>Sub-Topics:</u> <b>*Place and Value Digits</b>  <b>*Forms of</b>	<b>*Handwriting Feedback Sessions:</b>  In small groups or individually, give specific feedback for improvement using the students'  <b>*Sentences &amp; Fragments</b> (p. 165-166)  Emphasize only the	<b>*Daily Editing Practice</b> (5 min.)  <b>*Sentences &amp; Fragments</b> (p. 165-166)  Emphasize only the	<b>Syllabication Rules</b> (pp. 67-69)	<b>*Qualities Of Good Writing</b> (p. 220)  Examine a variety of fictional and nonfictional samples of writing.  Examine the	<b>*Vertebrates:</b> Common Traits of Amphibians (p. 56)	<b>National Pride</b> (pp. 72-73)	<b>*God, Our Father</b>  R.S. Curriculum, 2023-2028  (pp. 73-34)	<b>Self and Interpersonal Relationships:</b> Types of Disabilities (Physical and Mental Disabilities) (p. 15)	<b>*Interacting Socially with Peers, Adults and Strangers:</b> - Salutations  (p. 31)	<b>The Treble Clef / 'G' Clef (Cont.)</b>  There are two important notes below the staff, they are Middle C and D.	<b>Line- The 5 Basic</b> Horizontal Vertical Diagonal Zigzag curved	Compare and contrast internet browsers and search engines Pg.39	<b>Topic:</b> Physical Conditioning <b>Skill:</b> Endurance  Define Endurance as the: - capacity to keep going with prolonged low-intensity



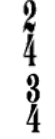
WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	Fiction ( <i>Genres</i> ) (pp. 125-127) <ul style="list-style-type: none"> <li>Integrate <b>Classification Skill</b> (p. 119)</li> </ul> <p><b>*Vocabulary:</b> Using a Dictionary &amp; Thesaurus (pp. 85-86)</p> <ul style="list-style-type: none"> <li>Integrate <b>Alphabetizing</b> (p. 84)</li> </ul>	<b>Numbers</b>  <b>*Addition and Subtraction of Whole Numbers with and without Regrouping</b> (TB. p. 71-76)	pretest and <b>The Handwriting Assessment Rubric</b> (pp. 283-4)  Provide students with [1] a model of the same writing prompt written with precision and a [2] Student's Copy of the <b>D'Nealian Cursive Alphabet</b> (p. 282)	relevant <b>Capitalization Rules</b> (p. 211)		<b>Types of Sentences</b> used in each writing piece.						  <b>A ledger line</b> is a short line added to indicate notes above or below the staff. 			physical activities - delaying the onset of fatigue, short bursts of high-intensity physical activity over a long period of time. - Muscular endurance means the muscle can exert a force repeatedly during a long period of time, or have the strength to sustain it.
<b>3</b>	<b>*Daily Reading Fluency Practice</b> (10 min.)  <b>*Listening &amp; Speaking:</b> Articulating Personal Information & Needs (pp. 53-55) <ul style="list-style-type: none"> <li>Establish these behaviours as a classroom routine for speaking in all subjects.</li> </ul> <p><b>*Comprehension:</b> Fiction and Non-</p>	<b>*Comparing and Ordering Whole Numbers</b> TB. pp. 5-10  <b>*Addition and Subtraction of Whole Numbers with and without Regrouping</b> TB. pp. 71-76	<b>*Writing Cursive:</b> ll, hH, kK, and ff (pp. 155-157) <ul style="list-style-type: none"> <li>Direct Modelling, Guided &amp; Independent Practice</li> </ul>	<b>*Daily Editing Practice</b> (5 min.)  <b>*Run-On Sentences</b> (p. 169)	<b>*Hard C &amp; G</b> (pp. 70-71)  Incorporate <b>Words With 'DGE' &amp; 'GE'</b> (pp. 78-79)	<b>*The Writing Process</b> (pp. 218-219)  Discuss how <b>Quality Writing Pieces (p. 220)</b> are a result of an author using The Writing Process.	<b>*Compare and Contrast Reptiles and Amphibians</b> (p. 56)	<b>Symbols</b> (p. 75)	<b>*The Nature of God</b>  R.S. Curriculum, 2023-2028 (pp. 75-75)	<b>*Self and Interpersonal Relationships:</b> Ways to Show Respect for Individual Differences (p. 16)	<b>*Identifying and Describing Spanish-speaking Countries and their Capitals:</b> -Spain and The Caribbean (p. 48)	<b>The Treble Clef / 'G' Clef (Review)</b>  Note Spellers using line and Space Notes	<b>Shape- 2-dimensional</b> square rectangle circle triangle oval	Explain the appropriate use of communication tools – email, discussion forums, and video conference Pg. 41	<b>Topic:</b> Physical Conditioning <b>Skill:</b> Strength  Define Strength is the maximum force a muscle or a group of muscles together can generate against some form of resistance. (Strength; maximum, endurance, explosive, upper body, and lower





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	Fiction ( <i>Genres</i> ) (pp. 125-127) <ul style="list-style-type: none"> <li>Integrate <b>Classification</b> (p. 119)</li> </ul> <b>*Vocabulary:</b> Using a Dictionary & Thesaurus (pp. 85-86) <ul style="list-style-type: none"> <li>Integrate <b>Alphabetizing</b> (p. 84)</li> </ul>														body).
<b>4</b>	<b>*Daily Reading Fluency Practice</b> (10 min.) <b>*Listening &amp; Speaking:</b> Articulating <b>Stories &amp; Experiences</b> (pp. 53-55) <b>*Comprehension Skill:</b> Author's Purpose (pp. 139-143) Connect to <b>Composition: The Four Types of Writing</b> (p. 221) <b>*Vocabulary:</b> Using a Dictionary & Thesaurus (pp. 85-86) Integrate <b>Alphabetizing</b> (p. 84)	<b>*Rounding and Estimation Whole Numbers</b> (TB. pp. 47-49) <b>*Addition and Subtraction of Whole Numbers with and without Regrouping</b> (TB. pp. 71-76, 92)	<b>*Writing Cursive:</b> tT, il, uU, sS, and rR (pp. 155-157) <ul style="list-style-type: none"> <li>Direct Modelling, Guided &amp; Independent Practice</li> </ul> <b>*Joining Letters:</b> Join previously taught letters to these new letters. (p. 158)	<b>Daily Editing Practice</b> (5 min.) <b>*Run-On Sentences</b> (p. 169)	<b>*Consonant Blends (Initial):</b> 2 & 3 letters (pp. 72-73)	<b>*The Four Types of Writing</b> (p. 221) Connect to <b>Comprehension Skill: Author's Purpose</b> (pp. 139-143) Teach as a <b>UNIT OVERVIEW</b> and elaborate on each type throughout the following lessons.	<b>*Invertebrates:</b> Characteristics /Traits of Invertebrates: Arthropods (p. 58)	<b>Symbols</b> (p. 75)	<b>*Jesus Christ, the Son of God</b> R.S. Curriculum, 2023-2028 (pp.77-78)	<b>Self and Interpersonal Relationships:</b> Types of Media Sources in The Bahamas (electronic and print media) (p. 17)	<b>*Identifying and Describing Spanish-speaking Countries and their Capitals:</b> -Spain and The Caribbean (Cont'd) (p. 48)	<b>Topic: Stem Placement of Treble Notes</b> <ul style="list-style-type: none"> <li>Stems go up on the right and down on the left</li> <li>Note of the 3<sup>rd</sup> line - 'B' the stem can go up or down</li> <li>Notes above line 3, stems go down on the left</li> <li>Notes below line 3 the stems go up on the right.</li> </ul> Sub-topic: Beaming Treble Clef Notes	<b>Shape- 2-dimensional</b> square rectangle circle triangle oval	Define cyberbullying Pg. 44	<b>Topic:</b> Physical Conditioning <b>Skill:</b> Speed To demonstrate specific movement of individual joints, or the body as a whole is referred to as speed. Students will be able to define Speed which is the ability to accelerate and move quickly across short distances.

