DEPARTMENT OF EDUCATION

INSTRUCTIONAL GUIDE

Grade 4

DEPARTMENT OF EDUCATION

MATHEMATICS

Grade 4

2010

Scope of Work

Primary School Mathematics

Grade 4

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: NUMBER AND NUMBER SENSE
GRADE: 4

Sub-Goal 1: Demonstrate and apply knowledge of numbers, including multiple ways of representing numbers, relationships among numbers, and number systems.

Essential Questions

1. How does place value help me understand numbers?
2. How can we compare and contrast numbers?
3. What are the different ways to read and write a number?
4. What is the relationship between fractions and whole numbers?
5. How do you simplify a fraction?
6. What is the importance of using and interpreting the language of mathematics in problem solving?

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<table>
<tr><th>OBJECTIVE</th><th>CONTENT</th><th>ACTIVITIES</th><th>RESOURCES</th><th>ASSESSMENT</th></tr>
<tr>
<td>1. Write numerals and word names up to millions.</td>
<td>• A number tells you how many or how much, a number can be written in words or symbols. The symbols 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 are called digits.

Example: 4 636 192 = four million six hundred thirty-six thousand, one hundred ninety-two</td>
<td>• Tell how greater numbers are used in everyday life. e.g.: distance to other countries, lengths, height, population of cities etc.</td>
<td>• Harcourt Math Bk. 3 Teacher's Edition Volume pg. 58</td>
<td>• Discussion: What is the difference between the way you would write 900,000, the way you would write 90,000 and the way you would write 9,000 in standard form?

• Discuss other numbers in the same way.</td>
</tr>
<tr>
<td>2. Identify place value of digits in whole numbers up to the millions.</td>
<td>• You can write numbers in different ways e.g. Standard form, expanded form, and word form. E.g.: Standard form = 248,
Expanded form = 200 + 40 + 8
Word form = two hundred forty eight.

▪ Vocabulary: digits, standard form, expanded form and word form

<table>
<tr><th>Million</th><th>Hundred thousand</th><th>Ten thousand</th><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Ones</th></tr>
<tr><td>4</td><td>6</td><td>1</td><td>5</td><td>3</td><td>9</td><td>2</td></tr>
</table>

Note: 6 is in the hundred thousands place. The value of 6 is 600,000</td>
<td>• Use a place value chart to show larger numbers.

• Tell and write the value of a digit using base ten blocks. Game: "It's in the bag"

• Students make and play a place value game. The directions can be found on page 58 unit 1, Harcourt Math Bk. 3 Volume 1.

• Practice reading and writing numbers in the three forms.

• Use place value models to show and read numbers.

• Use place value chart and number line to show larger numbers.</td>
<td>• Harcourt Math Bk. 3 Volume 1</td>
<td>• Write the place value positions of the zeros in the number 70,010 (thousands, hundred, ones).

• Lesson Quiz:
Write in standard form
Eg: 80,000 (eighty thousand). 3,000 (three thousand).

• Write numbers in expanded and word form.
Less Quiz Eg. 300 090=
300 000 +90

-Fifty one thousand- 51000</td>
</tr>
</table>

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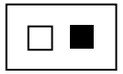
OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Identify and explain the role of the numerator and denominator in fractions.	• The numerator tells how many parts are being counted. • The denominator tells how many equal parts are in the whole. Eg: $\frac{5}{9}$ numerator / denominator	• **Concentration Match Game:** **a.** Have students match a fraction with the pictorial representation. 1/2 	• Mathworksheet.com	• **Journal Writing** Draw and write the fraction for a part of a group or part of a shape. Explain your answer.
4. Explain the relationship between fractions and whole numbers.	• Whole numbers can be expressed as fractions. E.g 4 – whole number $\frac{4}{1}$ - fraction • Fractions such as 2/2 as 3/3 are equal to 1 whole. • Fractions are extension of the place value system.	• Have students cut apples or oranges to show fractions.	• Fractional Cutouts	• Have students write in Math Journal explaining the relationship between fractions and whole numbers using examples.
5. Identify, read and write equivalent fractions (Continued).	• Two or more fractions that name the same amounts are called equivalent fractions.		• **Fraction Monkey** www.sums.cook/playground/n6a/playground.htm	• Quiz

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Identify, read, and write equivalent fractions.	• Multiply the numerator and denominator by the same number to find an equivalent fraction. e.g. $\frac{1}{4} \times 2 = \frac{2}{8}$ $\frac{1}{4} = \frac{2}{8}$ • Another way to find equivalent fractions is to use fraction strips. E.g. 1 ¼ ⅛ ⅛ • Both ¼ and 2/8 name the same part of a whole.	• **Fraction Monkey:** Students match equivalent fractions. - Divide students into groups. - Place fraction flashcards and its equivalent face down on the table**.** - The group that finishes first with the correct responses is the winner. • Using a model to show equivalent fractions. **Step 1** • Start with the bar for 1 whole line up two ⅓ bars for ⅔. 1 ⅓ ⅓ ⅓ 1/6 1/6 1/6 1/6 1/6 1/6 **Step 2** • Use 1/6 bars to match the length of the bars for ⅔. **Step 3** • Count the number of 1/6 bars that make up ⅔: Write the equivalent fraction. Count 1/6 , 2/6, 3/6 , 4/6		

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
6. Order and compare fractions, decimals, and whole numbers up to millions using the symbols =, >, and <.	• Numbers are compared to decide which of the 2 numbers is greater or less than. • Use these symbols. a. Greater than > ¼ > 1/9 b. Less than < 0.1 < 0.25 a. Equal to = ¼ = 2/8 • You can order numbers by comparing the digits in the same place value position from left to right. **Example:** 1364; 1364: 1634: 1694	• Use the number line to compare numbers.	• Harcourt Math Bk. 3 • enVisionMath Bk. 3 pg. 315	• **Discussion**: How would you compare 786 and 787 to find the greater number?
7. Simplify fractions (Continued).	• A fraction is in its simplest form when the numerator and denominator have no common factor other than 1. e.g. Write 4/12 in simplest form by dividing twice. $\frac{4}{12} \div \frac{2}{2} = \frac{2}{6}$	• **Interactive fraction Games**: Students play on line games where they simplify fractions.	• Harcourt Math Bk. 3 Teacher's Edition Volume 2 pg. 514 G • mathisfun.com • funbrain.com • coolmath4kids.com	• Write fractions in simplest form

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
7. Simplify fractions.	* 4 and 12 are both even. Two is a common factor. $\frac{2}{6} \div \frac{2}{2} = \frac{1}{3}$ * 2 and 6 are both even numbers. Two is the greatest common factor. Divide the numerator and the denominator by the greatest common factor. Write 4/12 in simplest form by dividing by 4. $\frac{4}{12} \div \frac{4}{4} = \frac{1}{3}$ In simplest form, $\frac{4}{12} = \frac{1}{3}$			

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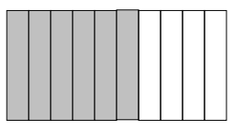
OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
8. Equate fractions and decimals using concrete material or pictorial.	• Equate numbers, word name, standard form and expanded form. e.g. **word name**: sixth tenth = $\frac{4}{10}$  **Standard form**: 0.75 = seventy-five hundredth **expanded form**: 3 + 0.7 + 0.06 + 0.002 = 3.762 • Equate one dollar to percent.	• Working in pairs, have students draw pictures to illustrate fractions or decimals. Have them exchange their drawings and write the fractions and decimals. • Use graph paper to show fractions and decimals.	• edhelper.com	• Have students write fractions and decimals from pictorial representations.
9. Identify, write and illustrate mixed numbers.	• A mixed number is made up of a whole number and a fraction e.g. $1\frac{2}{4}$ a. 1 is the whole number and 2/4 is the fraction.	• Use models to show mixed numbers • Fraction models	• Harcourt Math Bk. 3 Teacher's Edition Vol. 2	• Illustrate and explain a mixed number.

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Sub-Goal 1: Demonstrate and apply knowledge of numbers, including multiple ways of representing numbers, relationships among numbers, and number systems.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
9. Read and write decimals through thousandths.	• A decimal is a number with one or more digits to the right of the decimal point. A decimal uses place value to show values of numbers less than 1 such as tenths, hundredth and thousandths.  Fraction Write: 4/10 Decimal Write: 0.4 • **READ:** four tenths **READ**: four tenths • The fraction 4/10 and 0.4 name the same amount.	• Have students use money to model decimals. a. One dollar 100 cents b. one dime 10 cents c. one penny 1 cent • **Decimal Concentration** **a.** Have students match decimals with their pictorial representations.	• Harcourt Math Bk. 3 Teacher's Edition Vol. 2	• Quiz

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
10. Compare and order decimal through thousandths.	• Use place value. Start at the left. Look for the first place where the digits are different. **Example:** 0. 472 ; 0. 679 9 thousandths > 2 thousandths 0. 6790 > 0.472	• Use place value to solve word problems A penny made in 1982 weighs about 0.129 ounce. A penny made in 2006 weighs about 0.120 ounce. Which penny weighs more, a 1982 or 2006 penny? a. Use place value to solve problem. 0.129 ; 0.120 - Start at the left. Look for the first place where the digits are different. 9 thousandths > 0 thousandths 0.129> 0.120 Therefore, a penny made in 1982 weighs more than a penny in 2006. • Students can also use the hundred grid.	• Envision Math Bk. 4 p. 271	• Order and compare fractions and decimals from greatest to least and vice- versa. **Example:** Order ½, ¼ and ¾ from greatest to least.

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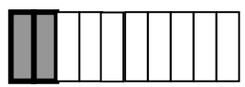
OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
12. Use words, pictures or concrete materials to represent a decimal as part of a whole.	• A whole can be divided into 100 equal parts called hundredths. • Six parts out of the 100 equal parts is 6/100 (6 hundredth) as a fraction and 0.06 as a decimal.	• Use decimal models to show part of a whole E.g. 2/10 or 0.20  - Below your decimal model, write the fraction and decimal amount you have shown 2/10 or 0.2 • Use place value chart to show fraction and decimals E.g. 7/10 or seven tenths or 0.7 ones . tenths 0 . 7	• Harcourt Math Bk. 3	• Use graph paper to draw decimal models. • Write fractions as a decimals E.g. 19/100 0.19 • Write decimals as a fraction 0.04 4/100
13. Read and write Roman Numerals to M (1 000)- Continued.	• The ancient Romans used seven letters to name numbers. Roman numerals are still used today. You may see them on clocks and buildings. • Place value is not used with Roman Numerals.	• **Roman Numerals Game** Students can work in pairs. Each student can write an Arabic numeral on a sheet of paper and then his/her partner can write the corresponding Roman numeral. The students can take turns writing numbers. This can also be done in reverse, with the student writing the Roman numeral first and the partner writing the Arabic numeral.	• Harcourt Math Bk. 3 Teacher's Edition Volume 1	• **Discussion:** What do you notice that is different about Roman Numerals? • Explain how to find the value of Roman Numerals.

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
14. Read and write Roman Numerals to M.	• The values of the letter are added or subtracted to find the total. I - 1 L - 50 V - 5 C - 100 X - 10 D - 500 M - 1000 • When a letter is repeated, add the value of each letter. E.g. XXX X + X + X = 30 • When a letter with a greater value is placed before a smaller one, you add. E.g. XVI → 10 + 5 + 1 = 16 • If a smaller value is placed before a larger one, you subtract. **E.g.** XL → 50 – 10 = 40	• **Flip and Match** - Class is divided into groups. - Each group has flash cards comprised of Roman Numerals and its corresponding numbers which are turned faced down. - Students match the Roman Numerals to its numeric value. - The group that finishes first is the winner. - Groups report on its most simple or difficult task experience with the game.		• Write the value of each Roman numeral. E.g. VIII = 8 CX = 110 IX = 9 MMM = 3 000 CD = 400 DCLXV = 655 XLV = 45 etc

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15. Use and interpret the language of mathematics in problem solving.	• Understand what the problem is asking. • Figure out what information you know and what you need to know to solve the problem**.** • Key words in word problems indicate which operation/s are involved. • Some key words for addition are *increase by*, *more than*, *total of*, *sum*, *in all*, and *altogether*. • Some key words for subtraction are *less than*, *difference of*, *how many are left*, *how many more* and *how many less.* • Some key words for multiplication are *times* and *every*. • Some key words for division are *each*, *share, quotient,* and *average*.	• In groups, have students solve problems.	• rhlschool.com • Harcourt Math Bk. 3 • IXL.com	• **Journal Writing:** Write how to solve a problem giving reasons for selecting the problem solving strategy and the operation to solve the problem.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRANDS: PATTERNS, FUNCTIONS, AND ALGEBRA
GRADE 4

Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationship in data, solve problems, and predict results.

Essential Questions

1. What can patterns reveal? How do the many types of patterns help us solve problems?

2. What predictions can the patterns or relationships support?

3. How can graphic representations of data help us solve problems?

4. How can prediction help you solve division problems?

SCOPE OF WORK
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Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationship in data, solve problems, and predict results.

<table>
<tr><th>OBJECTIVE</th><th>CONTENT</th><th>ACTIVITIES</th><th>RESOURCES</th><th>ASSESSMENT</th></tr>
<tr>
<td>1. Identify, create, complete, and generalize pictorial and numeric patterns.</td>
<td>• An ordered set of numbers or objects is called a pattern. The order helps you to predict what will come next in the pattern.

• Use addition, subtraction, division, and multiplication to find patterns.
E.g.

<table>
<tr><td>Number of Spiders</td><td>1</td><td>2</td><td>3</td><td>4</td><td>?</td></tr>
<tr><td>Number of legs</td><td>8</td><td>?</td><td>24</td><td>32</td><td>56</td></tr>
</table>
</td>
<td>• Design and draw their own pattern and describe it to the class. Tell how the numbers or objects are related, to form a pattern.

• Make and write rules for their patterns.</td>
<td>• Harcourt Math Bk. 3, pgs. 2, 136, Teacher’s Edition Volume 2

• enVision Math Bk. 3 p. 210</td>
<td>• Look at given patterns and explain how to find a rule. Then write a rule for each pattern.

• Complete pictorial and numeric patterns.</td>
</tr>
</table>

SCOPE OF WORK

PRIMARY SCHOOL MATHEMATICS

STRANDS: PATTERNS, FUNCTIONS, AND ALGEBRA

GRADE 4

Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationship in data, solve problems, and predict results.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Investigate the pattern of remainders in division by 2, 3, and 4 (Continued).	• A rule can be used to describe a pattern. • When you **divide** one number by another, and have left over, that amount is called the remainder. You will get remainders when you are dividing **whole numbers** and you are not using **decimal** values. **Examples:** 5 ÷ 2 = 2 with remainder 1 7 ÷ 2 = 3 with remainder 1 5 ÷ 3 = 1 with remainder 2 5 ÷ 4 = 1 with remainder 1 (4 + 1) 6 ÷ 4 = 1 with remainder 2 (4 + 2) 7 ÷ 4 = 1 with remainder 3 (4 + 3) 9 ÷ 4 = 2 with remainder 1 (4 + 4 +1) 6 ÷ 4 = 1 with remainder 1 (5 + 1) 7 ÷ 4 = 1 with remainder 2 (5 + 2) 8 ÷ 4 = 1 with remainder 3 (5 + 3) 9 ÷ 4 = 1 with remainder 4 (5 + 4)	• **Divide the Line:** **a.** Line up students (30-Numbers will vary depending of class size). **b.** Teacher asks, "If you put 30 students into one group, how many groups will you have?" (1 group) **c.** Teacher instructs students to form 2 groups and asks, "If you place 30 students into two groups, how many students will be in each group?" (15 students) **d.** This continues until as many groups as possible can be formed. **e.** Students will eventually predict the amount of groups, totals, and remainder (patterns).	• http://www.numbernut.com • Harcourt Math Book 3, pg. 536, Teacher's Edition Volume 1	• Quiz a. Example: Divide $1.13 among 3 people. Will each person get 35¢? Show your working. b. Write the missing numbers E.g. 235, 241, 247, ___, _____, _____

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STRANDS: PATTERNS, FUNCTIONS, AND ALGEBRA
GRADE 4

Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Investigate the pattern of remainders in division by 2, 3, and 4.	Do you see any **patterns**? • Remainders can never be larger than the number you are dividing by.			
3. Solve non- routine problems where finding a pattern is an appropriate strategy.	• Non-routine problems involve the processes of exploring, speculating, and confirming.	• Read and then, talk about ways to solve problems, similar to the ones below. a. Dan is six years older than Darla. Dan is 25 years old write an equation to find Darla's age. Talk about what you did. b. Blanca spent $24 on plants. Each plant cost $3. Which equation could be used to find the number of plants that she bought? □ – 3 = 24 24 ÷ 3 = □ 24 – 3 = □ □ + 3 = 24	• Harcourt Math Bk. 3, pg. 136 & 137	• Quiz: Students solve non-routine problems.

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STRANDS: PATTERNS, FUNCTIONS, AND ALGEBRA
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Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	SSESSMENT
4. Skip count to 100 by 6s, 7s and 8s.	• Skip counting can be used to make a number pattern and find missing numbers in a given pattern. • a. **Example**: Skip count by 6s for this pattern 36, 42, ___, 54, ___	• Skip count by 6s 7s and 8s to 100 to complete given patterns. E.g. 18, 26, 34, ___, ____, _____. • Have students make number patterns using a calculator. **Example:** 26 add 7 26, 33 40, 47 502 subtract 9 502, 403, 484 14 add 23 14, 37, 60 999 subtract 135 999, 864, 729, 594	• enVisionMath Bk. 3 pg. 15 • Harcourt Math Bk. 3. pg. 2	• Explain how to find a rule of given patterns, then write rule for each pattern.
5. Explain the difference between odd and even numbers in terms of one- to one correspondence.	• Numbers can be arranged in dot patterns. Even numbers have pairs of dots **E.g.** ●----------● ●----------● ●----------● ●----------● • Odd numbers have pairs of dots with one dot left over. **E.g.** ●----------● ●----------● ● • When one is added to an even number, that number now becomes odd.	• In cooperative groups, have students' complete odd and even patterns.	• Harcourt Math Bk. 3, pg. 3	• Use the hundred-chart to show odd and even numbers. **Example:** Start at 2 and skip count by twos. Move 12 skips. What number you land on. Is it odd or even?

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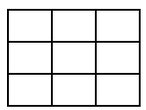
Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
6. Identify and create square numbers.	• A **square number** forms a square. Example: 9 = 3 x 3  3 x 3 • The **square** of a number is that number multiplied by itself. • To **square** a quantity is to multiply it by itself. • All square numbers end in 0, 1, 4, 5, 6 or 9. • The first ten square numbers are - 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 …	• Students find all the squared numbers in the multiplication tables. • **Using Geoboards** a. Place students in heterogeneous cooperative groups. b. Assign a number for students to create squares. c. Have students create squares using geoboards. d. Have students discuss and report how squared numbers were used.	• Harcourt Math Bk. 3 pgs. 159 & 177 • Math Glossary: www.richardphillips.org.uk/**number**/gl/**square**.htm • Geoboards	• Students create squared numbers and write in journals how they arrived at their answers. • Draw arrays to show squared numbers for the following: a. 5 b. 6 c. 2 d. 8

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

Essential Questions

1. How can we decide when to use an exact answer and when to use estimation?
2. How are the four basic operations related to one another?
3. How can making equivalent fractions be used to add and subtract fractions?
4. What is the need for a multi-step problem?
5. How do you know when to multiply or divide in a problem solving situation?

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Round whole numbers to the nearest thousand, ten thousand and hundred thousand (Continued).	• Rounding is a method used to replace a number with another number that tells about how many or how much. • **Rounding Rules** - Find the place to which you want to round. - Look at the digit to its right. If the digit is less than 5, the digit in the rounding place stays the same. If the digit is 5 or more, the digit in the rounding place increases by 1. -**Note: All digits to the RIGHT of the rounding place become zeros. All digits to the LEFT of the rounding place remain the same.** • **Examples**: - **Round 374 to the nearest ten.** * Find the rounding place, Tens * Ask: a. What digit do I look at? The digit in the ones place -4. b. Is it less or more than 5? It is less than 5. c. What happens to the digit in the ones place? It remains the same-7. d. What happens to the digit to the left of the tens place? It remains the same-3.	• **Rounding Riddle** I am now the number 360 000. I was rounded to the nearest ten thousand. I was the number between 352 678 and 352 680. What number was my original name? - The same principle applies for rounding to the nearest ten thousand and hundred thousand. • **Rounding Concentration** Have two sets of cards: One set with the original numbers and the other set with the matching rounded numbers. - Guide students to match pairs of cards and explain choice of selection.	• Harcourt Math Bk. 3 Teacher's Edition Volume 1, pgs. 30 & 31	• Discussion: Explain steps to complete rounding a number to the nearest thousand? • Write in math journal. Draw a number line to show how you would round 543 267 to the nearest thousand. • **Quiz** Round numbers to the nearest thousand, ten thousand and hundred thousand.

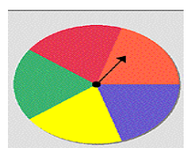
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Round whole numbers to the nearest thousand, ten thousand and hundred thousand.	e. What happens to the digit to the right of the tens place? It becomes a zero. **Therefore, 374 rounded to the nearest ten is 370.** **Round 374 to the nearest hundred** • Find the rounding place: hundreds. **Ask**: - What digit do I look at? The digit in the tens place: 7 - Is it (7) less or more than 5? It is more than 5 - What happens to the digit in the hundreds place? It increases by 1 (3 + 1). - What happens to the digits to the right of the hundreds place? They become zeros. • **Therefore, 374 rounded to the nearest hundred is 400.** - Round 2641 to the nearest thousand. To round to the nearest thousand, follow the rounding rules. **Therefore, 2 641 rounded to the nearest thousand is 3 000.**			

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal 3: Estimate and understand the meaning, use and connection between the four (4) basic operations; additions, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Round decimals to the nearest whole, tenth, and hundredth.	• Steps involved in rounding decimals. a. Find the rounding place. Look at the digit to the right of the rounding place. b. If the digit is 5 or greater, add 1 to the rounding digit. If the digit is less than 5, leave the rounding digit as it is. c. Make the digits to the right of the rounding digit zeros. **Examples** **-**Round $7.42 to the nearest dollar. It is closer to $7.00 than $8.00. -Round 15.54 to the nearest tenth. Ans. 15.50 -Round 8.639 to the nearest hundredth. Ans. 8.640.	• **Wheel of Decimals** - Design a sectioned wheel with a spinner and decimal numbers.  - Guide student to spin the spinner and round the number that the spinner lands on to the nearest whole number, tenth, or hundredth. • **Food Store Shopping** **a.** Create a food store setting with priced items. b. Have students go on a shopping spree where they estimate the cost of specific items to the nearest whole, tenth, or hundredth.	• Harcourt Math Bk. 4 pgs. 428 & 429 Teacher's Edition Volume 1	• Quiz: Round decimals to the nearest whole, tenth, and hundredth. • Discussion: Steps to take when rounding decimal numbers**.**
3. Recall multiplication and division facts working toward a goal of 3 seconds or less per fact (Continued).	• Multiplying is a way to find out how many in all, when groups have the same number of items. • Numbers that are multiplied to find a product are called **factors.**	• Have students create multiplication raps. • **Multiplication Tag** a. Create a set of multiplication fact cards.	• Harcourt Math Bk.3 Teacher's Edition Volume 1, pgs. 518 & 519.	• Explain how the dividend and the product are alike. (Each tells the total number). • **Quiz** Write the missing factor/s

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations: addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Recall multiplication and division facts working toward a goal of 3 seconds or less per fact .	• The answer in a multiplication problem is called the **product.** E.g. 8 x 9 = 72 Factor Factor Product • **Dividend** is a number that is divided by another number. • **Divisor** is the number that divides the dividend. • **Quotient** is the answer in a division problem. **E.g.**: 36 ÷ 4 = 9 dividend divisor quotient	b. Divide students into "n" teams and stand one behind the other. Teams must provide products for set of facts within "n" minutes. c. Place fact cards on a pile face down. The first person on the line will remove a card and tell the product. If the answer is correct, the person places the card in an area for the Used Cards. The player then runs and tags the person at the back of the line. The tagged person runs to the front of the line and begins this round by removing the card from the top of the **Unused pile.** The tagged person tells the product for the multiplication fact. **NB: If a student provides an incorrect product, he/she must place the card face up on the Unused Pile. He/she then runs and tags the student at the back of the line.**		• Complete each number sentence. Draw an array to help. a. ☐ x 5 = 20 b. 8 x ☐ = 24 c. 2 x ☐ = 14 d. 14 ÷ 2 = ☐

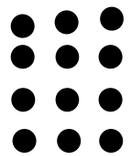
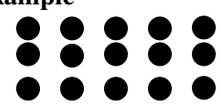
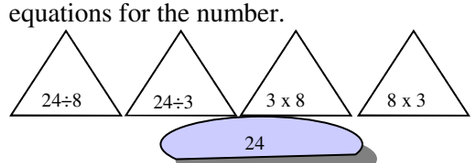
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
4. Create and solve multiplication story problems.	**Steps in Problem Solving** • Read the problem carefully • Underline clue words e.g. product, total, area, times • Ask yourself if you've seen a problem similar to this one. If so, what is similar about it? • What do you need to do? • What facts are you given? • What do you need to find out? • Define and try your strategy. • Solve Problems • Reflect: Does it seem probable?	• Draw arrays on grid paper to model problem. • Students will work in small groups to create story problems. Students will show a solution to the problem using manipulatives and pictures. Students will make a final copy so it will be published in a class book.	• http://www.rism.ac.th • http://www.homepages.cambrianc.on.ca/.../**math**science/science/	• Create and solve story problems

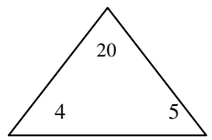
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4)basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Explain division as the inverse of multiplication (Continued).	• There is an inverse relationship between division and multiplication just like there was between addition and subtraction. **e.g** The equation 45 ÷ 5 = 9 has the inverse relationships: 5 x 9 = 45 9 x 5 = 45 • Similar relationships exist for multiplication. The equation 3 x 7 = 21 has the inverse relationships 21 ÷ 3 = 7 21 ÷ 7 = 3 • Multiplication and division are opposite or inverse operations.	• Draw pictures to show that division is the inverse of multiplication.  4 x 3 = 12 12 ÷ 4 = 3 • Given a specific number of counters, have students arrange them in an array and write the corresponding multiplication and division equations. **Example**  3 x 5 = 15 15 ÷ 3 = 5 or 15 ÷5 = 3 • **Junkanoo Mathematics** Given Junkanoo hat templates with a number written in the centre, have students write the multiplication and division equations for the number. 	• http://www.mathdrill.com • Harcourt Math Bk. 3 Teacher's Edition Volume 1, pgs. 184 & 185	• Complete each number sentence. Draw an array to help. a. 2 x ☐ = 14 b. 14 ÷ 2 = ☐

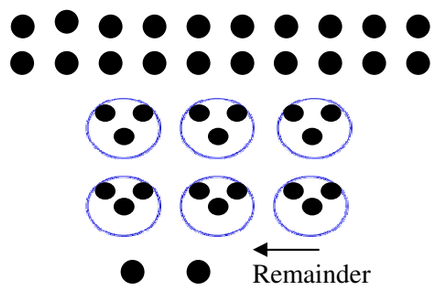
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Explain division as the inverse of multiplication.		• Use triangle fact cards to write fact families. e.g. (triangle with 4, 5 and 20 in each corner)  4 x 5 = 20 5 x 4 = 20 20 ÷ 5 = 4 20 ÷ 4 = 5		

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
6. Explain what a remainder means in a division problem (Continued).	• To divide means to share a number of items to find how many equal groups can be made or how many items will be in each group. Sometimes you cannot divide numbers or numbers of object evenly. • **REMAINDER** is the amount that is left over when a number cannot be divided evenly. 6 r 1 6 | 37 - 36 1 - Divide 37 by 6 - Multiply 6 by 6 - Subtract 36 from 37 - Compare 1<6 **The quotient is 6 and the remainder is 1** **NB: The difference must be less than the divisor.** • Interpreting the remainder is a necessary skill in solving division word problems.	• Use counters to show remainders. E.g. use 20 counters. Draw 6 circles  • **Dividing History: Variation of Jeopardy** **a.** Teacher divides the class into teams and has students complete division questions with remainders. **Categories**: The Lucayans, Columbus Landing, The Loyalists **Sample Question**: Twenty-seven Lucayans needed to paint their faces. There were 4 bowls of paint. One bowl of paint can decorate 6 faces. How many Lucayans were able to have their faces painted? Explain.	• Primary Social Studies Bk. 4 • Tourism Education for The Bahamas • Harcourt Math Bk. 3, pgs. 502 & 503	• Write missing numbers on the fact card for division problems. • Discuss: when do you have a remainder in a division problem? • Record and solve division problems that have remainders.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
6 Explain what a remainder means in a division problem.	Sometimes the answer is the remainder, sometimes the remainder is dropped, and sometimes the quotient is increased. For example: thirty-five oranges are placed in crates. A crate can hold 8 oranges. Every crate is filled except one. a. How many full crates are there? 4 b. How many oranges are in the unfilled crate? 3 c. How many crates are needed for all 35 oranges? 5 4 8 ⟌ 35 - 32 3			
7. Divide up to a 3-digit dividend by 1-digit divisor with and without remainders (Continued).	• Steps for division **Example:** Divide 178 by 3 59 3 ⟌ 178 - 15 ↓ 28 - 27 1 -Divide 17 by 3. Place the answer in the tens place.	• Create a rap, poem, or song about dividing with remainders. • Game: Division Wheel a. Class is divided into groups. b. Students spin a wheel with division problems and solve them. c. The group with the most correct answers wins the game.	• Primary Social Studies Bk. 4 • Tourism Education for The Bahamas • Harcourt Math Bk. 3 pgs. 540 & 541 • www.321know.com/div41_x3.htm	• **Discussion:** The Importance of Alignment in Division Problems • Solve three-digit dividend by one digit divisor with and without remainders**.**

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
7. Divide up to a 3-digit dividend by 1-digit divisor with and without remainders.	- Multiply by 3 -Subtract 15 from 17. -Bring down 8 ones. Divide the 28 ones. -Multiply 9 by 3 -Subtract 27 from 28. -Compare 1< 3 -The quotient is 59 and the remainder is 1			
8. Find the product of 2 whole numbers when one factor has 2 digits or less and the other has 3 digits or less. (Use estimation, paper, pencil and calculator).	• To find about how many, you can estimate. You can use rounding or front-end estimation to estimate products. E.g. 178 x 13. -Round each number. 178 → 200 x 13 → 10 Multiply 200 x 10 2 000 • When numbers are large and the problem involves regrouping, paper, pencil, and calculator are good choices.	• In cooperative groups, students are given flash cards with the multiplier and the multiplicand to find the estimated product. • Students complete problems and report findings to the class.	• Harcourt Math Bk. 3. pgs. 524-526. • Newspapers	• Students create and solve multiplication problems using priced articles from newspapers or magazines. • Have students write about the importance of estimating numbers.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
9. Add and subtract columns of numbers.	• **Steps for Addition** **Example:** 43 56 + 21 - Add the ones. Regroup if needed. - Add the tens. Regroup if needed. • **Mental-Find the difference** 36 Think: 36 = 30 + 6 - 25 25 = 20 + 5 -Subtract the tens:-30 – 20 = 10 -Subtract the ones: 6-5 = 1 -Add the differences 10 + 1= 11 Therefore, 36-25 = 11 • **Addition and subtraction of weeks and days** **Example:** Weeks Days Weeks Days 8 2 12 0 +5 6 - 9 3 14 1 2 4 • Maintain skill of addition and subtraction by using hours and minutes.	• Using a shop setting, with priced items, have students use specific methods to add or subtract.	• Harcourt Math Bk. 4 • Bright Sparks Bk. 4 pgs. 42 & 43	Create some word problems where students have to decide whether to add or subtract to solve the problem.

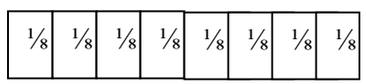
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimated and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
10. Multiply up to 2 digits by digits.	• **Steps involved in multiplication** Eg. Find 37 x 240 37 x 240 000 1480 + 7400 8880 - Multiply by the ones. Regroup if necessary. - Multiply by the tens. Regroup if necessary. - Multiply by the hundreds. - Add the partial products.	• **Writing to explain** The ferry makes 38 one way trips on Saturday and carries an average of 310 people - How many people were ferried on Saturday? - If the amount of trips were cut in half, how many people would be ferried on Saturday? a. Students are placed into two groups and are allowed to use calculators. b. Group A challenges group B to complete a similar problem given above by multiplying two digit numbers by three digit numbers. The activity is timed. The group that completes the activity in the shortest time wins.	• Calculator	• Complete worksheet designed by teacher. Example: Multiply and find the product. **a**. 23 x 120 **b**. 97 x 385

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
11. Add and subtract fractions and mixed numbers with like denominators without regrouping.	• Fractions that have the same denominators are called like fractions. • You can use fraction bars to add fractions and to find the sum in simplest form. • Like fractions can be subtracted by subtracting the numerators; the denominator stays the same. Example: 5/6 – 1/ 6= 4/6 -Simplify by dividing the numerator and denominator by 2 $\frac{4}{6} \div \frac{2}{2} = \frac{2}{3}$ • When adding like fractions, add only the numerators. The denominator remains the same. Example: $\frac{1}{4} + \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$ • You can use addition and subtraction basic facts to help you add and subtract like fractions.	• Use items in the classroom to show addition and subtraction of like fractions. E.g.: 5 boys and 3 girls sit on chairs in front of class. - What fraction are boys? (5/8) - What fraction are girls? (3/8) - What fraction names the whole group? (8/8) = 1 • Use fraction bars to add and subtract fractions with like denominators. E.g.: 7/8 – 4/8 = 3/8 	• Harcourt Math Bk. 3 pg. 425	• **Discussion:** How do you solve a fraction with like denominators? What key element do you look for? • Explain how to use fraction bars to add and subtract fractions with like denominators. • **Lesson Quiz** Use fraction bars to find the sum. ¼ + 2/4 = ¾ 4/10 + 4/10 = 8/10 or 4/5 -Use fraction bars to find the difference 11/12 – 6/12 = 5/12

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
12. Create and solve story problems involving addition and subtraction of fractions with like denominators.	**Steps in Problem Solving** • Read the problem carefully • Underline clue words e.g. sum, total, difference • Ask yourself if you have seen a problem similar to this one. If so, what is similar about it? • What do you need to do? • What facts are you given? • What do you need to find out? • Define and try your strategy. • Solve Problems • Reflect: Does it seem probable?	**Game: Fraction Columbo** a. Students are placed into mixed ability groups where they follow a map and read clues that send them to different locations in the classroom b. Students are only allowed to return to their seats after they have solved the problem. c. The group that returns quickest with the correct answer is the winner. **Questions for Game** d. Tanya ate 1/12 of a pineapple and Dot ate 2/12. What fraction of the pineapple did they eat? e. For a science report, Henry wrote 2/4 page more than Jason and Kayln combined. Mary wrote ¾ page and Bob wrote 1 ¼ pages. How many pages did Henry write?	• Harcourt Math Bk. 3 pgs. 426 & 427	• **Discussion:** How do you know what operation to use when solving a word problem? • Have students create and solve fractions with like denominators.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
13. Explain why like denominators are needed in the addition and subtraction of fractions.	• To add and subtract fractions with unlike denominators, change to equivalent fractions. • Fractions with unlike denominators cannot be added and subtracted unless you find the common denominator. • Without denominators, the number is not a fraction. **Eg.** $\frac{1}{2} + \frac{1}{4} = \frac{2}{4} + \frac{1}{4} = \frac{3}{4}$ a. Change one fraction so that they both have the same denominator. One half is the same as two quarters. b. Add the numerators together to find the answer.	• Use fraction bars to find like fractions. • Solve word problems involving fractions. **Examples:** a. A bumblebee is 4/5 inch long and a firefly is ½ inch long. What is the total length of the insects? b. Find the difference. The fraction of the letters in the word BAHAMAS which are As and the fraction of the letters in the word ABACO which are As.	• Harcourt Math Bk .4 pg. 386 • Fraction bars • Caribbean Primary Mathematics Level 4	• Add and subtract fractions with like denominators. • Create and solve addition and subtraction fraction problems using the names of things Bahamian. Eg. Subtract the fractions. The fraction of the number of Ns that are in Benny cake and conch.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 4

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
14. Create and solve one and two step problems involving the four operations.	• One operation is used to solve one-step problems. • Two or more operations are used to solve multi-step problems. • Review clue words for the four rules with students.	**Math Baseball** • Divide class into 2 equal teams. If there is 1 person left over, assign a job (read problems, keep score, etc) • Give each team a name and choose a captain. • Set up bases in 4 areas of the classroom. The first team forms a batting line. The second team gives a word problem. E.g. Wanda eats 2 dillies every day. How many will she eat in 9 days? *The first team member chooses the operation and solves the problem. If the answer is correct, the team player advances to the 1st base. As in a baseball game, players may advance once teammates answer correctly. If a member fails to answer correctly, he/she gets a strike. Three strikes means the team is OUT. - The second team bats and the first team ask the questions.	• Newspapers • Magazines	• Students create and solve multi-step problems in their mathematics journals.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

Essential Questions

1. How do you use measurement in your life?
2. Why is it important to estimate?
3. Why is it important to use the correct unit of measurement?
4. Why is it important to know how to convert from one unit of measure to another?
5. What is perimeter and how is it measured?
6. How is telling time on a 24- hour clock different from that of a 12- hour clock?

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Estimate and measure length in kilometers, meters, decimeter centimeter and millimeter selecting the appropriate unit when necessary (Continued).	• In the metric system, millimetres (mm), centimetre (cm) ,decimetre (dm), metre (m), and kilometre are used to measure length and distance. • **Millimetres** and **centimetres** are used to measure very short lengths or distances. • **A millimetre** is about the thickness of a coin (penny). • A **centimetre** is about the width of your index finger. • **Metres** and **kilometres** are used to measure much greater length or distances. • A **metre** is about the distance from one hand to the other when arms are stretched out. Your armspan is about 1 metre long. • A **decimetre** is about the width of an adult's hand. A **kilometre** is a little more than half a mile.	• Write four objects that you would measure using centimeter, decimeter, metre, and kilometer. Estimate the lengths and measure the objects. • Choose the unit that you would use to measure: a. your little finger b. a five cent coin c. the distance between New Providence and Eleuthera d. the classroom door • Use a centimetre ruler. Estimate and measure the length of various objects (e.g. your pencil) to the nearest centimetres then record your measure. • Game: Smile Metric Style by Deanna Metder a. Materials: Metric Rulers crayons or markers pencil construction paper or graph paper. **PROCEDURES**: a. Divide class into groups of four. b. Each student will measure and record the length of each person's arm in his or her group.	• Harcourt Math 3 Teacher's Edition Volume 2 pg. 373 • http://www.mathforum.com	• Discuss: Why would it be better to measure the length of the whiteboard in metres rather than in centimetres? • Journal Writing: Why it is important to have more than one unit of measure? • Lesson Quiz: Choose the unit you would use to measure the information below. Write cm, m, or km. a. The length of a jitney. b. The length of a eraser. c. The distance from cable beach to Downtown. d. The length of your notebook.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objectives, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Estimate and measure length in kilometres, metres, decimetre centimetre, and millimetre selecting the appropriate unit when necessary.		c. Students check their results against the result of the rest of the group. If there are any discrepancies the students should verify the results as a group. b. When an accurate measurement has been attained for each child, the results are recorded on the board as each child records them at his/her seat. • Order all the measurements from least to greatest. • Graph your results. • Find the sum of all the arm lengths in your classroom. Do not forget the teacher's arm. • Create one arm length out of construction paper that is the length of the entire arm in your room.		

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Explain the relationship among the metric units.	• There are two advantages of the metric system. a. The metric prefix values are the same for length, weight, and liquid. b. All conversions involve powers of ten. • Several examples of units ` 10 centimetres = 1 decimetre (length) 10 millilitres = 1 decilitre (capacity) 10 hectograms = 1kilogram (weight)	• Estimate and measure the length of three objects in your classroom to the nearest centimetre, decimetre, or metre. Record your measurements. • Students experiment with the units of measurement to discover the relationships that exist between them.	• Mathematics for Elementary Teachers pgs. 566 & 567 • Harcourt Math Bk. 3. pg.377 • rulers	• Discuss the relationship between millilitres to litres. • Write if a bottle's capacity is 4L, how many milliliters it holds. Explain how you found the answer. • Teacher designs problems. Examples a. How many centimetres are in 2 metres? b. How many millimetres are in a centimetres?
3. Convert metric units of length, mass, and capacity (Continued)..	• When converting units within the metric system, multiply when you change larger units to smaller units. • A decimetre is larger than a centimetre. Example: 600 dm = _____cm Length of road in decimetres (600). There are 10 cm in 1 dm. Therefore, 600 x 10= 6 000 cm. • **Divide** when you change smaller units to larger units. a. A millilitre is smaller than a litre. **Example**:3 000mL= _____L 3 000 mL ÷ 1 000= 3L	• **Basket Loss** a. Students are given five shots at a basketball rim. Each successful shot is 2 000 grams of fat that they will lose on a weight loss plan. b. Students calculate how much weight they would lose after the attempts c. Students convert the numbers of successful shots to grams. • Given the length of several islands of The Bahamas in kilometres, have students convert the distances to metres.	• Map • Atlas • Balances • www.homeschoolmath.net	• Journal Writing: Have students explain how to convert metric units and give illustrations of the same.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Convert metric units of length, mass, and capacity.	• Mass is the amount of matter in an object. The metric unit of mass is the gram. The most frequently used metric units of mass is the gram (g) and kilogram (kg). • A kilogram is larger than a gram. Example 4 kg = _____g 1 000 g = 1 kg. Therefore, 4 kg x 1 000 = 4 000g			
4. Estimate and measure using millilitre and litre.	• Capacity is the amount a container will hold when it is filled. • Capacity can be measured by using metric units such as the millilitre (ml) and liter (L) • A dropper holds about 1ml • A glass holds about 250 ml • A water bottle holds about 1L • **Vocabulary**: millilitre (ml) and litre (L)	• Estimate the number of millimetres that are in a litre. • Pour 1 liter of water at a time into a pitcher. Repeat until the pitcher is full. Record the number of liters. • Estimate and measure the capacity of each of the following objects. Write the objects' capacity in order from least to greatest. a. a cup b. a bucket c. a bowl d. a lid from a jar	• Harcourt Math Bk.3 pg. 378 Volume 2 Teachers Edition • milliliter dropper	• Lesson Quiz: Choose the unit you would use to measure the capacity of each. Write ml or L a. a sink filled with water. b. a bottle of syrup. c. a mug of soup. d. a jug of liquid detergent **E.g.** joy

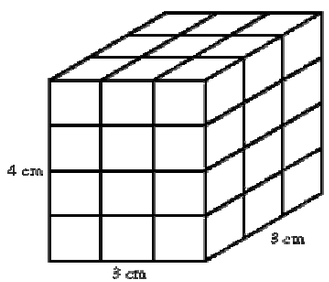
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Use grams and kilograms to estimate and determine mass.	• The gram (g) and the kilogram (kg) are metric units used for measuring mass, or the amount of matter in an object. • Mass is how much an object weighs. a. A paper clip has a mass of about 1 gram. b. A large book has a mass of about 1 kilogram.	• Find the mass of objects in your classroom. a. Place 10 paper clips on one side of the simple balance scale to show 10g. b. Find an object that you think might equal 10g. Use the balance to check. c. Repeat steps "a" and "b" for 25g and 1kg. Use the book to show 1kg. • Name an object that has a mass of each amount. a. 'n' grams b. 'n' kilograms • Students work in groups to estimate and find the mass of various objects. Findings are recorded in a table.	• Harcourt Math Book 3 pg. 380, Teacher's Edition Volume 2 • gram weights • kilogram weights	• Discuss: Brainstorm and create a list of objects that have a mass of about 1 gram and about 1 kilogram. • Quiz: Choose the better estimate. - A watermelon: 10 g or 10 kg. - A table: 12g or 12 kg. - A pen: 7 g or 7 kg.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
6. Explain the concept of volume using words and /or pictures and/or concrete materials.	• **Volume** is the number of cubic units needed to fill a solid figure. • A **cubic unit** is used to measure volume. • A **cubic unit** is a cube with a side length of a unit. You can use connecting cubes to show cubic units • Example of concept of volume.  • The box is 3 cubes long, 3 cubes wide and 4 cubes high. 9 cubes cover the bottom of the box. There are 4 layers. 36 cubes fill the box. Therefore, it has a volume of 36 cubes.	• Use boxes of various sizes to estimate and find volume. Compare estimation with the actual volume. • Use connecting cubes to find the volume of various objects. Record your findings.	• Mathematics Plus Bk. 4 pgs. 306-309 • Harcourt Math Bk. 3 pg. 399 • Connecting cubes • Boxes • Mathematics In Motion: A Resource Book for Teachers, pg.108	• **Journal Writing** Todd has a box that is 4 cubes long and 4 cubes wide. The box has a volume of 48 cubes - what is the height of the box? Explain 3 cubes; each layer has 16 cubes 16 + 16 + 16 = 48

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
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Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

<table>
<tr><th>OBJECTIVE</th><th>CONTENT</th><th>ACTIVITIES</th><th>RESOURCES</th><th>ASSESSMENT</th></tr>
<tr>
<td>7. Select the appropriate unit for estimating and measuring volume.</td>
<td>
• Volume is expressed with the word "cubic" as the prefix of the unit being measured.
Example: cubic metres

• The volume of a solid is the amount of space it occupies.

• Volume and capacity are related. A volume of 1 cubic centimeter (cc) can hold 1 millilitre (mL) of water.

• The litre is the unit used to measure volume.

• In liquids in can be litres, gallons, ounces, pints and quarts.

• Using the metric system, mL and kl, are used.

• The customary units are ounces, cups, pints, quarts, and gallons.

• Volume can be found by multiplying the length, breadth/width, and height of cubes and cuboids.
V= L x B x H
</td>
<td>
• Students complete the table in pairs and report their findings. They estimate answers and then calculate to find the actual answers.

<table>
<tr><th>L</th><th>B</th><th>H</th><th>Volume</th></tr>
<tr><td>2 cm</td><td>3 cm</td><td>1 cm</td><td>?</td></tr>
<tr><td>4 cm</td><td>5 cm</td><td>?</td><td>60 cc</td></tr>
<tr><td>?</td><td>9 cm</td><td>2 cm</td><td>72 cc</td></tr>
</table>
</td>
<td>
• Mathematics Plus Bk. 4

• Caribbean Primary Mathematics Bk. 5 pg. 97
</td>
<td>
• Lesson Quiz: Complete questions to find estimated and actual answers. Students will also be asked to determine which unit to use for estimation.
</td>
</tr>
</table>

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
8. Explain the volume concept of a litre by construction.	• The standard unit of volume in the metric system is the liter. • One litre is equal to 1000 cubic centimeters in volume. Other units of volume and their equivalents in liters are as follows: millilitre = 0.001 litre 1 centilitre = 0.01 litre 1 decilitre = 0.1 litre 1 kilolitre = 1000 literes	• Teacher fills labeled containers in the class and students answer the following: a. List the letters of the containers that hold less than a metre. b. List the letters of the containers that hold more than a metre. c. List the letters of the containers that hold a metre. d. List the letters of the containers in order from least to greatest. • Students fill a box with centimetre cubes. They answer the following questions: a. How many cubes are on one layer of the box? b. How many layers are there? c. How many cubes does the box hold? d. How many centimetres long is each side? e. The box is how many centimetres high?	•http://www.books.google.bs/books?isbn=049509191X	• Students explain in mathematics journal the concept of volume.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
9. Solve problems which require the addition and subtraction of metric units.	• **Understand**: What you are asked to find? What information will you need? • **Plan**: What strategy can be used to solve the problem? • **Solve**: How can you use the strategy? • **Check**: What other strategy could you use? • Metric units follow the same format as the addition and subtraction of whole numbers. 4m 20 cm 4. 20 m + 5m 85 cm 5. 85 m 10 05 • Heavenn lives 3 562 km from her best friend Sherry, who lives in another country. If Heavenn visits Sherry and returns home, how many kilometers did she travel in all? Example: 3 562 x 2 = 7 124 km	• Students are placed in groups. Each group is given a section of the Real Estate Ads in the newspaper. Each group finds the total amount of the land for sale in kilometer. They will find the difference between the sums of their total and another group's total.	• Mathematics Plus Bk. 4. • Newspaper • http://www.edhelper.com	• Solve addition and subtraction problems involving the metric units.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
10. Read the thermometer in Celsius and Fahrenheit.	• Degrees Fahrenheit (°f) are customary units of temperature and degrees Celsius (°c) are metric units of temperature. • The red substance in the thermometer is the mercury. • To read a thermometer, find the number at the top of the mercury. 20º F Read: twenty degrees Fahrenheit 30 ºC Read: thirty degrees Celsius. • Water boils at 212º F or 100º C. • Water freezes at 32º F or 0º C. • Room temperature is 68º F or 20º C.	• Estimate the temperature outside the classroom in degrees Celsius and in degrees Fahrenheit. Record your answers. • Practice reading the thermometers on a daily basis for about a week. Record readings each day and create a bar graph. • Place a thermometer in a glass of cool water. Ask students to read the temperature. Change the temperature of water several times by adding ice or hot water to give students additional practice in reading thermometers. Each time you add hot water or ice students predict how the temperature will change.	• Harcourt Math Bk. 3 pg. 383, Teacher's Edition	**Lesson Quiz** • Look at the thermometer. Write the temperature. See page 36a • A cold message. See page 36a **Discuss:** If you see an outdoor thermometer that shows the temperature as is, is the thermometer showing degree Celsius or degrees Fahrenheit? Explain.

SCOPE OF WORK
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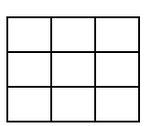
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
11. Estimate and calculate area of objects and shapes using appropriate units.	• A square unit is a square with a side length of 1 unit. • Square units measure area. • Area is the number of square units needed to cover a flat surface. • Vocabulary: Area is measured in square units. • To find the area of rectangles multiply the number of rows by the number of squares in each row or count the amount of squared in the diagram. Example: 3 rows  3 in each row 3 x 3 = 9 square units	• Find the area of various flat surfaces in the classroom. E.g. Desktop, tabletop, book, floor, etc. using square titles. Have students estimate and then count the tiles to tell how many. • Have students identify and write examples of finding areas in the real world.	• Harcourt Math Bk. 3 pg. 395 • Mathematics Plus Bk. 4 • graph paper	• Explain how to find the area of a flat surface. • Explain how multiplication can be used to find area. • Find the area of outlines on graph paper. Write the area in square units.

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Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
12. Calculate the area of rectangles using arrays.	• An array is an arrangement of objects in rows and columns.	• Students, in groups calculate the area of rectangles using arrays. Groups report findings. • Create songs, poems, or rap about how to find the area of rectangles using arrays.	• Harcourt Math Bk. 3 pg. 395	• Have students write questions for given scenarios. Example: Joan's scarf is 12 feet wide and 2 feet long. The answer is 24 square feet. • Create a rectangle out of different materials (newspaper, boxes, etc) and calculate the area of the same. Answers will vary.
13. Estimate, measure, and calculate perimeter of objects and shapes in metres and centimetres.	• The distance around a figure is called its perimeter. You can add the lengths of the sides of a figure to find the perimeter. • Vocabulary: perimeter	• Students name examples of perimeter in the real world E.g. The distance around a book, desk, chalkboard, window door, house, wall, fence, etc. • Students find the perimeter of the chalkboard in metres and centimetres. Students record and present their results. • Find the perimeter of the classroom in metres. • Work in small groups to estimate and find the perimeter of different shapes.	• Harcourt Math Bk. 3, pg. 390, Teacher's Edition. • metre rulers • centimetre rulers • grid papers	• Students apply their understanding of perimeter to write a math problem. • Students model the following rectangles on grid papers. e. 32 square units f. 17 square units g. 63 square units

SCOPE OF WORK
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Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
14. Estimate and measure time needed to perform a task.	• Some tasks take a short time to perform while other tasks take a longer time to perform. a. 60 seconds = 1 minute	• Perform different tasks E.g. move book from shelf or take a note to the office. Tell which task will take more or less time. Then tell how long it will take to perform each task.	• Harcourt Math Book 3 pg. 94, Teacher's Edition Volume 1 • stop watch	• Write about 4 tasks that can be done in a minute. • Write about 4 tasks that can be done in a longer time.
15. Use a.m. and p.m. appropriately.	• Each day has 24 hours. • A.M. is the time between midnight and noon. • P.M. is the time between noon and midnight.	• Students write three things they do in the morning and three things they do in the afternoon. • Students observe the sun to tell the time of the day. For example, the sun in the east represent the morning, and in the west, the evening. • Create a collage of things done in the a.m. or the p.m. • Using a world map, show students the time zones relative to the Meridian of Greenwich. Ask students the times of major cities given the time of Greenwich.	• Harcourt Math Book 3 pg. 94, Teacher's Edition Volume 1 • www.harcourtschool.com • clock	• Students debate on their favourite time of the day (a.m. or p.m.). • Students write a story using the terms a.m. and p.m.
16. Read and write time to the nearest minute on a twelve hour clock (Continued).	• The hands, numbers, and marks on clocks help you tell what time it is. In one minute, the minute hand moves from one mark to the next.	• Use digital and analog clocks to show and count the minutes on the clock's face.	• Harcourt Math Book 3 p. 94, Teacher's Edition Volume 1 • digital clock	• Explain how the hands on the clock work.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
16. Read and write time to the nearest minute on a twelve hour clock.	• To find the number of minutes after the hour, count by fives and ones to where the minute hand is pointing. • Using a.m. and p. m. help you know what time of the day or night it is. A.M. is used for the hours from 12 midnight to 12 noon. P. M. is used for the hours from 12 noon to 12 midnight.	• Practice reading and writing the time in two ways. E.g. 18 minutes before 2 or 1:42	• analog clock • www.superteacherworksheet.com	• Lesson Quiz: Read and write times on a clock.
17. Read and write time to the twenty-four hour clock (Continued).	• The military tells time using a 24-hour clock, beginning at midnight, which is 0000 hours. So, 1:00 a.m. is 0100 hours, 2:00 a.m. is 0200 hours, and so-on up until 11:00 p.m. which is 2300 hours. • A 24-hour clock is an "extension" of a 12-hour clock.	• In cooperative groups, students match time to 24-hour clock. For example: 4:00 AM -- 0400 hrs 5:00 AM -- 0500 hrs 6:00 AM -- 0600 hrs 12:00 PM -- 1200 hrs 1:00 PM -- 1300 hrs 2:00 PM -- 1400 hrs 3:00 PM -- 1500 hrs	• http://www.usmilitary.about.com • http://www.ehow.com	• Write in journals how the 24 and 12 hour clocks are alike and different. • Create clocks showing 12 and 24 hour times

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
17. Read and write time to the twenty-four hour clock.	• When a 12-hour clock reaches 12:59 and resets to 1:00, the 24-hour clock keeps going to 13:00 and onward. • The bigger the hour number is on the clock, the later it is in any given day. • Subtract 12 from the hour of any time past 12:00 on the 24-hour clock to find its 12-hour p.m. counterpart. For example, 15:34 minus 12 hours is 3:34 p.m.	• Make a game out of the two clocks set up side by side. Cover the 12-hour clock with a piece of construction paper or fabric and have students guess the time on the 12-hour clock, by only looking at the 24-hour clock beside it. When they have a good grasp of the concept, cover the 24-hour clock and have the children guess its time based on the 12-hour clock.		
18. Convert hours to minutes and vice versa (Continued).	• Sixty (60) minutes equals one hour. • To change minutes to hours, divide by 60. Example: 240 minutes = _____hours 240÷ 60 = 4 hours	• **Time to Partner Up** **a.** Display on the board or wall two lengths of flannel (red and blue) horizontally, one beneath the other. Each flannel is equally divided into 11 blocks and labeled hours and minutes in the initial box.	• Harcourt Math Bk. 4 pg. 114 • Mathematics in Motion: A Resource Book for Teachers, pg. 112	• Students complete table. **Hrs.** | **3** | **?** | **?** | **6** **Min.** | **?** | **120** | **240** | **?**

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
18. Convert hours to minutes and vice versa.	• To change hours to minutes, multiply by 60. Example: 3 hours = _____minutes • 3 X 60 = 180 minutes	b. Distribute Velcro-backed cards (with printed numbers) RED for hours and BLUE for minutes. c. Child places the card in the appropriate group. E.g. 360 minutes/BLUE. Student with corresponding hour index card comes and places it in the appropriate RED box. i.e 6 (hours/RED). d. The last student who places his card up calls someone else to go put his card where it belongs. The game continues until all cards are placed correctly. • **Time Travel** **a.** Use a bar graph to highlight travel from a given key point to various destinations. Students convert minutes to hours.		

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
19. Solve problems involving elapsed time (Continued).	• Elapsed time: the time that passes from the start of an activity to the end of an activity. • The easiest way to find elapsed times is to add from the given time to the expected time. Example: Art class 1:30 p.m. to 2:15 p.m. a. Count from 1:30 to 2:00 = 30 minutes b. Count from 2:00 to 2:15 = 15 minutes c. For the total add 30 and 15 minutes = 45 minutes. Elapsed time is 45minutes	• Students form a circle around the classroom. a. Teacher displays a flashcard with a specific time frame. **E.g**. 3:00 p.m.-4:00 p.m. b. A selected student randomly chooses a tag card from a bag. The card chosen tells at which intervals students will give the time. E.g. 5 10 15 30 minutes selected time c. The student calls the time. E.g. 3:00 p.m. The next person says 3:10, 3:20, 3:30, 3:40… d. The goal is to reach the end time while giving the elapsed time.	• Harcourt Math Bk. 3 pg..99 • www.superteacherworksheets.com	• In pairs, have students create elapsed time world problems. Groups exchange word problems and solve. • Quiz: Write the elapsed time for problems given. For example, The basketball game started at 1:30 a.m. and ended at 3:15 p.m. How long did the game last?

SCOPE OF WORK
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STRAND: MEASUREMENT
GRADE: 4

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
19. Solve problems involving elapsed time.		• Use Bahamasair's flight schedule to calculate the time it takes to fly from Nassau to: a. Marsh Harbour, Abaco b. Freeport, Grand Bahama c. George Town, Exuma d. Governor's Harbour, Eleuthera e. Stella Maris, Long Island		
20. Solve real world problems involving the +, -, x, and ÷ of money	• Adding and subtracting money amounts is similar to adding and subtracting whole numbers. • Multiplying and dividing money amounts is similar to multiplying and dividing whole numbers	• In groups, have students solve various problems and report findings. a. Find the total price by adding the amounts. E.g. $ 3.95 + $4.64 = _____ b. Write the difference in dollars and cents. E.g. $ 50.00 - 28.98 c. Find the product. $3.95 x 4 = _____	• Harcourt Math Book 3 Teacher's Edition Volume 1	Lessons Quiz E.g. $1.53 + 2.27 $ 142. 39 - 21. 51 **Write**: Explain how you would solve this problem: $4.42 + $ 3.65 = $8.07

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 4

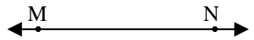
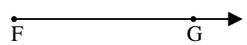
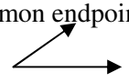
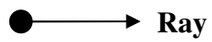
Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

Essential Questions:

1. How are basic geometric ideas (points, lines, angles…) found and used in everyday life?
2. How do the terms slide, flip, and turn relate to translation, reflection, and rotation.
3. How are polygons used in our world?
4. How are geometric properties used to solve problems in everyday life?

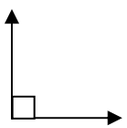
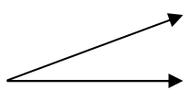
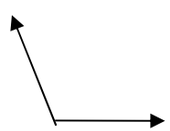
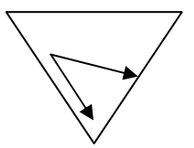
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 4

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify, name and draw (using a ruler and straight edge) points, line, line segments, rays and angles.	• A **line** is a straight path in a plane. It continues in both directions. It does not end. E.g.  • A **point** is an exact position or location E.g.  • A **line segment** is straight. It is part of a line and it has two end points. E.g.  line segment MN, $\overline{MN}$ or line segment NM, $\overline{NM}$ • A **ray** is part of a line. It has one end point. It is straight and continues in one direction. E.g.  ray FG • An **angle** is formed when two rays or line segments share the same end point. The common endpoint is the **vertex.** E.g. 	• Work in small groups to draw lines, points, line segments, rays, and angles on construction paper and grid paper. • Make up riddles. E.g. - I am straight and do not have any end points. What am I? • Students lie on floor and use their bodies to make angles. • Use scissors to make/show acute and obtuse angles. • Cut two arms from card board or construction paper and join them together Have students rotate the arms to indicate size of angles.	• Harcourt Math Bk. 3 Teacher's Edition Volume 2 • www.harcourtschool.com/ glossary/math	**Quiz** • Name each figure. E.g.  point A  Draw each figure e.g. a. a line b. a line segment

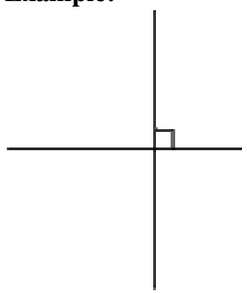
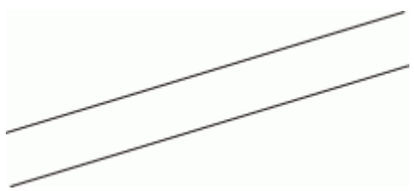
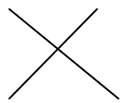
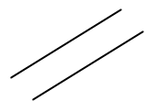
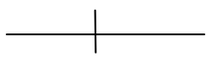
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 4

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Identify right, acute, and obtuse angles.	• A **right angle** is a special angle that forms a square corner. A right angle measures 90°. E.g.  • The measure of some angles is less than a right angle. These are **acute angles**. E.g.  • The measure of some angles is greater than a right angle. These are **obtuse angles**. E.g.  * The unit used to measure an angle is a degree (°)	• Find angles in the classroom and identify them (right, acute, or obtuse angle). • Use pipe cleaners to create angles. • **Game:** What is the Angle? Play the game with a partner a. One student selects a flash card and identifies the type of angle. If he/she gets it correct, he/she will get the point. If not, a point is not received. b. The game is finished when all the cards have been used. The person with the most points is the winner.	• Harcourt Math Bk. 3 Teacher's Edition • Flash cards	• Use a corner of a sheet of paper to tell whether each angle is a right, acute or an obtuse. E.g.  **acute angle** • Journal writing - How do you know whether an angle is obtuse or acute?

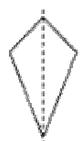
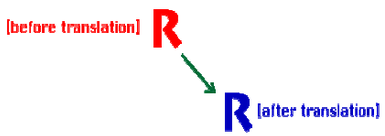
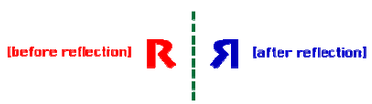
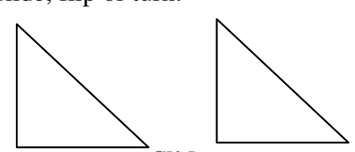
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 4

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Name and identify parallel and perpendicular lines.	• **Perpendicular lines** are lines that cross to form a right angle. **Example:**  • **Parallel lines** are lines that never cross. **Example** 	• Show perpendicular and parallel lines using sticks or other straight objects. • Use street maps to identify perpendicular and parallel lines.	• enVisionMath Bk 3, p. 242 • toothpicks	Lesson Quiz: Describe the lines. Write perpendicular or parallel.  perpendicular  parallel  perpendicular

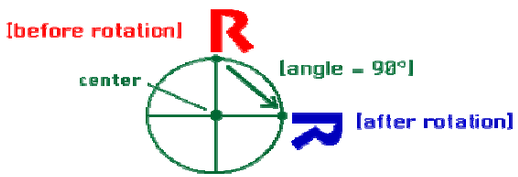
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 4

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
4. Identify shapes with multiple lines of symmetry.	• A figure has symmetry if it can be folded along a line so that the two parts match exactly, the line is called a line of symmetry. 	• Trace and fold different paper figures to show lines of symmetry. E.g.  **Fold** • Draw in lines of symmetry on different shapes.	•Game: Challenge 19.1 from Harcourt Math Book 3 Teacher's Edition , pg. 385	**Lesson Quiz** • Which letters has one line of symmetry? O Q X U • Which number has multiple lines of symmetry? 5 7 6 8
5. Demonstrate translation (slide), reflection (flip) and rotation (turn). Continued	• A **plane figure** can be moved in different ways: translation, reflection, and rotation. • You translate a figure when you move it in a straight line.  • You reflect a figure when you move it over a line.  	**Geometry Dance** a. Teach students the steps on how to move if you were doing a slide (simply sliding one foot in a horizontal, vertical, or diagonal motion and then moving the other foot to join it). b. A flip (facing one direction, then doing a 180 jump to face the opposite direction), or a turn (one foot stays in place and we rotate 90 degrees for each foot...kind of like a pivot in basketball). I am the "caller" for the dance and they complete the movements as I call them out randomly. • Play "Simon Says" with these movements.	• Harcourt Math Bk. 4 • http://www.proteacher.org/c/314_Flips_Slides_and_Turns.html	• Use cutouts and a grid to show slides, flips, and turns. **For example**, paste a right angle triangle to show slide, flips, and turns. • Flip, slide, and turn different objects. Talk about how objects look after. • Tell what kind of motion was used to move each plane figure. Write slide, flip or turn. **E.**  **Slide**

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 4

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Demonstrate translation (slide), reflection (flip) and rotation (turn).	• You rotate a figure when you turn it around a point. 			
6. Name, identify, and draw up to 10-sided polygons (Continued).	• A **closed figure** begins and ends at the same point. • An **open figure** has ends that do not meet. • A **circle** is an example of a plane figure that has no straight sides. • A **polygon** is a closed plane figure with straight sides that are line segments. Examples of polygons:	• Name and sort polygons by the number of sides or angles they have. • Draw and label polygons. • Use Popsicle sticks, straws etc to create polygons.	• www.**aaamath.com**/ • Mathematics In Motion: A Resource Book for Primary Teachers, pg. 87	• Name places where you have seen circles, polygons, and solid figures. • Use a variety of materials to create different polygons and identify number of sides and angles.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 4

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

<table>
<tr><th>OBJECTIVE</th><th>CONTENT</th><th>ACTIVITIES</th><th>RESOURCES</th><th>ASSESSMENT</th></tr>
<tr>
<td>6. Name, identify, and draw up to 10-sided polygons.</td>
<td>
Names of Polygons
<table>
<tr><th>Name</th><th>Sides</th><th>Angles</th></tr>
<tr><td>Triangle</td><td>3</td><td>3</td></tr>
<tr><td>Quadrilateral</td><td>4</td><td>4</td></tr>
<tr><td>Pentagon</td><td>5</td><td>5</td></tr>
<tr><td>Hexagon</td><td>6</td><td>6</td></tr>
<tr><td>Heptagon</td><td>7</td><td>7</td></tr>
<tr><td>Octagon</td><td>8</td><td>8</td></tr>
<tr><td>Nonagon</td><td>9</td><td>9</td></tr>
<tr><td>Decagon</td><td>10</td><td>10</td></tr>
</table>
</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Determine the number of faces, edges, and vertices on a given solid.</td>
<td>
• The face of a solid is a polygon. The surface is flat.

• An edge is the line made where two or more faces of a solid figure meet.

• Vertex is a point at which two rays of an angle or two or more line segments meet in a plane figure. In solid shapes, it is where three or more sides meet.
</td>
<td>
• Copy and complete a table putting in number of faces, edges and vertices of given polygon.

• Create solid figures and highlight the faces, edges, and vertices.
</td>
<td>• Harcourt Math Bk. 4 pg. 50</td>
<td>• Identify the faces, edges, and vertices of solid figures.</td>
</tr>
</table>

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE 4

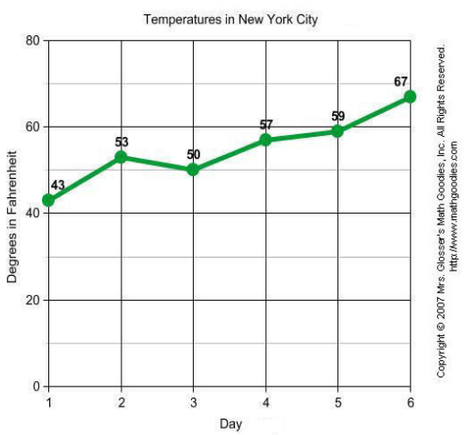
Sub-Goal 6: Collect, organize, and analyze data using statistical methods, predict results, and interpret uncertainty using concepts of probability.

Essential Questions

1. How are bar and line graphs similar and different?
2. Why is it essential to calculate mean/average, median, mode, and range of data?
3. Why is it important to use compensation strategy to find means/averages?
4. How is probability used to predict outcomes?