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5	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Articulating <b>Stories &amp; Experiences</b> (pp. 53-55)</p> <p><b>*Comprehension (Fiction):</b> Story Elements (pp. 113-116)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Multiplication of Whole Numbers</b> TB. p. 98-104, 55, 67-70, 92</p> <p><u>Sub-Topics:</u> Multiplication Facts</p> <p>Products of Two Whole Numbers</p> <p><b>*Multiplying 2-Digits by 2 Digits</b> <b>*Multiplying 3-Digits by 2 Digits</b></p> <p>Multiplication through Estimation Counting by 6s, 7s, and 8s</p> <p><b>*Word Problems</b></p>	<p><b>*Writing Cursive:</b> eE, jJ, pP, and yY (pp. 155-157)</p> <ul style="list-style-type: none"> <li>Direct Modelling, Guided &amp; Independent Practice</li> </ul> <p><b>*Joining Letters:</b> Join previously taught letters to these new letters. (p. 158)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Types Of Sentences</b> (pp. 167-168) Emphasize only the relevant</p> <p><b>Capitalization Rules</b> (p. 211)</p> <p>Continue to develop this understanding across the content areas.</p>	<p><b>*Consonant Blends (Medial &amp; Final)</b> (pp. 72-73)</p>	<p><b>*Narrative Writing (Telling a Story):</b></p> <ul style="list-style-type: none"> <li>Narrowing and Elaborating on Ideas (p. 222)</li> <li>Sequencing Ideas (pp. 223-234)</li> </ul> <p>Connect to <b>Comprehension (Fiction):</b> Story Elements (pp. 113-116)</p>	<p><b>*Invertebrates:</b> Insects and Spiders (p. 60)</p>	<p>Lucayans (pp. 78-79)</p>	<p><b>*Miracles and Teachings of Jesus Christ</b></p> <p>R.S. Curriculum, 2023-2028</p> <p>(pp. 79-80)</p>	<p><b>*Self and Interpersonal Relationships:</b> Using the Media Responsibly (p. 18)</p>	<p><b>*Exchanging Information about Origin and Nationality:</b> Names</p> <p>(p. 32)</p>	<p><b>Introduction of The Recorder</b></p> <ul style="list-style-type: none"> <li>*Parts of the Recorder</li> <li>*Technique (How to properly hold the instrument)</li> <li>*Maintenance</li> </ul>	<p><b>Form- 3-dimensional</b> cube cylinder pyramid sphere cone</p>	<p>List the effects of cyberbullying and strategies in preventing it</p> <p>Pg.45</p>	<p><b>Topic:</b> Soccer <b>Skill:</b> Dribbling</p> <p>Demonstrate the skill of dribbling and ball control with the left or right foot.</p>
6	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Articulating <b>Knowledge-Information</b> (pp. 53-55)</p> <ul style="list-style-type: none"> <li>Introduce the 'Delivery Traits' on <b>The Oral</b></li> </ul>	<p><b>*Multiplication of Whole Numbers</b> TB. pp. 98-104, 55, 67-70, 92</p> <p><u>Sub-Topics:</u> Multiplication Facts</p> <p>Products of Two Whole Numbers</p>	<p><b>*Writing Cursive:</b> aA, dD, cC, gG, and qQ (pp. 155-157)</p> <ul style="list-style-type: none"> <li>Direct Modelling, Guided &amp; Independent Practice</li> </ul> <p><b>*Joining Letters:</b> Join</p>	<p><b>Daily Editing Practice</b> (5 min.)</p> <p><b>*Types of Nouns:</b> Common &amp; Proper (p. 170)</p> <p>Emphasize only the relevant</p>	<p><b>*Inflectional Endings:</b> Adding Endings without Spelling Changes (pp. 95-97)</p>	<p><b>*Narrative Writing (Telling a Story):</b></p> <ul style="list-style-type: none"> <li>Organization (Beginning, Middle, End)</li> <li>Composing Varied and Interesting Introductions (pp. 227-</li> </ul>	<p><b>*Insects Life Cycle:</b> Complete and Incomplete Metamorphosis (p. 62)</p>	<p>Eleutheran Adventurers (pp. 78-79)</p>	<p><b>*The Holy Spirit</b></p> <p>R.S. Curriculum, 2023-2028</p> <p>(pp. 81-82)</p>	<p><b>Self and Interpersonal Relationships:</b> Friendship (The Importance of Friendship in meeting Human Needs)</p> <p>(p. 19)</p>	<p><b>*Exchanging Information about Origin and Nationality:</b> Stating where you are from</p> <p>(p. 32)</p>	<p><b>Playing the notes 'B' &amp; 'A' on the Recorder</b></p> <p>Blowing 'B' as a Whole, half and quarter note Exercise Breadth control Blowing 'A' as a Whole, half and quarter note Exercise</p>	<p><b>Form- 3-dimensional</b> cube cylinder pyramid sphere cone</p>	<p>Create a project integrating the best technology and online communications tools Pg. 46</p>	<p><b>Topic:</b> Soccer <b>Skill:</b> Passing Techniques</p> <p>Demonstrate their ability to successfully pass and control the soccer ball.</p>



WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	<p><b>Presentation Assessment Rubric</b> (p. 255)</p> <p><b>*Comprehension (Fiction):</b> Story Elements (pp. 113-116)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Multiplying 2-Digits by 2 Digits</b></p> <p><b>*Multiplying 3-Digits by 2 Digits</b></p> <p>Multiplication through Estimation</p> <p>Counting by 6s, 7s, and 8s</p>	<p>previously taught letters to these new letters. (p. 158)</p>	<p><b>Capitalization Rules</b> (p. 211)</p> <p>Continue to develop this understanding across the content areas.</p>		<p>228)</p> <p>Connect to <b>Comprehension (Fiction):</b> Story Elements (pp. 113-116)</p>						Breadth control			
<b>7</b>	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Articulating Knowledge-Information (pp. 53-55)</p> <ul style="list-style-type: none"> <li>Revisit the 'Delivery Traits' (p. 255)</li> </ul> <p><b>*Comprehension Skills:</b> Main Idea and Supporting Details (pp. 121-123)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Division of Whole Numbers</b> TB. pp. 67-70, 105-111</p> <p><u>Sub-Topics:</u> Division Facts</p> <p>Division as the Inverse of Multiplication</p> <p><b>*Dividing 3-Digits by 1-Digit</b></p> <p>Patterns of Remainders in Division by 2, 3 and 4</p>	<p><b>*Writing Cursive:</b> nN, mM, xX, and zZ (pp. 155-157)</p> <ul style="list-style-type: none"> <li>Direct Modelling, Guided &amp; Independent Practice</li> </ul> <p><b>*Joining Letters:</b> Join previously taught letters to these new letters. (p. 158)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Forming Plurals:</b> Adding 's' and 'es' (pp. 171-172)</p>	<p><b>*Inflectional Endings:</b> Dropping the Final 'e' (pp. 95-97)</p>	<p><b>*Narrative Writing (Telling a Story):</b></p> <ul style="list-style-type: none"> <li>Concluding Writing Pieces (pp. 229-230)</li> <li>Demonstrating Voice (p. 231)</li> </ul>	<p><b>*Insects Life Cycle:</b> Complete and Incomplete Metamorphoses (p. 62)</p>	<p><b>Loyalists</b> (pp. 80-81)</p>	<p>The Fruit of the Spirit</p> <p>R.S. Curriculum, 2023-2028</p> <p>(pp. 83-84)</p>	<p><b>*Self and Interpersonal Relationships:</b> Drugs: Medicines/legal drugs and illegal drugs</p> <p>(p. 20)</p>	<p><b>*Applying The Spanish Phonetic System:</b> The Spanish Alphabet</p> <p>(p. 30)</p>	<p><b>Playing The note 'G' on the Recorder</b></p> <p>Blowing 'G' as a whole, half and quarter note.</p> <p>Practice Blowing notes B, A &amp; G, as whole, half and quarter notes on the recorder</p> <p>Expand the lesson: - Using a combination of the notes BA &amp; G on the recorders: -</p> <p><b>*Play AB form on recorders using Whole &amp; half note</b></p> <p>Play ABA form</p>	<p><b>Form- 3-dimensional</b> cube cylinder pyramid sphere cone</p>	<p>Describe a computer Name types of personal computers</p> <p>Pg. 47-48</p>	<p><b>Topic:</b> Soccer</p> <p><b>Skill:</b> Shooting /Trapping</p> <p>To demonstrate their ability to shoot for a goal and trap (stop) the soccer ball.</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
												on recorders using Whole notes, half notes, whole notes.			