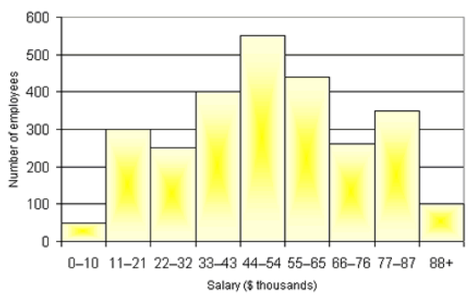
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE 4

Sub-Goal 6: Collect, organize, and analyze data using statistical methods, predict results, and interpret uncertainty using concepts of probability.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Graph data on a line graph.	• Information about people or things is called **data. Data** can be collected and organized in different ways. • A **line graph** connects points to show how data changes over time.  • The **scale** consists of numbers that show the units used on a graph. • The **interval** is the amount between tick marks on the scale.	• Students collect data; then show data on line graph. E.g. Number of bicycles that was sold for seven months (January – July) or the temperature recorded for one week etc. • Give graphs a title, scale, and labels. Talk about the data collected then show how to place points on the grid for each number in the table. Connect the points to make the line. • Analyze line graphs through discussion. **Example:** **a.** Does a line graph have a scale? b. Does a line graph show a range? c. Does a line graph show a mode? d. Can you make prediction based on data in line and bar graphs?	• Harcourt Math Bk. 3 Teacher's Edition Volume 2	• Discuss how horizontal and vertical bar graphs are alike and different • Journal Writing: Explain why it is important to choose the right scale for your graph

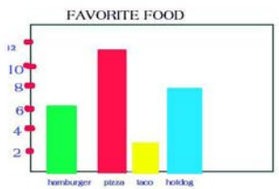
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE 4

Sub-Goal 6: Collect, organize, and analyze data using statistical methods, predict results, and interpret uncertainty using concepts of probability.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Compare and contrast the different uses of bar and line graphs (Continued).	• A **bar graph** uses bars to show data. • Samples such as surveys and inventories are used to collect data. In a vertical bar graph, the bars go up from the bottom. In a horizontal bar graph, the bars go across from the left. • Line graphs show data change over time. • **NOTE**: Do not confuse bar graphs and histograms. The bars in bar graphs do not touch but in a histogram they do. **Example of a Histogram** **Salaries**  	• Students examine line and bar graphs, and write how each is used in the classroom or in the community. • **True or False Line** Students examine line and bar graphs where they create true or false questions/statements to describe the use of the graphs.	• enVisionMath Bk 5, pgs. 433-437 & 436-439	• Discuss how line graph and bar graph differ. • Complete Venn diagrams to compare and contrast the different uses of bar and line graphs.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE 4

Sub-Goal 6: Collect, organize, and analyze data using statistical methods, predict results, and interpret uncertainty using concepts of probability.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Compare and contrast the different uses of bar and line graphs.	**Example of Bar Graph**  • How are bar graphs and line graphs different? a. A line graph is a continuous graph and a bar graph is separated. b. A bar graph is composed of bars while the line graph is composed of lines. • How are bar graphs and line graphs alike? a. Bar and line graphs are used for collecting and organizing data.			

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE 4

Sub-Goal 6: Collect, organize, and analyze data using statistical methods, predict results, and interpret uncertainty using concepts of probability.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Collect, record, organize, and analyze data for bar and line graphs	• Collect data using different techniques (observations, polls, tallying, interviews, surveys, or random sampling) and explain the results. • Organize, display, and read numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number and decimal intervals using these **data displays** a. graphs using concrete objects b. pictographs c. bar and line graphs d. Venn diagrams and other pictorial e. displays f. line plots g. charts and tables	• Have students record the number of specific types of vehicles that pass the school. Guide students to record the outcomes on bar graphs. • Use the seven day temperature forecast (printed in the newspaper) where students record data on line graphs.	• enVisionMath Bk 5, pgs. 433-437 & 436-439 • newspaper	• Journal Writing: Students write steps on how to create graphs. • Students create graphs and draw conclusions using a set of data.
4. Explain and calculate the average arithmetical mean of set of data (Continued).	• **Mean** is the average of a set of data. • The mean is found by adding all the addends (numbers) in a set and dividing by the amount of numbers added. Example: Joshua's scores on his science test: 80, 264, 68. What is his average quiz score?	• Work in small groups to find mean of a set of given numbers. • Create raps, poems, or song to explain how to find the mean.	• enVisionMath Bk 5, pgs. 450 & 451	• Calculate the mean of given data. • Students write mean related problems and provide answers for the same.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE 4

Sub-Goal 6: Collect, organize, and analyze data using statistical methods, predict results, and interpret uncertainty using concepts of probability.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
4. Explain and calculate the average arithmetical mean of set of data.	**Steps** **a.** Add the ones place. Regroup. **b.** Add the tens place. Regroup. **c.** Add the hundreds place. **d.** Divide total/sum by 3 396 ÷ 3 = 132 Joshua's average science score is **132.**			
5. Estimate the average /mean of a set of data using mental arithmetical.	• To estimate the average/ mean of a set of data, use the compensation strategy for addition. • Compensation in math means, adding and subtracting the same number to make the sum or difference easier to find.	• Guide students to estimate averages. Use numbers that can be easily adjusted. Example: 3, 5, 4 Take 1 from 5, which is 4. Add the 1 from the 5 to 3 to make 4. You will get 4, 4, 4 The mean is 4	• http://www.wiki.answers.com	• Students will explain how to use compensation to estimate averages/means.
6. Identify the mode, median, and range of a set of data (Continued).	• **Range** is the difference between the greatest number and the least number in a set of data. • The **median** is the middle number in an ordered set of data. a. Put the data in order from least to greatest. **Example**: 40, 41, 42, 45, 45, 46, 47 The median is 45	**Card Game** a. Use only the Ace through 10 cards. b. Deal out 7 cards to each player (be sure there is a maximum of 4 players). c. Each player arranges his/her cards in sequential order. Aces count as the number 1.	• www.education.com • enVisionMath Bk. 4 pg. 414 • Mathematics in Motion: A Resource Book for Primary Teachers, pg. 27	• Students answer the question in their mathematics journals: What do the mode, median, and range tell you about your class? • Participate in a debate to tell if the mode or median is easier and more exciting to identify.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE 4

Sub-Goal 6: Collect, organize, and analyze data using statistical methods, predict results, and interpret uncertainty using concepts of probability.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
6. Identify the mode, median, and range of a set.	• **Mode** is the number or item that occurs most often in a set of data. a. Using the data above the mode is 45 b. The range is 47- 40 = 7	d. Each player finds the median card in his or her hand and that number is his or her point value for that round. e. Players then find the mode and range of the numbers. • Students can use their shoe sizes, ages, or height to identify, mode, median, and ranges.		
7. Perform simple experiment and record probability.	• Probability is the chance that an event will happen. • An event is certain if it will always happen. • An event is impossible if it will never happen. • Vocabulary: event impossible, probability, certain, likely, unlikely.	• Create spinners with names of government buildings (e.g. hospitals, libraries, schools). Have students manipulate the spinner and record the results. • Debate to tell if there is a strategy to win the game.	• Mathematics in Motion: A Resource Book for Primary Teachers, pg. 32	• **Journal Writing**: A bag contains 10 blue marbles, 6 red marbles, 2 green marbles, and 1 white marble. Describe events that are certain, impossible, likely, and unlikely to happen when you pull a marble from this bag. • **Rotten Apple**: Create "n" cutouts of apples. Write the word rotten on the backside of "n" apples. Place the apples in a bag where students alternately pull an apple from the bag. If students pull a "good" apple out of the bag, he/she remains in the game. If a rotten apple is pulled, the student is out. When all the apples are removed, the students will write probabilities for good and rotten apples.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE 4

Sub-Goal 6: Collect, organize, and analyze data using statistical methods, predict results, and interpret uncertainty using concepts of probability.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
8. Write probability as a fraction or ratio.	• There are several ways of writing the probability. You can write probability as a fraction or a ratio. 1 out of 8 – probability 1/8- fraction 1 to 8- ratio 3:8-ratio	• Use scenarios where students will write probability as a fraction or a ratio. • Students create game cards with possible solutions.	• Mathematics in Motion: A Resource Book for Primary Teachers, pg. 30	• Lesson Quiz: Write probability as fractions or ratios. • Orally discuss the difference between probability as fractions or ratios.

Problems of the Day

Primary School Mathematics

Grade 4

PROBLEM OF THE DAY: GRADE 4

Instructions: The following can be read aloud or written and discussed with students.

1. How many 3-digit numbers can you make using the following digits: 3 6 8 5

   Answer: 24 numbers can be formed.

2. How many 3- digit numbers can you make using the following digits: 7 4 6

   Answer: 6 numbers can be formed.

3. Burger King sold 1,090,876 hamburgers. Wendy's sole 10,000 more than that. How many hamburgers did Wendy's sell?

   Answer: 1 100 876

4. Mc Donald's sold 2,080,529 orders of French fries. Kentucky Fried sold 10,000 less than that. How many orders of fries did Kentucky Fried sell?

   Answer: 2 070 529

5. Scott, Marcy, and Pedro set up chairs for the class play. Scott sets up 30 chairs. Marcy sets up 29 chairs. Pedro sets up 28 chairs. About 100 parents are expected. Do they have enough chairs? Explain.

   Answer: No. Explanations will vary.

6. Earth is about 8 000 miles in diameter. The sun is about 93 000 000 miles away from Earth. About how many Earth's set side-by-side, would it take to equal the distance from Earth to the sun?

   Answer: 11 625

7. Jesslyn has 2 bills with Sir Cecil Wallace Whitfield's picture, 5 coins with the starfish, 6 bills with the Royal Bahamas Police Force Band, 2 coins with the sailboat and 3 coins with the pineapple. How much money does Jesslyn have?

8. Which would you rather have and why: $34.12 rounded to the nearest $20.00, or $34.12 rounded to the nearest $10.00?

Answer: $34.12 to the nearest 10 because it is more.

9. Jill wants to keep watermelons for the class picnic cold. How many watermelons can Jill fit in her refrigerator? Explain how you arrived at your answer.

Answer: Answers will vary. Students will need to make assumptions about size of watermelon and the size of refrigerator? And estimate.

10. This table shows bowling averages for a three- month period.

	Marie	John	Paul
January	187	151	139
February	198	163	147
March	211	182	161

a. If the bowler's averages were rounded to the nearest hundred, during which month could each bowler claim a 200 average?

Answer: March

11. Five addition facts have a sum of 4. Six addition facts have the sum of 5. How many addition facts have a sum of 6? List them.

12. How many raindrops make a puddle? Explain your strategy.

Answer: Answers will vary.

13. How many corn flakes can fit in a bowl? Explain your strategy.

Answer: Accept reasonable explanations.

14. In the game “Tic-Tac-Toe,” how many squares are on the Board? (The answer is not 9.)

Answer: 14

15. The fire station is 1 kilometer away from Princess Margaret Hospital. The police station is 1,000 meters from Princess Margaret Hospital. Which station is closer to Princess Margaret Hospital? How do you know?

Answer: They are equidistant. 1000 meters= 1 kilometer

16. The average field mouse is about 11cm long, not counting its tail. The average cat is about 45cm long, not counting its tail. What is the average of both animals?

Answer: 28 cm

17**.** Dairy Maid has half dozen flavors of ice cream. How many flavors are there? Show the different combinations of double scoop cones Dairy Maid can sell.

Answer: 6 flavors. Let students draw the combinations. Discuss whether 2 scoops of the same flavors count as a combination.

18. Estimate how many Cheerios in a box?
Teacher’s note: Change this to M & M’s in bag, raisins in a box, etc. for more Problems of the Day.

Answer: Accept all reasonable solutions and strategies.

19. Two sticks are each 9cm long. They are taped together to form a longer stick that is 12cm long. How long is the overlap?

Answer: 6 inches

20. A fly and a frog were hopping up a set of 12 steps. The fly landed on every 2^{nd} step, and the frog landed on every 3^{rd} step. Draw a diagram to find out on which steps they both landed. Start by drawing a staircase with 12 steps, or a ladder with 12 rungs.

Answer: Check all drawings. 6^{th} and 12^{th} steps.

21. In 1990, Jerome and his family visited the Pompey Museum in a building built 2 centuries earlier. About when was it built? If you need to, look up the word 'century' in the dictionary.

Answer: 1790

22. The Super Frosty at Wendy's costs $12.45. Angie has $8.50, Scott has $9.25, and Devon has $7.53. Do the three have enough money to share 2 Super Frostys?

Answer: Yes.

23. Twin Brothers sold 348 orders of Fish snacks and 400 orders of conch snacks. It also sold 598 chicken snacks. How many more orders of the fish and conch snacks than chicken snacks were sold?

Answer: 150

24. Chico used five squares to form a block letter T. If each square is 2cm long on a side, find the perimeter of the entire letter.

Answer: 24cm

25. Maria worked on her insect report for several days. On Monday she worked from 7:25 to 8:45. On Tuesday she worked from 4:20 to 5:05. On Wednesday she worked from 3:30 to 4:45 and from 7:20 to 8:00. How much time did she spend on her report in all?

Answer: 4hrs

26. The library checked out 114 books on Monday. 142 books on Tuesday and 129 books on Wednesday. The librarian reported to the principal that 405 books had been checked out in three days. Use estimation to decide if her report is reasonable.

Answer: Accept reasonable explanations

27. There were 2 dozen Chocolate cakes entered in the cake contest. There were twice as many Rum cakes and half as many Fruit Cakes. 15 Carrot Cakes and 1 Yellow Cake were also entered in the contest. How many cakes did the judges have to taste?

Answer: 100

28. In a recent local election, 8 254 people voted. 4 198 of them voted for one of the major 3 candidates. A fourth candidate got exactly 300 votes. About how many people voted for the fifth candidate? Can you tell who won?

    Answer: 3 756. No.

29. Sarah has estimated that there are 20 weeks until the end of school. What month is it now?

    Answer: January or February depending on when the last day of school is scheduled this year.

30. Tell which information is extra, then solve the problem: A chef can cook 8 hamburgers in 10 minutes. It takes him 15 minutes to cook 5 hotdogs. How many hamburgers can he cook in 20 minutes?

    Answer: Extra information is about the hotdogs. 16 hamburgers.

31. Meecka found a treasure map with a graph but the treasure was not marked on the map. Instead there was a note saying: "(7, 9) is too far north; (1, 2) is too far west; (4, 5) is too far south; (6, 8) is too far east. It is north of (2, 6); it is east of (4, 9); and (3, 8) is too far north." Can you name the location of the treasure for Meecka?

    Answer: Have the students draw a coordinate plane to find the answer.

32. Josie's ruler is 10 centimeters long. She uses it to measure a 3-meter-long piece of string. How many times must she move the ruler along the string?

    Answer: 30

33. Pedigree is the only dog food Pierre the poodle will eat. It is sold in cartons that hold 6 servings. If Pierre eats 5 cartons a month, how many servings of Pedigree does he eat in a month?

    Answer: 30

34. Sixty-four students and 8 adults went to a track meet. They rode in an Explorer that held the same number of people. If each adult drove an Explorer, how many people traveled in each Explorer? How many of them were students?

    Answer: 9 people in each van, 1 adult and 8 students

35. Jenny is reading a local rainfall graph. The total rainfall for the months of April, May and June is 12cm. the total for January through June is 34cm. how much rain fell from January through March?

    Answer: 22cm

36. Judy invited 20 friends to her birthday party. Then she went out and bought 20 party flavors. Now she found that 4 people can't come, and that 4 others are each bringing a cousin. Does she still have enough party flavors? Explain.

    Answer: Yes.

37. Each day Mr. Franks makes 5 sandwiches for his family's lunch. Use 3 factors in a multiplication number sentence to show how many slices of bread he would use in 3 days. Solve the number sentence.

    Answer: 5 x 3 x 2 = 30

38. Decide which operation to use to solve the problem, tell why, and solve the problem:
    Zach started a collection of miniature cars from all over The Bahamas. He started with 6 Androsian cars. Then his pen pals in Exuma sent him 5 more cars. How many more does he need to have a total of 20 cars? How many cars does he have in his collection now?

    Answer: Explanations will vary.

39. Find the secret number.
    It is even. It is a multiple of 4. It is a factor of 32. It is greater than 4 but less than 10. What number is it?

    Answer: 8

40. Last year, 4,000 people visited Grand Bahama in every month that had a "r" in it. Write a multiplication sentence to show how many visitors came to Grand Bahama in those months last year, and then find the answer.

    Answer: 4 000x8= 32 000

41. There are some Hummers and some tricycles in a field. All together there are 55 wheels. How many Hummers and how many tricycles are there?

Answer: There are several solutions to this problem. Accept all that fit the conditions of the problem.

42. The carnival came to town for five shows. The first four shows were sold out, but only 707 people went to the last show. If the big tent had 965 seats, how many people saw the Carnival?

Answer: 4 567

43. The Pirate's of Nassau Museum gift shop sells a model of a pirate ship for $25.79. If 8 models were sold last week, how much money was collected? If the gift shop paid the model factory $15.79 for each model, how much profit did the gift shop make on the 8 sales?

Answer: $206.32; $80.00

44. Ms. Smith makes straw dolls of children, and she has received 50 orders for gifts. She is trying to get them finished in a month. After 2 days she has finished 3 dolls. After 4 days she has finished 3 dolls. After 4 days she has finished 6 dolls, and after 6 days she has finished 9. How many will she have done after 10 days? Make a table that shows the pattern and the answer. Will she finish the 50 in a month of 30 days?

Answer: 15 days; check the tables; No.

45. Draw a 3-by-3 square box around any 9 dates on a calendar. Find the sum of 3 numbers in a line. The line may be a horizontal, vertical or diagonal. Then multiply the middle number of your line by 3. What do you notice about the sum and the product?

Answer: They are always equal.

46. Ruby pays $0.75 a day for lunch in the school cafeteria. How much does she spend on lunch each school week? How much does she spend in 8 school weeks?

Answer: Accept all reasonable responses.

47. Denise picked 2 dozen mangoes. If she uses 5 mangoes to bake a batch of mango cupcakes, how many batches can she make? How many mangoes, if any, will she have left?

Answer: 4; 4 left over

48. A Junior High Softball team plays 162 games during a regular season. A season lasts about 6 months. Use compatible numbers to estimate how many games a team plays each month. Explain whether the estimate is greater of less than the exact answer.

Answer: Accept all reasonable solutions

49. Each of the 6 cars of the Car Racing at the Sports Center can hold 8 riders. How many riders can the Car Racing hold at once? If 216 people buy tickets to ride the Car Racing, how many cars could they fill?

Answer: 48; 27

50. The Bamboo Shack orders juice in 2-gallon jugs. One gallon is equal to 128 ounces. Last week they used up 3 jugs of apple juice. If a serving of apple juice is 6 ounces, how many servings were sold from the total quantity of apple juice?

Answer: 64

51. To solve this problem, draw a picture that shows the chickens in the right order, and then label the chickens. Five chickens are flapping in a circle. Alexander is wearing a hat. Alexander is between Barraterre and Curtis. Curtis is followed by Forest. One chicken is named Georgetown.

Answer: check pictures with information in the story.

52. In football, a touchdown is worth 6 points. A safety is worth 2 points. The Bahamas Blue Marlin scored 36 points on some touchdowns and at least 1 but fewer than 6 safeties. What combination of touchdowns and safeties did the team score? Prove that your answer works.

Answer: 5 touchdowns, 3 safety

53. Issac practices the goatskin drums every day. Last week he spent a total of 224 minutes practicing and he played for the same amount of time each day. Did he practice more or less than a half hour each day? Explain your answer.

Answer: More. Accept reasonable explanations.

54. Suzy made 4 round-trips on the jitney last weekend to visit her grandfather in Doctor's Hospital. She spent $5.20 for her total jitney fare. Explain how you could find the cost of a one-way jitney fare?

Answer: Accept reasonable explanations.

55. Use a calendar showing a complete month. Find the median of the dates in the first full week, from Sunday to Saturday. Then find the average of the dates in the next full week. What do you notice?

Answer: The median and mean of a week's dates are equal.

56. I am a capital letter made of 3 line segments. Two of my lines are equal and parallel. My third segment is shorter and intersects both parallel line segments. What letter am I?

Answer: H

57. An architect is planning a new house. She wants the front of the house to have a vertical line of symmetry. The front of the house must have one door and five windows. The shapes have yet to be chosen. Sketch how you think the front of the house should look.

Answer: Accept all drawings that fit the criteria in the problem.

58. A track field is 100 meters long. A crayon is 1 cm long. How many crayons fit end-to-end down the field? If crayons come 8 to a box, how many boxes would you need to try this experiment?

Answer: Let students use calculators; 910 crayons; 114 boxes.

59. Paul notices at least five different geometric figures in the playground at school. What items can you find in your school yard that are in the shape of 5 different geometric figures?

Answer: Answers will vary

60. Use the clues to draw a simple map of 4 straight streets in Danny's neighborhood. Danny lives on Meadow Street, which runs east to west. It is parallel to Meeting Street. Augusta Street is perpendicular to both streets. Dumping Ground Corner intersects Meadow Street and Augusta Street, but it does not meet Poinciana Drive.

Answer: Check the maps

61. Nancy, Jane and Brent have a total of 80marbles in their collections. The total number of marbles that Nancy and Brent have equals the number that Jane has. Jane has 4 times as many as Brent. How many marbles does each person have?

Answer: Nancy 30; Jane 40; Brent 10

62. Donna, Dawn and Doug live with their parents, Denise and Dwayne Davis and their dog, Digit. What fraction are females? What fractions are adults? What fractions are children?

Answer: Answers depend on how students classify Digit.

63. Fanny loves freshly squeezed dilly juice. She has learned that it takes the juice of 15 dilly halves to serve the 3 members of her family. How many dillies is this?

Answer: 7 ½

64. Quinn talked on the phone to his best friend for $\frac{4}{6}$ hour. Next, he and his grandfather spoke for 1/6 hour. Then he chatted with his sister for another 1/6 hour. How many minutes did he spend on the phone?

Answer: 60 minutes or 1 hour

65. A bed frame is 4m long and 3m wide. Each side of the bed is 1 ft. shorter than the frame. The springs that connect the bed to the frame fill that space. What is the perimeter of the frame? What are the perimeter and area of the bed? Can you find the area of the frame? Explain

Answer: 14cm (perimeter); 12cm^2 (area).

66. A D. J. Counselor's concert lasted 48 minutes. Write the length of the concert as a fraction of an hour. Then rewrite the fraction in simplest form.

Answer: 48/60; 4/5

67. Alan needs 5 pounds of flour for a pottery project. He finds three partially filled bags of flour. They contain 2 ¼ pound and 1 ¾ pounds. Does Alan have enough flour for the project?

Answer: No

68. Gayle did warm-up stretches for 2/12 hour. Then she did sit-ups for 1/12 hour and jogged in place for 3/12 hour. For how many minutes did Gayle exercise?

Answer: 30 minutes

69. One morning 740 flamingoes landed on Lake Cunningham to feed. That afternoon 67 of the flamingoes flew away, but another 428 flamingoes arrived. How many flamingoes were now on Lake Cunningham?

Answer: 1,101

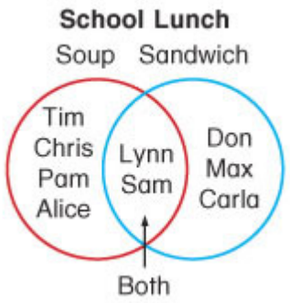
70. Using 4 fours and any combination of operations, write number sentences that equal 1,2,3,4 and 5.

Answer: Answers will vary. One possible answer is [(4x4) ÷4] ÷4=1

71. The new copy machine in the principal's office can copy a 100-page report in 2 minutes. How long will it take to copy 0.5 of the report?

Answer: 1 minute

72**. Anika** made the Venn diagram below to show what some children ate for lunch at a party. Did more children eat only soup or only sandwiches?



Answer: Soup

73. Draw a figure that has twice as many vertices as a triangle.

74. How many ninths equal 1/3?
Answer: 3

75. Deborah and her friends are painting. They each painted 1/8 of the painting. How many people make the painting altogether?

76. There are 7 marbles in a bag. Three of the marbles are blue, two are orange, and the rest are red. What is the ratio of red marbles?
a. 3 our of 5 b. 2 out of 5 c. 2 out of 7 d. 3 out of 7 (Answer)

77. Wendell and Terry both rounded the number 3.4682. Wendell says that he rounded the number up. Terry says that he rounded the number down. To what place value might the number have been rounded by Wendell? By Terry? Explain.

78. If 5 times the first number plus three times the second number equals 47, and 10 times the first number minus 4 times the second number equals 54, what are the numbers?

Answer: 7; 4

79. If the ratio of Howard Stern fans to non-fans in a group is 4 to 1, what fraction of the people in the group are non-fans?

Answer: 1/5

80. Jenny wanted to purchase 2 dozen pencils and a pen. Those items cost $8.45 and she did not have enough money. So she decided to purchase 8 fewer pencils and paid $6.05. How much was a pen?

81. Bob, Keith, and Toi each have some money. The sum of Bob's and Keith's money is $18.00. The sum of Keith's and Toi's money is $21.00. The sum of Bob's and Toi's money is $23.00. How much money does each person have?

Answer: Bob = $10.00; Keith = $8.00; Toi = $13.00

82. What number comes next in the following sequence? 1, 1, 2, 3, 5, 8, __?__

Answer: 12, 17

83. Gary scored 7 foul shots out of every 10 attempts in a basketball game. How many foul shots did Gary miss in 20 attempts?

Answer: 14

84. Use both of these symbols to make the number sentence true: +, —.

2 ○ 4 ○ 2 ○ 3 ○ 5 = 10

Answer: +, +, -, +

85. Peter was running a race that was a distance of 1 kilometer. Rhonda outran him when Peter was only 1 meter away from the finish line. How far had Peter run when Rhonda won the race?

86. The sum of two numbers is 10. The product of the two numbers is 24. What are the numbers?

Answers: 6 and 4

87. The boys are playing a "blindfold" number game. Sam put his hand in a box and picked 3 successive numbers with a sum of 27. What numbers did Sam pick?
Answer: 8, 9, 10

88. Maria and Vanria like to read. Maria read 3 hours a day for 22 days. Vanria read 4 hours a day for 18 days. Who read for more hours?

Answer: Vanria

89. Patsy's grandmother lives 36 km from Patsy's home. Patsy goes two times a week with her family to visit her grandmother. How many km do they travel each week going to her grandmother's home and back?
Answer: 144 km

90. CeRon's bedtime was usually 9:30 p.m. The night he went to the basketball game, he was one hour and fifteen minutes late going to bed. What time did he go to bed? Write the answer two ways.

Answer: 10:45 p.m. or 15 (quarter) minutes to 11

91. Jermicia, Donald, John, and Simone are waiting in line to see a movie. Simone is between Jermicia and Donald. John is last in line. Jermicia is not first in line. John is next to Jermicia. Donald is not second in line. In what order are they standing?

92. There are 16 softball team members and two coaches in the dugout. If nine players go onto the field, how many people are still in the dugout?
Answer: 9

93. It takes Betsy 25 minutes to walk home. She leaves school at 3:15 p.m. What time does she get home?
Answer: 3:40 p.m.

94. Jim drove 768 miles of a 1200 miles journey. How many more miles does he need to drive to finish his journey?

Answer: 432 miles

95. Each of the four shapes below contains one of the numbers 3, 4, 6, or 8. The number inside each shape does *not* match the number of its sides. The number in the circle is odd. The number inside the triangle is the greatest. Which shapes contain which numbers?

Answer: Circle 3, triangle 8

96. Jim built pens for his dogs. If he puts 1 dog in each pen, he will have 2 dogs left over. If he puts 2 dogs in each pen, he will have 1 empty pen. How many dogs and pens does Jim have?

97. What single digit number can you multiply by 4, subtract 3, divide by 5, and add 2 to arrive at the same number that you started with?
Answer: 7

98. The sum of the digits in the month, day, and year for Steve's birthday is 26. If he was born in 1990, in what months could he not have been born?

99. Ellen works 5 days a week for $9 an hour. How much does she earn in a week?
Answer: $45.00

100. Mrs. Johnson has 24 students in her fifth grade class. For every 5 girls in the class there are 3 boys. How many boys are in the class?

Answer: 9

DEPARTMENT OF EDUCATION

LANGUAGE ARTS

Grade 4

2019

DEPARTMENT OF EDUCATION
HUMANITIES SECTION

PRIMARY LANGUAGE ARTS SCOPE AND SEQUENCE

September 2010

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HOW TO USE THE DOCUMENT

Teachers should take the time to familiarize themselves with the Scope & Sequence. The Scope & Sequence spans the objectives from pre-school to Grade 7. The following key has been provided so that teachers will know the levels at which their students are expected to be performing: **B- Beginning, D- Developing, P- Proficient, R-Reinforcing and IT – Incidental Teaching**.

The new Primary Language Arts Curriculum has been structured using three sub-goals. Below are a few ideas on how teachers can work through them.

Sub-goal 1 deals with what was traditionally known as **Listening & Speaking** but also has the added components of **Viewing** and **Presenting**. In many instances these objectives can be integrated into some of the other sub-goals or as teachers work with the content related subjects. Individual lessons need not be planned for each objective. For example Listening objective 1.13, Presenting objective 1.57 and Comprehension objective 2.46 in Sub-goal 2, can be combined within a lesson as they are all related to the skill of sequencing and would provide for the teaching of the skill in various contexts. Teaching this way would allow students who are not able to read well, an opportunity to at least understand the skill. As students interact with informational texts, videos and DVDs, the Viewing objectives can be taught.

Sub-goal 2 incorporates the various components of **reading**: ***phonemic awareness, phonics, vocabulary, fluency*** and ***comprehension*** in addition to some of the basic ***literary skills***. The components and literary skills should be integrated into reading lessons and taught in the context of literature. Everyday reading materials should be used. For example, if you are teaching the skill of making predictions, then the weather report from the newspaper could be incorporated into the lesson. *The Literacy Resource Handbook* that was recently published in conjunction with OAS, The College of

The Bahamas and The Ministry of Education and *The Literacy Enhancement series* should be useful aids in the teaching of this sub-goal.

Sub-goal 3 focuses on the teaching of **Writing**. ***Grammar, Spelling*** and ***Handwriting*** are tools to be used to improve students' writing and are not to be taught as ends in themselves. Practice exercises should be provided to reinforce skills taught in Grammar, Spelling and Handwriting; however, the application of these skills should be emphasized in students' writing and where applicable, in their speech as well. When scoring students' writing, pieces should only be scored for what has been taught in the four areas. Develop a checklist. Each week the number of items on the checklist should increase as new skills that have been taught are added. The old items on the checklist should be continually reinforced. By the end of the school year, a sizeable checklist should have been generated. Students should be aware of what is contained in the checklist and should be encouraged to use it to assess their own writing before it is even submitted to the teacher. Students' writing should be marked for **content**, **mechanics** (Grammar and Spelling) and **handwriting/presentation**. The books *Grammar & Writing, Write Source*, *6 + 1 Traits of Writing* and also *Developing Skills in Composition* should be helpful resources to use.

RATIONALE

Because we desire a Bahamas that is capable of competing in an advancing global society, we need Language Arts curricula that will aid cultural transmission while helping to develop responsible, purpose driven, innovative and productive citizens with a passion and appreciation for continual self-development and life-long learning. Additionally, we want to develop independent learners who communicate effectively while exhibiting a sense of respect for the feelings, ideas and beliefs of others.

OVERARCHING GOAL

Students will be able to comprehend and use language as they logically process written, spoken and viewed information while skillfully conveying their thoughts and beliefs in various forms.

SUB-GOALS

1. Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media

2. Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

3. Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions

STANDARDS

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

Preschool Students will be able to communicate thoughts, feelings and personal experiences and use a variety of media to relate information

Grade 1 Students will be able to listen to and view a variety of presentations and demonstrations for enjoyment and information, while successfully exchanging experiences, ideas and opinions during oral communication.

Grade 2 Students will be able to view stimuli and listen attentively in order to recall, explain and use basic information to arrive at conclusions.

Grade 3 Students will be able to view stimuli and listen attentively in order to apply the skills necessary for effective oral communication and presentation for a range of audiences.

Grade 4 Students will be able to view and listen to various stimuli and orally present information effectively, using various forms of written and spoken language.

Grade 5 Students will be able to view and listen to an assortment of stimuli in order to analyze materials and orally present information effectively, using various forms of written and spoken language.

Grade 6 Students will be able to view stimuli and listen attentively in order to analyze and synthesize information necessary for effective communication.

Grade 7 Students will be able to listen to and view various forms of media to critically interpret and evaluate information in order to construct original forms of writing.

General Objectives

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

Students will be able to:

1. listen for enjoyment and to critically interpret, analyze and synthesize various forms of literature and media.

2. speak fluently using proper verbal and non-verbal expressions and use Standard English and Bahamian Dialect appropriately.

3. view numerous forms of oral and media presentations for information and enjoyment and respond critically.

4. create and execute effective presentations designed to inform, entertain and persuade different audiences.

SCOPE AND SEQUENCE

Overarching Goal: To comprehend and utilize language as they logically process written, spoken and viewed information while creatively conveying their thoughts and beliefs in various forms.

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

General Objective: To listen for enjoyment and to critically interpret, analyze and synthesize various forms of literature

	Objectives **LISTENING:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
1.1	Display the characteristics of a good listener.	B	D	D	D	P	R	R	R
1.2	Classify familiar sounds in the environment based on type or association (e.g. nature sounds).	B	D	P	R	IT	IT	IT	IT
1.3	Determine the direction and distance of sounds especially when personal safety is involved.	B	D	P	R	R	R	R	R
1.4	Distinguish between various degrees of sounds (loud and soft, high and low, long and short, & fast and slow).	B	D	P	R	IT	IT	IT	IT
1.5	Perform simple oral instructions.	B	D	P	R	IT	IT	IT	IT
1.6	Perform multi-step instructions.	B	B	D	D	P	R	R	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **LISTENING:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.7	Distinguish between beginning, middle, and final consonants.		B/D	D	P/R	IT	IT	IT	IT
1.8	Identify short and long vowel sounds in words heard.		B/D	D	P/R	R	IT	IT	IT
1.9	Identify blends and digraphs in words heard.		B/D	D	P	R	R	R	IT
1.10	Identify prefixes and suffixes in words heard.			B	D	P	R	R	R
1.11	Identify words that rhyme.	B	D	D	P	R	IT	IT	IT
1.12	Listen to identify the main idea and supporting details.	B	B	D	D	D	D	P	R
1.13	Listen to identify the sequence of events.	B	D	D	P	R	R	R	R
1.14	Listen to compare and contrast information heard.		B	B/D	D	D	D	P	R
1.15	Listen to identify cause and effect relationships.		B	B/D	D	D	D	P	R
1.16	Draw conclusions based on what they have heard.		B	B/D	D	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **LISTENING:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.17	Listen for descriptive details.	B	B	D	D	P	R	R	R
1.18	Identify vocal characteristics (intonations & expressions) and gestures to influence the meaning of oral language.		B	B	D	D	P	R	R
1.19	Write dictated sentences or passages.		B	D	D	P	R	R	R
1.20	Listen to identify persuasive techniques of tone and mood during a presentation				B	D	D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To speak fluently, using proper verbal and non-verbal expressions and use Standard English and Bahamian dialect appropriately.

	Objectives **SPEAKING**:	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.21	Communicate personal needs clearly	B	D	P	R	IT	IT	IT	IT
1.22	Communicate clearly personal information (full name, address, date of birth etc.)	B	B	D	P	R	IT	IT	IT
1.23	Give simple oral instructions.	B	D	D	P	R	IT	IT	IT
1.24	Give multi-step oral instructions.		B	D	D	P	R	R	R
1.25	Provide accurate oral directions to specific locations.		B	D	D	P	R	R	R
1.26	Use color, shape, size and position words in sentences.	B	D	D	P	R	R	R	R
1.27	Use correct verb forms in oral sentences.		B	D	D	P	R	R	R
1.28	Use personal pronouns in oral sentences.	B	B	D	P	R	R	R	R
1.29	Use Standard English in oral sentences.	B	B	D	D	P	R	R	R
1.30	Use Bahamian Dialect effectively.		B	D	D	D	P	R	R
1.31	Engage in conversations on a variety of topics.	B	B	D	D	P	R	R	R
1.32	Remain on topic when speaking.	B	B	D	D	P	R	R	R
1.33	Respond to questions in complete sentences.	B	B	D/P	R	IT	IT	IT	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **SPEAKING**:	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.34	Ask relevant questions to clarify information.	B	B	B/D	D	D	P	R	R
1.35	Express opinions based on given topics and information heard.	B	B/D	D	D	P	R	R	R
1.36	Provide examples and facts to explain and support their ideas.			B	B/D	D	D	P	R
1.37	Respond appropriately when speaking with adults (yes ma'am, no sir etc.).	B	D	P	R	IT	IT	IT	IT
1.38	Respond to telephone calls in the appropriate manner.	B	B/D	D	P	R	R	R	R
1.39	Paraphrase a simple spoken message and deliver it accurately.		B	D	P	R	R	R	R
1.40	Retell a story in own words.	B	B/D	D	D	P	R	R	R
1.41	Recount experiences, community and world news in a logical sequence.	B	B/D	D	D	P	R	R	R
1.42	Read aloud (stories, letters, composition and plays) with the appropriate expressions.		B	D	P	R	R	R	R
1.43	Use transition words in speech to make ideas flow.		B	D	D	P	R	R	R
1.44	Use vivid descriptive words when providing oral descriptions.		B	D	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **SPEAKING**:	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.45	Interpret and express sensory impressions (thoughts and feelings) gained while listening.	B	D	D	D	P	R	R	R
1.46	Speak clearly, audibly and use appropriate volume and pace in different settings.	B	B	D	D	D	P	R	R
1.47	Use speech that is free from articulation errors (proper intonation, stress, rhythm, rate, and volume).			B	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To create and execute effective presentations designed to inform, entertain and persuade different audiences.

	Objectives **PRESENTING**:	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
1.48	Communicate clearly using a variety of verbal and non-verbal skills.	B	D	D	P	R	R	R	R
1.49	Use pictures or objects to tell a story.	B	D	D	P	R	R	R	R
1.50	Introduce others giving relevant information.		B	D	P	R	R	R	R
1.51	use vocal characteristics, eye-contact, and gestures when engaged in dramatic activities, making presentations, and participating in choral speaking.	B	D	D	P	R	R	R	R
1.52	Use appropriate greetings, conversational openings and closings.	B	B/D	D	P	R	R	R	R
1.53	Use various synonyms to enhance presentations.			B	D	D	P	R	R
1.54	Use words and phrases that convey strong feelings or images.		B	B/D	D	D	P	R	R
1.55	Use Standard English and Bahamian Dialect appropriately according to the purpose of the speech and audience.		B	D	D	P	R	R	R
1.56	Organize and report the details of an event in sequential order.	B	B	B	D	D	P	R	R
1.57	Deliver oral summaries of articles and books.		B	B/D	D	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **PRESENTING**:	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.58	Deliver orally, self-designed expository presentations (book reports, research etc.).		B	B/D	D	D	D	D	D
1.59	Use persuasive techniques when presenting.					B	B/D	D	D
1.60	Evaluate a presentation given by a classmate			B	B/D	D	D	P	R
1.61	Distinguish between fiction and non- fiction and fact and opinion.	B	D	D	P	R	R	R	R
1.62	Distinguish between emotional and logical arguments				B	B/D	D	D	D
1.63	Deliver impromptu speeches				B	D	D	D	D
1.64	Explain statistical and graphical information	B	B/D	D	D	P	R	R	R
1.65	Use Standard English and Bahamian Dialect appropriately according to the purpose of the speech and audience.		B	D	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To view numerous forms of oral and media presentations for information and enjoyment and to respond critically.

	Objectives **VIEWING**:	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
1.65	Use visual clues to extract information.	B	B/D	D	P	R	R	R	R
1.66	Create visual materials to enhance oral presentations	B	D	D	P	R	R	R	R
1.67	Interpret information from maps, charts, diagrams, graphs, and other media forms	B	B/D	D	D	P	R	R	R
1.68	Evaluate the way visual images (e.g. illustrations, and graphics) support meaning.			B	B/D	D	D	P	R
1.69	Compare and contrast print and electronic media					B	D	D	D
1.70	Interpret and express sensory impressions (thoughts and feelings) gained while viewing.	B	D	D	D	P	R	R	R
1.71	Critique persuasive techniques used in the media					B	B/D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

STANDARDS

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

Preschool Students will be able to listen to, understand and respond to a variety of written materials such as stories, poems and informational materials.

Grade 1 Students will be able to read and comprehend grade level appropriate text through the application of phonics and vocabulary skills.

Grade 2 Students will be able to utilize various strategies to assist them with interpreting more narrative text, while responding to them in varying ways.

Grade 3 Students will be able to apply a range of skills and strategies to help them understand and respond to narrative and informational text.

Grade 4 Students will be able to construct meaning, as they comprehend, and respond to various text.

Grade 5 Students will be able to interpret, analyze and respond to print and non-print materials for a variety of purposes.

Grade 6 Students will be able to gather, synthesize and evaluate information they read in a variety of text and media across the curriculum.

Grade 7 Students will be able to extract, analyze, synthesize and evaluate various media forms by using strategic comprehension skills and literary skills.

General Objectives

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

Students will be able to:

1. identify and manipulate the sounds of speech through oral blending and segmenting.

2. read grade level text orally with accuracy, appropriate rate and expression.

3. acquire grade appropriate vocabulary through multiple strategies and use them in relevant context.

4. employ a variety of strategies to comprehend text and audio-visual materials.

5. analyze and respond to text revealing their feelings and thoughts.

SCOPE AND SEQUENCE

Overarching Goal: To comprehend and utilize language as they logically process written, spoken and viewed information while creatively conveying their thoughts and beliefs in various forms.

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

General Objective: To identify and manipulate the sounds of speech through oral blending and segmenting.

	Objectives **PHONEMIC AWARENESS:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.1	Understand that spoken words are composed of sounds which are represented by alphabetic letters.	B/D	P	R	IT	IT	IT	IT	IT
2.2	Segment words into initial, medial, and final sounds.		B	D	P/R	IT	IT	IT	IT
2.3	Produce rhyming words (onsets and rimes).	B	D	P	R	IT	IT	IT	IT
2.4	Name all uppercase and lowercase letter forms.	B	D/P	R	IT	IT	IT	IT	IT
2.5	Identify name and environmental print.	B/D	P	R	IT	IT	IT	IT	IT
2.6	Distinguish letters from words.	B	D/P	R/IT	IT	IT	IT	IT	IT
2.7	Identify letters, words and sentences.	B	D	P/R	IT	IT	IT	IT	IT
2.8	State letter/sound relationships.	B	D	P/R	IT	IT	IT	IT	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **PHONEMIC AWARENESS:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.9	Identify initial, medial and final sounds of spoken words.		D	P	R	IT	IT	IT	IT
2.10	Blend sounds (phonemes) to make words or syllables.		D	D	P/R	IT	IT	IT	IT
2.11	Match oral words to printed words.	B	D	P/R	IT	IT	IT	IT	IT
2.12	Track print: left to right on line, top to bottom on page, front to back of book.	B/D	P	R	IT	IT	IT	IT	IT
2.13	Identify the parts of a book.	B	D	P	R	R	IT	IT	IT

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General Objective: To identify and manipulate the sounds of speech through oral blending and segmenting.

	Objectives **PHONICS:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
2.14	Apply the alphabetic principle (letter /sound correspondence).	B	B/D	P	R	IT	IT	IT	IT
2.15	Match short and long vowel sounds to appropriate letters.		B/D	P	R	R	IT	IT	IT
2.16	Identify common word patterns e.g. CVC (consonant-vowel-consonant).		B/D	P	R	R	IT	IT	IT
2.17	Blend consonant- vowel sounds to make syllables or words.		B/D	P	R	IT	IT	IT	IT
2.18	Identify initial, medial and final blends.		B	D	P	R	IT	IT	IT
2.19	Associate the correct sounds with initial blends e.g. r blends, l blends, etc.		B	D	P	R	IT	IT	IT
2.20	Identify digraphs in initial, medial and final positions.		B	D	D	P	R	R	IT
2.21	Pronounce diphthongs in initial, medial and final positions.			B	D	P	R	R	IT
2.22	Identify contractions, abbreviations and compound words.		B	D	P	R	R	R	R
2.23	Add inflectional endings (with or without spelling changes).		B	D	P	R	R	R	R
2.24	Identify the base word, prefix, ending or suffix in words.			B	D	P	R	R	R

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General Objective: To acquire grade appropriate vocabulary through multiple strategies and use them in context.

	Objectives **VOCABULARY:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.25	Provide synonyms for given words.		B	D	D	D	P	R	R
2.26	Provide antonyms for given words.		B	D	D	D	P	R	R
2.27	Differentiate among homonyms, homophones and homographs.			B	D	P	R	R	R
2.28	Examine word parts to determine meanings of new words (prefix, suffix and root).		B	D	P	R	R	R	R
2.29	Apply dictionary and thesaurus skills to determine pronunciations, meanings, alternate word choices parts of speech and origin of words.			B	D	D	P	R	R
2.30	Explain the literal meaning of words.		B	D	D	D	D	P	P
2.31	Utilize words with multiple meanings.		B	D	P	R	R	R	R
2.32	Translate text messages into Standard English.				B	D	D	P	R
2.33	Use context clues to determine the meaning of unfamiliar words (restatement clues, synonyms, antonyms, comparison and contrast within a definition, clues in a series etc.)			B	D	D	D	D	D
2.34	Use knowledge of language to enhance vocabulary (etymology, acronyms and euphemisms)			B	D	D	D	D	D
2.35	Explain the figurative use of words.				B	D	D	D	D
2.36	Use analogies to show relationships					B	D	D	D

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General Objective: To read grade level text orally with accuracy, appropriate rate and expression.

	Objectives **FLUENCY:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.37	Read aloud in a manner that sounds like natural speech		B	D	P	R	R	R	R
2.38	Identify common phrases in reading.			B	D	P	R	IT	IT
2.39	Use visual clues (punctuation marks, italics etc.) to aid reading.		B	D	D	P	R	R	R
2.40	Read aloud a variety of texts with appropriate pacing, intonation and expression		B	D	P	R	R	R	R
2.41	Increase accuracy, speed and expression		B	D	P	R	R	R	R

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General Objective: To employ a variety of strategies to comprehend text and audio-visual materials.

	Objectives **COMPREHENSION:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.42	Activate prior knowledge and preview text.	B	D	P	R	R	R	R	R
2.43	Identify elements of a story i.e. character, plot, setting, themes		B	D	D	P	R	R	R
2.44	Use context clues for understanding the meaning of words, phrases, sentences and paragraphs.		B	D	P	R	R	R	R
2.45	Derive the main idea and supporting details.		B	D	P	R	R	R	R
2.46	Tell events in the correct sequence.	B	D	D	D	P	R	R	R
2.47	Distinguish between fiction and non-fiction.	B	D	P	R	R	R	R	R
2.48	Differentiate between fact and opinion.			B	D	P	R	R	R
2.49	Summarize and paraphrase text.			B	D	D	P	R	R
2.50	Compare and contrast events, opinions and facts.		B	D	D	D	D	P	R
2.51	Make analogies (i.e. the comparison of two or more things based upon the similarity of like features).			B	D	P	R	R	R
2.52	Make inferences.		B	D	D	D	D	P	R
2.53	Identify and predict cause and effect		B/D	D	D	D	D	P	R

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	Objectives **COMPREHENSION:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
2.54	Interpret the author's purpose i.e. to inform, entertain, persuade, and express				B/D	D	D	P	R
2.55	Determine author's viewpoint or bias				B	D	D	D	D
2.56	Draw conclusions	B	B	D	D	D	D	P	R
2.57	Evaluate ideas and text.			B	D	D	P	R	R
2.58	Synthesize ideas from different texts and media to determine common themes.				B	D	D	D	P

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General Objective: To analyze and respond to text revealing their feelings and thoughts

	Objectives **LITERATURE:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.59	Appreciate various genres of literature (e.g. fairy tales, myths, legends, biographies, science fiction, nursery rhymes, articles, poetry, mysteries, plays, etc.)	B	D	D	D	D	P	R	R
2.60	Appreciate culturally based stories and text.	B	D	P	R	R	R	R	R
2.61	Explain the difference between realism and fantasy.		D	P	R	R	R	IT	IT
2.62	Identify mood and humour.		B	D	D	D	D	P	R
2.63	Identify forms of figurative language such as metaphors, similes, personification.				B	D	D	P	R
2.64	Respond to reading in various ways e.g through illustrations, oral and written communication	B	D	D	P	R	R	R	R
2.65	Evaluate the appropriateness of the text.			B	D	P	R	R	R

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STANDARDS

Sub-Goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

Preschool Students will be able to demonstrate competence in the general skills and strategies of the writing process while using grammatical and mechanical conventions.

Grade 1 Students will be able to compose various types of simple sentences with regard to proper mechanics and reflect this variety in their speech.

Grade 2 Students will be able to write a short paragraph with appropriate details that are arranged in a logical sequence, and convey these ideas orally.

Grade 3 Students will be able to construct more expanded sentences in various writing pieces where their speech also demonstrates such growth.

Grade 4 Students will be able to apply a range of skills and strategies in the writing process to produce writing pieces that reflect proper organization, sentence fluency, voice and other writing traits.

Grade 5 Students will be able to recognize and apply the structures of various forms of writing to their own drafts with emphasis on vivid word choice, engaging voice, and other writing traits.

Grade 6 Students will be able to write clearly and skillfully for a variety of audiences, purposes and context by incorporating the writing traits, various strategies as well as resources that enable them to synthesize and communicate information effectively.

Grade 7 Students will be able to compose well structured compositions for a variety of audiences and purposes by using the writing process to internalize, communicate and evaluate information competently.

General Objectives

Sub-Goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions

Students will be able to:

1. use the writing process to compose coherent, well-organized writing pieces that skillfully incorporate the traits of writing.

2. demonstrate their understanding of special sounds, word parts and types of words to spell and identify words and their meanings.

3. compose varying types of sentences that reflect proper punctuation and form by adhering to grammatical rules.

4. communicate orally by adhering to grammatical rules and the appropriate use of Bahamian dialectal expressions.

5. produce legible and well-formed manuscript or cursive letter forms in their writing.

SCOPE AND SEQUENCE

Overarching Goal: To comprehend and utilize language as they logically process written, spoken and viewed information while creatively conveying their thoughts and beliefs in various forms.

Sub-Goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

General Objective: To use the writing process to compose coherent, well-organized writing pieces that skillfully incorporate the traits of writing.

	Objectives **WRITING:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
3.1	Describe the steps in the writing process.			B	D	D	D	P	R
3.2	Identify the qualities found in good writing.		B	D	D	P	R	R	R
3.3	Use appropriate language to respond to the writing of an author.		B	D	D	P	R	R	R
3.4	Use a rubric to evaluate writing.		B	D	D	D	P	R	R
3.5	Generate **ideas** for writing by participating in prewriting activities.	B	B/D	D	D	P	R	R	R
3.6	Formulate complete sentences using proper word order and appropriate **word selection.**		B	D	D	P	R	R	R
3.7	Write various paragraphs using topic sentences and supporting details.			B	D	D	D	P	R
3.8	Demonstrate a grasp of sequential order by writing clear directions and instructions.			B	D	P	R	R	R

	Objectives **WRITING:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.9	Compose short pieces of writing using simple forms, and **organize** ideas in logical sequence.		B	D	D	P	R	R	R
3.10	Organize and express their thoughts in a logical manner using graphic organizers.		B	D	D	P	R	R	R
3.11	Exercise proficiency in sentence fluency by writing compound sentences and sentences of varying lengths.			B	B/D	D	D	P	R
3.12	Make use of the five senses when writing descriptive paragraphs.		B	D	D	P	R	R	R
3.13	Compose descriptive essays with well-developed paragraphs.				B	D	D	P	R
3.14	Use similes and metaphors to give more vivid details to their descriptive essays.				B	D	D	P	R
3.15	Produce a written conversation/ dialogue using appropriate grammatical rules (quotation marks, commas, etc.)				B	D	D	P	R
3.16	Develop well-sequenced narrative pieces that include characters, setting and plot			B	D	D	P	R	R
3.17	Exhibit evidence of onomatopoeia, and alliteration in their writing.					B	D	D	D
3.18	Exhibit evidence of personification and hyperbole in their writing.					B	D	D	D
3.19	Demonstrate voice in writing pieces by exploring tone, mood and points of view				B	B/D	D	D	D

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	Objectives **WRITING:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.20	Utilize cue words in writing expository-type texts, invitations, newspaper ads, articles etc.			B	D	D	D	P	R
3.21	Utilize persuasive techniques used by various authors.					B	D	D	D
3.22	Use checklists to revise and edit work, focusing on specific conventions.		B	D	D	D	D	D	P
3.23	Write timelines based on stories read			B	D	D	P	R	R
3.24	Identify the purpose and parts of a friendly letter to communicate in writing to pen pals, relatives and friends			B	D	P	R	R	R
3.25	Express an understanding of rhythm and rhyme by writing different types of poetry such as limericks, cinquains, free verse etc.				B	D	D	D	P
3.26	Exercise effective questioning techniques and writing in the third person to produce biographies.				B	B/D	D	P	R
3.27	Produce book and movie reports		B	D	D	P	R	R	R
3.28	Design research questions based on content area subjects			B	B/D	D	D	P	R
3.29	Organize research information in an appropriate format			B	B/D	D	D	P	R
3.30	Compose well-organized written reports based on research findings			B	B/D	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To demonstrate their understanding of special sounds, word parts and types of words to spell and identify words and their meanings.

	Objectives **SPELLING:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
3.31	Employ a study technique for learning spelling words.			B	D	P	P	R	IT
3.32	Divide words into syllables.		B/D	D	P	R	R	R	R
3.33	Spell sight words and high frequency words		B	DP	P	R	R	R	R
3.34	Associate initial, middle and final consonant sounds with the letters they represent		B	D	P	R	R	R	R
3.35	Discriminate between short and long vowel sounds in words		B	D	P	R	R	R	R
3.36	Utilize the letter or combination of letters that make long vowel sounds		B	D	P	R	R	R	R
3.37	Associate sounds with initial and final blends		B	D	P	R	R	R	R
3.38	Apply the sounds of initial, middle and final digraphs to spell simple words		B	D	P	R	R	R	R
3.39	Identify word parts- root words, prefixes and suffixes				B/D	D	P	R	R
3.40	Alphabetize a list of words			B	D/P	R	R	R	R
3.41	Add inflectional endings (with or without spelling changes)		B	D	P	R	R	R	R
3.42	Spell and use words that contain a double consonant		B	D	P	R	R	R	R

	Objectives **SPELLING:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.43	Spell and use words with r-controlled vowel sounds			B	D	P	R	R	R
3.44	Use words containing diphthongs			B	D	P	R	R	R
3.45	Use words containing digraphs			B	D	P	R	R	R
3.46	Use words with silent consonants		B	D	D	P	R	R	R
3.47	Use words with silent ‘e’		B	D	D	P	R	R	R
3.48	Create compound words		B	D	P	R	R	R	R
3.49	Form contractions			B/D	P	R	R	R	R
3.50	Identify and spell homophones			B	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To compose varying types of sentences that reflect proper punctuation and form by adhering to grammatical rules.

General Objective: To communicate orally by adhering to grammatical rules and the appropriate use of Bahamian dialectal expressions.

	Objectives **GRAMMAR:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
3.51	Distinguish between sentences and fragments.		B	D	D	P	R	R	R
3.52	Construct telling, asking, exclamatory, and command sentences that are correctly punctuated .		B	D	D	P	R	R	R
3.53	Expand simple sentences into compound, complex and compound complex sentences.			B	D	D	D	P	R
3.54	Correct run on sentences.			B	D	D	D/P	P	R
3.55	Apply capitalization rules (the first word of sentences, proper nouns, pronoun “I”, direct quotations, titles, initials, headings, salutation and the closing of a letter) when writing.		B	D	D	P	R	R	R
3.56	Distinguish between Standard English and dialect expressions.		B	D	D	P	R	R	R
3.57	Utilize Standard English in formal settings to communicate ideas when speaking and writing.		B	D	D	P	R	R	R
3.58	Use naming words for people, animals, things and places when speaking and writing		B	D	P	R	R	R	R

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	Objectives **GRAMMAR:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.59	Differentiate between singular and plural nouns.		B	D	P	R	R	R	R
3.60	Form plurals by adding “s” and “es” to singular nouns (with and without spelling changes).		B	D	P	R	R	R	R
3.61	Apply rules for irregular plural forms.			B	D	P	R	R	R
3.62	Use singular and plural possessive nouns correctly.		B	D	P	R	R	R	R
3.63	Differentiate between common and proper nouns.		B	D	P	R	R	R	R
3.64	Use pronouns correctly in oral and written sentences.		B	D	D	P	R	R	R
3.65	Relate pronouns to corresponding nouns within a sentence.			B	D	P	R	R	R
3.66	Use possessive pronouns.		B	D	P	R	R	R	R
3.67	Use action words in written compositions.		B	D	P	R	R	R	R
3.68	Utilize linking verbs.				B	D	D	P	R
3.69	Identify the tense of a verb and apply it appropriately when writing and speaking.		B	D	D	P	R	R	R
3.70	Demonstrate the correct use of subjects and verbs.		B	D	D	P	R	R	R

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	Objectives **GRAMMAR:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.71	Determine the simple subject and simple predicate of a sentence		B	D	P	R	R	R	R
3.72	Ascertain the complete subject and predicate of a sentence.				B	D	D	P	R
3.73	Incorporate sensory adjectives in speech and writing.		B	D	D	D	P	R	R
3.74	Use adjectives to compare nouns and pronouns.		B	D	D	P	R	R	R
3.75	Identify the two words that comprise specific contractions.		B	D	P	R	R	R	R
3.76	Use apostrophes correctly in contractions.		B	D	P	R	R	R	R
3.77	Select appropriate abbreviations.			B	D	P	R	R	R
3.78	Identify adverbs in sentences and passages.				B	D	P	R	R
3.79	Form adverbs by adding the suffix 'ly' and use them appropriately when writing and speaking.				B	D	D	P	R
3.80	Use a variety of prepositions		B/D	D	D	P	R	R	R
3.81	Use interjections in sentences.								
3.82	Incorporate transitional words in speech and writing		BD	D	D	P	R	R	R

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	Objectives **GRAMMAR:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.83	Use commas appropriately.			B	D	P	R	R	R
3.84	Use colons and semi colons appropriately in writing.					B	D	D	P
3.85	Utilize negative words correctly.				B	D	D	P	R

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General Objective: To produce legible and well-formed manuscript or cursive letter forms in their writing.

	Objectives **HANDWRITING/PRESENTATION:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
3.86	Write capital and lower case manuscript letters using the *D'Nealian* style of writing	B	B/D	P					
3.87	Space letters and words within sentences appropriately		D	P	R	R	R	R	R
3.88	Write numbers 0-9 correctly	B	D	P	R	R	R	R	R
3.89	Utilize capital manuscript letters to produce labels, captions, signs etc.		B	D	P	R	R	R	R
3.90	Write cursive capital and lower case letters using the D'Nealian style of Writing.			B	D	D	P	R	R
3.91	Use indentation/paragraphing for clear presentation of work.				B	D	D	P	R
3.92	Use a checklist to evaluate handwriting			B	D	D	P	R	R
3.93	Utilize cursive writing in various forms such as on envelopes, invitations etc.				B	D	D	P	R
3.94	Produce their own signature				B	D	P	R	R
3.95	Write Roman Numerals 1 – 100				B	D	P	R	R
3.96	Choose appropriate font when presenting typed reports.					B	D	D	D

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	Objectives **HANDWRITING/PRESENTATION:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.97	Use numbers and bullets correctly when listing items for computer generated reports.					B	D	D	D
3.98	Select appropriate margins for reports.					B	D	D	D
3.99	Design appropriate covers for reports.					B	D	D	D

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DEPARTMENT OF EDUCATION

SCIENCE

Grade 4

2010

CURRICULUM GUIDELINES
RADE 4
SCOPE OF WORK

TOPIC: INVERTEBRATES **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Distinguish between vertebrates and invertebrates. 2. Describe traits common to all invertebrates.	Animals that have a backbone are called **vertebrates**. All vertebrates have one thing in common, a **backbone**. Vertebrate groups include fish, mammals, reptiles, amphibians and birds. Animals without a backbone are called **invertebrates**. Most invertebrates have exoskeletons. An **exoskeleton** is a hard outer covering that protects an animal's body and gives it support. Some invertebrate groups include insects, spiders, mollusks, sponges spiny-skinned and worms.	1 & 2. Vertebrate or Invertebrate a. Label two trays Vertebrate and Invertebrate. b. Have students choose an animal picture card cut out/model of a box. Observe the picture or model. c. Place the card onto the correct tray. d. Tell one way in which the animals on each tray are similar or different.	*Harcourt Science* Bk. 4 *Science Horizons* Bk. 3 www.factmonster.com (Animal Groups)	I & II. Fold the paper in halves. Label the first half Vertebrates and the second half Invertebrates. Have the students place animals from the list under the correct heading. At the bottom of each section write one way the animals in each group are alike. Distribute worksheets of different animals to cut and paste on a blank sheet.
3. Identify five invertebrate groups.		3. Looking at Invertebrates. a. List several invertebrate groups on the chalkboard. e.g. insects b. Place the students into cooperative groups. Have them choose four pictures of invertebrates. c. Observe each picture. Look at the body parts and covering. d. On a sheet of paper record the name of the invertebrate and the types of body parts or covering it has. e. Use a table to classify each animal into one of the invertebrate groups listed on the chalkboard.		III. Have students observe pictures of different organisms in the various groups of invertebrates. Give each student a sheet of paper. Divide their paper into two sections labeled: Insects, Spiders. Write the names of the organisms under the correct heading.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: INVERTEBRATES **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
4. Identify the main traits of insects and spiders. 5. Compare traits of insects and spiders.	Insects and spiders are invertebrates that belong to the group called **arthropods**. **Insects** have three body segments: head, thorax and abdomen, and six legs. **Spiders** have two body segments: head and abdomen and eight legs.	4. Go on a nature walk around the school. Collect insects and spiders in containers for observation. Use a hand lens. List three traits of insects and spiders. Compare and contrast them. (Be careful not to collect animals that bite and release after observation.) 5. Make models of insects and spiders using reusable materials. Write three sentences to describe your model.	*Science Horizons* Bk. 2 www.amonline.netau/spiders/diversity/what/difference.htm *Harcourt Science* Bk. 2	IV & V. Give the students materials that they will use to complete the body of an insect and a spider. Have the students paste/glue their completed insect and spider on a sheet of paper. Below the insect and spider write two sentences to tell how insects and spiders are alike and three sentences to tell how they are different.
6. Describe the life cycle of mosquitoes and cockroaches.	A **life cycle** is the order of the stages in an animal's growth. Some life cycles have more stages than others. The stages can look very different. The life cycles of some insects like the grasshopper and the **cockroach** go through three stages: **egg, nymph,** and **adult.** Other insects like the mosquito and the housefly go through four stages: **egg, larva, nymph** and **adult**.	6. Distribute pictures and sequence them to show the life cycle of mosquitoes and cockroaches. 6. Create a mobile of the life cycle of the mosquito or cockroach. a. Cut pictures of the stages of development in the life cycle of the insect from handouts, internet etc. b. Glue them on construction paper. c. Connect them with wire to form a circle. d. Hang the mobile from a plastic hanger using string.	www.uen.org/themepark/cycles/animal.shtml	VI a. Give each student a hand out showing pictures that represent the different stages of the life cycle of insects and spiders. b. Then distribute circular sheets of paper. c. Have the students cut and paste the pictures on the circular paper to correctly show the life cycle of an insect (on one circular paper) and the life cycle of a spider (on another circular paper). d. The students can colour the pictures and label each life cycle.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: INVERTEBRATES **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
7. Investigate how insects use mimicry and camouflage.	Animals are designed to survive in their particular environment. They have special features called **adaptations** that allow them to live where they do. An adaptation is a body part, behaviour, covering or an action that helps an animal to survive in its environment. **Mimicry** is an adaptation in which an animal looks or sounds like another animal. **Camouflage** is an animal's colour, shape or pattern that helps it blend in with its environment.	7. Set up a display of animals (toy or plastic). Have students volunteer to choose an animal from the display. Each student will be asked a question related to an adaptation the animal has. E.g. Why does the giraffe have a long neck? Share answers with the class. 7. Blending In a. Design and draw a new kind of insect. b. Look around your classroom for different colours, shapes, and patterns that your insect could blend with and not be seen easily. c. When you have finished drawing your insect, cut it out. Your teacher will tell you when to "hide" your insect. Predict where your insect will be hardest to find. Put your insect in that place. See if others can find it.	*Harcourt Science* Bk. 4 *Silver Burdett Science* Bk. 4 *Houghton Mifflin Science Discovery Works* Bk. 3 *Science Horizons* Bk. 4 *Science Horizons* Bk. 4 www.gets.gc.k12.va.us/elementary/science3.htm (Animals on Defense) scienceray.comBiology>Zoology www.thewildones.org/Animals/camo.html	VII. Have students observe pictures of four organisms in the environment. On a folder sheet name each organism. Write an adaptation it has and how it uses it to meet its needs. Tell if the organism used camouflage or mimicry.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: INVERTEBRATES **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
		7. Adaptation – mimicry Students work in pairs. Blind fold about six students. Provide the students with instruments to make a sound. (Each in the pair will have the same instrument sound.) Place students at strategic places in the classroom or outside. Each child will make the sound with their instrument until they find their partner who is also making the same sound. This is to show how babies and parents have adapted to each others sounds.		

Fundamental concepts and principles of life science include the study of living organisms, their structure and function, their behaviors and their relationships, with the environment.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: THE HUMAN BODY AND HYGIENE — **STRAND 1: STRUCTURE AND FUNCTION IN LIVING SYSTEMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Identify the main parts of the respiratory system.	The transport system that takes air into the body when we breathe is called the **respiratory system**. Air enters the body through the nose or mouth and goes down the **windpipe** or **trachea** into the lungs. In the lungs the air goes into air sacs called alveoli. The alveoli are at the ends of tiny air tubes. As blood passes through the lungs, it gives off carbon dioxide and takes in oxygen. The respiratory system and the circulatory system work together during respiration. The **diaphragm** is a dome-shaped muscle used in breathing. It is at the bottom of the lungs. When breathing in the diaphragm contracts.	1. The teacher will make an apron showing the outline of the respiratory system. One student will wear the apron. Other students will be given the parts (cut outs) of the respiratory system. The students will come up one at a time and attach the part correctly on the apron.	*Science Horizons* Bk. 4 *Harcourt Health and Fitness* Bk. 4 www.kidskonnect.com www.kidinfo.com/Health/Human_Body.html www.kidsbiology.com/hunan_biology/index.php	I & II. Each student will be given a list of the parts of the respiratory system and a diagram of the respiratory system. Use the words from the list to correctly label the parts of the respiratory system. Write one reason why the respiratory system is important. Make a model of the respiratory system and label its main parts. Write one reason why the respiratory system is important.
2. Demonstrate the importance of the respiratory system.		2. Conduct a breathing exercise. Sit in a chair and count how many breaths you take in 30 seconds. Exercise for two minutes. Stop and count how many breaths you take in 30 seconds. List two reasons why breathing is important.		
3. Identify the main parts and the importance of the Nervous System.	The **nervous system** is responsible for all the activities of your body. The **brain, spinal cord** and **nerves** make up the nervous system. The brain receives information from various parts of the body through the nerves. The nerves form a network throughout the body. The brain then sends signals to different parts of the body. The nerves are all connected to the spinal cord.	3. Pin the Part a. Place an unlabeled diagram of the nervous system on the chalkboard/bulletin board. b. Place labels of the parts of the nervous system on a table nearby.	*Harcourt Science* Bk. 4 *Science Horizons* Bk. 5 *Harcourt Health and Fitness* Bk. 4 www.teachers.ash.org.au/jmresources/systems/body.html	III & IV. Have the students observe individual pictures of the three main parts of the nervous system that have been numbered. a. Write the name of each part of the nervous system. b. Explain how the three parts work together.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: THE HUMAN BODY AND HYGIENE **STRAND 1: STRUCTURE AND FUNCTION IN LIVING SYSTEMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	The spinal cord is located in the spine or backbone.	c. Have a volunteer pick a clue card out of a bag. The clue card will have a description of each main part of the nervous system written on it. d. The student must solve the clue and choose the correct label that matches the clue. Then place a piece of tape on the label and pin it on the correct part of the diagram.		
		4. Trace how signals travel to the brain and back to the parts of the body on a flow chart. Write a paragraph to explain the importance of the nervous system.	*Harcourt Science* Bk. 4 *Harcourt Health and Fitness* Bk. 4 *Science Horizons* Bk. 5	

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: THE HUMAN BODY AND HYGIENE **STRAND 1: STRUCTURE AND FUNCTION IN LIVING SYSTEMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
4. Identify risk factors to health and how they may be reduced.	It is important that the food we eat and the water we drink are clean and safe. If germs (such as harmful microorganisms and parasites) get into our food and drinks they may give us **food poisoning** resulting in diarrhea or vomiting. **Unsafe** or **contaminated drinking water** and **poor sanitation** can cause many diseases such as vomiting, diarrhea, skin irritations, or gastrointestinal diseases. Food poisoning can be prevented by: – Preventing germs from reaching foods and drinks – Washing hands with clean water and soap after using the bathroom – Washing hands before and after preparing and eating food – Keeping fingernails clean – Storing food properly Unsafe or contaminated drinking water and poor sanitation can be prevented by: – Using safe water that has been treated or water from a protected well – Boiling water that may not be safe	5. Set up a scene displaying uncovered food, an open container of water with leaves or other debris, a potty, etc. Present a short skit to the class demonstrating how food can be poisoned, water made unsafe or contaminated, and poor sanitation. a. Discuss the skit with the class. b. Distribute drawing materials. c. Instruct the students to make a drawing showing an unsafe/unhealthy habit. Then write what the unhealthy habit causes.	Family Nutrition Guide *Harcourt Health and Fitness* Bk. 4 www.ucsfchildrenshospital.org>PatientEducation www.ncbi.nlm.nib.gov>...>HealthServRes>v www.RightHealth.com	V. Review activity. On a sheet of paper write: a. Two ways to prevent food poisoning. b. Two ways to have safe drinking water. c. One way to have good sanitation. Using a blank sheet of paper, draw three large frames. ☐☐☐ (squares connected) Use the frames to draw a picture of how to prevent the following health risks: Food poisoning Unsafe drinking water Poor sanitation Write a sentence to explain each frame. Collect pictures and label them 1. Washing hands 2. Washing hands in the bathroom 3. Preparing food with gloves on hand. 4. Putting food in the refrigerator. Etc.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: THE HUMAN BODY AND HYGIENE **STRAND 1: STRUCTURE AND FUNCTION IN LIVING SYSTEMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	– Use clean covered containers to collect and store water – Use a toilet and keep it clean – Teach children to use a potty and flush the faeces in a toilet – Clean up faeces from pets			Assessment Coral Reef in a box Assessment Planets. Have students make a model of the Solar System.
5. Identify safety procedures for natural disasters.	Natural disasters are forces of nature. General suggested procedures for natural disasters such as hurricanes, floods or tornadoes are: 1. Remain indoors 2. Only enter disaster area if necessary 3. If outdoors get to a safe area 4. Stay away from windows 5. Do not touch fallen or damaged electrical wires 6. Store/properly secure all loose objects 7. Identify nearest available shelter	6. Discuss safety procedures for natural disasters such as hurricanes floods or tornadoes. Have students work in groups to create a pamphlet of safety procedures for natural disasters.	www.naturaldisasters.com *Harcourt Health and Fitness* Bk. 4 www.einnews.com/bahamas/newsfeed-bahamas-natural-disasters www.fema.gov/kids/ www.pge.com/myhome/edusafety/naturaldisaster	VI. Have students observe a video or other presentation about natural disasters. On a sheet of lined paper write four safety tips/procedures for natural disasters. Draw a comic strip that shows how to remain safe during a natural disaster. Add dialogue or what the characters say. Write a title for your comic strip.