<b>8</b>	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Articulating Opinions &amp; Understandings (pp. 53-55)</p> <ul style="list-style-type: none"> <li>Revisit the 'Delivery Traits' (p. 255)</li> </ul> <p><b>*Comprehension Skills:</b> Main Idea and Supporting Details (pp. 121-123)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Divisions of Whole Numbers</b> TB. pp. 67-70, 105-111</p> <p><u>Sub-Topics:</u> Division Facts</p> <p>Division as the Inverse of Multiplication</p> <p><b>*Dividing 3-Digits by 1-Digit</b></p> <p>Patterns of Remainders in Division by 2, 3 and 4</p>	<p><b>*Writing Cursive Sidestroke Letters:</b> oO, wW, bB, and vV (pp. 155-157)</p> <ul style="list-style-type: none"> <li>Direct Modelling, Guided &amp; Independent Practice</li> </ul> <p><b>*Joining Sidestroke Letters:</b> Join previously taught letters to these new letters. (p. 158)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Forming Plurals:</b> Adding 's' and 'es' (pp. 171-172)</p>	<p><b>*Inflectional Endings:</b> Doubling Final Consonants (pp. 95-97)</p>	<p><b>*Narrative Writing (Telling a Story):</b></p> <ul style="list-style-type: none"> <li>Different Points of View (p. 232)</li> <li><b>Dialogue:</b> Quotation Marks (p. 234)</li> </ul>	<p><b>*Animals Adaptations:</b> Camouflage and Mimicry (p. 65)</p>	<p><b>Loyalists</b> (pp. 80-81)</p>	<p><b>*The Bible Our Guide</b></p> <p>R.S. Curriculum, 2023-2028 (pp. 85-86)</p>	<p><b>Self and Interpersonal Relationships:</b> Effects of Illegal Drugs (Marijuana &amp; Cocaine &amp; Crack short and long term) (pp. 20-22)</p>	<p><b>*Applying Numbers in Everyday Situations</b> Numbers 0 –10 (p. 38)</p>	<p><b>Time Signature</b></p> <p></p> <p><b>*Explain the top number and the bottom number</b></p> <p><b>*Play SIMPLE 2 bar melodic compositions using the notes B, A, G and the time.</b></p> <p></p>	<p><b>Colour</b> Complementary colours</p>	<p>Define the term hardware</p> <p>Classify hardware components</p> <p>Pg. 52</p>	<p><b>Topic:</b> Soccer</p> <p><b>Skill:</b> Heading the ball</p> <p>To demonstrate their ability to head the soccer ball during play.</p>
<b>9 MID TERM</b>	<p><b>*Mid-Term Assessment:</b> Check reading fluency rates.</p> <p><b>*Comprehension Skill:</b> Sequence of Events (p. 124)</p>	<p><b>*Decimals through Thousandths</b> (TB. pp. 31-33)</p> <p><u>Sub-Topics:</u> Decimals using</p>	<p><b>Writing Roman Numerals</b> (p. 161)</p> <p><b>*Writing Cardinal &amp; Ordinal</b></p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Forming Plurals:</b> Irregular (pp. 173-174)</p>	<p><b>*Inflectional Endings:</b> Words Ending in 'y' (pp. 95-97)</p>	<p><b>*Narrative Writing (Writing about a Personal Experience):</b></p> <ul style="list-style-type: none"> <li>Revisit Narrowing and</li> </ul>	<p><b>*Animals Adaptations:</b> Camouflage and Mimicry (p. 65)</p>	<p><b>Slavery-</b> The positive and negative influences e.g. asue, bush medicine, junkanoo, crops (pp. 82-84)</p>	<p>The Book of Books</p> <p>R.S. Curriculum, 2023-2028 (pp. 87-88)</p>	<p><b>*Sexuality &amp; Sexual Health:</b></p> <p>Stages in the Human Life Cycle</p> <p>Prenatal to Childhood</p>	<p><b>*Applying Numbers in Everyday Situations</b> Numbers 11-20 (p. 38)</p>	<p><b>*Time Signatures Cont.'</b></p> <p></p>	<p><b>Colour</b> Complementary colours</p>	<p>Explain how computer works</p> <p>(pp. 56)</p>	<p><b>Topic:</b> Soccer</p> <p><b>Skill:</b> Inbounding</p> <p>Demonstrate their ability to successfully start a soccer game and proper throw-</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	<p>Connect to <b>Narrative Writing: Sequencing of Ideas</b> (pp. 223-234)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p>Concrete Materials</p> <p><b>*Decimals as Part of a Whole Number</b></p> <p><b>*Adding Decimals with and without Regrouping (Money)</b></p>	<p><b>Numbers</b></p> <p>Integrate the word and standard forms of writing a number.</p>			<p>Elaborating on Ideas (p. 222)</p> <ul style="list-style-type: none"> <li>Revisit Sequencing Ideas (pp. 223-234)</li> <li>Revisit Organization (Beginning, Middle, End)</li> </ul>				<p>Physical &amp; Emotional changes</p> <p>(p. 23)</p>		<p></p> <p><b>*Explain the Time signature (What does the top number mean? What does the lower number mean?)</b></p> <p><b>*Playing of SIMPLE 2 bar melodic compositions in the time signatures (Teacher's choice)</b></p>			<p>in, goal kick or penalty kick the soccer ball.</p>
<b>10 MID TERM</b>	<p><b>*Mid-Term Assessment:</b> Check reading fluency rates.</p> <p><b>*Comprehension Skill:</b> Sequence in a Process (p. 124)</p> <p>Connect to <b>Narrative Writing: Sequencing of Ideas</b> (pp. 223-234)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Decimals through Thousandths</b> TB. pp. 31-35</p> <p><u>Sub-Topics:</u></p> <p><b>*Place and Value of Digits</b></p> <p><b>*Forms of Numbers</b></p> <p><b>*Subtracting Decimals with and without Regrouping</b></p>	<p><b>*Writing Personal Information</b> (pp. 153-154)</p> <p><b>Application of Skill:</b> Complete a Form Using Personal Information</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Forming Plurals:</b> Irregular (pp. 173-174)</p>	<p><b>*Inflectional Endings:</b> Words Ending in 'f' &amp; 'fe' (pp. 95-97)</p>	<p><b>*Narrative Writing (Writing about a Personal Experience):</b></p> <ul style="list-style-type: none"> <li>Revisit Composing Varied and Interesting Introductions (pp. 227-228)</li> <li>Revisit Concluding Writing Pieces (pp. 229-230)</li> </ul>	<p><b>*The Human Body:</b> The Respiratory System (TB. p. 66)</p>	<p><b>Slavery-</b> The positive and negative influences e.g. asue, bush medicine, junkanoo (pp. 82-84)</p>	<p><b>*Who Am I?</b></p> <p>R.S. Curriculum, 2023-2028</p> <p>(pp. 89-90)</p>	<p><b>Sexuality &amp; Sexual Health:</b></p> <p>Stages in the Human Life Cycle. Adolescence to Adulthood Physical &amp; Emotional changes</p> <p>(p. 24)</p>	<p><b>*Applying Numbers in Everyday Situations</b> Numbers 21-31</p> <p>(p. 38)</p>	<p><b>Time Signature</b></p> <p></p> <p><b>*Clapping of notations using varied time Signatures</b></p> <p></p> <p></p> <p>Begin <b>FORM</b></p>	<p><b>Colour</b></p> <p>Complementary colours</p>	<p>Compare software and their uses</p> <p>(p. 59)</p>	<p><b>Topic:</b> Soccer</p> <p><b>Skill:</b> Goal Keeping</p> <p>To demonstrate their ability to defend their goal by catching, stopping, and deflecting the soccer ball.</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
11	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Articulating Opinions &amp; Understandings (pp. 53-55)</p> <ul style="list-style-type: none"> <li>Revisit the 'Delivery Traits' (p. 255)</li> </ul> <p><b>*Comprehension Strategy &amp; Skill:</b> Making Predictions with Fictional Texts (p. 120)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Comparing and Ordering Decimals</b> TB. pp. 36-38</p> <p><b>*Adding and Subtraction Decimals with and without Regrouping</b></p>	<p><b>Application of Skill:</b> Copying a Recipe (p. 159)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Singular and Plural Possessive Nouns</b> (p. 179-180)</p>	<p><b>*Consonant Digraphs:</b> (p. 74)</p>	<p><b>*Narrative Writing (Writing about a Personal Experience):</b></p> <ul style="list-style-type: none"> <li>Revisit Demonstrating Voice (p. 231)</li> <li>Revisit Different Points of View (p. 232)</li> <li>Edit and Publish Writing Piece</li> </ul>	<p><b>*Plants:</b> Seed Germination: Seed and Non-Seed Plants (p. 68)</p>	<p><b>Islands of The Bahamas</b> (pp. 85-86, 88)</p>	<p>Our Gifts and Talents</p> <p>R.S. Curriculum, 2023-2028 (pp. 91-92)</p>	<p><b>*Sexuality and Sexual Health:</b></p> <p>Sexual Abuse</p> <p>Forms of sexual abuse (Incest, rape, molestation) (p. 25)</p>	<p><b>*Days of the week</b> (p. 38)</p>	<p><b>*Form – Binary and Ternary Form</b></p> <p><b>Form</b> (AB Form and ABA Form, Repetition) <b>Form</b> is a pattern. Sometimes it is the same and sometimes it is different. Forms occur in songs. The verses of a song is A and the chorus is B A song or a pattern with an AB form is called <b>Binary</b>.</p> <p>An ABA form or pattern is called <b>ternary</b>.</p> <p><b>*(Sing cultural song(s) or seasonal song(s) to show form)</b></p> <p><b>*Reference Time Signature(s) used</b></p>	<p><b>Value</b> Recognize light and dark;</p> <p>Identify digital devices and their parts (p. 52)</p>	<p><b>Topic:</b> Soccer <b>Skill:</b> 3-on-3 defense</p> <p>To demonstrate all soccer skills by successfully preventing an opponent from scoring.</p>	