Fundamental concepts and principles of life science include the study of living organisms, their structure and function, their behaviors and their relationships, with the environment.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: PLANTS **STRAND 1: STRUCTURE AND FUNCTION IN LIVING THINGS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Investigate plants with seeds and without seeds.	A **seed** is a part of a plant from which a new plant can grow. A plant that can form new plants from seeds is called a **seed plant**. E.g. hibiscus, dandelion, pine tree A plant without seeds is called a **non-seed plant**. Some non-seed plants reproduce by **spores** instead of seeds. The spores are especially made to survive drought and harsh conditions. The main groups of non seed plants are algae/seaweed, mosses and liverworts and ferns.	1. Create a container garden to grow seed plants and non seed plants. Examine plants. Identify the plants that have seeds and the plants that do not have seeds. Use a table to classify each plant. Go on a field trip to a local plant nursery, a garden, a forest or The Bahamas National Trust. Identify seed and non seed plants.	*Science Horizons* BK. 3 *Harcourt Science* Bk. 3 *Silver Burdett Science* Bk. 4	I. Have the students draw a seed and a non seed plant. a. Write the name of each plant and where it lives. b. Explain how each plant reproduces. c. Circle the reproductive part of the plant on the drawings.
2. Classify plants with flowers and plants with cones.	When a tiny plant grows out of the seed this is called **germination**. Two groups of plants form seeds. One group is the plants that have **flowers**. Flowers grow on bushes, trees or on small plants. The other group of seed forming plants is plants that have **cones**. Cones grow on some evergreen trees such as pine trees, spruce trees, hemlock, cedar etc.	2. Distribute pictures/specimens of plants with flowers and plants with cones. Have students observe and examine each specimen/picture. Use a classification table to group the plants. (Note. Students work in cooperative groups)	*Science Horizons* Bk. 3 *Harcourt Science* Bk. 3 www.dmturner.org/Teacher/Library 14thText/PlantsPart1.html	II. Give the students a blank classification table. a. Have them name four plants below each phase. b. In complete sentences, tell how plants with flowers and plants with cones are similar and how they are different.
3. Compare monocots and dicots.	All plants that produce flowers and seeds are flowering plants. The seeds they produce may have one or two food leaves called cotyledons.	3. Go on a field trip to a local plant nursery, a garden, forest or The Bahamas National Trust. Identify monocots and dicots.	*Science Horizons* Bk. 3	III. Distribute packets of leaves to each student. Trace the leaves in the packet. Identify each leaf as a monocot or a dicot.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: PLANTS **STRAND 1: STRUCTURE AND FUNCTION IN LIVING THINGS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	Flowering plants are grouped by the number of food leaves their seeds produce. Those with a single food leaf are called **monocots** and those with two food leaves are called **dictos**. Monocot plants have leaves with parallel veins and dicots have leaves with a network of veins.	3. Take a nature walk. Have students distinguish monocots from dicots and collect samples of leaves to classify.		
4. Predict which of two seeds will germinate first. 5. Compare the growth rate of two plant specimens.		4 & 5. Plant two different seeds. Predict which seed will germinate first. Use a ruler to measure the growth rate of each plant. Record data. Compare the growth rate of the seeds.		IV & V. Have the students use their recorded data from the germination activity to answer the following questions: a. What changes did you observe in the seeds? b. How quickly did the changes take place in the different seeds? c. How did observing the seeds help you understand more about seeds?
6. Identify and describe indigenous flowering plants in The Bahamas.	**Indigenous plants** are plants that are native to a specific country. There are many indigenous flowering plants in The Bahamas, such as strong bark which has white flowers, morning glory with purple bell shaped flowers, rooster comb with yellow flowers, wild sage with red and yellow flowers and purple fruits in bundles, and the lignum vitae (tree of life) which has lots of flowers ranging in colour from blue to purple.	6. Have the students observe pictures or specimens of indigenous flowering plants in The Bahamas. Make a list of each plant and describe its leaves and flowers. 6. Arrange a field trip to The Bahamas National Trust (Family Island teachers can explore a similar site) Ardastra Gardens or Botanical Gardens	Bahamas National Trust Retreat – Village Road Nassau Bahamas www.ardastra.com/plantinfo.html	VI. Have the students complete a worksheet by matching the drawings of indigenous flowering plants to its name. Have the students make a booklet containing drawings of five indigenous flowering plants and a brief description of each one.

Fundamental concepts and principles of life science include the study of living organisms, their structure and function, their behaviors and their relationships, with the environment.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: CONSERVING ECOSYSTEMS **STRAND 1: ORGANISMS AND THE ENVIRONMENT**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Define food chain and web. 2. Distinguish between producers, consumers and decomposers. 3. Create a food chain and web. Identify plants and animals that live in the pine forests, coral reefs and mangroves.	All living things need energy to live. Living things get their energy from food. A **food chain** is the flow of food in an ecosystem from one living thing to another. A food chain also shows how energy moves through the environment. Living things in an ecosystem can be classified as **producers, consumers** and **decomposer**. **Producers** are plants; they make their own food. **Consumers** are animals; they eat other living things as food. **Decomposers** are living things such as mushrooms and earthworms; they breakdown dead plants and animals for food. A food chain begins with a green plant, the producer. It continues with an animal, the consumer, that eats the green plant. A food chain may include one or more other consumers. A **food web** is a combination of several food chains.	1. Have four students hold labeled picture cards that are connected using string. Each student will identify which organism he/she represents. The other students will read the order in which the organisms are connected. Explain and discuss the food chain. 2 & 3. Food Chains Play this game with ten students at a time. a. Have each player wear a tag that names him or her as a kind of plant, animal, fungi, bacteria or microbe. b. Scatter game markers over a large area. The game markers read producer, consumer or decomposer. c. Each round of the game is 30 seconds. d. At the end of the rounds all the players that have similar game markers will form a group. Check to see if anyone does not belong in a particular group.	*Harcourt Science* Bk. 3 *Silver Burdett Science* Bk. 4 www.vtaide.com/priglfoodchains.htm "Iguana of the Bahamas"	I, II & III. Have the students cut and paste pictures to make their own examples of two food chains. Name the producer and consumers. Draw arrows between parts of each food chain to make a food web. Answer the question: What does a food web show, that a food chain cannot show?

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: CONSERVING ECOSYSTEMS **STRAND 1: ORGANISMS AND THE ENVIRONMENT**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	An **ecosystem** is a place where living things and nonliving things interact. There are many different types of ecosystems. Each ecosystem has plants and animals that are specially adapted for living in that ecosystem. Some examples of ecosystems are pine forests, coral reefs and mangroves.	e. Have a player from each group join up to form a food chain. f. Then have two or more food chains join up to form a food web. 3a. View videos/observe pictures to identify plants and animals that live in the pine forest, coral reef and mangrove. Make a list of plants and animals that live in each ecosystem. Participate in a field trip at either or all of these ecosystems (pine forest, coral reefs, mangroves). 3b. Divide the class into groups of five students. Assign one of the following animals or plants to each group: grouper, crawfish, red mangrove etc. Using textbooks or internet resources have the students research the ecosystem of which each animal or plant is a part. Ask the students to describe the nonliving features and make a list of three or four plants or animals that also live in that ecosystem have each group give oral report to the class.	*Harcourt Science* Bk. 3 *Harcourt Science* Bk. 4 www.bahamas.gov.bs/BhamasWeb/VisitingTheBahamas.hsf/subjects/Ecosystems+of+The+Bahamas	III. Give the students a diagram of a pine forest, coral reef and mangrove ecosystem. Have the students draw four organisms found in each ecosystem on the diagram.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: CONSERVING ECOSYSTEMS **STRAND 1: ORGANISMS AND THE ENVIRONMENT**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
4. Hypothesize the effect on organisms when a pine forest is damaged.	A **forest** is an area in which the main plants are trees. In a pine forest there are pine trees, bushes, ferns, and grass. Animals such as raccoons, birds, snakes etc. live here. When pine forests are cut or burned it can destroy habitats causing animals to leave an area and plants that grow there to disappear.	4. View a chart/video of a pine forest destroyed by cutting or burning. Write a paragraph to predict how these actions affect organisms that live there.	*Harcourt Science* Bk. 3 www.educationalimages.com/it060005.htm *Science Horizons* Bk. 3 outdoors.webshots.com/photos/2177207600763079 20ajRnsk	V. Have the students draw a picture of how they imagine a pine forest would look after it is damaged. Write two sentences to explain how the damaged pine forest would affect the organisms that lived there.
5. Explain how a coral reef differs from other ecosystems.	**Coral reefs** are made up of the rocky skeletons of many tiny animals called corals.	5. Make a mural of a coral reef ecosystem. Write a paragraph to describe it.	*Treasures in the Sea*	VI & VII. Have each student create a poster of a coral reef habitat and what lives there.
6. Explain the importance of coral reefs.	Coral reefs provide homes for many marine animals such as fish, crabs, crawfish, conchs, sea eggs or sea urchins, sponges, starfish and octopus. Coral reefs provide **protection** from storms by breaking up the force of the waves before they reach the shoreline. Coral reefs are a great **source of food** for marine life and they also serve as **tourist attractions**. The third largest barrier coral reef in the world is found in waters offAndros Island.	6. Invite a resource speaker to talk about the benefits/importance of coral reefs and some dangers they are facing. 6. Go on a field trip to experience a coral reef ecosystem. Take the glass bottom boat, semi-submarine or other fishing vessels licensed for this activity.	*Harcourt Science* Bk. 4 Sea world Explorer (Moses Plaza Downtown Nassau) oceanworld.tamu.edu>students>coral www.bahamas.gov.bs/...nsf/.../Ecosystems+of+The+Bahamas www.seaworld.org/infobooks/coral/conscr.htm/	VII. Identify four organisms on the poster. Tell how each organism uses the coral reef. Design and make a poster of a coral reef habitat to communicate the importance of coral reefs and what lives there.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: CONSERVING ECOSYSTEMS **STRAND 1: ORGANISMS AND THE ENVIRONMENT**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
7. Identify the four types of mangroves.	**Mangroves** are ecosystems found along the coast and in swampy areas with brackish and salt water. The four common types of mangroves found locally are red mangroves, black mangroves, white mangroves and buttonwood. Each type of mangrove has a special role to play in the ecosystem.	7. View video/specimens/fact cards of four types of mangroves. Identify and describe each one. Listen to the mangrove song by BREEF Teachers.	*Wondrous West Indian Wetlands* Adventure Learning Centre Mangroves Ecosystem *Harcourt Science* Bk. 4	VII & VIII. The students will complete a mangrove ecosystem worksheet by filling in the habitat, roots, leaf appearance/ position flowers and fruits of the four types of mangroves, and organisms that may be found there.
8. Communicate characteristics of each type of mangrove/ Identify organisms found in this ecosystem.		8. Visit a mangrove ecosystem. Record and illustrate the types of plants and animals that you observed. 8. Make a model of a mangrove ecosystem.	*Wondrous West Indian Wetlands* www.youtube.com/watch?v=bDJTKFE_fc www.pintailpride.com/pdfs/angroves.pdf	
9. Infer the importance of mangroves.	**Red mangroves** live in water along the shoreline. They have thick prop roots that trap debris and mud. They help to prevent waves from flowing inland, and this helps to reduce flooding. **Black mangroves** live in shallower salty water. They are surrounded by thin breathing roots.	9. Use pictures/specimens to design a poster that tells about the importance of mangroves.	*Wondrous West Indian Wetland* www.flmnh.ufl.edu/Fish/.../mangrove/importance.html www.eoearth.org/article/Bahamian_mangroves	IX. Write a story entitled "A day in the life of a black, white or red mangrove tree".

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: CONSERVING ECOSYSTEMS **STRAND 1: ORGANISMS AND THE ENVIRONMENT**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	White mangroves usually live in brackish water. They have thick, knobby breathing roots. **Buttonwood** lives near the sea on rocks and beaches. They have no prop or breathing roots. Mangrove ecosystems serve as an important source of nutrients and nurseries for young fish and as homes to many animals such as crabs and shellfish. In The Bahamas, mangroves are referred to as “flats”, “swamp” and “swash”.			

Fundamental concepts and principles of earth and space science are related to the origin, structure and physical phenomena of the Earth and the Universe.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: CHANGES ON EARTH **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Identify the three layers of the Earth.	Earth is made up of three layers. These layers are the **crust**, **mantle**, and the **core**. The **crust** is the outer layer and includes the surface of the Earth. The crust is the layer we live on. It is rough and uneven with hills and valleys and has a layer of bedrock at its base. Below the crust is the **mantle**. This layer is thicker than the crust and is made up of lighter rock material. The thickest layer is the **core** which consists of two parts: the **outer** and the **inner** core. The core is made of very hot iron. Part of it is liquid and part is solid.	1a. Observe a model/diagram to identify the three layers of the Earth. 1b. Investigate the Earth's layers. Give each student half of an apple and a ruler. Draw a picture showing its layers. Measure the thickness of the peel, the thick white part and the core. Explain which parts of the apple are like the crust, mantle, and core of Earth.	*Harcourt Science* Bk. 4 *Harcourt Science Workbook* 3 *Silver Burdett* Bk. 4 http://science.pppst.com/layers.html	I & II. Give each student an object e.g. peanut M & M, or hard boiled egg. Have each student tell which material or part represents the crust, the mantle and the core. Write a brief description of each layer of the Earth. 1. Display photographs of a variety of places where rocks are found. Include underwater locations, as well as any unusual places you can find rocks. 2. Have students describe what they would encounter while traveling through a tunnel from where they live straight through the earth. They will locate on a globe or map where they would exit the tunnel.
2. Describe the Earth's layers.		2. Make a model of the Earth using a small gum ball and modeling clay. Describe each layer.		
3. Describe weathering and erosion.	Some natural forces that change the Earth are weathering and erosion. **Weathering** is the breaking up or wearing away of rocks by water, air (wind), ice and living things. **Erosion** is the moving of weathered rocks and soil from one place to	3. Conduct an experiment to find out how hard rocks are. a. With your group predict what will happen if you rub two rocks against each other. Record your prediction.	*Science Horizons* Bk. 3 Houghton Mifflin Science Discovery Works	III. Have the students observe rock that has been weathered. a. List four things that can weather a rock. b. How is weathering different from erosion?

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: CHANGES ON EARTH **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	another by moving water, wind or ice (glaciers). Erosion can cause mountains and hills to be worn down to become flat lands and can also cause scratches, grooves and basins to be formed on the Earth's surface.	b. Hold two small rocks over a clean sheet of white paper. Press them together and rub hard. Record your observations. c. Infer what might happen to large rocks.	www.kidgeo.com/geology-for-kids/0060-weatheringphp	
4. Identify the causes of weathering.	Some natural forces that change the Earth are weathering and erosion. **Weathering** is the breaking up or wearing a way of rocks by water, air (wind), ice and living things. **Erosion** is the moving of weathered rocks and soil from one place to another by moving water, wind or ice (glaciers). Erosion can cause mountains and hills to be worn down to become flat lands and can also cause scratches, grooves and basins to be formed on the Earth's surface.	4a. Conduct an experiment to show how glaciers change the Earth. a. Make a model of a glacier. b. Predict what will happen to the surface of the soil if the glacier is dragged over it. Record your prediction. c. Put about 3cm of soil in an aluminum pan. Take the glacier model and use a paper towel to move it in one direction over the soil in the pan. Record your observation. 4b. Give each pair of students 1 cup of soil, 1 cup of stones, and 1 cup of sand. Use these materials to make a hill that will not wash away when you pour 1 cup of water over it. Make the hill in an aluminum pan.	Houghton Mifflin Science Discovery Works	IV. Choose an area around your school. Look for some evidence of erosion or weathering. Write a report about the results you found.

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SCOPE OF WORK

TOPIC: CHANGES ON EARTH **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
5. Identify ocean resources.	The oceans are an important sources of food, minerals, freshwater, oil and natural gas. The ocean produces about 65% of the oxygen in the air. One mineral taken from the ocean water of The Bahamas is salt. Heat from the sun causes fresh water to evaporate from the ocean leaving the salt behind. Ocean water is also changed to **fresh water** by a process called **desalination**, which removes salts and other dissolved solids from ocean water. Another mineral taken from the ocean in The Bahamas is **aragonite**. Aragonite is a very fine lime stone sand used in the manufacture of glass, cement, fertilizers and chemicals. Aragonite is dredged from the sea at Ocean Cay in Bimini. Marine plants such as **seaweed** are used in many countries as a source of food, medicine, in shoe polish, soap and as a fertilizer.	5. Salt from the Sea. What you will need: Seawater (salt) 2 or 3 jars Food colouring A piece of aluminum foil Eye dropper What to do: 1. Pour some of your seawater into each jar. (if you don't have real seawater you can make some by mixing 3-4 table spoons of salt with 1 cup of water. Use hot water to dissolve the salt quickly.) 2. Add a few drops of different food colouring to each jar. 3. Using the eye dropper, drop some seawater onto the foil. Be creative and make designs using your different colours of seawater solutions. 4. Allow the seawater to dry up (evaporate). This may take several hours. To help speed up the process, put your foil and seawater in the sun. 5. After the water has evaporated, what do you see on the foil?	*Science Horizons* Bk. 4 *Harcourt Science* Bk. 4 www.hometrainingtools.com/seashore http://marinebio.org/oceanresources.asp	V. Students will design and conduct an experiment to form freshwater from saltwater. Then write down conclusions: 1. What did you observe? 2. What did you infer happened to the salt water as it sat in the sun? 3. What can you conclude about the water cycle and ocean water?

Fundamental concepts and principles of earth and space science are related to the origin, structure and physical phenomena of the Earth and the Universe.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: CHANGES ON EARTH **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
6. Investigate the movement of the ocean water and how it is affected by the moon.	Water covers almost three quarters of the earth's surface. About one tenth of all of the water on the earth is fresh water and nine tenths of it is saltwater. Most of the saltwater is found in the oceans. Water moves from one ocean to the other in rivers called **currents**. **Ocean currents** are parts of the surface layer of the ocean that move continuously in a particular direction forming rivers in the ocean. Wind blowing over the surface of the ocean transfers energy to the water and causes waves to form. Waves are the alternating rising and falling of water. Tides are the alternate rise and fall of the oceans and seas and the bodies of water that are connected to them. These changes in the surface level of the ocean are caused by the **gravitational force** of the moon acting on the oceans and seas.	6. Design an experiment to create waves, tides and currents. 6. Take a field trip to the beach and observe wave action.	*Science Horizons* Bk. 4 *Harcourt Science* Bk. 4 www.science–class.net/oceanography/waves_currents_tides.htm	VI. Have the students watch a video of wave action. Count the frequency (how often waves occur in a given time) of the waves on different parts of the beach. Record your findings.

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TOPIC: CHANGES ON EARTH **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	The force of gravity is strongest on the parts of the earth closest to the moon and weakest on the parts of the earth farthest form the moon. Water on the side of earth nearest the moon is pulled away from Earth by gravitational force. On the side of the earth farthest from the moon, the solid earth is closer to the moon than the water resulting in the earth being pulled more toward the moon than the water. This causes a tidal bulge. The highest tides occur when the moon and the sun are in line with Earth. The motion of the ocean causes weathering and erosion to the shoreline.			
7. Infer what is ocean pollution/ examine its effect on organisms in the ocean.	Pollution of the oceans can be caused by the dumping of wastes and by oil spills. It can also be caused by fishermen using chemicals like bleach to catch crawfish. Garbage is a large source of ocean pollution. Pollution damages the oceans and destroys plant and animal life. We should take every precaution to prevent pollution.	7. Create an oil spill in a tank with water and have students experiment to find the best possible ways to clean it up.	*Science Horizon* Bk. 4 www.kiddyhouse.com/themes/environ/water.htm	VII. Have the students design a flyer. Outline two forms of ocean pollution. Illustrate how the forms of pollution affect the environment.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: WEATHER **STRAND 2: CHANGES IN EARTH AND SKY**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Define Meteorology.	**Meteorology** is the study of weather and the atmosphere. **Meteorologists** are scientists who study and measure weather conditions. Meteorologists have developed tools for measuring weather conditions such as air temperature and wind speed. They use the information from the weather instruments to predict the weather.	1. Visit the meteorological office to observe how they predict weather. 2. View a video or weather forecast on television or radio and compare these weather predictions to the actual weather for that week.	*Science Horizons* Bk. 5	I. Take on the role of a meteorologist. Observe and record current weather conditions. Then predict the weather for the next day and write your own forecast.
2. Describe the Earth's atmosphere.	The **atmosphere** is the air that surrounds Earth. It is a very thin blanket surrounding the entire Earth and is a mixture of gases, solids and liquids. The air we breathe is made up of 78% nitrogen, 21% oxygen, 0.4% carbon dioxide, up to 0.6% water vapour and traces of other gases including ozone, helium and hydrogen. The air in the atmosphere has certain properties. Air takes up space, has weight and presses on things. The atmosphere has layers. Weather takes place in the lowest layer of the atmosphere.	2. View a chart to describe and discuss the Earth's atmosphere.	*Harcourt Science* Bk. 3	II & III. Have the students use a paper plate to make a model of the gases that make up the atmosphere. On the back of the paper plate, list three properties of air.
3. Investigate the properties of air.		3. Conduct an experiment to investigate the properties of air. Air Pressure jars, 2 rubber bands, string, plastic bags Procedure: 1. Students will fill a plastic bag with air by blowing them up. 2. Tie the air filled bags, upside down to each jar with its mouth over the opening of the jar. 3. Wind a string very tightly around the bag and jar and tie it. 4. Press down on the bag, rest objects on top of them. What happens?	*Science Horizons* Bk. 5	

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TOPIC: WEATHER **STRAND 2: CHANGES IN EARTH AND SKY**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
4. Describe the elements of Weather.	**Weather** is what is happening in the atmosphere at a certain place. **Temperature**, **wind** and **precipitation** are all elements/parts of weather. **Temperature** is a measure of how hot or cold something is. **Wind** is the movement of air. **Precipitation** is any kind of water from the atmosphere that falls to the ground. **Climate** is the average weather of a region over a long period of time.	4a. Make a chart to record data. b. Write the dates in the first column. c. Use a thermometer to measure the temperature outside. Write this in the second column. d. Use a wind chart to determine the wind speed in the third column. e. Use the fourth column to record precipitation. 4b. Make graphs to show rainfall and temperature for a week.	*Harcourt Science* Bk. 3 *Silver Burdett Science* Bk. 4 http://weathereye.kgan.com/cadet/climate/climate-vs.html	IV & V. Give the students a template of a family island to trace. Record today's weather on one side of your island. Write a temperature, describe the wind, and tell if it is raining on your island. On the opposite side of the island draw a picture of how your island would look for most of the year. Write a short description.
5. Distinguish between weather and climate.		5. Give students data of weather that was recorded over several weeks/months. a. Have the students determine what the weather was for one particular day for the area given. b. Interpret the data to tell what the climate is for the area given.		

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SCOPE OF WORK

TOPIC: WEATHER **STRAND 2: CHANGES IN EARTH AND SKY**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
6. Measure water at various temperatures.	Temperature is measured with a thermometer. Most thermometers are made of a glass tube with coloured alcohol inside. When the air gets hotter, the level of the liquid in the tube rises. When the air cools, the liquid level falls. The thermometer has two scales for measuring temperature; Fahrenheit and Celsius. Wind vanes show the direction of the wind. The arrow of the wind vane points into the wind. When wind is blowing from the south, it is called a south wind. When the arrow of the wind vane points between two directions the directions are combined. E.g. north and west is called a northwest wind.	6a. Conduct an experiment to measure temperature with a thermometer. 6b. Make a model of a simple thermometer. a. Take the thermometer to five different places at school. Leave it at each place for 10 minutes. b. Use a ruler to measure the water level in the mark to the top of the water level. c. Record the measurement and the location. d. What happened to the water levels at the different locations?	*Science Horizons* Bk. 4 *Harcourt Science* Bk. 3	VI. & VII. Have the students observe a table which shows different times and temperatures for one day. Interpret the data. Then have the students observe four drawings of a wind vane with the arrow pointing in different directions. Write the direction shown on each drawing. Take the wind vane that you made outside and place it in an open area. Use a compass to make sure the N or your direction is pointing north. When the wind blows, observe which direction the wind is blowing from. Record this data or your Weather Data Sheet.
7. Measure wind direction.		7. Make a model of a wind vane to show wind direction. a. Take what you made and a compass outside to find north. Point the plate's "north" in that direction. b. In what direction did the arrow point?	*Science Horizons* Bk. 34 http://classroom-jc-schools.net/sci-units/atmosphere.htm	

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TOPIC: WEATHER **STRAND 2: CHANGES IN EARTH AND SKY**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
8. Demonstrate the sun's effect on Earth.	The sun shines on Earth's surface and warms it. The land absorbs sunlight. The sunlight is changed to heat. Not all places on the Earth absorb the same amount of sunlight. The Earth heats unevenly.	8. Take the students outside. Have them line up on the sidewalk where there is grass. Have the students predict which surface they think is hotter. Then have the students place one barefoot on the sidewalk and the other on the grass. a. Which surface was actually hotter? b. What does this tell you about how the sun heats the Earth?	*Science Horizons* Bk. 3	VIII. Have students work in groups. Have them tape black paper to the outside of one empty can and white paper to the outside of another can. Place the cans in a sunny area. Place a thermometer in each can. Read the temperature after ten minutes. Have each student on a separate sheet of paper tell which can had a higher temperature. Explain why one can had a higher temperature than the other.

Fundamental concepts and principles of earth and space science are related to the origin, structure and physical phenomena of the Earth and the Universe.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: EXPLORING THE PLANETS **STRAND 2: UNIVERSE AND THE SOLAR SYSTEM**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Record the order of the eight planets.	A **planet** is a large body of rock or gas that orbits the sun. The planet closest to the sun is Mercury, followed by Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. The inner planets Mercury, Venus, Earth, and Mars, lie between the sun and the asteroid belt. They all have rocky surfaces. They are also smaller than most of the outer planets. None of them has more than two moons. **Mercury** is the closest planet to the sun. It is covered with craters. It is about the size of the Earth's moon and has a thin **atmosphere**. **Venus**, the second planet from the sun, is about the same size as Earth. It is dry and has a thick atmosphere that traps heat. **Earth** is the third planet from the sun. It is the largest of the inner planets. It has one natural satellite, the moon. It is the only planet that has liquid water. It is the only known planet to support life.	1. Create a model of the planets in the solar system. Have the students learn the acronym to remember the order of the planets – "My Very Educated Mother Just Served Us Noodles."	*Harcourt Science* Bk. 3 *Silver Burdett Science* Bk. 4 http://kids.nineplanets.org/ (The Eight Planets)	I. Give each student an orange circle to represent the sun. Have the student place it in the center of a blank paper. Give each student coloured circles to represent each planet. Write the name of each planet on a circle. Place each named circle in the correct position around the sun.
2. Classify the planets as inner and outer planets.		2. Have students cut out circles from different coloured paper. These circles represent the inner planets – Mercury Venus, Earth and Mars. Fasten the circles to the wall alongside the model of the sun. Label each circle with the appropriate planet name. Attach a large sheet of paper below each circle. Have the students tell what they know about each inner planet. List these things on the sheets of paper. Repeat the same procedure for the outer planets.		II & III. Have the students make two tables. The first table should be labeled Inner Planets. The second table should be labeled Outer Planets. Have the students list each inner planet in the first column of the first table and each outer planet in the first column of the second table. In the second column of both tables, have them list three characteristics of the inner planets and three characteristic of the outer planets.

CURRICULUM GUIDELINES
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SCOPE OF WORK

TOPIC: EXPLORING THE PLANETS **STRAND 2: UNIVERSE AND THE SOLAR SYSTEM**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
3. Distinguish between inner and outer planets.	**Mars**, the fourth planet from the sun, is sometimes called the red planet. Its atmosphere is thin and consists mainly of **carbon dioxide**. The gas freezes, forming ice caps in winter. Mars has **volcanoes**, **canyons craters** and **sand dunes**. On the other side of the asteroid belt are the **outer planets** – Jupiter, Uranus and Neptune. These planets are large spheres made up mostly of gases and are often referred to as gas giants. **Jupiter**, the fifth planet from the sun, is the largest planet in our solar system. At least 16 moons orbit around it. It is twice the size of Earth. Its energy causes a circular storm known as the Great Red Spot. It is surrounded by a system of thin, dark rings.	3. On a separate sheet of paper use the information recorded on the sheets from the previous activity to compare/distinguish between the inner and outer planets.		

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SCOPE OF WORK

TOPIC: EXPLORING THE PLANETS **STRAND 2: UNIVERSE AND THE SOLAR SYSTEM**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
4. Create a scale model of the distances between planets.	**Saturn** is the sixth planet from the sun. It is the second largest planet in the solar system. It has at least 18 named moons. The many bright rings that surround the planet are Saturn's most famous features. **Uranus**, the seventh planet from the sun is a blue-green ball of gas and liquid. It is the third largest planet in the solar system and has at least 15 moons. The eighth planet from the sun is **Neptune**. It has at least 8 moons including Triton and it also has a faint ring.	4. Create a scale model of the distances between the planets. a. Get paper models of the planets and the sun from the teacher. Tape the model of the sun to the wall. b. Measure 58 mm from the sun. Tape the model of Mercury at this point. c. Measure 50 mm from Mercury. Tape the model of Venus at this point. Tape the model of Earth 42 mm from Venus. Tape the model of Mars 78 mm from Earth. d. Measure 55.1 cm from Mars. Tape the model of Saturn 65.1 cm from Jupiter.		IV. Give the students a chart showing the average distance of each planet from the sun and the scale distance. Give each student a string. At the end of the string, tie three or four knots at the same point to make one large knot. This large knot will stand for the sun. Use the scale distances on the chart to mark and measure the position of each planet on the string (use different coloured markers). On a folder sheet explain how it helped to make a scale model instead of trying to show actual distances between planets.

Fundamental concepts and principles of physical science include the study and analysis of the nature and properties of living and non-living matter and energy.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: MATTER CHANGES — **STRAND 3: PROPERTIES AND CHANGES IN MATTER**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Observe and identify properties of matter.	A **property** is a characteristic that is used to describe matter. A **physical property** is one that can be measured or observed with the senses without changing the matter into another kind of matter. Physical properties include shape, size, texture, hardness, odor, state, mass, and colour.	1. Property Game Discuss different properties of objects such as colour, texture, etc. Then have students choose objects and write riddles that describe their properties. Have students read their riddle and invite volunteers to guess the object. Encourage students to think about how objects are alike and different from each other.	*Science Horizons* Bk. 4 *Harcourt Science* Bk. 3 www.brainpopjr.com	I. Have the students observe three different objects. Give them three circles to make a Venn diagram to compare the properties of each type of matter.
2. Investigate physical changes in matter.	A change in the size, shape or state of matter is called a **physical change**. The particles of which matter is made remains unchanged after a physical change.	2a. Change Without Change Empty a bag of assorted materials on your work surface. Observe each material with a hand lens. Talk with a partner to decide how you might change each of the materials. Record the name of each material and how it was changed. 2b. Experiment Change in matter. a. Place the plastic cup on the paper towel. Put the ice cubes in the cup.	*Houghton Mifflin Science* *Discovery Works* Bk. 3 *Science Horizons* Bk. 4 *Harcourt Science Workbook* 3 WB 221-222, WB 225 http://www.nyu.edu/pages/mathmol/textbook/whatismatter.html	II & III. Write a list of four kinds of matter on the chalkboard. Give each student a sheet of paper. Have each student list one physical property of each matter. Then write one way it can be changed physically. Draw a picture to show each physical property and physical change. Draw the pictures side by side each kind of matter.

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SCOPE OF WORK

TOPIC: MATTER CHANGES **STRAND 3: PROPERTIES AND CHANGES IN MATTER**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
		b. Predict what the ice cubes will look like after 45 minutes. Use your past observations of ice cubes to predict what will happen this time. Record your prediction. c. Observe what's in the cup after 45 minutes. Record what you see. Was your prediction correct? Discuss the physical change observed.	*Harcourt Science* Bk. 3	
3. Compare physical properties and physical changes in matter.		3. Give each student a coloured sheet of paper. On a separate sheet of paper have each student make a table. In column one, list the physical properties of the paper. In column two list the physical changes that can be made to the paper. Discuss. What do physical properties and changes tell us about matter?		

CURRICULUM GUIDELINES
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SCOPE OF WORK

TOPIC: MATTER CHANGES — **STRAND 3: PROPERTIES AND CHANGES IN MATTER**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
4. Measure the mass of objects.	**Mass** is a measure of the amount of matter in an object. A **balance** is a tool used to measure mass. **Volume** is the amount of space that matter takes up. The volume of a liquid can be measured using a special container called a **graduate**.	4a. Make a balance. a. Place a coin in one of the cups. What happens to the balance? b. Add paper clips to the other cup, one at a time, until the cups balance. How many paper clips are needed to balance the cups? What is the mass of the coin, to the nearest paper clip? c. Find the masses of other objects. 4b. Give each group a bag with several objects in it. Open the bag and remove the objects. Infer the mass of each object. Make a chart to record the name of each object and its mass. Using a balance, measure the mass of each object in grams.	*Silver Burdett Science* Bk. 4	IV & Va. Use complete sentences to answer the following on a folder sheet. a. Pretend that you are trying to follow a recipe. You need to measure out 10g of salt. What do you need to do to measure out the correct amount? b. Tell which items are measured by volume and which by mass: flour, vinegar, juice, milk and sugar. b. Using Science Skills: Give each group of students a fourth cup and a graduate. On a separate sheet write how many milliliters of water you think a fourth cup holds. How can you find out?

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: MATTER CHANGES **STRAND 3: PROPERTIES AND CHANGES IN MATTER**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
5. Measure the volume of different matter.		5a. Set a graduate on a table. Fill it to a level below the 20ml mark. Look closely at the surface of the water. You will see the water is curved. Add water slowly until the bottom of the curve is exactly even with the 20ml mark. Place a rock in the water. Look at the water level. What is the new volume? How much did the rock increase the volume? What is the volume of the rock? 5b. 1. Half fill a cup of water. Use a piece of tape to mark how high the water is in the cup. Predict how high the water will be in three clear containers of different sizes, if you pour the water into each one. Mark each prediction with a piece of tape. Write 'P' (for prediction) on the tape. 2. Pour the water into the next container. Mark the height of the water with a piece of tape. Write 'A' (for actual) on the tape. Repeat Step two for each of the containers.		

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: MAKING WORK EASIER **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Define force, work and motion	A **force** is a push or pull between objects that can change the speed of an object, start an object moving or change the direction of a moving object. **Motion** is a change in position. **Work** is the measure of force it takes to move an object a certain distance.	1. Roll On! a. Work on the floor in an open area. Have two members of your group each hold a pencil. Stretch a rubber band around the pencils. The pencils should be held just far enough apart to hold the rubber band in place without stretching it. b. Place six washers in a toy truck and tape them in place. c. Place the back of the toy truck against the rubber band. Pull the truck backwards to stretch the rubber band. Place a small piece of masking tape on the floor to mark the exact spot where the front of the truck stops. d. Release the truck and observe its motion. Use a meterstick to measure how far the truck rolled from the piece of masking tape. Be sure to measure the front of the truck. Record this measurement. e. Remove the washers from the truck. Place the empty truck against the rubber band. Repeat step D.	*Science Horizons* Bk. 4 *Science Horizons* Bk. 5 *Harcourt Science* Bk. 3 Workbook Bk. 3 *Houghton Mifflin Science* Bk. 3	I & II. On a sheet have the students observe four drawings. Each drawing shows a force being used. Which drawing shows a push or pull? Which drawing shows work being done? Write push or pull and work or no work on the lines provided near each drawing.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: MAKING WORK EASIER **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
2. Compare the force of pushing and pulling. 3. Measure pulls using a spring scale. 4. Interpret data recorded on pushes and pulls.	A machine can also be used to apply a force. Machines are used to perform tasks faster and more easily. Scientists use a tool called a **spring scale** to measure pulls.	2, 3 & 4. Measuring Pushes and Pulls a. Work with a partner. Gently pull on the hook of the spring scale. Read the number in newtons. Record the number. b. Tie one piece of string around one wooden block. Tie the other end of the string to the hook on the scale. c. Pull on the spring scale without the block moving. Record the number. d. Now pull hard enough to make the block move. Record the number. e. Repeat the steps using a second block. Draw conclusions.	*Harcourt Science Workbook* *Science Horizons* Bk. 4	III, IV & V. Have the students read the following paragraph. Mark put a small stone in a cloth bag. Then he tied the bag to a spring scale and let it hang down. The scale measured 2 newtons pulling the stone down. In a second test, Mark added another stone to the bag. It measured 4 newtons. As a third test, Mark took out both stones and put a smaller one in the bag. This measured only 1 newton. 1. Arrange the data in a table. 2. How many newtons pulled the stone down the first time? 3. In which test did the scale measure the most newtons? 4. What do you think Mark learned from his experiments?
5. Investigate work and infer how (work) it is related to force.	We can calculate the amount of work done when a force is used to move an object by multiplying the distance that the object moves by the amount of force used to move the object.	5a. Make a table with four columns: object, distance, force and work. b. Hook a mug onto the spring scale. Work with a partner. Hold a meterstick on a table, with the 1 cm mark toward the bottom. Rest the mug on the table next to the meterstick. c. Gently lift the scale, and pull the mug off the table. Record the height.	*Harcourt Science Workbook* *Science Horizons* Bk. 4	

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: MAKING WORK EASIER — STRAND 3: FORCES AND ENERGY

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
		d. Read the number of newtons on the spring scale. Record the number. e. Multiply the number of newtons you used times the distance you moved the object (mug). Record this number on the table under the heading 'work'. f. Repeat steps b through e, using other objects (hat, stapler). Record data on the table. Draw conclusions.		
6. Conclude what a simple machine is.	Machines that have few or no moving parts are called **simple machines**. The six simple machines are the **lever, pulley, screw, wheel and axle**, **wedge** and **inclined plane**. An **inclined plane** is a simple machine. It is a flat surface that is higher on the end. E.g. ramp, slanted road, path up a hill, slide and step. A **wedge** is a simple machine used to push two objects apart. A wedge is made up of two inclined planes. These planes meet and form a sharp edge. This edge can split things apart. E.g. knives, axes, nails, and doorstops.	6. Working in pairs use string to attach a toy car or other object to a spring scale. Make a ramp by propping up one end of a smooth board on the seat of a chair. Place the toy car at the bottom of the board. Slowly pull the car to the board at a steady rate. As one person pulls, the other person can read the force on the spring scale. Record it. Measure the distance the car was pulled up the board. Record it.	*Harcourt Science* Bk. 4 http://www.coe.uh.edu/archive/science/science-lessons/scienceles.htm	VI, VII & VIII. Display six objects. Have the students observe the objects. Make a table to classify each object as a wedge or an inclined plane. Then explain in your own words how each inclined plane and wedge helps to make a task easier to do.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: MAKING WORK EASIER **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
7. Identify various objects as wedges or inclined planes.		7a. Set up a kitchen scene with various simple machines such as plastic knives, stairs, sink etc. Have volunteers find and identify the simple machines as wedges or inclined planes. Make a list of all the simple machines found. 7b. Experiment to demonstrate how inclined planes and wedges work. 7c. Materials: Large books, ruler, one cup of rice inside a small plastic bag (closed with a twist tie) rubber band strip tied to the top of the bag. Procedure: 1. Stack the books in one pile. 2. Lean one book against the other to create an inclined plane. 3. Place the bag of rice on the table. 4. While holding the rubber band, lift the rubber band, lift the bag of rice straight up to the top of your book stack.		

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: MAKING WORK EASIER **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
		5. Use the ruler to measure the length of the rubber band. 6. Now put the bag of rice at the bottom of the inclined plane and drag it to the top of the stack of books by pulling on the rubber band. When it is almost at the top. 7. Measure the length of the rubber band.		
8. Communicate how wedges are related to inclined planes.		8. Distribute materials and cut outs (shapes) of inclined planes. Have each student use the materials and cut outs to make two wedges. Write the name of your wedge on it.		VIII. A wedge is a special example of an inclined plane. Draw a picture of a wedge and show where the inclined planes are. Describe when you might use a wedge to help you.
9. Discuss energy conservation.	**Conservation** is the wise or careful use of natural resources. Conserving resources makes them last longer. **Recycling** makes resources last longer. It can help save energy needed to find, mine, or harvest more of the resource. Coal and oil can be saved when people use less electricity. People can turn off lights when not using them.	9. Have students work in groups to develop a poster showing how energy can be conserved. Then present and discuss each poster.	*Harcourt Science* Bk. 3	IX. Give each student a folder sheet to answer the following questions. 1. What are two ways to conserve energy? 2. How does recycling help to save energy?

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: TECHNOLOGY **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Describe ways technology is used to explore the ocean.	There are many natural resources to be found in the oceans of the world. Scientists study the ocean to learn how to protect and preserve its resources and how to use these resources more effectively. Technology helps to explore and learn about the ocean and its resources. Ships with special sonar equipment explore the ocean. Sonar is a machine used for echo sounding. It sends sound waves to the ocean floor and measures how long they take to bounce back. In the past ships measured the depths of the ocean floor by lowering a weighted rope to the bottom of the ocean. When the rope hung loosely, scientist knew that it had touched he bottom. Scientists also use submersibles to learn about the ocean. As a result of this ocean exploration, they have discovered many ocean resources that we can use.	1a. Visit a dock or wharf. Observe and describe the various shipping or fishing vessels. 1b. Design a boat or vessel that can be used for ocean exploration.	*Harcourt Science* Bk. 4 p. D54-D55 http://oceanexplore.hoaa.gov/technology/technology.html	I. Have the students observe a drawing of two submersibles or subs. 1. Explain how these submersibles can be used. 2. Write two problems that may occur from using these subs.

CURRICULUM GUIDELINES
GRADE 4
SCOPE OF WORK

TOPIC: TECHNOLOGY **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	Today, fishermen use special equipment developed using technology that allow the fishermen to locate a school of fish, determine the depth that the school is at and capture large numbers of the school. As technology improves greater caution must be taken to prevent overfishing.			

DEPARTMENT OF EDUCATION

SOCIAL STUDIES

Grade 4

2019

Social Studies Benchmarks

Grade 4

HISTORY

- Knows the history of the Bahamas from the Lucayans to the Loyalists.
- Knows that the Loyalists were responsible for establishing plantations.
- Appreciates that the Loyalists introduced many important social institutes to the Bahamas.
- Knows that the Loyalists left Americas because they wanted to be loyal to the queen of England.
- Knows that the Loyalists were responsible for establishing the Anglican churches, schools, written law, parliament, police force and newspapers in The Bahamas.
- Knows that slaves were bought to the Bahamas by the middle passage.

GEOGRAPHY & ENVIRONMENT

- Knows the important use of legends, keys and the eight-point compass.
- Knows that the Tropic of Cancer passes through Exuma and Long Island.
- Knows that we live in the Northern Hemisphere.
- Knows the location of Little and Great Bahama Bank.
- Understands the use and significance of the Little and Great Bahama Banks to the Bahamas.
- Knows the group of islands that make up the Southeastern Bahamas.
- Appreciate the uniqueness of the Southeastern Islands of The Bahamas.

CIVICS & GOVERNMENT

- Knows all Governor Generals and Prime Ministers to present time.
- Knows the current minister responsible for Youth, Sports and Culture.
- Knows that Her Majesty's Prison, the Simpson Penn School for Boys and the Willimae Pratt School for Girls are correctional institutions and understand their purpose.
- Appreciates the rights and responsibilities of a citizen of The Bahamas.
- Understands that all communities have conflicts and have knowledge of current conflicts in The Bahamas.

ECONOMICS & RESOURCES

- Knows the food products produced and manufactured in The Bahamas and the reasons for these industries.
- Appreciates the benefits of tourism in The Bahamas and knows the contribution of Sir Stafford Sands.
- Appreciates the importance of international transportation in The Bahamas.
- Knows the economic impact of farming and migration in The Bahamas.

CULTURE & HERITAGE

- Knows Bahamian surnames associated with the different islands.
- Appreciates Bahamian national symbols and shows patriotism.
- Understands the significance of the Bahamian Coat of Arms, the meaning of the Pledge and National Anthem.
- Appreciates the contributions of Joseph Spence, Blind Blake, Alton Lowe and Bahamian swimmers as nation builders.
- Knows the instruments used in Junkanoo and the method of making costumes.
- Knows the importance of Labor Day, Whit Monday, Regattas, Home Comings and Festivals.
- Appreciates the differences in Bahamian dishes.
- Knows native bush in The Bahamas used to beautify our surroundings.

DEPARTMENT OF EDUCATION

RELIGIOUS STUDIES

Grade 4

2012

PRIMARY RELIGIOUS STUDIES CURRICULUM

GRADE FOUR

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Describe God as being omnipotent	God is omnipotent or all powerful. He reigns over the earth He created. He provides for the animals and mankind. God has miraculous power to heal individuals and to forgive sins. He even has power over death, as He raised Jesus from the dead.	Brainstorm the word "omnipotent" using a web. Locate, read and discuss the following verses from the Good News Bible: Psalm 147:5 & Jeremiah 17:14 In small groups, perform dramatic reading of the poem, "God has the Power."	Oral responses Group presentation of poetry using the poems and songs rubric	*Good News Bible for Children*: Psalm 147:15 Jeremiah 17:14 *Study Jesus' Teachings,* Unit 11, "God has the Power" (p. 267)
• Discover how God used/uses His power to help mankind	In the Bible, God used His power to deliver the Jews, His chosen people from slavery. In the wilderness, He provided food, water and other basic needs for them. He even helped them fight many battles against their enemies. God also used His power to help and heal many people. God still uses His power to help and heal individuals today.	View and discuss: ▪ pictures of the creation story ▪ scenes from the Story of Moses and Miracles of Jesus DVD ▪ pictures showing God's power from various stories in the Children's Bible Use a chart to compare how God helped individuals in the Bible days to how He helps individuals today.	Participation in class discussion using the group discussion rubric Comparison chart	Creation felts and bulletin board pictures felt board DVDs – Story of Moses, Miracles of Jesus DVD player & television Comparison chart

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Discover how God's power could be accessed through faith and obedience to the scriptures	When individuals have strong faith in God and obey His Word, He gives them power to live for Him. He also gives them power to fight and win their everyday battles.	Discuss what faith is and how it is developed. Use the following scriptures: Hebrews 11:1, Matthew 21:21 & Philippians 4:13 Use Hebrews Chapter 11 – The Faith Chapter. Record the names of biblical characters mentioned and the things they accomplished because of their faith. Repeat an action prayer using Praise-n-Raise banners.	Oral responses Lists of names & accomplishments	*Good News Bible for Children*: Hebrews, 11:1, Matthew 21:21, Philippians 4:13 *Study Jesus' Teachings,* Unit 11, "Action prayer" (p. 287) Praise-n-Raise banners File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

<table>
<tr><th>OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED ACTIVITIES</th><th>ASSESSMENT</th><th>RESOURCES</th></tr>
<tr>
<td>• Explain how Jesus' divine nature was revealed through miracles</td>
<td>Jesus is the Son of God who came to earth to save mankind. While on earth, Jesus performed many miracles. He healed the sick, gave sight to the blind, caused the lame to walk, cast out evil spirits and even raised the dead. He was able to perform such miracles through the power of God.</td>
<td>Discuss definition of the word "miracle."

Use the following scriptures to verify Jesus' divine nature: John 1:1-18 & Luke 10:21.

View & discuss scenes from the DVD - Miracles of Jesus or use felt cut-outs – The Miracles of Jesus</td>
<td>Oral responses</td>
<td>DVD – Miracles of Jesus
DVD player & television
Story Time Felts – Miracles of Jesus & felt board

Good News Bible for Children: John 1:1-18, Luke 10:21</td>
</tr>
<tr>
<td>• Produce evidence from the Bible to show how miracles impacted the lives of the disciples and others</td>
<td>The miracles Jesus performed impacted the lives of His disciples and others who witnessed them. The Bible tells us that many people believed in God because of the miracles Jesus performed. Many of the religious leaders, however, did not believe that God gave Jesus the power to perform miracles. They were jealous of Jesus and spread the lie that He got His power from Satan. (Mark 3)</td>
<td>Read stories of Jesus' miracles from the Children's Bible. Discuss Jesus' miracles and their impact on various groups of people. Use chart below:

<table><tr><td>Miracles</td><td>How people reacted</td></tr><tr><td></td><td></td></tr></table>
Group work – News report on one of Jesus' miracles.</td>
<td>Information on chart

News report scripts using report rubric.

Presentation of news reports of Jesus' miracles (group work). Use rubric for speeches.</td>
<td>2-column chart

The Children's Bible in 365 Stories:
"Four Friends Find a Way" (pp. 303-304)
"Who can Forgive Sins?" (p. 305)
"Not on the Sabbath!" (p. 306)
"He's Mad!" (p. 307)

Guidelines for writing news report</td>
</tr>
</table>

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Identify miracles that occur every day	Miracles still happen even today. Many people in modern times have experienced events they cannot fully explain. People have been healed of diseases, the blind have received their sight and people have been forgiven of their sins.	View and discuss scenes from a healing service e.g. Benny Hinn Crusade (TBN). Students share stories of miracles that happened to them or to people they know. Sing the song, "Is Any Sick Among You?"	Discussion, using the group discussion rubric	Video of a healing service *Foundations of Faith Handbook*, "Is Any Sick Among You?"(p. 79) – song & CD CD player

SCOPE OF WORK
RELIGIOUS STUDEIS
GRADE FOUR

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Describe the New Testament as a record of Jesus' life and teachings	The Bible is divided into two main parts – the Old Testament and the New Testament. The New Testament is a record of Jesus' life and teachings. It is a collection of twenty-seven books written by a number of authors.	Use the chart, Books of the Bible to identify books in the New Testament. In groups, produce a time line of Jesus' life. Record the main events. Record important teachings from various books of the New Testament e.g. Hebrews teaches about faith, Philippians teaches about joy and peace etc. Use a 2-column notes worksheet.	Time lines – correct order of events Information in 2-column notes worksheet	Chart – Books of the Bible Time-line 2-column notes worksheet
• State what a gospel is and identify the four gospels	The first four books of the New Testament (Matthew, Mark, Luke and John) are called the Gospels. The word 'gospel' means "good news." The gospel writers were so excited about their "good news" that they wanted to share it with others. They wanted people to know that Jesus was the Messiah. They also wanted to preserve the message of Jesus for future generations.	Examine Good News Bibles, locate the Four Gospels. Discuss possible reasons why the gospels were written. Group work – Students write a song or poem entitled, "Good News." Share song or poem with the class. Complete the activity – Good News Shoes. Design the shoe shape and write a message about Jesus on it.	Oral responses Written songs or poems, using rubric for poems and songs.	*Good News Bible for Children* File paper *Study Jesus' Teachings*, "Good News Shoes" (p. 187) Shoe templates

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Discover teachings that are common to all four gospels	The four gospels teach about the life, death and resurrection of Jesus. The divine nature of Jesus is revealed in the gospels (Christ, Son of God, Lord, Saviour etc.). The gospels teach that God has power to perform miracles and to forgive sins. Lessons on how to live are included in all of the gospels.	Examine and discuss a comparison chart of the Four Gospels. Discuss common teachings. Record a list of teachings that can be found in the gospels	Discussion, using the group discussion rubric Lists of teachings from the gospels	http://catholic-resources.org/Bible/Four_Gospel_Chart.htm (Comparison chart – four gospels) Note books
• Explore ways to share the good news about Jesus	Christians have been given the responsibility to spread the good news about Jesus to others (Matt. 28:19). Individuals can spread the good news by showing love and helping others. The good news can be also spread through the print media, television and the internet.	Sing the song, "Go Ye Therefore and Teach All Nations." Paper craft – Special delivery activity. Send an e-mail about Jesus to a friend or relative Memorize John 3:16 and share the message of God's love with a friend during lunch time.	Messages about Jesus on index cards (Special delivery) Printed e-mails Scripture memorization Teacher-made test using a variety of questions (See Appendix)	Song, "Go Ye Therefore and Teach All Nations." *Fold-n-Hold Object Talks*, "Special Delivery," (pp. 14-15) Coloured copy paper, scissors, envelope pattern, index card, seals Internet Teacher-made test

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Honouring God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore Jesus' teachings about prayer	While on earth, Jesus taught His followers many lessons about prayer. Key teachings about prayer include: • Prayers done in secret will be rewarded openly • Individuals should use honest and simple words • God should be honoured before we make requests for food, forgiveness and protection • God will give good gifts to His children. • Individuals must ask and seek God for what they want.	Read and discuss story, "Lord Teach us to Pray." Use the popcorn reading strategy. Write Jesus' main teachings about prayer in note form. Use Matthew 6:5-13 & Luke 11:1-12.	Oral responses Notes – Jesus' teaching on prayer	*The Children's Bible in 365 Stories*, "Lord Teach us to Pray!" (p. 300) *Good News Bible for Children*: Matthew 6:5-13, Luke 11:1-12
• Explain how God is honoured when we pray	Jesus taught His disciples a famous prayer called the "Lord's Prayer." He said that the first thing we must do when we pray is to honour God as "Our Father." We honour God in prayer by reverently addressing Him as Father, Saviour, Creator, Provider and other precious names. We also honour Him by telling Him how much we love him and by giving thanks for all He provides.	Listen to and sing the song, "The Lord's Prayer" Talk about ways to honour God in prayer – what we say and how we present ourselves. Write a list of special names for God from the Bible. Write a paragraph entitled, "Ways to Honour God When We Pray."	Oral responses. Recorded lists of names for God Paragraphs with at least five ways to honour God in prayer.	http://www.youtube.com Song, "The Lord's Prayer" *Good News Bible for Children* – Names for God File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Honouring God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Analyze the Lord's Prayer	The Lord's Prayer (Matthew 6:9-13), can be analyzed in sections. The first two verses address God as Father and offer praise to Him. In verses 11-13 special requests are made for food, forgiveness and protection. The prayer ends with the closing, "in Jesus' name."	Read and analyze the Lord's Prayer in sections. Discuss how God is honoured when we pray. Compare the Lord's prayer to a letter and its parts. (Greeting, body and closing) Complete glove activity from "Prayer Fingers."	Oral responses Comparison using parts of a letter Correct labeling of prayer fingers	*Good News Bible for Children*: Matthew 6:9-13 *Bible Messages Make-N-Takes*, "Prayer Fingers" (pp. 78-79) – glove activity & letter comparison Chart with the Lord's Prayer Chart - Parts of a letter
• Use the Lord's Prayer as a model for personal prayers	Individuals should use the Lord's Prayer as a model for personal prayers. Our prayers should begin in praise to God for who He is. We can then ask Him to supply our daily needs and to forgive our sins. We should follow Jesus' example when we pray.	Write personal prayers using the Lord's Prayer as a guide. Share prayers with a partner. Spend quiet time in prayer and reflection. Complete Bible puzzle, "Talking to God."	Written prayers Completed puzzles	File paper *Bible Puzzles for Kids Ages 6-8*, "Talking to God" (p. 89)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Discovering my Identity

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Identify their personal interests and abilities	Christians believe that God created everyone uniquely. A child's abilities and interests may fluctuate as he/she grows and develops. It is important that children participate in many different activities so they can determine which ones they are really good at and what they enjoy doing.	The students will take a personal interest inventory to identify their personal interests and abilities. Show and tell – Students bring items from home and talk about their interests e.g. sports magazines, computer games etc.	Completed interest inventories Presentations, using rubric for speeches	*What Do You Stand For? For Kids*, "A Snapshot of Me" (pp.10-11)
• Examine the connection between a person's abilities and his/her future career	God has given us many talents and interests that can support our life's purpose. An individual's abilities can help him/her choose a future career. For example, a person who can draw well may become an artist or architect.	Students compile a list of special abilities and careers they may be connected to, in a 2-column chart. Students will dress up to represent occupations they are interested in. They will share the skills that are needed for that career.	Charts with skills/abilities and related careers Costumes and presentations	2-column chart Costumes

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Discovering my Identity

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore biblical examples of persons who doubted their abilities	Gideon and Moses are two biblical examples of person who doubted their abilities. Gideon doubted his ability to defeat the Midianites; he told the Lord he was the weakest in his father's house. Moses said that he was not a good speaker and would not be able to speak before King Pharaoh. In spite of their doubts, God used both of these men to accomplish special tasks.	Read and discuss the stories of Gideon and Moses. Write lessons that both Gideon and Moses learnt from their experiences. e.g. God uses people who are weak and makes them strong.	Oral responses Information recorded –lessons learnt	*Good News Bible for Children*: Judges 6: 1-27, Exodus 4:10-17 File paper
• Interpret scriptural verses that encourage positive thinking	God's word contains many scriptures that encourage individuals to be strong, courageous and positive about their lives and future. Philippians 4:13 states, "I have the strength to face all conditions by the power that Christ gives me." According to this scripture, individuals have the power to accomplish their goals through faith in Jesus Christ.	Locate, read and discuss the meaning of the following scriptures: Philippians 4:13, Psalm 54:4, Psalm 20:7 & Jeremiah 29:11. (Display scriptures on transparencies.) In groups, use the words from the scriptures above to create a song or chant that encourages classmates to be strong and think positively.	Interpretation of scripture Songs, using rubric for poems and songs	*Good News Bible for Children*: Philippians 4:13, Psalm 54:4, Psalm 20:7, Jeremiah 29:11 Transparencies and overhead projector File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Serving Others

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain what it means to serve others	Christians believe that a part of their purpose in life is to serve others. To serve means "to give assistance or help; to answer a purpose." Service must be rendered with the right attitude.	Brainstorm the definitions of the words "purpose" and "service." Use dictionaries for further clarification. Dramatize an example of good and bad service. Students provide feedback based on the demonstration.	Oral responses	Webster's Dictionary – meanings of the words "purpose" and "service"
• Study Jesus' example of service to others	Most of Jesus' earthly ministry was spent in service to others. He willingly helped those who were sick, physically challenged or possessed with demons. He wanted people to know that God loved and cared for them. Just before Jesus ate the last Passover Meal with His disciples, He taught them an important lesson about serving others. He then instructed them to follow His example of unselfish service.	Review and discuss examples of Jesus' acts of service. Use the stories: "Jesus Makes People Well" & "Looking after Others." Draw cartoon scripts depicting some of Jesus' acts of service.	Oral responses Cartoon scripts - accurate content depicted. Use rubric for drawing.	*The Children's Bible in 365 Stories*: "Jesus Makes People Well" (p. 295) "Looking After Others" (p. 368) Paper for cartoon scripts

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Serving Others

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore ways to serve others	There are many ways in which individuals can render service to others. Acts of service include sharing one's resources, taking care of sick family members etc. Individuals must sometimes consider the needs of others above their own.	In groups write a speech – Topic: "Serving others - a joy or pain." Reporter shares speech. Students decide on an act of service and carry it out. Journal writing – Response to my act of service.	Ideas presented during speech presentations. Use rubric for speeches. Participation in special act of service Journal writing, using journal response rubric	Journal Writing books

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Overcoming Obstacles

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Identify reasons why persons do not fulfill their purpose in life	Christians believe that everyone has a special purpose to fulfill on the earth. However there are many persons who do not fulfill their life's purpose because of the following reasons: • Laziness or lack of strength • Fear • Listening to negative advice • Following bad examples These reasons could be referred to as obstacles.	Discuss reasons why persons do not fulfill their purpose in life. Record reasons on chalkboard. Create an obstacle course and label various obstacles along the course (fear, laziness etc.). Complete the obstacle course moving over the labeled obstacles confidently. Chant, "I have victory over…. (fear, laziness etc.)	Oral responses Students' attitudes & expressions	Chalkboard Materials for obstacles course, such as: cardboard boxes, ropes, chairs etc. Cards for labels
• Investigate the lives of biblical characters who were influenced negatively	The Bible tells the story of two men, Ahab and Judas who were influenced negatively. Ahab was influenced by his wife Jezebel and Judas was influenced by the Religious Leaders and his own greed. Individuals must be careful about who they allow to advise them.	Teacher prepares a list of questions for students to find answers for. In groups students read the life stories of Ahab and Judas and record answers to questions. E.g. How were Ahab and Judas negatively influenced? How were their lives affected by the choices they made? Reporters will share answers with the class. Write a list of lessons that can be learnt from the stories of Ahab and Judas in note books.	Group reports Lists of lessons learnt	*The Children's Bible in 356 Stories*: "Ahab's Kitchen Garden" (pp. 192-193) "The Enemy Inside" (P. 366) "Judas' Story" (p.374) Note books

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Overcoming Obstacles

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore scriptural passages related to following the advice of others	The Bible contains a number of scriptures that relate to following the advice of others. Proverbs 4:1 encourages children to listen to the teachings of their fathers. In II Timothy 3:54, Paul encourages Timothy to remember what he was taught from the Holy Scriptures.	Use Bibles to locate and discuss the following scriptures: Proverbs 4: 1-5 & II Timothy 3:10-16. In groups, create a banner displaying the message interpreted from one of the scriptures above.	Oral responses Banners, using artwork rubric	*Good News Bible for Children*: Proverbs 4: 1-5 & II Timothy 3:10-16 Materials for banner: paper, markers, glue etc.
• Choose to avoid negative influences in life	To avoid negative influences, individuals can:- • Submit themselves in prayer asking for God's help and guidance. • Study the Bible and learn from the lives of people who pleased and displeased God. • Connect with persons who will encourage and support them.	The students will compile a list, with a buddy, of all the negative influences or challenges they face daily. The students will share and discuss through role play, solutions to overcome these obstacles. Students will pray silently for God's guidance as they go through life. Listen to the song, "I Look to You," by Whitney Houston. Briefly discuss – Who should you look to for help/advice?	Role-play Oral responses	File paper http://www.youtube.com Song, "I Look to You," by Whitney Houston

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Thanksgiving

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Communicate the story of the first Thanksgiving	The story of the first Thanksgiving is historically connected to the Pilgrims who came from England to America in search of religious freedom. The Pilgrims arrived at Plymouth Rock on December 11, 1620. Their first winter was devastating. However, the harvest of 1621 was a bountiful one, and the colonists decided to celebrate with a feast. They invited the Indians who had helped them survive their first year. It is believed that the Pilgrims would not have made it through the year without the help of the natives.	Complete a K.W.L. chart of the Thanksgiving story Use the internet to view the Thanksgiving story Write a paragraph about the story of Thanksgiving Draw and paint pictures of the Pilgrims and Indians eating together. Write a Thanksgiving message.	Completed K.W.L. chart Short paragraphs, using essay rubric Drawings of the Pilgrims and Indians eating together, using the drawing rubric	http://www.apples4theteacher.com (Thanksgiving story) K.W.L. chart File paper Paper for artwork, crayons, coloured pencils etc.
• Compare and contrast Thanksgiving celebrations in The Bahamas and the United States	In the United States, Thanksgiving Day is a holiday which is celebrated on the fourth Thursday in November. The festivities include family dinners with a traditional turkey as the main course. In The Bahamas, festivities are similar to those in the United States, and include the traditional turkey dinner.	Research information about how Thanksgiving is celebrated in the United States using the internet. Complete a chart comparing Thanksgiving in The Bahamas and the United States.	Research Comparison chart	http://www.apples4theteacher.com (Thanksgiving story) Computers

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Thanksgiving

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain what various Thanksgiving symbols represent	The symbols of Thanksgiving include the following: turkey, cornucopia, cranberry, corn, pumpkin etc. The turkey is the main symbol of Thanksgiving. The cornucopia is also called the "horn of plenty."	View pictures of Thanksgiving symbols and discuss the meanings of the various symbols. Draw and colour Thanksgiving symbols such as a turkey, cornucopia and corn. Mount a classroom display.	Display of Thanksgiving symbols with correct information	http://www.thanksgiving-day.org/ (symbols) Drawing paper, crayons, markers, scissors, display boards / chart paper.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Describe the main events surrounding the birth of Jesus	The Bible records vivid details about the birth of Jesus Christ. The main events include the following: • The visitation of the angel to Mary and Joseph • The journey to Bethlehem for the census • The birth of Jesus in a stable • The shepherds visit Baby Jesus	Define words: census, trough, humble etc. Watch a movie depicting the events surrounding the birth of Jesus. While watching students will be required to make notes of specific details. Students will discuss their findings after the movie. Use felt cut-outs to sequence the story of Jesus' birth.	Oral responses Correct order of felt cut-outs	*The Children's Bible in 365 Stories*, "Jesus is Born" (p. 279) Greatest Heroes and Legends of the Bible DVD – The Nativity Television/ DVD Player Birth of Jesus felts Felt board
• Infer why Jesus was born in a stable	Jesus was born in a stable and not in a palace. Some Bible scholars believe that because Jesus was born in such a lowly place, He can identify with the poorest and weakest among us. Jesus is the King of Kings and could have been born in a palace. Instead, He chose the path of humility, lowliness and simplicity.	Use a chart to compare a stable to a palace. Discuss possible reasons why Jesus was born in a stable.	Comparison chart Oral responses	2-column chart

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Conclude that humble beginnings can lead to greatness	Jesus was born in a lowly and humble place yet He became the Saviour of the whole world. Many other Biblical characters have journeyed from obscurity to greatness. Today, there are many examples of individuals who came from humble backgrounds yet they became great because of hard work and determination.	List the names of Bible characters who achieved greatness. Identify their winning characteristics e.g. Joseph was faithful and forgiving. Research – Write about the lives of Bahamians who achieved greatness. E.g. Sir Lynden Pindling, Sir Milo Butler etc.	Lists of characters and their winning characteristics Research	*The Children's Bible in 365 Stories* Drawing paper, crayons etc. Internet -Information about famous Bahamians

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Summarize the story of the birth of Jesus	The birth of Jesus was a very significant event in history. Mary and Joseph were chosen as Jesus' earthly parents. Jesus was born in Bethlehem in a stable. The news of Jesus' birth was heralded by the angels to the shepherds. They found Jesus in the stable and worshipped Him. Later, the wise men found Jesus in a house and presented special gifts to Him. Jesus' birth brought love, joy and peace to all mankind.	Read the story of the birth of Jesus from *The Children's Bible*. In groups write a summary of the story, allowing each group member to contribute a sentence. Write an acrostic using the word *Christmas*. Each letter should be used to describe an event from the Christmas story.	Summaries, using essay rubric Acrostics	*The Children's Bible in 365 Stories*, "God's Promise Comes True" (pp. 279-284) File paper http://www.jesuscentral.com (The story of Christmas)
• Study paintings or pictures of the manger scene	Over the years many artists have painted their interpretation of the nativity scene. The main characters depicted in the nativity/manger scene are the infant Jesus, Mary and Joseph. Some scenes include the shepherds, the wise men, angels and sheep. The figures are usually displayed in a stable.	View paintings or pictures of the manger scene. Describe the scene and expressions of the characters depicted. Make a mural of the manger scene. Organize students into groups that would be responsible for drawing different aspects of the manger scene. E.g. The shepherds, Baby Jesus etc. Students evaluate the final product.	Oral responses Presentation of mural, using the artwork rubric	Paintings or pictures of the manger scene from books, real paintings or from the internet. http://en.wikipedia.org/wiki/Nativityscene (nativity scenes) Paper for drawings, crayons, colouring pencils, scissors etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Demonstrate the message of Christmas	The message of Christmas is revealed in the manger. Jesus Christ the Son of God came down from heaven and was born in a lowly stable. This act of obedience demonstrated His love for mankind. Individuals should demonstrate love, peace and joy everyday.	Discuss the message of the Christmas story. Concentrate on love, joy and peace as key themes. Role play expressions of love, joy and peace. Create a manger scene using various materials and dramatize the Christmas story.	Oral responses	*Foundations of Faith Handbook*, "Christmas Play" (p. 27-28) Props: scroll, mats for beds, manger, donkey and presents for the wise men

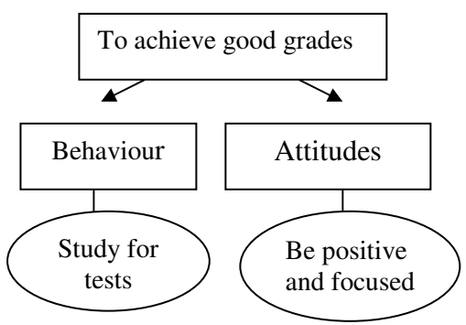
SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Choices