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
12	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Performing Multi-Step Oral Instructions (p. 56)</p> <p><b>*Comprehension Strategy &amp; Skill:</b> Summarizing (p. 131)</p> <ul style="list-style-type: none"> <li>Revisit and Connect to <b>Main Idea &amp; Details</b></li> </ul> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Rounding Decimals</b> (TB. p. 50-52)</p> <p>Elimination of Bahamian Penny: Rounding</p> <p><b>*Adding and Subtraction of Metric Units</b></p> <p><b>*Word Problems Involving Addition and Subtraction of Metric Units</b></p>	<p><b>*Application of Skill:</b> Copying a Friendly Letter (p. 159)</p> <p>Emphasize only the relevant <b>Capitalization Rules</b> (p. 211)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Singular and Plural Possessive Nouns</b> (p. 179-180)</p>	<p><b>*Consonant Digraphs:</b> (p. 74)</p>	<p><b>*Friendly Letters:</b> (pp. 245-247)</p> <p>Connect to <b>Narrative Writing (Writing about an Event / Experience)</b></p> <p>Emphasize only the relevant <b>Capitalization Rules</b> (p. 211)</p>	<p><b>*Plants:</b> Seed Germination: Seed and Non-Seed Plants (p. 68)</p>	<p><b>Islands of The Bahamas</b> (p. 85-86, 88)</p>	<p><b>*It's Harvest Time Again</b></p> <p>R.S. Curriculum, 2023-2028 (pp.93-94)</p>	<p><b>Sexuality and Sexual Health:</b></p> <p>Sexual Abuse Right to Privacy &amp; Protection (refusal &amp; advocacy skills) (p. 26)</p>	<p><b>Responding to Commands and Making Requests</b> (p. 33)</p>	<p><b>*Historical Traditions</b> Subtopic: Junkanoo / Africa What is Junkanoo? Origin. Reference: Cultural Dances and other dance styles</p>	<p><b>Value</b> Recognize light and dark;</p>	<p>Relate technology symbols with their functions Pg. 57</p>	<p><b>Topic:</b> Soccer <b>Skill:</b> 3-on-3 offense</p> <p>To demonstrate all soccer skills by successfully scoring a goal.</p>
13	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Performing Multi-Step Oral Instructions (p. 56)</p> <p><b>*Comprehension Strategy &amp; Skill:</b> Summarizing (p. 131)</p> <ul style="list-style-type: none"> <li>Revisit and Connect to <b>Main</b></li> </ul>	<p><b>*Multiplying of Decimals/ Money</b></p>	<p><b>Application of Skill:</b> Addressing Envelopes (p. 159)</p> <p>Connect to <b>Written Composition:</b> Friendly Letters (pp. 245-247)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Punctuate Sentences</b> (pp. 214-215)</p> <p>Continue to emphasize the correct use of punctuation during Daily Editing Practice Sessions.</p>	<p><b>Contractions:</b> (pp. 87-88)</p> <p>See Master List of Contractions (p. 279)</p>	<p><b>*Friendly Letters:</b> (pp. 245-247)</p> <p>Emphasize only the relevant <b>Capitalization Rules</b> (p. 211)</p>	<p><b>*Layers of Planet Earth</b> (p. 71)</p>	<p><b>Bodies of Water</b> (p. 87)</p>	<p><b>*The Birth of Jesus Christ - Christmas</b></p> <p>R.S. Curriculum, 2023-2028 (pp. 95-96)</p>	<p><b>*Sexuality and Sexual Health:</b></p> <p>Sexually Transmitted Common STI's &amp; Symptoms Causes Prevention &amp; Treatment (pp. 27-28)</p>	<p><b>Discussing School Life - Colours</b> (p. 39)</p>	<p><b>Singing of Seasonal / cultural Songs</b> (Performance: Thanksgiving / Christmas) Include 2pt, 3pt singing SA / SSA or SAA Reference other cultures: Haiti, Jamaica, Caribbean, Rhythm, Time-signatures, Costume making, instruments)</p>	<p><b>Value</b> Recognize light and dark</p>	<p>Examine technology symbols and functions Pg.58</p>	<p><b>Topic:</b> Soccer <b>Skill:</b> Game</p> <p>To demonstrate all soccer skills by successfully participating in a soccer game</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	Idea & Details *Vocabulary (pp. 262-263): Use words from the main reading passage & other subject areas.														
<b>14</b>	<b>REVISION OF SKILLS AND TOPICS</b>														
<b>15</b>	<b>END-OF-TERM EXAMINATIONS</b>														

# NATIONAL PACING GUIDE – GRADE 4

## EASTER TERM

THE ACADEMIC YEAR 2023-2024

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
1	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Using Standard English and Dialect Expressions Appropriately (p. 62)</p> <ul style="list-style-type: none"> <li>Integrate <b>Colloquial Expressions</b> (p. 149)</li> <li>See <b>Commonly Mispronounced Words</b> List (p. 276)</li> </ul> <p><b>*Comprehension (Literary) Skills:</b> Figures of Speech (pp. 150-152)</p>	<p><b>*Roman Numerals</b> (TB. pp. 53-54)</p>	<p><b>*Application of Skill:</b> Copying a Paragraph (p. 159)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Pronouns</b> (p. 181)</p>	<p><b>*R-Controlled Vowels:</b> (p. 75)</p>	<p><b>*Descriptive Writing (Person): A Paragraph</b> (pp. 238-240)</p> <ul style="list-style-type: none"> <li>Revisit Narrowing and Elaborating on Ideas (p. 222)</li> <li>Revisit Sequencing Ideas (pp. 223-234)</li> <li>Organizing Ideas Using Topic Sentences and Supporting Details (pp. 225-226)</li> </ul> <p>Revisit and connect to <b>Comprehension (Literary) Skills:</b> Figures of Speech (pp. 150-152)</p>	<p><b>*Changes on Earth:</b> Movements of the Ocean (p. 73)</p>	<p><b>Bodies of Water</b> (p. 87)</p>	<p><b>*Created to Worship</b></p> <p>R.S. Curriculum, 2023-2028 (pp. 97-98)</p>	<p><b>*Nutrition and Physical Activity</b></p> <p>Healthy and unhealthy food choices</p> <p>HFLE Curriculum (p. 29)</p>	<p><b>*Discussing School Life:</b> School supplies (p. 39)</p>	<p><b>*Dynamics</b> (pp, p, mp, mf, f, ff)</p> <p>Dynamics is how softly or loudly a piece of music should be played.</p> <p><b>*The 3 basic levels of soft and loud are represented with these words and abbreviations.</b></p> <p><b>*Piano</b> p, soft</p> <p><b>*mezzo piano,</b> mp, Medium soft</p> <p><b>*pianissimo,</b> pp, Very soft</p> <p><b>*Forte</b> (Review), f, loud</p> <p><b>*mezzo forte,</b> mf, Medium loud</p> <p><b>*fortissimo,</b> ff, Very loud</p> <p><b>*Crescendo,</b> cresc, Gradually</p>	<p><b>Patterns</b></p> <p>Pattern</p> <p>Rhythm &amp; Movement</p> <p>Patterns in the environment</p> <p>Repeat patterns</p> <p>Recognize patterns in blocks, tiles, fabric</p> <p>Visual Rhythm</p> <p>Regular Rhythm</p> <p>Flowing Rhythms</p>	<p>Coding</p> <p>Define coding and programming</p> <p>Pg. 61</p>	<p><b>Topic:</b> Basketball</p> <p><b>Skill:</b> Dribbling</p> <p>To demonstrate the skill of dribbling and transitioning with the basketball.</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	<b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage & other subject areas.											getting louder Decrescendo, decesc, Grad. Getting softer			
<b>2</b>	<b>*Daily Reading Fluency Practice</b> (10 min.)  <b>*Listening &amp; Speaking:</b> Using Standard English and Dialect Expressions Appropriately (p. 62)  • Integrate <b>Colloquial Expressions</b> (p. 149)  • See <b>Commonly Mispronounced Words</b> List (p. 276)  <b>*Comprehension (Literary)</b> <b>Skills:</b> Figures of Speech (p. 150)  <b>*Vocabulary</b> (pp. 262-263): Use words	<b>*Fractions</b> (TB. pp. 21-23)  <u>Sub-Topics:</u> <b>*The Role of the Numerator and Denominator in Fractions</b>  <b>*Pictorial Representations</b>  Relationship between Fractions and Whole Numbers  <b>*Compare Fractions</b>  Order Fractions	<b>*Writing Cursive:</b> Forming and Writing Punctuation Marks (pp. 162-163)	<b>*Daily Editing Practice</b> (5 min.)  <b>*Possessive Pronouns</b> (pp. 182-183)	<b>*Words Ending With 'LE':</b> (pp. 76-77)  <b>*Possessive Pronouns</b> (pp. 182-183)	<b>*Descriptive Writing (Person): A Paragraph</b> (pp. 238-240)  • Revisit Composing Varied and Interesting Introductions (pp. 227-228)  • Revisit Concluding Writing Pieces (pp. 229-230)  Revisit and connect to <b>Comprehension (Literary)</b> <b>Skills:</b> Figures of Speech (pp. 150-152)	<b>*Weather:</b> Properties of Air (p. 75)	<b>Food Produced in The Bahamas</b> (pp. 89-91)	<b>*Teach us to Pray</b>  R.S. Curriculum, 2023-2028  (pp. 99-100)	<b>Nutrition and Physical Activity</b>  <b>Special Nutrients (Micronutrient s-water, vitamins, minerals)</b>  (p. 29)	<b>*Discussing School Life:</b> (Colours) and Shapes  (p. 39)	<b>Singing or Playing of Instrument Implementing Dynamic markings</b>  <b>* Sing or play on their recorders, the correct dynamic to match the flash card shown</b>  <b>* Listen and correctly identify the music's dynamics by writing the dynamics letters <i>f, p, ff or pp.</i></b>  <b>*Listen to and describe varied musical recordings- indicate the dynamic levels used</b>  <b>*Complete Listening Worksheets</b> <b>*</b>	<b>Patterns</b> Pattern Rhythm & Movement Patterns in the environment Repeat patterns Recognize patterns in blocks, tiles, fabric Visual Rhythm Regular Rhythm Flowing Rhythms	Describe computational thinking Pg. 63	<b>Topic:</b> Basketball  <b>Skill:</b> Passing  To demonstrate and identify most passing skills.



WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	from the main reading passage & other subject areas.											Performances (Individual & Group) showing varied dynamic			
<b>3</b>	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Speaking Clearly with Appropriate Pronunciation (pp. 64-66)</p> <ul style="list-style-type: none"> <li>Revisit the 'Delivery Traits' (p. 255)</li> </ul> <p><b>*Comprehension (Non-Fiction):</b> Text and Graphic Features (pp. 107-110)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Fractions</b> (TB. pp. 24-26)</p> <p><u>Sub-Topics:</u></p> <p><b>*Equivalent Fractions</b></p> <p><b>*Simplifying Fractions</b></p> <p><b>*Mixed Numbers</b></p>	<p><b>Application of Skill:</b> Copying Time (using colons and abbreviations a.m. / p.m.)</p> <p>Integrate the word and standard forms of writing a number.</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Action &amp; Helping Verbs</b> (pp. 182-183)</p>	<p><b>*Words Ending With 'AL' &amp; 'EL':</b> (pp. 76-77)</p>	<p><b>*Descriptive Writing (Person): A Paragraph</b> (pp. 238-240)</p> <ul style="list-style-type: none"> <li>Revisit Demonstrating Voice (p. 231)</li> <li>Revisit Different Points of View (p. 232)</li> <li>Peer-edit and Publish Paragraph</li> </ul>	<p><b>*Weather:</b> Meteorology and the Weather (p. 77)</p>	<p><b>Food/Natural Resources</b></p>	<p>Christian Ceremonies</p> <p>R.S. Curriculum, 2023-2028 (pp. 101-102)</p>	<p><b>*Nutrition and Physical Activity</b></p> <p>Vitamins (nutrients that helps the body do certain job) <b>A, C, D, E, K</b></p> <p>(p. 29)</p> <p>(Vitamins and the Coronavirus)</p>	<p><b>*Describing The Family</b></p> <p>(p. 40)</p>	<p><b>Introduction to Tempo</b></p> <p>Tempo is the speed of the music / beat.</p> <p>Tempo affects the mood of the music (fast/slow, happy/sad)</p> <p>Tempo can also change within a song</p>	<p><b>Patterns</b></p> <p>Pattern Rhythm &amp; Movement</p> <p>Patterns in the environment</p> <p>Repeat patterns</p> <p>Recognize patterns in blocks, tiles, fabric</p> <p>Visual Rhythm</p> <p>Regular Rhythm</p> <p>Flowing Rhythms</p>	<p>Explain modeling</p> <p>Define and identify algorithms Pg. 64-65</p>	<p><b>Topic:</b> Basketball</p> <p><b>Skill:</b> Shooting</p> <p>To demonstrate or identify at least three to types of shots used in basketball.</p>
<b>4</b>	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p>	<p><b>*Fractions</b> (TB. pp. 120-125)</p>	<p><b>*Everyday Handwriting:</b> Copying and Writing Dates</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p>	<p><b>*Diphthongs:</b> /OU/ &amp; /OW/ (pp. 80-81)</p>	<p><b>*Descriptive Writing (Object): Four-Paragraphed</b></p>	<p><b>*Weather:</b> Meteorology and the Weather</p>	<p><b>Tourism</b> (pp. 92-94)</p>	<p><b>*Caretakers of the Earth</b></p> <p>R.S.</p>	<p><b>*Nutrition and Physical Activity:</b></p>	<p><b>*Describing The Family</b></p> <p>(p. 40)</p>	<p><b>*Tempo - Italian Terms</b></p> <p>Presto – Fast /</p>	<p><b>Texture</b></p> <p>Natural textures</p> <p>Manmade</p>	<p>Demonstrate knowledge of the Scratch interface</p>	<p><b>Topic:</b> Basketball</p> <p><b>Skill:</b> Defense</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	<p>min.)</p> <p><b>*Listening &amp; Speaking:</b> Speaking Clearly with Appropriate <b>Volume, Rate and Pause</b> (pp. 64-66)</p> <ul style="list-style-type: none"> <li>Revisit the 'Delivery Traits' (p. 255)</li> </ul> <p><b>*Comprehension (Non-Fiction):</b> Text and Graphic Features (pp. 107-110)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><u>Sub-Topics:</u></p> <p><b>*Adding and Subtracting Like Fractions</b></p> <p><b>*Adding and Subtracting Mixed Numbers with Like Denominators</b></p> <p>Adding and Subtracting Fractions/Mixed Numbers with Unlike Denominators</p>	<p>(p. 164)</p> <p>Emphasize the correct use of the <b>punctuation</b> (pp. 214-215)</p>	<p><b>*Linking &amp; Helping Verbs</b> (pp. 182-183)</p>		<p><b>Essay</b> (pp. 238-240)</p> <ul style="list-style-type: none"> <li>Revisit Narrowing and Elaborating on Ideas (p. 222)</li> <li>Revisit Sequencing Ideas (pp. 223-234)</li> <li>Revisit Organizing Ideas Using Topic Sentences and Supporting Details (pp. 225-226)</li> </ul>	<p>(p. 77)</p>		<p>Curriculum, 2023-2028</p> <p>(pp. 103-104)</p>	<p>Minerals &amp; water (calcium, iron, phosphorus, zinc, sodium)</p> <p>(p. 30)</p> <p>(Zinc and the Coronavirus)</p>		<p>Largo – Slow Allegro-Fast / Adagio –Slow Vivace –Fast / Lento –Slow Ritardando – gradually getting slower Rallentando – gradually getting slower Accelerando gradually getting faster</p> <p><b>Listening to Tempo</b></p> <ul style="list-style-type: none"> <li>Listen to varied musical recordings &amp; videos - describe the tempo used</li> <li>Complete Listening Worksheets, indicating the tempo played</li> </ul> <p><b>*</b></p> <p>Performances (Individual &amp; Group) on recorders practicing varied tempo (teacher's choice)</p>	<p>textures Tactile Texture Visual Texture</p> <p>Pg. 66</p>	<p>To demonstrate a combination of skills to prevent the opponent from scoring.</p>	