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain the importance of setting goals	Children that start ahead, stay ahead. Goal setting is by far the best way to start ahead and secure one's future. Effective goal setting is one of the most important habits one can develop. It is an essential skill for achieving success in all areas of life.	Teacher role plays a character that is experiencing frustration because he/she is not accomplishing his/her goals. Discussion develops from role play. 1. What is a goal? 2. Why is goal setting important? 3. How do I use goals?	Discussion, using the group discussion rubric.	
• Use biblical examples of persons who achieved their goals	Two biblical examples of persons who achieved their goals are Noah and Nehemiah. Noah took a long time but he completed the ark God instructed him to build. Nehemiah supervised the rebuilding of the walls of Jerusalem. Both of these men experienced challenges and opposition. However, they did not give up.	The teacher will share a power point presentation about Noah and Nehemiah. Discuss how they persevered in the face of difficulties. Students will write a story about never giving up using Noah or Nehemiah as an example.	Oral responses Stories written by students using essay rubric.	*The Children's Bible in 356 Stories*: "The Story of Noah" (pp. 17-19) "Rebuilding the Walls" (p. 253) http://www.bibleforchildren.org Teacher-made power point presentation on the stories of Noah and Nehemiah Laptop Computer LCD Projector

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Choices

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Formulate personal goals	Students can formulate personal goals based on the main areas of their lives. These areas are spiritual, academic, physical and social. A spiritual goal may be to spend quiet time with God each day. An academic goal may be to achieve a B+ in Mathematics. A physical goal may be to exercise or spend time outside each day. A social goal may be to make a new friend.	Students write a list of 2-3 goals based on the four areas discussed. Share goals with a classmate. Classmate will evaluate goals and give recommendations. Journal Writing - I would really be proud of myself if I …	Lists of goals written by students. Peer & teacher assessment. Journal writing, using journal response rubric	File paper Journals
• Outline steps to achieve personal goals	After goals have been formulated, individuals must outline steps needed to achieve goals. An action plan must be developed. Individuals must do the following: • List the strategies for achieving goal • List the resources needed • Consider possible blocks and ways of dealing with challenges • Set deadlines	Complete a graphic organizer for goal setting.  	Completed graphic organizer outlining steps to achieve personal goals.	http://www.edhelper.com (Graphic organizers)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 3: Apply biblical values and principles to every day living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain what courage is in their own words	Courage is having mental or moral strength to complete a task, stand against danger, fear or difficulty. Courage enables individuals to perform tasks that seem difficult or sometimes even impossible to do.	Brainstorm the word, "courage" using a web. Complete a quick quiz worksheet about boldness and participate in a discussion about courage.	Oral responses Completed quick quiz worksheets	*Quick Quiz Talk Starters*, "Told with Boldness" (pp. 82 – 85)
• Study biblical and contemporary characters who were courageous	In the Bible, the story of the Three Hebrew Boys is an excellent example of courage in the face of danger. These three young men were thrown in a fiery furnace because they refused to worship an idol set up by King Nebuchadnezzar. God delivered them because of their courage and faith.	Read and discuss the story of the Three Hebrew boys. Use the dramatic reading strategy. (Narrator & assigned characters read story.) Read the following contemporary stories: "Trust the Pilot" & "The Rope." Use discussion questions after each story.	Dramatic reading Discussion	*The Children's Bible in 365 Stories*, "Four Men in the Fire" (pp. 237, 238) *Foundations of Faith* (Student Book): "Trust the Pilot" (pp. 6-7) "The Rope" (pp. 12-13)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 3: Apply biblical values and principles to every day living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore ways to overcome fear	When individuals are feeling afraid they could read the Bible, pray, say a special quote or do physical exercises to help overcome their fears. Each individual must find ways to face his/her fears.	The students will memorize the following Bible verses to help them face their fears: Hebrews 13:6 & II Timothy 1:7 The teacher will organize students into cooperative groups and give them a situation where persons may be fearful. Brainstorm solutions to overcome/ fight that fear. Share written findings. Listen to and sing the song, "Fear Thou Not."	Memorization of related scriptures Written information about overcoming fear	*Good News Bible for Children*: Hebrews 13: 6 II Timothy 1:7 File paper *Foundations of Faith Handbook*, "Fear Thou Not" (p. 65) & CD
• Interpret the meaning of famous quotes about courage	There are many famous quotes about courage. These quotes are designed to encourage individuals to preserve and achieve their goals. Such quotes can be applied to our daily lives. Examples of quotes: "There would be nothing to frighten you if you refused to be afraid." (Ghandi) "One man with courage makes a majority." (Andrew Jackson)	Research famous quotes about courage using online sources and the library. Discuss the meanings of the quotes. Students record 2 quotes and explain what each one means. Write a message to a friend on index cards, encouraging him/her to be courageous. Use one of the quotes discussed and state what it means.	Quotes and meanings Messages with quote and meaning.	http://www.famousquotesandauthors.com/topics/courage (quotes about courage) Computers Index cards

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 3: Apply biblical values and principles to every day living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain why peace is an important value	Peace is an important character trait. It is the ability to be calm when there is conflict or chaos all around. It reduces stress or anxiety and allows one to be free from worry. Peace is a fruit of the Spirit.	Complete Quick Quiz #21 and the activities in "Quiet-n- calm." The teacher will engage students in a discussion that will be guided by the question, "Why is peace an important value?"	Information from quick quiz Discussion, using the group discussion rubric	*Good News Bible for Children*: Galatians 5:11 *Quick Quiz Talk Starters*, "Quiet-n-Calm" (pp.86 – 89)
• Apply scriptures about peace to every day life	The Bible contains many scriptures on the theme, "peace." Such scriptures encourage individuals to stay calm in the midst of trouble and to live in peace with others. If we continuously submit ourselves to God we will become more peaceful. The Bible tells us in Isaiah 26:3, "You, Lord, give perfect peace to those who keep their purpose firm and put their trust in you."	Locate, read and discuss the following verses in the *Good News Bible:* Psalm 34:14, Romans 12:18, Colossians 3:15 & Isaiah 26:3 Form peace circles in the classroom. Each group will be given a card describing a situation that needs a peaceful solution. Group must give recommendations based on scriptures discussed.	Oral responses Recommendations from groups	*Good News Bible for Children*: Psalm 34:14 Romans 12:18 Colossians 3:15 Isaiah 26:3 Index cards

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 3: Apply biblical values and principles to every day living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Predict what a peaceful world would be like	Peace is also necessary for harmonizing the world. A peaceful world would be free from hate, prejudice and violence. We would be more tolerant and accepting of persons who are different.	Write a letter to the Prime Minister entitled, "My Wish for Peace in The Bahamas." Write an acrostic poem about peace. Students will sing the song, "We Need Peace" by Landlord featuring Luciano.	Letters, using the essay rubric Acrostic poems	Writing materials http://www.youtube.com Song, "We Need Peace," by Landlord.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 3: Apply biblical values and principles to every day living
Theme: Growing with Values

<table>
<tr><th>OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED ACTIVITIES</th><th>ASSESSMENT</th><th>RESOURCES</th></tr>
<tr>
<td>• Give simple definitions of the word “trust”</td>
<td>The word, “trust” means reliance on the integrity or ability of a person or thing. When you trust someone, you have confidence in his/her ability and character. There are many persons we can trust in everyday life namely our parents and teachers.</td>
<td>Brainstorm the meaning of the word “trust,” using a web.

Compile a list of persons who they trust and who trust them.

<table>
<tr><th>Persons I trust</th><th>Persons that trust me</th></tr>
<tr><td>My parents
My teacher
Police officers
My pastor/priest</td><td>My parents
My sisters and brothers
My best friend</td></tr>
</table>
</td>
<td>Oral responses

Completed lists</td>
<td>Webster’s Dictionary

File paper or note books</td>
</tr>
<tr>
<td>• Compare personal experiences involving issues of trust</td>
<td>Experiences with regards to trust vary from individual to individual. Some persons in life have trusted others to care and provide for them and have not been deceived or let down. Others have trusted individuals who in return have hurt, mislead or disappointed them. These persons are sometimes fearful and lack trust in others.</td>
<td>Discuss personal experiences involving issues of trust. Students share feelings and concerns.

Journal Writing -Write about a time when you were glad you trusted someone.</td>
<td>Oral responses

Journal writing, using journal response rubric</td>
<td>Journals</td>
</tr>
</table>

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 3: Apply biblical values and principles to every day living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Use biblical examples of persons who trusted God	Two biblical examples of persons who trusted God are Abraham and Daniel. Abraham left his home, and traveled to a country God promised to direct him to. Daniel trusted God and did not stop praying even when his life was threatened. Both men were guided and protected by God.	Read and discuss the stories, "The Story of Abraham" & "Daniel Keeps Praying." Listen to and sing the songs, "God Keeps His Promises" and "No Matter What the Cost." (Songs about Abraham and Daniel) Discuss the message or main idea of each song.		*The Children's Bible in 365 Stories*: "The Story of Abraham" (pp.23-25) "Daniel Keeps Praying" (p.243-244) *20 Bible Stories Every Child Should Know*: "God Keeps His Promises" (p. 21) "No Matter What the Cost" (p.45)
• Conclude that individuals can trust the promises of God	God fulfilled the promises He made to Abraham and other persons in the Bible. Christians can be confident that God will also bless and protect them. God wants all Christians to trust the promises He made to them in the Bible. Some of them are: ▪ He will never forsake us (Deut. 4:31) ▪ He promised us eternal life (John 3:16)	Discuss the characteristics of God that make Him trustworthy. E.g. God is holy, faithful, omnipotent etc. Students will make banners with a scripture about trust written on them. Sing the song, "Trust and Obey"	Oral responses Presentation of banners, using artwork rubric	*Good News Bible for Children*: Proverbs 3:5 Deuteronomy 4:31 Hebrews 9: 15 John 3:16 Strips of medium weight paper for banners, markers etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 3: Apply biblical values and principles to every day living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Define the word "endurance"	The ability to withstand difficulties and hardship is called endurance. Life is often filled with many challenges. Individuals are challenged by fear, sickness, poverty, academic difficulties and even abuse. They however, must endure such difficulties and persevere.	Brainstorm the word, "endurance" using a web. Listen to the song, "Praise the Mighty Name of the Lord." Discuss the message or main idea of the song.	Oral responses	Song, "Praise the Mighty Name of the Lord," by Apostle J. Rodney Roberts
• Interpret scriptures related to enduring hardships	There are many scriptures that encourage individuals to persevere in the face of difficulties. Paul encouraged Timothy to "take part in suffering like a loyal soldier of Christ Jesus" (II Timothy 2:3). I Corinthians 13:7 tells us that "love endures all things."	Assign a scripture on endurance to each group. Groups will discuss meaning of scripture and share with the entire class. With a buddy, students will think about persons in the Bible who endured difficult times. Research information and write related scriptures. Examples: Hannah endured teasing and shame, I Samuel Chapter 1. Jesus endured the cross, Hebrews 12:2.	Oral responses – meanings of scriptures Lists of biblical examples and scripture references	*Good News Bible for Children*: I Samuel 1 II Timothy 2:1-7 I Corinthians 13:7 Matthew 10:22 Hebrews 12:2

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 3: Apply biblical values and principles to every day living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Use contemporary stories of persons who endured great difficulties	There are many every day examples of persons who overcame great challenges. Some of them are Sir Lynden Pindling, Dame Doris Johnson and Sir Sidney Poitier. They all endured poverty, discrimination and other challenges to become successful in life.	Read and discuss the biographies of Sir Lynden, Sir Sydney Poitier & Dame Doris Johnson. Discuss their challenges and triumphs. In groups write a poem about these heroes and others who endured difficulties. Share with the class.	Discussion, using the group discussion rubric Poems, using rubric for poems and songs	Biographies of Sir Lynden Pindling, Dame Doris Johnson & Sir Sidney Poitier
• Explore ways to cope during difficult times	Christians can be confident that God will help them to endure and overcome any difficulty. He rewards those who never give up. Ways to cope during difficult times include: • Pray often • Read the Bible and memorize scriptures about coping • Talk to a special friend, teacher or guidance counselor • Participate in activities that bring enjoyment • Keep a positive attitude.	Discuss ways to cope during difficult times. Record suggestions in notebooks. The teacher will ask students to anonymously write down a struggle they are facing and place it into a special prayer box. Students will make a prayer circle and pray for strength to face difficult times. Use the chart, "How to Pray for Kids," as a guide.	Written and oral responses	Notebooks How to Pray for Kids Chart Pieces of paper Prayer box

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Caring for God's Creation

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain the importance of caring for persons in the community	Caring is about how we treat each other. It is very important to care for individuals in the community who may need help or are less fortunate. This fosters a genuine spirit of community and concern for the welfare of others. God wants individuals to care for persons in the community who may need help or are less fortunate. When you show you care you feel good inside and you help to uplift others.	The teacher will lead students into a discussion about the importance of caring for persons in the community. In groups, write a TV commercial about the importance of caring for persons in the community.	Discussion, using the class discussion rubric. TV commercials	*What Do You Stand For? For Kids*, "Caring" (pp. 19-20)
• Use biblical examples of persons who cared for others	Jesus was the perfect example of someone who cared for others. He healed the sick, fed the hungry, blessed the children and even brought a widow's son back to life. In the book of Acts, Tabitha was one of Jesus' disciples who showed concern for others. She used her talents to sew clothing for all who were poor or ill.	In groups list the many ways Jesus showed He cared for others. Reporter shares with the class. Read and discuss the story of Tabitha. Write a letter to Peter telling him about Tabitha's work.	Lists produced by the groups Discussion Letters, using essay rubric	File paper *The Children's Bible in 365 Stories*, "Tears for Tabitha" (pp. 392-393) *Good News Bible for Children*: Acts 9 File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Caring for God's Creation

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Investigate the lives of local and international persons who care/cared for others	History records many wonderful examples of persons who have dedicated their lives to caring for others. They include Mother Teresa, Florence Nightingale and Nurse Rosa Mae Bain.	The students will watch videos and read articles about Mother Teresa, Florence Nightingale and Nurse Rosa Mae Bain. They will examine their contributions as humanitarians. Complete a written project on one of the following: Mother Teresa, Florence Nightingale and Nurse Rosa Mae Bain.	Written reports, using the report rubric.	http://www.youtube.com (Mother Teresa, Florence Nightingale) http://www.thenassauguardian.com (Information on Nurse Rosa Mae Bain) LCD projector, Laptop Newspaper articles
• Propose a plan of action to assist persons who are neglected in the community	There are many ways to show care for persons who are neglected in the community. Four important ways are through your words, actions, thoughts and gifts. Individuals should always be thinking of ways to assist persons who are in need.	Discuss a plan of action to assist persons who are neglected in the community: Ideas include: • Read them stories • Cook a meal for them • Prepare a care basket filled with goodies and necessities (toiletries, clothing, food, books) Carry out plan.	Action plan & act of service	Writing materials *What Do You Stand For? For Kids*, "Caring" (pp. 21-25)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Rights / Responsibilities

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain the importance of following the Ten Commandments	God wanted the world to be a peaceful place so He gave mankind laws to follow. The Ten Commandments was a set of laws given by God to Moses. They teach us love for God and love for others. Society has laws that individuals must obey. Many of these laws are based on the Ten Commandments. When we break these laws we dishonour God and sometimes hurt others.	Read and discuss the Ten Commandments. Discuss how these laws govern the way we live today. Memorize the Ten Commandments.	Oral responses Discussion	*The Children's Bible in 365 Stories*, "The Ten Commandments – Loving God" (p. 77) Chart – Ten Commandment for Kids
• Suggest reasons why persons break rules or commit crimes in society	There are many reasons why persons break rules or commit crimes in society. Some of these reasons include anger, poverty, greed, jealousy and self-defense. Most crimes are committed because individuals lack self-discipline and self-control.	The teacher will share with students newspaper articles, tape recordings and videos of persons convicted of various crimes. Discuss reasons why these persons may have committed crimes.	Oral responses	http://www.thenassauguardian.com (articles about crime) LCD projector, Laptop Newspaper articles

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Rights / Responsibilities

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Identify penalties for various crimes in society	When individuals are arrested for breaking laws or committing crimes, they are tried in a court of law and punished for their behaviour. Penalties for crime vary from the paying of fines to spending time in jail. Some persons are even executed.	The teacher and students will create, through role play, a courtroom scene and have cases tried. While in the courtroom, students will learn about the penalties for various crimes in society.	Participation in creative role play, using the dramatic skits rubric	Props – clothing, hats, wig, robe etc. Information about laws and penalties for crimes
• Examine the consequences of sin and crime on the wider community	Crime causes persons in the community to be fearful and even angry. People try to protect themselves by securing their homes, churches and other buildings. People are often less trusting of their neighbours and persons who visit the community.	The teacher will invite an expert guest speaker to share their expertise on the consequences of sin and crime on the wider community. The students will formulate interview questions for a Clergyman, Police Officer or Prison Officer about crime and its effect on society. Reflect on interview experience in journals.	Formulation of interview questions Journal writing, using journal response rubric	Guest speaker File paper Journals

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Love and/or Forgiveness

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the importance of receiving and offering forgiveness	All individuals, at some point in their lives, have been hurt by the actions or words of another. They should not spend time thinking about how they will take vengeance, but rather choose to forgive. Robert Muller said, 'To forgive is the highest, most beautiful form of love. In return, you will receive untold peace and happiness.'	Brainstorm the concept of "forgiveness." Use a Y Chart to respond to the concept of "forgiveness." Chart is divided into three sections: sounds like, looks like & feels like. Read and discuss the passage, "Forgiveness - What does it mean?"	Group participation Completed Y Chart	Y Chart *What Do You Stand For? For Kids*, "Forgiveness – What does it mean?" (pp. 66-68)
• Explore scriptural passages related to forgiving others	The Bible contains many scriptures that encourage us to have a forgiving heart. In Matthew 6 verse 12, Jesus said that we must ask God to forgive the wrongs we have done as we forgive the wrongs that others have done to us. Jesus also said that we must forgive each other as often as necessary – "seventy times seven."(Matthew 18:21)	The teacher will use the Jesus puppet to share scriptural passages related to forgiving others (Matt. 6: 12, Matt 18:21, 22 & Col. 3:12) The children will read the verses and discuss the meanings. Use safety pins to attach words from Bible verses to the backs of students. Ask students to arrange themselves in order based on the words that are on their backs. Memorize selected verses.	Interpretation of Bible verses.	*Good News Bible for Children*: Matt. 6: 12 Matt 18:21, 22 Col. 3:12 Jesus Puppet Safety pins Partial Bible verses on paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Love and/or Forgiveness

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine situations when forgiveness is difficult	There will be situations in life when it will be difficult to forgive someone for the wrong they have done. Persons who have been hurt or abused are sometimes very angry and find it hard to forgive. Sometimes individuals have to seek help from a parent, teacher, counselor or pastor before they can forgive others. Becoming a forgiving person takes courage.	Read the passage, "How can you be forgiving?" Discuss ways to deal with hurts and anger. Journal Writing -Tell about a time when you were reluctant to forgive someone who wronged you.	Oral responses Journal writing, using journal response rubric	*What Do You Stand For? For Kids*, "How can you be forgiving?" (pp. 68-71) Journals
• Express a willingness to forgive others	Individuals must be willing to forgive if healing is to take place. The human heart must be opened and prepared to forgive others. This will allow individuals to forgive easily and quickly.	In groups, write a pledge of forgiveness. Pledge to forgive often and easily. Write pledge on index cards and decorate. Read pledge every day to a friend. Think of words they could use to express forgiveness in different situations. Role-play scenes where words could be used.	Written pledges Role-play, using rubric for dramatic skits	*What Do You Stand For? For Kids*, "Find words of forgiveness" (p. 75) Index cards

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Identify various trials/hardships individuals may face in life	All human beings will face trials or hardships throughout the stages of life. These trials may include the death of a loved one, sickness, loss of a job and other difficulties. Children also face hardships such as sickness, poverty, bullying and abuse. Even though such trials seem unfair, individuals should use life's trials to help them grow and develop.	Brainstorm everyday trials that adults and children have to face in life. Share lessons that can be learnt from life's trials. Listen to and discuss the words of the song, "Through It All" by Andrae Crouch.	Oral responses	www.youtube.com Song, "Through It All"
• Examine Jesus' response to trial and persecution	The Easter Story relates the trials and hardships Jesus faced on the way to the cross. Throughout Jesus' trial and persecution He did not react negatively. He did not argue with His accusers, neither did He fight back. Jesus showed concern for those around Him. He entrusted the care of His mother Mary to His disciple John. He took time to talk to the thief on the cross and promised him a place in Paradise. He asked His Father to forgive all who had harmed him.	Watch the DVD of "The Easter Story" and read about Jesus' trial. Discuss Jesus' response to trial and persecution. Drawn a cartoon strip showing Jesus' response to trial and persecution.	Oral responses Cartoon strips, using rubric for artwork	The Easter Story – DVD Television, DVD Player *The Children's Bible in 365 Stories*, "Jesus Stands Trial" (pp. 374, 375) Drawing paper, pencils, coloured pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore scriptural passages related to dealing with everyday trials	There are many scriptures which encourage individuals to have faith in God and to trust Him in difficult times. I Peter 5 verse 7 instructs individuals to cast their cares or concerns on Jesus. In Psalm 91 verse 15, God promises to be with individuals when they are in trouble.	Use Bibles to research and discuss the meaning s of the following verses: I Peter 5:7, Psalms 91:15-16 & I Peter 1:7. Record scripture verses and their meanings on CD. Add music to the recording. Share scripture recording with a fellow student who may be experiencing difficulties.	Interpretation of scriptures Recording of scriptures	*Good News Bible for Children*: I Peter 5:7 Psalm 91:15,16 I Peter 1:7. CD & recorder
• Discover ways to show compassion for those who are experiencing trials and difficulties	As Christians, we should empathize with those who are experiencing difficulties in life. This display of compassion may be revealed through words, actions and gifts. Persons who are experiencing difficulties often rely on the presence and prayers of those who they love and trust.	The class will create a current events corner with articles of persons around the world who are facing difficulties. Say special prayers for these individuals on a daily basis. Design a card for someone who may be facing a trial. Write an encouraging scripture verse in the card.	Completed current events corner Cards, using artwork rubric	Newspapers, magazines and on-line articles Materials for card: construction paper, coloured pencils etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Relate the main events in the crucifixion of Jesus	The story of Jesus' crucifixion is recorded in the Four Gospels – Matthew, Mark, Luke and John. After Jesus' trial, He was publicly beaten with whips. He was mocked and spat on. A crown of thorns was placed on His head and He was stripped naked. He was then led to Golgotha where He would be crucified. Stake-like nails were driven through his wrists and ankles, fastening Him to the cross where He was crucified between two convicted criminals.	View & discuss the main events in the crucifixion of Jesus using the Easter Timeline bulletin board set. Use crucifixion felts to retell the story of Jesus' crucifixion.	Oral responses Sequence of events displayed	Easter Timeline Bulletin Board Set Crucifixion felts Felt board
• Examine the reaction of various witnesses to the death of Jesus	There was mixed reaction to the death of Jesus. The army officer who witnessed Jesus' death said, "Truly this man was the Son of God" (Mk. 15:39; Mt. 27:54) According to Luke, the crowd was deeply sorry for what they had done (Luke. 23:48). Some of the women who followed Jesus looked on from a distance (Mark 15:40).	The students will read the story of Jesus' crucifixion, examining the reactions of key witnesses. Draw a cartoon strip showing the words & reaction of the various witnesses.	Oral responses Cartoon strips, using rubric for artwork	*Good News Bible for Children*: Matthew 27: 32-56 Mark 15:21-41 John 19:17-37 Luke 23:26-49 Materials for cartoon strip: paper, pencils etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the impact that Jesus' death had on mankind	Jesus' death symbolizes the greatest sacrifice that was made for mankind. Christians believe that through the death of Jesus they are redeemed from sin and can have true fellowship with God. This new life that Christians experience helps them to transform the world in which they live.	In groups, students will write poems that depict how Jesus' death has changed the world. Sing the song, "The Old Rugged Cross." Discuss the message of the song. Make love notes and hidden cross shapes about Jesus' love. (Love from the Cross)	Written poems, using the poems and songs discussion rubric Oral responses	File paper Song, "The Old Rugged Cross" *Fold-n-Hold Object Talks*, "Love from the Cross" (pp 16-17)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Summarize the story of Jesus' resurrection	The resurrection of Jesus from the dead demonstrated His power over death and brought great victory. Jesus arose from the dead three days after He was crucified, on Easter Sunday. The scriptures record that Mary Magdalene and several other women were among the first to discover that Jesus was alive. Later, Jesus appeared to the disciples and many other witnesses.	Talk about happy endings in movies and stories. Connect this idea to the story of Jesus' resurrection. Read and discuss the story of Jesus' Resurrection. Use the popcorn reading strategy. Share oral summaries about Jesus' resurrection	Oral responses Reading and discussion Oral summaries	*The Children's Bible in 365 Stories*, "Jesus Resurrection" (pp. 37-379)
• Document evidence of Jesus' resurrection from the scriptures	The Bible records that after Jesus resurrection, He appeared to the women near the tomb, two of His followers on the road to Emmaus and to the eleven disciples. Thomas, one of Jesus' disciples was able to examine Jesus nailed pierced hands and side. The Apostle Paul repeatedly points out the centrality of Jesus' resurrection in his epistles I Corinthians 15:21-22 and Romans 6:9. Another example is his preaching in Athens about Jesus' resurrection (Acts 17:18).	Students will pretend to be reporters investigating the story of, 'The Mysterious disappearance of Jesus' body.' They will use clues (list of scriptures) to search for evidence of Jesus' resurrection. From the evidence they will report their findings and close the case. Each group will report findings.	Group Reports Case File: "The Mysterious disappearance of Jesus' body"	*Good News Bible for Children*: I Corinthians 15:21-22 Romans 6:9 Acts 17:18 John 20:24-29 *The Children's Bible in 365 Stories*, "Jesus Resurrection" (pp. 378-382)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the reaction of key persons to Jesus' resurrection	There was mixed reaction to the resurrection of Jesus. Both Mary Magdalene and Peter were shocked when they saw the empty tomb but later rejoiced when they discovered that Jesus was alive. Thomas doubted when he heard the news but believed when he saw Jesus' nail-pierced hands and side.	Students list words to describe how they would have reacted to Jesus' resurrection e.g. shocked, surprised etc. Role-play in groups the reaction of key persons to Jesus' resurrection. Use props for drama.	Lists of words Participation in creative role play, using the dramatic skits rubric	Index cards Props: robes, head scarves, belts etc.
• Participate in the celebration of Jesus' resurrection	Resurrection Sunday is celebrated in churches all over the world. Christians participate in grand worship services. These services include Bible readings, singing, and preaching about the resurrection of Jesus Christ. These celebrations are designed to reaffirm the teachings of the church and to encourage believers to have hope.	Students will sing the song, "He Lives" and participate in a praise celebration with banners. Dramatize the story of Jesus' Resurrection – The Easter Play	Oral responses Dramatization	http://www.youtube.com Song, "He Lives" *Foundations of Faith Handbook*, "Easter Play" (pp.47-48) Props: Tomb, tables, chairs, plate for food etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Respect

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• State the importance of respecting property	Respect is an important character trait we should all possess. When you respect property you show thoughtfulness and concern for things that belong to you and other people. You take care of buildings and other resources. You do not litter or misuse precious resources. We can live more harmoniously within our communities when we show respect for property.	Discuss the meaning of the word respect. Read and discuss the passage, "Respect – What Does It Mean?"	Oral responses	*What Do You Stand For? For Kids*, "Respect-What Does It Mean?" (pp. 109-110)
• Explain the significance of keeping the eighth and tenth commandments	The eighth commandment states, "Do not steal." No one has the right to take anything that belongs to someone else without permission; no matter how small or insignificant it may be. The tenth commandment states, "Do not covet." To covet means to want something that belongs to someone else so badly that jealously results. Keeping these commandments will help us to have respect for people's property.	Display the eighth and tenth commandments on poster and discuss the meaning of each commandment. Conduct a puppet show highlighting an incident of stealing in the classroom. Complete the puzzle, "Laws Set in Stone."	Oral responses Participation in creative role play, using the dramatic skits rubric	*The Children's Bible in 365 Stories*, "The Ten Commandments – Loving Others" (p. 78) *Bible Puzzles for Kids Ages 6-8*, "Laws Set in Stone" (p. 25)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Respect

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Formulate guidelines for displaying respect for property	Clear guidelines must be set with regards to displaying respect for property. Such guidelines include the following: Do not write or draw on walls; Do not touch people's belonging without permission etc.	In groups, students will write a list of five was to show respect for property. Design a poster with the list of ways to show respect for property.	Lists of ideas Posters, using rubric for posters	File paper Items for poster: construction paper, crayons, pencils etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Friendship

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore the benefits of true friendship	Friendship is a close relationship between persons based on mutual respect and love. There are many benefits of true friendship. A good friend is someone with whom you can share secrets, spend quality time and share your dreams and goals. A true friend will even correct you when you are wrong.	Students will sing songs about friendship such as "That's What Friends are For" and "Count on Me." Read and discuss the passage, "Have Fun with Your Friends" Write an acrostic using the word, *friend.*	Oral responses Acrostics	http://www.youtube.com Songs: "That's What Friends are For" and "Count on Me" File paper
• Explain how Jesus demonstrated friendship	Jesus was the perfect example of a true friend. He selected twelve special men to be his disciples/friends. He spent quality time teaching them. He showed them how to be of service to others. Jesus helped His friends when they were in a terrible storm. He also provided food for them and even helped them find money to pay their taxes. Jesus was a true friend.	Watch a slide show entitled, "Jesus and His friends." Discuss pictures. Write a list of four ways in which Jesus showed He was a good friend. Sing the song, "There's a Friend for Little Children"	Discussion Ideas presented in lists	Teacher-made slide show entitled, "Jesus and His Friends." *The Children's Bible in 365 Stories* – Stories about Jesus and His friends Song, "There's a Friend for Little Children"

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Friendship

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Discover ways to make and keep friends	An individual will have friends throughout his/her life time. Some people have lots of friends, others have only a few. It is not always easy to make and keep friends. Tips for making and keeping friends include the following: Be a good listener; be accepting; and be honest.	Think-Pair-Share ways to make friends. Read and discuss, "Six Tips for Making and Keeping Friends." Write a list of fun things you and your friend/s might enjoy	Oral responses Ideas listed	*What Do You Stand For? For Kids*, "Six Tips for Making and Keeping Friends" (p. 99) File paper
• Interpret scriptures and famous quotes about friendship	There are many scriptures and famous quotes about friendship. Scriptures include: Proverbs 17:17, Proverbs 18:24; Proverbs and 22:24. Proverbs 18:24 states that some friends are more loyal than brothers. A famous quote about friendship is, "*A friend in need is a friend indeed*." This quote suggests that a true friend will help you when you are experiencing difficulties.	In groups, students will research and discuss a famous quote or scripture about friendship. They will share their interpretation of scripture or quote with the entire class. Students will design a small booklet with famous quotes and scriptures about friendship.	Discussion and interpretation of quote or scripture Decorated booklets with scriptures and quotes	Items for booklet: construction paper, paper, file paper, yarn etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Pentecost / Whitsun

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Communicate the story of the coming of the Holy Spirit	Pentecost is a feast on the Christian calendar which commemorates the coming of the Holy Spirit. The feast is also called Whitsun. When Jesus left earth, He promised His disciples that He would send the Holy Spirit to them. This promise was fulfilled on the day of Pentecost. The Holy Spirit descended from heaven as a great rushing wind and filled the room where the disciples were. Separate little tongues of flame settled on each person who was present.	Read and discuss the story of the coming of the Holy Spirit. Draw a comic strip showing what happened when God's Spirit came. Listen to and sing the song, "Old Time Power."	Oral responses Comic strips, using rubric for artwork	*The Children's Bible in 365 Stories*, "God's Spirit Comes" (p. 384) Items for comic strip: paper, colouring pencils etc. Song, "Old Time Power" http://bibleforchildren.org (power point presentation – The Birth of the Church
• Describe how the early church was impacted by the coming of the Holy Spirit	The early church was greatly impacted by the coming of the Holy Spirit. After the Holy Spirit came the disciples were filled with joy and were able to speak in other languages. The young church increased daily as many individuals were converted. The disciples met regularly to eat meals together, pray and learn more about what it meant to be followers of Jesus.	Guided discussion about how the early church was impacted by the Holy Spirit. Draw a picture of a church and write ideas shared during the discussion in small circles around the picture. (Title – The Early Church)	Ideas presented during discussion Pictures and ideas presented	Paper for drawing

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Pentecost / Whitsun

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Study biblical characters whose lives were changed by the Holy Spirit	Two biblical characters whose lives were changed by the Holy Spirit were Peter and Stephen. Peter became very bold and on the day of Pentecost thousands of people believed the message he preached about Jesus. The Spirit gave him power to heal the sick and even to discern truth from lies. Stephen became powerful and courageous. He bravely went to the synagogues and challenged the religious leaders to believe in Jesus. He was later stoned to death because of his belief in Jesus.	Use *The Children's Bible* to record notes about a selected character (Peter or Stephen). Use information to write a character sketch. Select a character (Peter/Stephen) and write a monologue about how his life was changed by the Holy Spirit. Share orally	Notes & character sketch Written monologues & oral presentations	*The Children's Bible in 365 Stories*, "The Young Church" (pp. 386-389) Sample character sketch File paper
• Conclude that the Holy Spirit gives individuals courage and power	Biblical characters such as Peter and Stephen became courageous after they received the Holy Spirit. Peter and John were able to heal the lame man because of the power of the Holy Spirit. Many individuals today are able to preach boldly, sing with special anointing and even heal those who are sick because of the Holy Spirit. People who ask the Holy Spirit to live in them and guide them, gain courage and power to live successfully.	Use *The Children's Bible* to record evidence to support the following conclusion: The Holy Spirit gives individuals courage and power. Write a short poem about the Holy Spirit and how He helps individuals. Make origami doves representing the Holy Spirit.	Written evidence Poems, using rubric for poems and songs	File paper *Bible Message Make-n-Takes*, "Who is the Holy Spirit?" (pp. 60-61) - doves

DEPARTMENT OF EDUCATION

HEALTH & FAMILY LIFE EDUCATION

Grade 4

2012

OBJECTIVES FOR GRADE FOUR

THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

Standard 1.1: Express an awareness of their uniqueness

Objectives 1.1.1: Explore traits (inherited and acquired) that make an individual unique and special (Knowledge)
Appreciate their uniqueness (Attitude)
Demonstrate behaviours and skills that promote self-improvement (Skill)

Standard 1.2: Demonstrate respect for people and all things living

Objectives 1.2.1: Recognize various forms of disabilities and their impact on the body (Knowledge)
Respect and appreciate people whose bodies are different from theirs (Attitude)
Demonstrate acceptance and inclusion of persons who are different from them (Skill)

Standard 1.3: Analyze the influences that impact personal development (media, peers, family, community, etc.)