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
5	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Speaking Clearly with Appropriate Volume, Rate and Pause (pp. 64-66)</p> <ul style="list-style-type: none"> <li>Revisit the 'Delivery Traits' (p. 255)</li> </ul> <p><b>*Comprehension (Non-Fiction):</b> Text Structures (pp. 111-112)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Points, Lines, Segments, Rays and Angles</b> (TB. pp. 60-66)</p> <p><u>Sub-Topics:</u></p> <p><b>*Parallel and Perpendicular Lines</b></p> <p><b>*Angles – Right, Obtuse Straight</b></p>	<p><b>Application of Skill:</b> Copying a Calendar of Events (Times and Dates) (p. 164)</p> <p>Emphasize the correct use of <b>punctuation</b> (pp. 214-215)</p> <p>Connect to <b>Nonfiction Texts</b></p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Verb Tenses</b> (p. 186)</p>	<p><b>*Diphthongs:</b> /OI/ &amp; /OY/ (pp. 80-81)</p>	<p><b>*Descriptive Writing (Object): Four-Paragraphged Essay</b> (pp. 238-240)</p> <ul style="list-style-type: none"> <li>Revisit Composing Varied and Interesting Introductions (pp. 227-228)</li> <li>Revisit Concluding Writing Pieces (pp. 229-230)</li> </ul>	<p><b>*Planets:</b> Inner and Outer Planets (p. 82)</p>	<p><b>Transportation</b> (pp. 95-96)</p>	<p><b>*Caretakers of the Earth</b> (cont'd)</p> <p>R.S. Curriculum, 2023-2028 (pp. 103-104)</p>	<p><b>*Nutrition and Physical Activity</b></p> <p>Food Choices and Lifestyle Diseases (p. 30)</p>	<p><b>*Discussing Essential Services:</b> Transportation (p. 44)</p>	<p><b>What is Culture?</b> Definition: Culture is a way of life. It is what makes us Bahamian. (a)Listening to Bahamian Songs (b)Discussion on Bahamian Foods and dances (c)Revisit Bahamian Composers</p>	<p><b>Texture</b> Natural textures Manmade textures Tactile Texture Visual Texture</p>	<p>Use sequences to create an algorithm</p>	<p><b>Topic:</b> Basketball <b>Skill:</b> Theory</p> <p>To recall and explain some knowledge of the rules and terms associated with basketball.</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
6	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Speaking Clearly with Appropriate Pitch and Intonation (pp. 64-66)</p> <ul style="list-style-type: none"> <li>Revisit the 'Delivery Traits' (p. 255)</li> </ul> <p><b>*Comprehension (Non-Fiction):</b> Text Structures (pp. 111-112)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Polygons</b> T.B. pp. 39-43, 137-144</p> <p><u>Sub-Topics:</u></p> <p><b>*10-Sided Polygons</b></p> <p><b>*Lines of Symmetry</b></p> <p>Perimeter and Area of Shapes</p>	<p><b>Application of Skill:</b> Copying Lists</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Complete Subject &amp; Predicate</b> (p. 187)</p> <p><b>*Simple Subject &amp; Simple Predicate</b> (pp. 188-189)</p>	<p><b>*Vowel Digraphs:</b> /AI/ &amp; /AY/ (pp. 80-81)</p> <ul style="list-style-type: none"> <li>Revisit Demonstrating Voice (p. 231)</li> <li>Revisit Different Points of View (p. 232)</li> </ul> <p>Peer-edit and Publish Essay</p>	<p><b>*Descriptive Writing (Object): Four-Paragraph Essay</b> (pp. 238-240)</p>	<p><b>*Planets:</b> Inner and Outer Planets (p. 82)</p>	<p>Economic Impact of Fishing and Farming (pp. 97-98)</p>	<p><b>*Helping/ Serving Others</b></p> <p>R.S. Curriculum, 2023-2028 (pp. 105-106)</p>	<p><b>*Nutrition and Physical Activity:</b></p> <p>The Food Guide Drum and Dietary Guidelines (p. 31)</p>	<p><b>*Discussing Essential Services:</b> Transportation (p. 44)</p>	<p><b>Bahamian Artists</b> (a)Julien 'Believe' Thompson (b)John 'Chippie' Chipman</p>	<p><b>Texture</b> Natural textures Manmade textures Tactile Texture Visual Texture</p>	<p>Demonstrate loops (p. 89)</p>	<p><b>Topic:</b> Basketball <b>Skill:</b> Game Skills</p> <p>To combine all basketball skills taught to engage in basketball.</p>
7	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Speaking</p>	<p><b>*Shapes</b> (T.B. pp. 44-46, 132-136)</p> <p><u>Sub-Topics:</u></p> <p><b>*Translation, Reflection and Rotation</b></p> <p><b>*Solid Shapes</b></p>	<p><b>Application of Skill:</b> Copying Lists (2 or more columns)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Making Subjects &amp; Verbs Agree</b> (pp. 190-191)</p>	<p><b>*Vowel Digraphs:</b> /EE/ &amp; /EA/ (pp. 80-81)</p> <ul style="list-style-type: none"> <li>Revisit Narrowing and Elaborating</li> </ul>	<p><b>*Expository Writing (Write to Inform): A Paragraph</b> (pp. 241-242)</p>	<p><b>*Matter:</b> Physical Properties and Physical Change (p. 85)</p>	<p>Economic Impact of Fishing and Farming (pp. 97-98)</p>	<p><b>*Taking Care of Me</b></p> <p>R.S. Curriculum, 2023-2028 (pp. 107-108)</p>	<p><b>Nutrition and Physical Activity</b> Difference between Food servings and Portion size (p. 31)</p>	<p><b>*Providing Information about Home Life:</b> Rooms in the House (p. 41)</p>	<p><b>Bahamian Dances</b></p> <p><b>*Review</b> Dances from Lower Primary: (Mash Da' Roach, Heel &amp; Toe, Conch)</p>	<p><b>Art Appreciation</b> Greek Art</p>	<p>Create an animation using Scratch/code.org</p>	<p><b>Topic:</b> Track &amp; Field <b>Skill:</b> Starts</p> <p>To develop good habits for pushing off the back leg and using the arms to start a race.</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	<p>Clearly with Appropriate <b>Pitch and Intonation</b> (pp. 64-66)</p> <ul style="list-style-type: none"> <li>Revisit the 'Delivery Traits' (p. 255)</li> </ul> <p><b>*Comprehension Skill:</b> Cause and Effects (p. 137)</p> <p>Revisit and Connect to <b>Nonfiction Text Structure</b> (pp. 111-112)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Parts of a Solid Shape (Faces, edges, and Vertices)</b></p>				<p>on Ideas (p. 222)</p> <ul style="list-style-type: none"> <li>Revisit Sequencing Ideas (pp. 223-234)</li> <li>Organizing Ideas Using Topic Sentences and Supporting Details (pp. 225-226)</li> </ul> <p>Revisit and Connect to <b>Nonfiction Text Structure</b> (pp. 111-112)</p>					<p>Style)</p> <p>(b)The Caribbean Style</p>				
<b>8 MID TERM</b>	<p><b>*Mid-Term Assessment:</b> Check reading fluency rates.</p> <p><b>*Comprehension Skill:</b> Cause and Effects (p. 137)</p> <p>Revisit and Connect to</p>	<p><b>*Bar Graphs</b> (TB. pp. 81-85)</p> <p><u>Sub-Topics:</u></p> <p><b>*Purpose of Bar Graphs</b></p> <p><b>*Recording, Organizing and Analysing Data</b></p> <p><b>*Mean,</b></p>	<p><b>Application of Skill:</b> Copying Abbreviations</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Making Subjects &amp; Verbs Agree</b> (pp. 190-191)</p>	<p><b>Abbreviations:</b> (pp. 92-94)</p> <ul style="list-style-type: none"> <li>Integrate <b>Acronyms</b> (pp. 223-224)</li> </ul> <p>Integrate Mathematics Units of Measurement</p>	<p><b>*Expository Writing (Write to Inform): A Paragraph</b> (pp. 241-242)</p> <ul style="list-style-type: none"> <li>Revisit Composing Varied and Interesting Introductions (pp. 227-228)</li> </ul>	<p><b>*Matter:</b> Measuring Matter (Mass and Volume) (p. 89)</p>	<p><b>Leaders</b> (pp. 99-101)</p>	<p>The Value of Work</p> <p>R.S. Curriculum, 2023-2028</p> <p>(pp. 109-110)</p>	<p><b>Nutrition and Physical Activity</b></p> <p>Dietary Guidelines for The Bahamas of Serving Size</p> <p>Guideline for healthy eating</p> <p>(p. 32)</p>	<p><b>*Providing Information about Home Life:</b> Rooms in the House</p> <p>(p. 41)</p>	<p><b>Culture in Review (Weeks 1-3)</b></p>	<p><b>Art Appreciation</b> Greek Art</p>	<p>Computing Fundamentals Keyboarding and Word Processing</p> <p>Explain cloud computing (p. 63)</p>	<p><b>Topic:</b> Track &amp; Field</p> <p><b>Skill:</b> Sprints</p> <p>Demonstrate running speed for short distances.</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	<p><b>Nonfiction Text Structure</b> (pp. 111-112)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>Median, Mode and Range</b></p>				<ul style="list-style-type: none"> <li>Revisit Concluding Writing Pieces (pp. 229-230)</li> </ul>									
<b>9 MID TERM</b>	<p><b>*Mid-Term Assessment:</b> Check reading fluency rates.</p> <p><b>*Comprehension Skill:</b> Compare and Contrast (pp. 132-133)</p> <p>Revisit and Connect to Nonfiction Text Structure</p> <p><b>*VOCABULARY</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Line Graphs</b> T.B. pp. 77-88</p> <p><u>Sub-Topics:</u></p> <p><b>*Purpose of Line Graphs</b></p> <p><b>*Recording, Organizing and Analysing Data</b></p> <p><b>*Mean, Median, Mode and Range</b></p>	<p><b>Application Of Skill:</b> Copying Abbreviations</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Compound Subjects &amp; Predicates</b> (pp. 192-193)</p>	<p><b>Abbreviations:</b> (pp. 92-94)</p> <ul style="list-style-type: none"> <li>Integrate Acronyms (pp. 223-224)</li> <li>Integrate Mathematics Units of Measurement</li> </ul>	<p><b>*EXPOSITORY WRITING (Write to Inform): A Paragraph</b> (pp. 241-242)</p> <ul style="list-style-type: none"> <li>Revisit Demonstrating Voice (p. 231)</li> <li>Revisit Different Points of View (p. 232)</li> <li>Peer-edit and Publish Paragraph</li> </ul>	<p><b>Making Work Easier:</b> Force and Work (p. 92)</p>	<p>Laws/ Correctional Institutions (pp. 102-104)</p>	<p><b>*Families are Special</b></p> <p>R.S. Curriculum, 2023-2028 (pp.113-114)</p>	<p><b>*Nutrition and Physical Activity</b></p> <p>Benefits of regular physical activity to achieving good health (p. 33)</p>	<p><b>*Identifying and Describing Parts of the Body:</b></p> <p>-Parts of the Head (p. 34)</p>	<p><b>Lessons in Review</b></p> <p><b>*All lessons taught this term.</b></p> <p><b>Begin</b></p> <p><b>*The Bass Clef</b></p> <p><b>*Staff lines</b></p> <p><b>*Lines and Space notes, bar lines, measures.</b></p> <p><b>*Note Spellers using Bass clef notes</b></p> <p>Resources - "Farmer Fred and the bass Clef song"</p>	<p><b>Space</b></p> <p>Horizon Line</p> <p>Vanishing Point</p> <p>Background, Middle ground, and Foreground</p>	<p>Model how to cloud compute (p. 64)</p>	<p><b>Topic:</b> Track &amp; Field</p> <p><b>Skill:</b> Middle Distance</p> <p>Demonstrate running speed for 800m - 1200m short distances</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
10	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Using Appropriate Protocols and Body Language (pp. 57-58)</p> <p><b>*Comprehension Skill:</b> Compare and Contrast (pp. 132-133)</p> <p>Revisit and Connect to Nonfiction Text Structure</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>Probability</b> (TB. pp. 145-150)</p> <p><u>Sub-Topics:</u> Simple Experiment and Record Probability</p> <p><b>* Writing Probability as a Fraction or Ratio</b></p>	<p><b>Using Computer Fonts:</b> Creating an Informational Poster (p. 160)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>* Adjectives</b> (pp. 200-202)</p> <p>Emphasize only the relevant <b>Capitalization Rules</b> (p. 219)</p> <p>Make a connection to <b>Descriptive Writing</b></p>	<p><b>*Silent Consonants:</b> (pp. 82-83)</p> <p>See List of Common Silent Consonants (p. 266)</p>	<p><b>*Expository Writing (Write to Explain): Four-Paragraph Essay</b> (pp. 241-242)</p> <ul style="list-style-type: none"> <li>Revisit Narrowing and Elaborating on Ideas (p. 222)</li> <li>Revisit Sequencing Ideas (pp. 223-234)</li> <li>Organizing Ideas Using Topic Sentences and Supporting Details (pp. 225-226)</li> </ul> <p>Revisit and Connect to <b>Comprehension Skill:</b> Nonfiction Text Structures (p. 111-112)</p>	<p><b>*Making Work Easier:</b> Simple Machines (p. 97)</p>	<p>Laws/ Correctional Institutions (p. 102-104)</p>	<p>Families Build Communities</p> <p>R.S. Curriculum, 2023-2028 (pp. 115-116)</p>	<p><b>Nutrition and Physical Activity</b></p> <p>Benefits of good posture (p. 33)</p>	<p><b>*Identifying and Describing Parts of the Body</b></p> <p>(p. 34)</p>	<p><b>The Bass Clef</b></p> <p>*lines and Space notes, bar lines, measures.</p> <p><b>*Note Spellers</b> using Bass notes Resources - "Farmer Fred and the bass Clef song</p>	<p><b>Space</b> Horizon Line Vanishing Point Background, Middle ground, and Foreground</p>	<p>Define keyboarding and label the parts of the keyboard (p. 65)</p>	<p><b>Topic:</b> Track &amp; Field <b>Skill:</b> Softball Throw/ Shot putt</p> <p>Demonstrate throwing for distance best out of three attempts.</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
11	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Using Appropriate Protocols and Body Language (pp. 57-58)</p> <p><b>*Comprehension Skill:</b> Fact and Opinion (pp. 128-130)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Measuring Length</b> (TB. pp. 94-97, 152-153)</p> <p><u>Sub-Topics:</u></p> <p><b>*Measuring Customary and Metric Units</b></p> <p><b>*Converting Customary and Metric Units</b></p>	<p><b>Using Computer Fonts:</b> Creating an Informational Poster (p. 160)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Adjectives</b> (pp. 200-202)</p> <p>Emphasize only the relevant <b>Capitalization Rules</b> (p. 219)</p> <p>Make a connection to <b>Descriptive Writing</b></p>	<p><b>*Silent Consonants:</b> (pp. 82-83)</p> <p>See Master List of Common Silent Consonants (p. 266)</p>	<p><b>*Expository Writing (Write to Explain): Four-Paragraph Essay</b> (pp. 241-242)</p> <ul style="list-style-type: none"> <li>• Revisit Composing Varied and Interesting Introductions (pp. 227-228)</li> <li>• Revisit Concluding Writing Pieces (pp. 229-230)</li> </ul>	<p><b>*Mangroves</b> (p. 100)</p>	<p>Bahamian Names and Nation Builders (pp. 105-106)</p>	<p><b>*Journey through Holy Week</b></p> <p>R.S. Curriculum, 2023-2028 (pp. 119-120)</p>	<p><b>Nutrition and Physical Activity</b></p> <p>Examples of Bad posture (p. 33)</p>	<p><b>*Stating What People Wear on Different Occasions</b> - Clothing (p. 36)</p>	<p><b>Sightreading Treble Notes</b></p> <p>Using Recorders, Choir Chimes, Melody Bells, or any pitched instrument, Sight Read SIMPLE melodic scores in the common time – reinforcing the learning of treble clef notes</p>	<p><b>Space</b> Horizon Line Vanishing Point Background, Middle ground, and Foreground</p>	<p>Demonstrate proper keyboarding posture (p. 66)</p>	<p><b>Topic:</b> Track &amp; Field <b>Skill:</b> Long Jump</p> <p>Demonstrate horizontal jumps best out of three attempts.</p>
12	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>Listening &amp; Speaking:</b> Oral Presentations (<b>Reader's Theatre Performance</b>)</p> <p>Provide students with a Reader's</p>	<p><b>*Measuring Length</b> (TB. pp. 94-97, 152-153)</p> <p><u>Sub-Topics:</u></p> <p><b>*Measuring Customary and Metric Units</b></p> <p><b>*Converting Customary and Metric Units</b></p>	<p><b>Using Computer Fonts:</b> Publishing an Essay / Writing Reports (p. 160)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Adverbs</b> (pp. 197-198)</p>	<p><b>*Words With 'OUGH':</b> (p. 98)</p>	<p><b>*Expository Writing (Write to Explain): Four-Paragraph Essay</b> (pp. 241-242)</p> <ul style="list-style-type: none"> <li>• Revisit Demonstrating Voice (p. 231)</li> <li>• Revisit Different Points of</li> </ul>	<p><b>Mangroves</b> (p. 100)</p>	<p>Bahamian Names and Nation Builders (pp. 105-106)</p>	<p><b>*Celebrating Easter</b></p> <p>R.S. Curriculum, 2023-2028 (pp. 121-122)</p>	<p>Nutrition and Physical Activity</p> <p>Ways to maintain good posture (p. 34)</p>	<p><b>*Stating What People Wear on Different Occasions:</b> - Clothing (p. 36)</p>	<p><b>*Introduction to the orchestra</b></p> <p>Four Families of The Orchestra</p> <p>The String The Woodwind The Percussion The Brass</p> <p>The position of the Instruments (the floor plan)</p>	<p><b>Balance</b> Symmetrical Asymmetrical</p>	<p>Demonstrate correct finger placement and reach techniques (p. 86)</p>	<p><b>Topic:</b> Track &amp; Field <b>Skill:</b> High Jumps</p> <p>Demonstrate vertical jumps best out of three attempts.</p>



WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	<p>Theatre script to rehearse and read before an audience. The use of props is optional.</p> <ul style="list-style-type: none"> <li>• Allow peers to give feedback.</li> </ul> <p><b>*Comprehension Skill:</b> Fact and Opinion (pp. 128-130)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>					<p>View (p. 232)</p> <ul style="list-style-type: none"> <li>• Peer-edit and Publish Essay</li> </ul>						The conductor			

# NATIONAL PACING GUIDE – GRADE 4

## SUMMER TERM

THE ACADEMIC YEAR 2023-2024

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
1	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Using Key Vocabulary that Good Communicators Use (p. 63)</p> <ul style="list-style-type: none"> <li>Incorporate in each content area.</li> </ul> <p><b>Comprehension Skill:</b> Common Proverbs (p. 148)</p> <p><b>Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Measuring Mass</b> (TB. pp. 27-30, 154)</p> <p><u>Sub-Topics:</u></p> <p><b>*Measuring Customary and Metric Units</b></p> <p><b>*Converting Customary and Metric Units</b></p>	<p><b>Using Computer Fonts:</b> Birthday and Graduation Invitations (p. 160)</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Adverbs</b> (pp. 197-198)</p>	<p><b>*Prefixes:</b> AFTER-, BI-, CENTI-, DE- (pp. 91-94)</p> <p>See Master List of Common Affixes (pp. 264-265)</p>	<p><b>*Persuasive Writing: A Paragraph</b> (pp. 248-251)</p> <ul style="list-style-type: none"> <li>Revisit Narrowing and Elaborating on Ideas (p. 222)</li> <li>Revisit Sequencing Ideas (pp. 223-234)</li> <li>Organizing Ideas Using Topic Sentences and Supporting Details (pp. 225-226)</li> </ul> <p>Revisit and connect to <b>Comprehension (Literary) Skills:</b> Figures of Speech (pp. 150-152)</p>	<p><b>*Native Plants of The Bahamas</b> (p. 103)</p>	<p>Junkanoo (p. 107)</p>	<p><b>*Obeying Laws and Rules</b></p> <p>R.S. Curriculum, 2023-2028</p> <p>(pp. 123-124)</p>	<p><b>REVIEW:</b></p> <p>Nutrition and Physical Activity</p>	<p><b>Providing information about entertainment, recreation and leisure time:</b></p> <p>- Musical Instruments</p> <p>(p. 37)</p>	<p><b>The String Family</b></p> <p>Focus: The Violin &amp; Viola</p>	<p><b>Balance</b></p> <p>Symmetrical</p> <p>Asymmetrical</p>	<p>Identify and use special keys</p> <p>(p. 71)</p>	<p><b>Topic:</b> Track &amp; Field</p> <p><b>Skill:</b> Relays</p> <p>Demonstrate running in a team of four 4x100m &amp; 4x400m</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
2	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Using Key Vocabulary that Good Communicators Use (p. 63)</p> <ul style="list-style-type: none"> <li>Incorporate in each content area.</li> </ul> <p><b>*Comprehension Strategy &amp; Skill:</b> Making Inferences (Time, Location &amp; Occupation) (pp. 134-136)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p>Measuring Capacity (TB. pp. 127-128, 155)</p> <p><u>Sub-Topics:</u></p> <p><b>*Measuring Customary and Metric Units</b></p> <p><b>*Converting Customary and Metric Units</b></p>	<p><b>Application of Skill:</b> Copying Thank You Notes</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Prepositions</b> (pp. 199-201)</p>	<p><b>*Prefixes:</b> DIS-, EX-, IN-, MID- (pp. 91-94)</p> <p>See Master List of <b>Common Affixes</b> (pp. 264-265)</p>	<p><b>*Persuasive Writing: A Paragraph</b> (pp. 248-251)</p> <ul style="list-style-type: none"> <li>Revisit Composing Varied and Interesting Introductions (pp. 227-228)</li> <li>Revisit Concluding Writing Pieces (pp. 229-230)</li> </ul>	<p><b>*Native Plants of The Bahamas</b> (p. 103)</p>	<p><b>Junkanoo</b> (p. 107)</p>	<p>Factors that Influence Behaviour</p> <p>R.S. Curriculum, 2023-2028 (pp. 125-126)</p>	<p><b>*Managing the Environment:</b></p> <p>Substances that are harmful to the environment</p> <p>Air &amp; water pollution</p> <p>HFLE Curriculum (p. 35)</p>	<p><b>Providing information about entertainment, recreation and leisure time:</b></p> <p>- Folkloric Music and Dance (p. 37)</p>	<p><b>The String Family</b></p> <p>Focus: Cello, Double Bass</p>	<p><b>Art Appreciation</b></p> <p>Jackson Pollock Georgia O'Keeffe</p>	<p>Define the term word processing (p. 73)</p>	<p><b>Topic:</b> Volleyball <b>Skill:</b> Bumping</p> <p>Demonstrate forearm hit to volley over the net.</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
3	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Using Key Vocabulary that Good Communicators Use (p. 63)</p> <ul style="list-style-type: none"> <li>Incorporate in each content area.</li> </ul> <p><b>*Comprehension Strategy &amp; Skill:</b> Making Inferences (Time, Location &amp; Occupation) (pp. 134-136)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Perimeter and Area</b> (TB. pp. 137-144)</p> <p>Sub-Topics:</p> <p><b>*Perimeter</b></p> <p>Array</p> <p><b>*Area</b></p>	<p><b>*Application of Skill:</b> Copying Common Proverbs</p> <ul style="list-style-type: none"> <li>Integrate <b>Common Proverbs</b> (p. 148)</li> </ul>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Prepositions</b> (pp. 199-201)</p>	<p><b>*Prefixes:</b> MIS-, OUT-, OVER-, TRI- (pp. 91-94)</p> <p>See Master List of Common Affixes (pp. 264-265)</p>	<p><b>*Persuasive Writing: A Paragraph</b> (pp. 248-251)</p> <ul style="list-style-type: none"> <li>Revisit Demonstrating Voice (p. 231)</li> <li>Revisit Different Points of View (p. 232)</li> <li>Peer-edit and Publish Paragraph</li> </ul>	<p>Native Plants of The Bahamas (p. 103)</p>	<p>Celebrations (pp. 108-109)</p>	<p><b>*Human Beings Have Rights</b></p> <p>R.S. Curriculum, 2023-2028</p> <p>(pp. 127-128)</p>	<p><b>Managing the Environment:</b></p> <p>Substances that are harmful to the environment</p> <p>Garbage (p. 35)</p>	<p><b>*Describing the Natural Environment:</b> Pets</p> <p>(p. 43)</p>	<p><b>The Woodwind Family</b></p> <p>Focus: Recorder (not a part of the orchestra, however it is noted as being woodwind) Flute, Clarinet</p>	<p><b>Art Appreciation</b></p> <p>Jackson Pollock Georgia O'Keeffe</p>	<p>Identify the features of the MS word interface</p> <p>(p. 74)</p>	<p><b>Topic:</b> Volleyball <b>Skill:</b> Setting</p> <p>Demonstrate overhead hit to volley over the net.</p>

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
4	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>*Listening &amp; Speaking:</b> Using Key Vocabulary that Good Communicators Use (p. 63)</p> <ul style="list-style-type: none"> <li>Incorporate in each content area.</li> </ul> <p><b>*Comprehension Skill:</b> Context Clues (pp. 117-118)</p> <ul style="list-style-type: none"> <li>Incorporate in each content area.</li> </ul> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>Volume</b> (TB. pp. 129-131)</p> <p><u>Sub-Topics:</u> Using Words and Pictures</p> <p>Estimating</p> <p>Using Litres</p>	<p><b>Application of Skill:</b> Copying Famous Quotes</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Conjunctions</b> (pp. 202-203)</p>	<p><b>*Suffixes:</b> -ABLE, -ER, -OR, -LESS (pp. 91-94)</p> <p>See Master List of Common Affixes (pp. 264-265)</p>	<p><b>*Persuasive Writing: Four-Paragraph Essay</b> (pp. 248-251)</p> <ul style="list-style-type: none"> <li>Revisit Narrowing and Elaborating on Ideas (p. 222)</li> <li>Revisit Sequencing Ideas (pp. 223-234)</li> </ul> <p>Organizing Ideas Using Topic Sentences and Supporting Details (pp. 225-226)</p>	<p><b>Native Plants of The Bahamas</b> (p. 103)</p>	<p><b>Celebrations</b> (pp. 108-109)</p>	<p><b>*Human Beings Have Rights cont'd</b></p> <p>R.S. Curriculum, 2023-2028</p> <p>(pp. 127-128)</p>	<p><b>*Managing the Environment:</b> Substances that are harmful to the environment</p> <p>Effects of pollution to the environment (pp. 35-36)</p>	<p><b>*Describing the Natural Environment:</b> Farm Animals</p> <p>(p. 43)</p>	<p>Review</p> <ul style="list-style-type: none"> <li>*The Orchestra</li> <li>*The Strings</li> <li>*The Woodwinds</li> </ul>	<p><b>Art Appreciation</b></p> <p>Jackson Pollock Georgia O'Keeffe</p>	<p>Spreadsheet</p> <p>Explain the use of the MS Excel program, spreadsheet, and basic terminology</p> <p>p. 92)</p>	<p><b>Topic:</b> Volleyball</p> <p><b>Skill:</b> Spiking</p> <p>Demonstrate overhand hard hit over the net.</p>


WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
5	<p><b>Listening &amp; Speaking:</b> Oral Presentations (<b>Persuasive Speech</b>)</p> <p>Give specific feedback for improvement using <b>The Oral Presentation Assessment Rubric</b> (pp. 254-255)</p> <p><b>*Comprehension Skill:</b> Context Clues (pp. 117-118)</p> <ul style="list-style-type: none"> <li>Incorporate in each content area.</li> </ul> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Temperature</b> (TB. pp. 17-20)</p> <p><u>Sub-Topics:</u> <b>*Reading Thermometer</b></p> <p>Converting Temperature</p>	<p><b>Application of Skill:</b> Copying Interjections</p> <p>Connect to <b>Grammar: Interjections</b></p> <p>Revisit and Connect to <b>Using Dialogue</b></p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Conjunctions</b> (pp. 202-203)</p>	<p><b>*Suffixes:</b> -LET, -Y, -MENT, -NESS (pp. 91-94)</p> <p>See Master List of Common Affixes (pp. 264-265)</p>	<p><b>*Persuasive Writing: Four-Paragraph Essay</b> (pp. 248-251)</p> <ul style="list-style-type: none"> <li>Revisit Composing Varied and Interesting Introductions (pp. 227-228)</li> <li>Revisit Concluding Writing Pieces (pp. 229-230)</li> </ul>	<p><b>*Medicinal Plants of The Bahamas</b> (p. 106)</p>	<p>Festivals (pp. 110-113)</p>	<p><b>*Respect and Responsibility</b></p> <p>R.S. Curriculum, 2023-2028 (pp. 129-130)</p>	<p><b>Managing the Environment:</b></p> <p>Effects of pollution to the environment Diseases (vermin that live in the landfills) (p. 36)</p>	<p><b>*Describing States and Conditions</b> Feelings using Estar (p. 45)</p>	<p><b>The Percussion Family</b> Definition</p> <p>Differentiate - Pitch and non-pitched percussion</p> <p>Identify by sight and sound the pitch versus the non-pitched percussion</p>	<p><b>3-D Design</b></p> <p>Demonstrate opening and closing a workbook and worksheet (p. 94)</p>	<p><b>Topic:</b> Volleyball <b>Skill:</b> Serving</p> <p>Demonstrate overhand and underhand serves the net and inbound on the court.</p>	
6	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>Listening &amp; Speaking:</b> Oral Presentations (<b>Persuasive</b>)</p>	<p><b>Measuring Time</b> (TB. pp. 112-116)</p> <p><u>Sub-Topics:</u> <b>*Measuring Time Needed to Perform a Task</b></p>	<p><b>Application of Skill:</b> Copying School's Prayer</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Simple Compound Sentences</b> (pp. 206-207)</p> <p>Emphasize the</p>	<p><b>*Suffixes:</b> -LY, -SHIP, -WARD (pp. 91-94)</p> <p>See Master List of Common Affixes (pp. 264-265)</p>	<p><b>*Persuasive Writing: Four-Paragraph Essay</b> (pp. 248-251)</p> <ul style="list-style-type: none"> <li>Revisit Demonstrating Voice (p.</li> </ul>	<p><b>Medicinal Plants of The Bahamas</b> (p. 106)</p>	<p>Festivals (pp. 110-113)</p>	<p><b>*Respect and Responsibility</b> cont'd</p> <p>R.S. Curriculum, 2023-2028 (pp. 129-130)</p>	<p><b>Managing the Environment:</b> Polluted environments (parks, beaches, neighbourhoods, streets) affects people health, social and emotional</p>	<p><b>*Describing States and Conditions</b> -Tener Expressions (p. 45)</p>	<p><b>The Percussion Family</b></p> <p>Non-Pitched Instruments</p> <p>List the instruments</p> <p>Draw them</p>	<p><b>3-D Design</b></p> <p>Identify the parts and features of a worksheet (p. 96)</p>	<p><b>Topic:</b> Volleyball <b>Skill:</b> Rotation</p> <p>Demonstrate player movement on the volleyball court clockwise.</p>	

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	<p><b>Speech)</b></p> <p>Give specific feedback for improvement using <b>The Oral Presentation Assessment Rubric</b> (pp. 254-255)</p> <p><b>*Comprehension Skill:</b> Drawing Conclusions (pp. 144-145)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Using A.M. and P.M. Appropriately</b></p> <p><b>*Time to the Nearest Minute</b></p> <p>Time on the Twenty-Four-Hour Clock</p>		<p>correct use of <b>punctuation in compound sentences</b> (p. 214-215)</p>		<p>231)</p> <ul style="list-style-type: none"> <li>Revisit Different Points of View (p. 232)</li> </ul> <p>Peer-edit and Publish Essay</p>				<p>well being (p. 36)</p>		<p>Explain non-pitched instrument</p>			
<b>7</b>	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>Listening &amp; Speaking:</b> Oral Presentations (<b>Tutorial or Product Promotion</b>)</p> <p>Give specific feedback for improvement using <b>The Oral Presentation</b></p>	<p><b>*Measuring Time</b> (TB. pp. 117-119)</p> <p><u>Sub-Topics:</u></p> <p><b>*Converting Time</b></p> <p>Elapsed Time</p>	<p><b>Application of Skill:</b> Copying Favourite Memory Verse</p>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Synonyms &amp; Antonyms</b> (pp. 208-209)</p> <ul style="list-style-type: none"> <li>Connect to <b>Comprehension Skill:</b> Context Clues (pp. 134-136)</li> <li>Revisit Using a Thesaurus (pp. 85-86)</li> </ul>	<p><b>British &amp; American Spelling of Words:</b> (pp. 99-100)</p>	<p><b>Composing Invitations</b> (pp. 243-244)</p>	<p><b>Medicinal Plants of The Bahamas</b> (p. 106)</p>	<p><b>Festivals</b> (pp. 110-113)</p>	<p><b>*Celebrating Pentecost/ Whitsun</b></p> <p>R.S. Curriculum, 2023-2028</p> <p>(pp. 131-132)</p>	<p><b>Managing the Environment:</b> The effects of Polluted environments on people health, social and emotional well being (p. 36)</p>	<p><b>*Explaining Food Preferences:</b> Basic Foods and Drinks</p> <p>(p.46)</p>	<p><b>The Percussion Family</b></p> <p>Pitched Instruments</p> <p>List the instruments</p> <p>Draw them Explain pitched instrument</p>	<p><b>3-D Design</b></p> <p>Navigate within a worksheet and enter different types of data</p> <p>(p. 97)</p>	<p><b>Topic:</b> Volleyball</p> <p><b>Skill:</b> Bump, set, spike</p> <p>Demonstrate proper hitting in sequence.</p>	

WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	<p><b>Assessment Rubric</b> (pp. 254-255)</p> <p><b>*Comprehension Skill:</b> Drawing Conclusions (pp. 144-145)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>														
<b>8</b>	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>Listening &amp; Speaking:</b> Oral Presentations (<b>Researched Reports</b>)</p> <p>Give specific feedback for improvement using <b>The Oral Presentation Assessment Rubric</b> (pp. 254-255)</p> <p><b>*Comprehension Skill:</b> Making Judgements (pp. 146-147)</p>	<p><b>Square Numbers</b> (TB. pp. 56-58)</p>	<p><b>Application of Skill:</b> Copying Haiku Poems</p> <ul style="list-style-type: none"> <li>Allow peers to give each other feedback.</li> </ul>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Homophones Homonyms, &amp; Homographs</b> (p. 210)</p> <p>Connect to <b>Comprehension Skill:</b> Context Clues (pp. 134-136)</p>	<p><b>Word Origins</b> (pp. 101-103)</p>	<p><b>*Poetry Writing:</b> Haiku Poems</p> <p>Revisit and connect to <b>Comprehension (Literary) Skills:</b> Figures of Speech (pp. 150-152)</p>	<p><b>*Plant Conservation</b> (p. 108)</p>	<p><b>Bush Medicine</b> (p. 114)</p>	<p>A Community of Believers</p> <p>R.S. Curriculum, 2023-2028 (pp. 117-118)</p>	<p><b>*Managing the Environment:</b> Ways to protect and keep the environment clean</p> <p>p.37</p>	<p><b>*Explaining Food Preferences:</b> Fruits (p. 46)</p>	<p><b>Review of topics</b> Treble Clef The Recorder Form Historical Traditions: Junkanoo /Seasonal Songs &amp; Singing SA, SSA etc. culture</p>	<p><b>3-D Design</b></p> <p>Create a new blank worksheet or use a template and perform basic calculations Pp.97</p>	<p><b>Topic:</b> Volleyball <b>Skill:</b> 3-on-3</p> <p>Demonstrate proper hitting sequence in a mini volleyball game, best out of three attempts.</p>	



WEEK	READING	MATHEMATICS	HANDWRITING	GRAMMAR	SPELLING	WRITTEN COMPOSITION	SCIENCE	SOCIAL STUDIES	RELIGIOUS STUDIES	HEALTH & FAMILY	SPANISH	PERFORMING ARTS	VISUAL ARTS	COMPUTER STUDIES	PHYSICAL EDUCATION
	<p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>														
9	<p><b>*Daily Reading Fluency Practice</b> (10 min.)</p> <p><b>Listening &amp; Speaking:</b> Oral Presentations (Researched Reports)</p> <p>Give specific feedback for improvement using <b>The Oral Presentation Assessment Rubric</b> (pp. 254-255)</p> <p><b>*Comprehension Skill:</b> Making Judgements (pp. 146-147)</p> <p><b>*Vocabulary</b> (pp. 262-263): Use words from the main reading passage &amp; other subject areas.</p>	<p><b>*Patterns</b> (TB. pp. 11-16)</p> <p><u>Sub-Topics:</u></p> <p><b>*Pictorial and Numeric Patterns</b></p> <p><b>*Non-Routine Problems: Finding a Pattern</b></p>	<p><b>Application of Skill:</b> Copying Shape Poems</p> <ul style="list-style-type: none"> <li>Allow peers to give each other feedback.</li> </ul>	<p><b>*Daily Editing Practice</b> (5 min.)</p> <p><b>*Homophones Homonyms, &amp; Homographs</b> (p. 210)</p> <p>Connect to <b>Comprehension Skill:</b> Context Clues (pp. 134-136)</p>	<p><b>Word Origins</b> (pp. 101-103)</p>	<p><b>*Poetry Writing:</b> Shape Poems</p> <p>Revisit and connect to <b>Comprehension (Literary) Skills:</b> Figures of Speech (pp. 150-152)</p>	<p><b>Plant Conservation</b> (p. 108)</p>	<p><b>Bush Medicine</b> (p. 114)</p>	<p>Christian Celebrations and Culture</p> <p>R.S. Curriculum, 2023-2028 (pp. 133-134)</p>	<p><b>Review:</b> Substances that are harmful to the environment</p> <p>Effects of pollution to the environment</p> <p>Ways to keep the environment clean</p>	<p><b>Revision of all topics</b></p> <p><b>Practice Oral Communicative Competency</b> (p. 52)</p>	<p><b>Review of Topics</b></p> <p>Dynamics</p> <p>Tempo</p> <p>What is Culture</p> <p>Treble / Bass Notation</p> <p>Stem</p> <p>Placement</p> <p>Beaming</p> <p>Notes</p> <p>Sight Read-Practice</p> <p>The Orchestra</p>	<p><b>3-D Design</b></p> <p>Format, save, and print a worksheet (p. 101)</p>	<p><b>Topic:</b> Volleyball</p> <p><b>Skill:</b> Game Skills</p> <p>Demonstrate proper playing a volleyball game and understating the rules of play.</p>	



<b>WEEK</b>	<b>READING</b>	<b>MATHEMATICS</b>	<b>HANDWRITING</b>	<b>GRAMMAR</b>	<b>SPELLING</b>	<b>WRITTEN COMPOSITION</b>	<b>SCIENCE</b>	<b>SOCIAL STUDIES</b>	<b>RELIGIOUS STUDIES</b>	<b>HEALTH &amp; FAMILY</b>	<b>SPANISH</b>	<b>PERFORMING ARTS</b>	<b>VISUAL ARTS</b>	<b>COMPUTER STUDIES</b>	<b>PHYSICAL EDUCATION</b>
<b>10</b>	<b>REVISION OF SKILLS AND TOPICS</b>														
<b>11</b>	<b>END OF TERM EXAMINATIONS</b>														

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