Objectives 1.3.1: Explore ways in which the media affects their lives (Knowledge)
Appreciate the role of the media in their everyday lives (Attitude)
Apply decision-making, critical thinking and healthy self-management skill to their use of media sources (Skill)

Standard 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

Objectives 1.4.1: Recognize the importance of friendship in meeting human needs ((Knowledge)
Appreciate and value friendship (Attitude)
Maintain friendships through effective communication skills (Skill)

Standard 1.5: Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)

Objectives 1.5.1: Analyze the effects of illegal drugs on the body, the family and community (Knowledge)
Respect rules regarding the use of drugs (Attitude)
Apply decision-making skills to avoid harmful drugs (Skill)

OBJECTIVES FOR GRADE FOUR

THEME 2: SEXUALITY AND SEXUAL HEALTH

SUB GOAL 2: **Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)**

Standard 2.1: Discuss and analyze characteristics, values, mores (norms) which influence human sexuality

Objectives 2.1.1: Explore the human life cycle and the changes that occur at each stage (Knowledge)
Appreciate the stages of human life as they experience physical and emotional changes (Attitude)
Demonstrate positive feelings such as love, compassion toward persons especially persons of vulnerable groups (Skill)

Standard 2.2: Examine issues that affect their human sexuality

Objectives 2.2.1: Explore the consequences of sexual abuse (incest, rape, molestation) (Knowledge)
Recognize their right to privacy and to be protected (Attitude)
Demonstrate refusal and advocacy skills to protect themselves and seek help in situations where they are abused (Skill)

Standard 2.3: **Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS**

Objectives 2.3.1: Examine the causes, prevention and treatment of Sexually Transmitted Infections (Gonorrhea, Syphilis, Chlamydia, Yeast Infections) (Knowledge)
Appreciate the way their bodies function in preventing illnesses (Attitude)
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity

Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

Objectives 3.1.1: Recognize the relationship between nutrition and health (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

OBJECTIVES FOR GRADE FOUR

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D

Standard 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

Objectives 3.2.1: Recognize The Bahamas Dietary Guidelines as an outline for healthy eating (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to prepare healthy meals (Skill)

Standard 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health

Objectives 3.3.1: Recognize the importance of maintaining a good posture (Knowledge)
Appreciate the way their body grows and functions (Attitude)
Apply principles of good posture when standing, walking, and sitting (Skill)

THEME 4: MANAGING THE ENVIRONMENT

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment

Standard 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being

Objectives 4.1.1: Recognize the forms of pollution and their impact on the environment (Knowledge)
Appreciate the environment in which people live, work and play (Attitude)
Demonstrate ways to protect the environment in which people live, work and play (Skill)

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: Four (4) **THEME: Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

STANDARD 1.1: Express an awareness of their uniqueness

OBJECTIVES 1.1.1: Explore traits (inherited and acquired) that make an individual unique and special (Knowledge)
Appreciate their uniqueness (Attitude)
Demonstrate behaviours and skills that promote self-improvement (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Critical thinking and Creative thinking,
Emotional / Coping: Self-awareness and Self-acceptance,

<table>
<tr><th>CONTENT</th><th>ACTIVITIES</th><th>TEACHING AND EVALUATION STRATEGIES</th></tr>
<tr>
<td>Traits are the physical characteristics or qualities (mental, emotional and social) that make a person special.

Traits can be inherited and acquired. Inherited traits are passed on to individuals from their parents e.g. the ability to play a musical instrument, being great in sports, being good in a foreign language, etc.

Acquired traits are characteristics that people develop as a result of life experiences and engaging in activities over time. One might become a skilled player because they acquired an interest in the activity and practiced until they perfected it.

Individual interests, skills and talents make a person unique or different from others.</td>
<td>Complete a self-inventory identifying their interests and hobbies. Share findings with the class.
<u>Level 1:</u> Collect pictures of their interests and hobbies
<u>Level 2:</u> Compile a list of their interests and hobbies
<u>Level 3:</u> Write sentences describing their interest and hobbies

<u>Levels 1 – 3:</u>
Graphic Organizer: List some physical traits that parents pass on to their children. Level 1 – three traits, Level 2 – five traits, Level 3 – seven traits

<table><tr><th>Mother</th><th>Father</th><th>Me</th></tr><tr><td></td><td></td><td></td></tr></table>
Conduct a class survey to collect data on students’ interests and skills. Cooperative Learning</td>
<td>Research

Surveys

Graphic organizer

Cooperative learning

Artistic expression

Tests and quizzes will be given when appropriate

Oral presentation

Teacher observation of students’ interaction

Teacher assessment of students’ activities</td>
</tr>
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DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES

GRADE LEVEL: **Four (4)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

STANDARD 1.2: Demonstrate respect for people and all things living

OBJECTIVES 1.2.1: Recognize various forms of disabilities and their impact on the body (Knowledge)
Respect and appreciate people whose bodies are different from theirs (Attitude)
Demonstrate acceptance and inclusion of persons who are different from them (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships), Cooperation and Empathy
Cognitive: Decision-making, Critical thinking and Creative thinking
Emotional / Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
A disability is a mental or physical condition that prevents the body from working, as it should. People have different forms of disabilities. - Physical disabilities include: blindness, deafness, speech defects, paralysis (cripple), etc. - Emotional disturbances and mental retardation are forms of mental disabilities. A disability is not a disease that can be spread to another person. People who have disabilities want to be treated with respect, care and understanding. They also want to be independent and do as much for themselves as they can. Good citizens see disabilities as opportunities to learn more about people and their challenges.	**Level 1:** Compile a list of ways they can show respect toward others. Share their lists with classmates. **Level 2:** Create posters promoting ways to be more caring to people who are different from them. **Level 3:** Interview someone in the school or community who is disabled. **Levels 1 – 3:** Have students portray a disabled person for a class period or a day. Let them write about their experience and list recommendations to make their school communities more accessible for disabled persons.	Guest presenters: A disabled person or representatives from GOs and NGOs working with disabled persons Interviews Role play Journal writing Research Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES

GRADE LEVEL: **Four (4)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

STANDARD 1.2: Demonstrate respect for people and all things living

OBJECTIVES 1.2.1: Recognize various forms of disabilities and their impact on the body (Knowledge)
Respect and appreciate people whose bodies are different from theirs (Attitude)
Demonstrate acceptance and inclusion of persons who are different from them (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships), Cooperation and Empathy
Cognitive: Decision-making, Critical thinking and Creative thinking
Emotional / Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Ways to show respect for individual differences - Avoid using put-downs. Don't call people ill names - Put yourself in another person's place and think about how they feel - Apologize if you hurt someone's feelings - Avoid talking unkindly about someone just because they look or act differently from you - Encourage others to try their best, regardless of their abilities - Be fair in dealing with others - Report acts of bullying or harassment to your teacher or another trusted adult - Appreciate what is special about yourself and others. - Don't miss out on having good friends just because other people are different from you.	**<u>Levels 1 – 3 cont'd:</u>** Invite a guest - a disabled person or representatives from GOs and NGOs working with disabled persons to discuss issues about disabilities or their experience working/living with disabled persons. Research laws in The Bahamas that protect the rights of disabled persons. Identify services in the community that provide support for disabled persons.	Guest presenters: A disabled person or representatives from GOs and NGOs working with disabled persons Interviews Role play Journal writing Research Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

STANDARD 1.3: Analyze the influences that impact personal development (family, friends, community, media, technology, etc)

OBJECTIVES 1.3.1: Explore ways in which the media affects their lives (Knowledge)
Appreciate the role of the media in their everyday lives (Attitude)
Apply decision-making, critical thinking and healthy self-management skill to make choices to their use of media sources (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Critical thinking and Creative thinking
Emotional / Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Electronic and print are types of media sources in The Bahamas used to transmit information. Television and radio are examples of electronic media. Newspaper and magazine are examples of the print media. What people read in the newspaper and what they watch and listen to on television and radio affect the way they live, what they eat, what they wear and how they spend their resources (time and money). The media communicates positive and negative messages (attitudes and values) through programmes, news, entertainment, sports, advertisements, etc.	**Level 1:** List the types of media sources and explain their functions. **Level 2:** Conduct a research on various media sources in The Bahamas and the services they provide to the public. **Level 3:** Critique newspapers for information on issues e.g. crime, AIDS, sports, disaster, etc. How is this information (a) beneficial; (b) harmful to the public? **Levels 1 – 3:** Discussion on different media e.g. electronic and print. Identify radio and television programmes and discuss their negative or positive impact on individuals, family and community.	Oral presentation Field trips to media houses in The Bahamas. Medial analysis Media surveys Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Self and Interpersonal Relationships**

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LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Critical thinking and Creative thinking
Emotional / Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Using the Media responsibly - Select age-appropriate programmes and reading materials with the guidance of responsible family members. - Be careful what you post on the internet. Once something is posted, anyone can have access to it. -When using information for research, projects, etc., avoid plagiarism (Using someone else's work without approval).	**<u>Levels 1 – 3 cont'd:</u>** Survey students in the class to find out the amount of time they spend watching (a) educational programmes, (b) religious programmes, (c) movies, (d) reality shows, (e) sports. Present finding to the class and provide recommendations on responsible ways to utilize the media.	Oral presentation Field trips to media houses in The Bahamas. Medial analysis Media surveys Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle **choices.**

STANDARD 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

OBJECTIVES 1.4.1: Recognize the importance of friendship in meeting human needs ((Knowledge)
Appreciate and value friendship (Attitude)
Maintain friendships through effective communication skills (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Critical and Creative thinking and Conflict Resolution
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Friends meet human physical, emotional and social needs for love, support and to belong to a group. Friends share the same feelings, goals, values and interests. Young people usually make new friends as their interests change. Friendships vary. Some friendships last a lifetime, some last only a day or two. Making and keeping friends take practice. Advice from friends can be good or bad. Individuals are responsible for the choices/decisions that they make in life. Therefore, it is important for individuals to choose friends that will encourage them to make wise choices.	**Level 1:** Compile a list some clubs, groups, classes or teams in your community that a student might join to find new friends **Level 2:** List strategies for managing friendship **Level 3:** Complete a friendship journal of friendships formed during the school year. **Levels 1 – 3:** Role play- strategies for the following: (a) Managing feelings in relationships (b) Dealing with pressures from friends to engage in risky behaviours e.g. drug use, stealing, sexual activities, etc. Create a card for a friend expressing appreciation for their friendship and support. (Commemoration of National Friendship Day on 23rd November)	Discussions on human needs Role Play Brainstorming Journal writing Artistic expression Creative writing Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.5: Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours

OBJECTIVES 1.5.1: Analyze the effects of illegal drugs on the body, the family and community (Knowledge)
Respect rules regarding the use of drugs (Attitude)
Apply decision-making skills to avoid harmful drugs (Skill)

LIFE SKILLS: **Social:** Communication, Negotiation/Refusal skills and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

<table>
<tr><th>CONTENT</th><th>ACTIVITIES</th><th>TEACHING AND EVALUATION STRATEGIES</th></tr>
<tr>
<td>Medicines are legal drugs if they are used correctly. Illegal drugs are drugs that are not medicines and that are against the law to sell, buy, have or use. Illegal drugs used in any amount can harm the body. Common illegal drugs are Cocaine, Crack and Marijuana.

Effects of Illegal Drugs
<table>
<tr><th>Drug</th><th>Effects</th></tr>
<tr><td>Marijuana

Marijuana is made from the hemp plant and is sometimes called grass, weed or pot.

Marijuana users usually smoke it.

Marijuana is sometimes eaten in high doses in food rather than smoked.</td><td>Marijuana users experience short and long term effects.

Short Term Effects
- Distorted perception (sight, sound, time , touch)
- Causes problems with memory, learning and coordination, trouble with thinking and problem solving
- Increased heart rate and reduced blood pressure</td></tr>
</table>
</td>
<td><u>Levels: 1 - 3:</u>
Brainstorm reasons why children use drugs.

<u>Level 1:</u> In small groups, design a poster showing effects of illegal drugs on the body, family or community (each group will select an area).

<u>Level: 2:</u> Make brochures about saying no to illegal drugs. They are to include information on the dangers of drug use, ways to say no, and healthful alternative to drug use.

<u>Level: 3;</u> Analyze media messages to determine how effective they are in helping people refuse drugs.</td>
<td>Brainstorming

Research

Cooperative learning

Guest presenters

Tests and quizzes will be given when appropriate

Teacher observation of students' interaction

Teacher assessment of group presentations, posters, brochures and media messages (Assess brochure project on design and information)</td>
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DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

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OBJECTIVES 1.5.1: Analyze the effects of illegal drugs on the body, the family and community (Knowledge)
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Apply decision-making skills to avoid harmful drugs (Skill)

LIFE SKILLS: **Social:** Communication, Negotiation/Refusal skills and Cooperation
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<table>
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<tr>
<td>Effects of Illegal Drugs
<table>
<tr><th>Drug</th><th>Effects</th></tr>
<tr><td>Marijuana cont'd</td><td>Long Term Effects
- Impairs speech, reading, comprehension and disorientation
- Causes asthma, heart disease and lung cancer (burning and stinging of the mouth & throat and causes heavy coughing and lung infections)
- Lowers the body's defenses against other diseases
- Can also produce anxiety, fear, distrust or panic - It affects the brain and interferes with memory, coordination, speech, reading, comprehension and problem solving</td></tr>
</table>
</td>
<td><u>Levels: 1 - 3:</u>
Brainstorm reasons why children use drugs.

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Research

Cooperative learning

Guest presenters from The Bahamas National Drug Council

Tests and quizzes will be given when appropriate

Teacher observation of students' interaction

Teacher assessment of group presentations, posters, brochures and media messages (Assess brochure project on design and information)</td>
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DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Self and Interpersonal Relationships**

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Cognitive: Decision-making, Critical and Creative thinking
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Effects of Illegal Drugs **Drug** / **Effects** **Cocaine and Crack** — - Increase blood pressure - Speed up breathing and heart beat rate - Is addictive - Make user violent (can lead to death) - User hears and see things that are not there - Destroy the inside of the nose Using illegal drugs can prevent you from doing well in school and sports. They can stop you from caring about family, friends and important things. These actions hurt everybody around you because the user no longer positively contributes to the family and community. Many innocent people become victims of crime committed by drug users.	**Levels: 1 - 3:** Brainstorm reasons why children use drugs. **Level 1:** In small groups, design a poster showing effects of illegal drugs on the body, family or community (each group will select an area). **Level: 2:** Make brochures about saying no to illegal drugs. They are to include information on the dangers of drug use, ways to say no, and healthful alternatives to drug use. **Level: 3;** Analyze media messages to determine how effective they are in helping people refuse drugs.	Brainstorming Research Cooperative learning Guest presenters The Bahamas National Drug Council Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of group presentations, posters, brochures and media messages (Assess brochure project on design and information)

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Sexuality and Sexual Health**

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS **(Adapted from CARICOM HFLE Regional Standard 4, 2005)**

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.1.1: Explore the human life cycle and the changes that occur at each stage (Knowledge)
Appreciate the stages of human life as they experience physical and emotional changes (Attitude)
Demonstrate positive feelings such as love, compassion toward persons especially persons of vulnerable groups (Skill)

LIFE SKILLS: **Social**: Interpersonal relationships, Cooperation, Communication and Empathy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

<table>
<tr><th>CONTENT</th><th>ACTIVITIES</th><th>TEACHING AND EVALUATION STRATEGIES</th></tr>
<tr>
<td>All human beings experience a series of growth stages during their lifetime (birth to old age).

Stages in the Human Life Cycle
<table>
<tr><th>Growth Stage</th><th>Age</th><th>Characteristics</th></tr>
<tr><td>Prenatal</td><td>Nine months before birth to birth</td><td>- Most rapid growth period taking place inside the mother’s body.
- Development of all body parts, tissues, organs and systems needed for life support</td></tr>
<tr><td>Infancy</td><td>Birth until two years</td><td>- Body becomes bigger and stronger (changes from an infant to a toddler)</td></tr>
<tr><td>Childhood (toddler to school age years)</td><td>three years to ten years</td><td>- Mastery of skills and independence
- Learning and getting ready for school</td></tr>
</table>
</td>
<td><u>Level 1:</u> Collect pictures of people and classify them according to the different stages of life. Describe the individuals e.g. growth stage; approximate age and characteristics.

<u>Level 2:</u> (a) Write paragraphs explaining the concept of ‘life cycle’; (b) Compare the stages of the human life cycle to the life cycle of animals e.g. butterfly.

<u>Level 3:</u> (a) Interview an adult family member about their experiences growing up;
(b) Discuss how you can relate the person’s experiences to your life today.</td>
<td>Brainstorming

Oral presentation

Creative writing

Word search of key terms

Guest presenters – nurse or health professional

Peer summarizing

Cooperative Learning
Tests and quizzes will be given when appropriate

Teacher observation of students’ interaction

Teacher assessment of students’ activities</td>
</tr>
</table>

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Sexuality and Sexual Health**

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS **(Adapted from CARICOM HFLE Regional Standard 4, 2005)**

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<tr>
<td>Stages in the Human Life Cycle cont’d
<table>
<tr><th>Growth Stage</th><th>Age</th><th>Characteristics</th></tr>
<tr><td>Childhood cont’d</td><td></td><td>- Development of a wide range of skills and ability
- Puberty, or sexual development, begins during the later years of this stage.</td></tr>
<tr><td>Adolescence</td><td>Ten to eighteen plus years</td><td>- Rapid mental, emotional and physical growth and development</td></tr>
<tr><td>Adulthood</td><td>Nineteen years until death</td><td>- Period of greatest strength and stamina. Physical growth ceases, but growth continues mentally, emotionally and socially
- Physical abilities decline with age</td></tr>
</table>
</td>
<td><u>Levels 1 – 3:</u>
Vocabulary building
Prenatal, infancy, etc.

Create a flow chart tracking a person from infancy to their current age. Students will discuss how the person changed, as he/she grew older. Make a list of student responses.</td>
<td>Vocabulary

Brainstorming

Oral presentation

Creative writing

Word search of key terms

Guest speaker – nurse or health professional

Peer summarizing

Cooperative Learning

Tests and quizzes will be given when appropriate

Teacher observation of students’ interaction

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DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Sexuality and Sexual Health**

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and **AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)**

STANDARD 2.2: Examine issues that affect their sexuality

OBJECTIVES 2.2.1; Explore the consequences of sexual abuse e.g. incest, rape, molestation (Knowledge)
Recognize their right to privacy and to be protected (Attitude)
Demonstrate refusal and advocacy skills to protect themselves and seek help in situations where they are abused (Skill)

LIFE SKILLS: **Social**: Refusal, Advocacy, Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical thinking, Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Sexual abuse is when someone subjects an individual male or female, to fondling (inappropriate touching) or rape, or lures him/her to be part of some sexual activity. Forms of sexual abuse are: **- Incest-**is sexual activity between people who are closely related. **- Rape-**is forced sexual intercourse. **- Molestation-**is touching or being touched in a sexual way, exposure of genitalia, taking of pornographic pictures or variations of these acts by **pedophiles**. **Strategies (motives) used by sexual offenders/predators** - Inappropriate or overly friendly behaviour - Special interest or attention given to one child above others e.g. gift giving -Telling secrets - Threats to the individual or family members	**Level 1.** Create a slogan, bumper sticker or flyer to demonstrate awareness about sexual abuse. **Level 2.** Create poems or essays about sexual abuse and how it makes a child feel. **Level 3**. Conduct research on the Laws of The Bahamas regarding sexual abuse. **Levels 1 – 3:** Define terms related to abuse e.g. incest, rape, molestation, sexual abuse. Students will role play how to say "NO' to an adult or child who may be molesting them.	Vocabulary (Word search of key terms) Brainstorming Creative writing and expression Role play Research Guest presenters from the Department of Social Services, Adolescent Health Services, school nurse, lawyer, policeman, clergyman. Cooperative Learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

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Cognitive: Decision-making, Critical thinking, Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Protection from abuse Any form of abuse is against the law and should be reported. **Article 34 of the UN Convention on the Rights of the Child** provides protection from any form of sexual abuse. It is important to report sexual abuse to a trusted adult. Always say 'NO', get away and seek help. Reporting these abuses also raises awareness about pedophiles in the community. Sometimes, it is okay for others to touch private parts e.g. parents, doctors or nurses sometimes need to touch private parts when they take care of you or examine you for health reasons. Most touching done by adults is good touching, but children need to know what to do when someone touches private parts inappropriately. Children should not keep 'inappropriate touching' secret.	**Level 1.** Create a slogan, bumper sticker or flyer to demonstrate awareness about sexual abuse. **Level 2.** Create poems or essays about sexual abuse and how it makes a child feel. **Level 3**. Conduct research on the Laws of The Bahamas regarding sexual abuse. **Levels 1 – 3:** Define terms related to abuse e.g. incest, rape, molestation, sexual abuse. Students will role play how to say "NO' to an adult or child who may be molesting them.	Vocabulary (Word search of key terms) Brainstorming Creative writing and expression Role play Research Guest presenters from the Department of Social Services, Adolescent Health Services, school nurse, lawyer, policeman, clergyman. Cooperative Learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Sexuality and Sexual Health**

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS **(Adapted from CARICOM HFLE Regional Standard 4, 2005).**

STANDARD 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

OBJECTIVES 2.3.1: Examine the causes, prevention and treatment of STIs e.g. Gonorrhea, Syphilis, Chlamydia, (Knowledge)
Appreciate the way their bodies function in preventing illnesses (Attitude)
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

LIFE SKILLS: **Social**: Interpersonal relationships, Cooperation and Negotiation/Refusal
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
A sexually transmitted infection (STI), also know as sexually transmitted disease or venereal disease (VD) is an infection that is spread through sexual contact. Anyone who has sexual contact with another person is at risk of getting an STI. Some common STIs are: Chlamydia, Gonorrhea, Syphilis (Bad Blood), Genital Herpes, Hepatitis B and HIV. Many STIs can be cured with medicines; some have no cure. Genital Herpes and HIV do not have a cure. Treatment for Genital Herpes with an antiviral drug makes outbreaks less severe. Drug treatment for HIV improves the quality of life and survival time for patients. Common Symptoms of STIs - Sore, blisters or swelling around the penis or vagina - A burning feeling when passing urine - Unusual liquid comes out of the vagina or penis. It is sometimes smelly A person can have an STI and not notice any signs. You cannot tell who has an STI or HIV by looking at them.	**Level 1:** Describe how STIs are spread and list some symptoms and treatment. **Level 2:** Research some common STIs and list the causes, symptoms, effects and treatment. **Level 3:** (a) Identify risky behaviours that can result in the transmission of STIs; (b) Prepare an action plan to keep your body safe. **Levels 1– 3:** Create a slogan, bumper sticker or flyer on prevention of STIs.	Brainstorming Small group presentation Research Guest presenter – nurse, doctor, or health care provider Video Presentation of STIs. Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction. Teacher assessment of students' activities.

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Sexuality and Sexual Health**

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS **(Adapted from CARICOM HFLE Regional Standard 4, 2005).**

STANDARD 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

OBJECTIVES 2.3.1: Examine the causes, prevention and treatment of STIs e.g. Gonorrhea, Syphilis, Chlamydia, (Knowledge)
Appreciate the way their bodies function in preventing illnesses (Attitude)
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

LIFE SKILLS: **Social**: Interpersonal relationships, Cooperation and Negotiation/Refusal
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Persons with HIV are more likely to get sick from other germs including STIs. **Risky behaviours that can result in the spread of STIs** -Having more than one partner -Unprotected sexual contact (not using a condom when having sex) -Drug and alcohol use **Prevention of STIs** -Abstinence, absolutely no sex - Delay sexual activity until you become an adult or until marriage -Practice negotiating skills of saying "NO" to sex -Focus on school work and set goals for the future - One sexual partner - Use condom **(Review Grade 3, Standard 2.3, *Universal Precautions)*** **Treatment** STIs should be treated right away to prevent long-term effects	**Level 1:** Describe how STIs are spread and list some symptoms and treatment. **Level 2:** Research some common STIs and list the causes, symptoms, effects and treatment. **Level 3:** (a) Identify risky behaviours that can result in the transmission of STIs; (b) Prepare an action plan to keep your body safe. **Levels 1– 3:** Create a slogan, bumper sticker or flyer on prevention of STIs.	Brainstorming Small group presentation Research Guest presenter – nurse, doctor, or health care provider Video Presentation of STIs. Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction. Teacher assessment of students' activities.

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Nutrition and Physical Activity**

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.1: Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

OBJECTIVES 3.1.1: Recognize the relationship between nutrition and health (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social**: Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Choosing foods that contain nutrients and in the right proportions is important to maintaining good health and preventing diseases**.** **Special Nutrients (Micronutrients)** Minierals such as vitamins, minerals and water are classified as micronutrients nutrients because they are needed in small amounts in the body. **Vitamins** are nutrients that help the body do certain jobs. - **Vitamin A** prevents infection, keeps the eyes moist and the hair and skin shiny **- Vitamin C** prevents infection, keeps the skin healthy and heals wounds. It also helps the body absorb iron. **- Vitamin D** keeps bones and teeth strong. This vitamin is also produced by the sun. - **Vitamin E** slows down cell damage - **Vitamin K** controlls blood clotting	**Level 1:** Identify special nutrients that the body needs for good health. **Level 2:** Explain how the body uses micronutrients. **Level 3:** Discuss the effects of eating foods rich in vitamins and minerals. **Levels 1 – 3:** Design a poster demonstrating the importance of micronutrients in the diet.	Brainstorming Research Self-expression Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction. Teacher assessment of students' activities.

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Nutrition and Physical Activity**

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.1: Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

OBJECTIVES 3.1.1: Recognize the relationship between nutrition and health (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social**: Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Minerals help the body to function properly. - **Calcium** builds strong bones and teeth, helps muscles and nerves work and helps blood clot - **Iron** protects body against infection and assists cells in using energy - **Phosphorous** builds strong bones and teeth and helps cells function - **Potasium** helps nerves and muscles function and helps cells use energy **- Zinc** helps the body grow, heals wounds and maintains the senses of smell and taste - **Sodium** (salt) is needed by the body in very small amount. Salt is added to many foods andd therefore should be used in moderation **Water** is the main component of body fluids such as blood, saliva and urine. Water is necessary for life. It helps the body use vitamins and minerals, aids digestion and carries waste from the body.	**Level 1:** Identify special nutrients that the body needs for good health. **Level 2:** Explain how the body uses micronutrients. **Level 3:** Discuss the effects of eating foods rich in vitamins and minerals. **Levels 1 – 3:** Design a poster demonstrating the importance of micronutrients in the diet.	Brainstorming Research Self-expression Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction. Teacher assessment of students' activities.

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Nutrition and Physical Activity**

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

OBJECTIVES 3.2.1: Recognize The Bahamas Dietary Guidelines as an outline for healthy eating (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to prepare healthy meals (Skill)

LIFE SKILLS: **Social**: Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
The Food Guide Drum and Dietary Guidelines reflect both the culture and food choices relevant to The Bahamas * The Dietary Guidelines show how many servings an individual should eat from each food group each day. A serving is a standard amount food recommended for a meal or snack. It is used to give advice about how much to eat or to identify how many calories and nutrients are in a food. A portion is the amount of food an individual chooses to eat. There is no standard portion size. A portion may contain more than one serving. It is important to control portion sizes to maintain a healthy and balanced diet. Always use serving sizes as a guide when selecting foods.	**Level 1:** Explain the difference between food servings and portion size. **Level 2:** Explain why it is important to control portion size. **Level 3:** Conduct a survey of the portion size served by the school lunch programme. **Levels 1 – 3:** Have students demonstrate the correct serving size for various food items. Organize foods from each of the food groups to create a balanced meal for breakfast, lunch or dinner. Illustrate a serving from each food group.	Brainstorming Research Survey Demonstration Creative expression Cooperative learning Tests and quizzes will be given when appropriate. Teacher observation of students' interaction. Teacher assessment of students' activities.

***Review Garden-Based Learning Lessons to Promote Healthy Lifestyle Choices in The Bahamas Grade Four**
Nutrition Behind the Scene: Basic Nutrition Manual for Primary School Teachers

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

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<table>
<tr><th>CONTENT</th><th>ACTIVITY</th><th>TEACHING AND EVALUATION STRATEGIES</th></tr>
<tr>
<td>Dietary Guidelines for The Bahamas of Serving Size
<table>
<tr><th>Food Group</th><th>Number of Servings</th><th>Serving Size</th></tr>
<tr><td>Cereals & Starchy Vegetables</td><td>6 – 11 servings daily (teenage boy – 11; teenage girl 9)
Should be largest portion of diet</td><td>1 slice bread
1 oz dried cereal
½ - 1 c cooked cereal or vegetable</td></tr>
<tr><td>Vegetables</td><td>3 – 4 daily</td><td>1 cup raw
½ cup cooked
¾ cup juice</td></tr>
<tr><td>Fruits</td><td>2 – 3 daily</td><td>1 medium fruit
½ cup cooked
¾ cup juice</td></tr>
<tr><td>Meat and Dairy</td><td>2 – 3 daily</td><td>2 – 3 oz. cooked lean meat, skinless poultry
1 egg
2 oz. cheese
½ cup ice cream</td></tr>
<tr><td>Beans and Peas</td><td>Use as meat alternative or as starch choice</td><td>½ cup dried beans
2 tbsp. peanut butter</td></tr>
<tr><td>Fats</td><td>Use in small amounts</td><td>No number of servings recommended</td></tr>
<tr><td>Sugars and sweeteners</td><td>Use in small amounts</td><td>No number of servings recommended</td></tr>
</table>
</td>
<td><u>Levels 1 – 3 cont’d:</u>

Examine food and product labels to identify (a) number of servings; (b) serving size.</td>
<td>Brainstorming

Research

Survey

Demonstration

Creative expression

Cooperative learning

Tests and quizzes will be given when appropriate.

Teacher observation of students’ interaction.

Teacher assessment of students’ activities</td>
</tr>
</table>

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Nutrition and Physical Activity**

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health.

OBJECTIVES 3.3.1: Recognize the importance of maintaining a good posture (Knowledge)
Appreciate the way their body grows and functions (Attitude)
Apply principles of good posture when standing, walking, and sitting (Skill)

LIFE SKILLS: **Social**: Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Posture refers to the body's position when standing, walking or sitting. A good posture helps to keep the body fit and healthy. **Benefits of good posture** - Boosts self-esteem and reduces stress - Enhances proper growth (in children) - Improves airflow throughout the body - Increase energy level - Decreases risk or injury **Examples of bad posture** Poor sitting and standing habits overtime affects one's posture e.g. - Slouching or learning forward while sitting at a desk, watching TV or playing video games - Carrying a heavy bag on one's shoulder for a long period of time - Sliding forward in your chair - Sleeping on high pillows	**Level 1:** List the benefits of good posture. **Level 2:** Compile a list of activities that they should engage in to promote good posture. **Level 3:** Compile a list of foods that build strong bones and improve growth and development. **Levels 1 – 3:** Design a poster to promote good posture when standing, walking, and sitting. Practice different games and exercises that are good for strengthening different parts of the body. Role play examples of good and bad posture. Demonstrate healthy habits such as exercise, rest and nutrition.	Brainstorming Research Creative expression Role play Demonstration Cooperative learning Tests and quizzes will be given when appropriate. Teacher observation of students' interaction. Teacher assessment of students' activities.

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CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Ways to maintain good posture Practice good health habits to improve posture - Take regular breaks and get up and move around regularly. - When travelling to school, reduce the amount of books and other heavy items in school bags - Sleep on low pillows to avoid neck strain - Engage in regular exercise - Eat healthy meals to build strong bones and improve growth and development - Get at least eight to ten hours sleep every night.	**Level 1:** List the benefits of good posture. **Level 2:** Compile a list of activities that they should engage in to promote good posture. **Level 3:** Compile a list of foods that build strong bones and improve growth and development. **Levels 1 – 3:** Design a poster to promote good posture when standing, walking, and sitting. Practice different games and exercises that are good for strengthening different parts of the body. Role play examples of good and bad posture. Demonstrate healthy habits such as exercise, rest and nutrition.	Brainstorming Research Creative expression Role play Demonstration Cooperative learning Tests and quizzes will be given when appropriate. Teacher observation of students' interaction. Teacher assessment of students' activities.

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Four (4)** **THEME:** **Managing the Environment**

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment

STANDARD 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being

OBJECTIVES 4.1.1: Recognize the forms of pollution and their impact on the environment (Knowledge)
Appreciate the environment in which people live, work and play (Attitude)
Demonstrate ways to protect the environment in which people live, work and play (Skill)

LIFE SKILLS: **Social Skills:** Cooperation, Advocacy and Communication
Cognitive Skills: Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting
Emotional/Coping Skills: Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Pollution is a harmful substance that damages or destroys natural resources. **Substances that are harmful to the environment:** - Air pollution: Dirt, germs and harmful things in the air e.g. exhausts from cars, smoke, fog, etc. - Water pollution: Dirt, germs and harmful things in the water e.g. trash thrown into the sea, lakes or ponds, rust from pipes, chemicals, dirty water, etc.) - Litter: Garbage such as – trash, food items, discarded furniture or appliances, building materials, garden trimmings, metal, glass and plastic. **Effects of pollution to the environment:**: Air and water pollution have harmful effects on individuals and their communities. Air pollution from fire and dust irritates the nose, eyes, and throat. It can cause and respiratory diseases such as asthma and lung cancer.	**Level 1:** List substances that are harmful to the environment. **Level 2**: Describe the effects of air, water and ground pollutants on the environment. **Level 3:** Research the various natural resources in The Bahamas (a) their importance, (b) benefits. **Levels 1 – 3:** Research how garbage is collected and disposed of in their respective communities. Research illnesses and diseases such as: food contamination, Dengue Fever and Leptospirosis.	Brainstorming Vocabulary Research Guest Presenters from environmental health agencies Creative expression Demonstration Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

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CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Effects of pollution to the environment cont'd:: Water polluted with human or chemical wastes **(**feaces, farm fertilizer, gasoline, industrial waste) can affect animal and plant life, causing poisoning and food contamination. Rats, mosquitoes, cockroaches and other vermin that live in landfills (dump), garbage or ponds can transmit diseases such as: Dengue Fever which is transmitted by the Aedes mosquito and Leptospirosis from rats and mice. Polluted environments **(**parks, beaches, streets, neighbourhoods) affect peoples' health and their social and emotional well-being.	**<u>Levels 1 – 3 cont'd :</u>** Invite Guest Presenters from the Department of Environmental Health, The Bahamas National Trust and other environmental agencies to talk about the importance of the environment. Have students bring items to school e.g. plastic containers, egg cartons, aluminum cans, glass bottles, shoe boxes, etc. Children will demonstrate methods to reuse or recycle these items to protect the environment.	Brainstorming Vocabulary Research Guest presenters from environmental health agencies Creative expression Demonstration Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

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CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Ways to keep the environment clean: - Do not throw trash or garbage on the ground, in the sea, lakes or ponds. - Pick up trash and put them a trash can. - Walk or ride a bike instead of riding in a car. - Follow school rules that help everyone to stay healthy. - Say no to choices that are against the law.	**<u>Levels 1 – 3 cont'd:</u>** Display disposal products, such as diapers, cameras, napkins, tissue, plates, etc. Have students evaluate their use and benefit to the environment. What could people use in place of the displayed products? What are the benefits of reusable products?	Brainstorming Vocabulary Research Guest presenters from environmental health agencies Creative expression Demonstration Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities