

Our Collective Commitments

At Maryland Park School, our staff are committed to the following beliefs:

- We believe all stakeholders have a voice in our school community. We will listen and consider all perspectives when making decisions that positively impact our school community.
- We believe positive relationships provide the foundation for learning and foster a sense of belonging. We will build meaningful connections with our students, colleagues, families, and community.
- We believe every child deserves to feel safe, welcome, and valued. We will provide an environment of respect and sense of belonging that supports the social-emotional needs of each child.
- We believe students need to be independent learners who problem solve, think critically, and reflect on their learning. We will ensure students have access to activities that foster exploration and discovery.
- We believe students and staff need to have a growth mindset. We will model and celebrate resilience, perseverance, risk taking, and an “I can” attitude.
- We believe every child has strengths, gifts, and talents. We will provide a variety of opportunities for students to further develop their strengths and share their unique gifts and talents while celebrating their individual growth.
- We believe each child is an active partner in the learning process. We will involve students in their learning by goal setting, identifying clear learning targets, self-assessment, and reflection.
- We believe every child deserves an equitable opportunity to demonstrate their learning. We will provide students with choices and opportunities to demonstrate their learning.
- We believe every child is capable of high levels of academic and social-emotional success. We will differentiate and provide flexible, supportive learning environments to meet the needs of all learners.

Our Grade 4 Team

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[marylandparkschoolbsd](https://www.instagram.com/marylandparkschoolbsd)



[@Maryland_BSD](https://twitter.com/Maryland_BSD)

Bell Times

8:40 a.m. First Bell

8:45 a.m. Class Begins

11:30 a.m. - 12:30 p.m. Lunch

12:30 p.m. First Bell

12:35 p.m. Class Begins

3:20 p.m. Dismissal



MARYLAND PARK SCHOOL



Our Community. Our Pride. Our Future.

Grade 4

Enclosed is a summary of curricular learning targets that have been identified by our teachers.

For a more comprehensive look at Manitoba curriculum please visit:

<https://www.edu.gov.mb.ca/k12/cur/>

Also see:

My Child in School: A Resource for Parents

<https://www.edu.gov.mb.ca/k12/mychild/index.html>

Our Mission

Maryland Park School is a safe and welcoming community that works together to ensure every student achieves high levels of academic, social, and emotional success.

Maryland Park Grade 4 Learning Targets

English Language Arts

The four practices that the curriculum identifies are interconnected and interrelated. They are used as authentic experiences throughout the school year.

Language as Sense Making - Language as System - Language as Exploration and Design - Language as Power and Agency

English Language Arts skills in reading, listening & viewing, writing, speaking & representing, and critical thinking are taught using effective practices. The following student-friendly learning targets have been developed so that students can clearly identify achievement of curricular outcomes.

Learning Targets

<p>Cueing Systems</p> <ul style="list-style-type: none"> I can independently self-correct my reading. I can use punctuation to make my reading sound right. (., !, ?, , , “ ”) I can break a word down into its root. <p>I can make my reading look right, sound right, and make sense.</p>	<p>Reading Comprehension & Reading Response</p> <ul style="list-style-type: none"> I can reread for understanding. I can make predictions with evidence from the text. I can make inferences about what the author means but has not stated. I can reach a conclusion based on what the author has written. 	<p>Writing</p> <ul style="list-style-type: none"> I can generate original ideas. I can add details to support my main idea. I can use transition words to connect my ideas. I can put my writing in an order that makes sense. (sequence). I can use juicy words that make my writing more interesting. (Descriptive) I can use a variety of sentence beginnings. I can edit my writing to include Capital Letters (At the beginning of a sentence, names of places, and people. I can edit my writing to include appropriate end punctuation (., ?, !)
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Learning Targets in listening & viewing, speaking & representing, and critical thinking under development.

Science

Teaching and assessing of science learning targets occur throughout the school year with a specific focus on the outcomes integrating the design process. Many concepts are integrated with other subject areas.

Learning Targets

<p>Cluster 1: Habitats and Communities</p> <ul style="list-style-type: none"> I can use the design process to create a model of a local or regional habitat with plants and animals from that area I can recognize that each plant and animal depend on a specific habitat to meet its needs I can explain natural changes to habitats that can have an effect on plant and animal populations I can explain human-caused changes to habitats that can have an effect on plant and animal populations 	<p>Cluster 2: Light</p> <ul style="list-style-type: none"> I can build a device that transmits and reflects light. (light maze) I can identify the four properties of light. I can identify what happens to light when it goes through a prism. I can identify what happens to light when it goes through a magnifying glass. I can identify what happens to light when it goes through water. 	<p>Cluster 3: Sound</p> <ul style="list-style-type: none"> I can build a musical instrument. I can identify the properties of sound I can identify if materials transmit or absorb sound 	<p>Cluster 4: Rocks, Minerals, and Erosion</p> <ul style="list-style-type: none"> I can design a system for controlling soil erosion. I can identify the three types of rocks. I can explain how igneous rocks are formed. I can explain how metamorphic rocks are formed. I can explain how sedimentary rocks are formed. I can identify a way to minimize soil erosion in my community or around the world.
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Visual Arts

The four essential Arts learning areas present a distinct set of learning outcomes and are integrated with other subject areas.

<p>Art Language and Tools</p> <p>Students demonstrate understanding of and facility with visual art elements, principles, and media.</p>	<p>Creative Expression in Art</p> <p>Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.</p>	<p>Understanding Art in Context</p> <p>Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity.</p>	<p>Valuing Artistic Experience</p> <p>Students analyze, reflect on, and construct meaning in response to their own and others' visual art.</p>
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Health

Throughout the school year, students will demonstrate knowledge and skills in the ability to make informed decisions for healthy living in the following strands:

Personal Health Practices- Active Living - Nutrition - Substance Use and Abuse Prevention - Healthy Lifestyle Practices

Specific topics in this area can be found at: <https://www.edu.gov.mb.ca/k12/cur/physhlth/kto4.html>

Mathematics

Numeracy concepts are integrated into daily routines, morning message, calendar activities and games throughout the year.

Number - Patterns and Relations - Shape and Space - Statistics and Probability

Learning Targets

Number

<ul style="list-style-type: none"> I can draw pictures of base 10 blocks to represent numbers to 10 000. I can write a number from a picture of base 10 blocks. I can read a number up to 10 000, without using “and”. I can write a number in standard form without commas I can write a number in expanded form I can write a number from expanded form into standard form. I can describe the value of each digit in a number up to 10 000. 	<ul style="list-style-type: none"> I can skip count from a known fact. I can find half of a number. I can double a number. I can double a double. I can double and add one more group. I can recall multiplication facts to 5x5. I can recall division facts related to 5x5. I can relate division to multiplication. I can use patterns from the x9 facts. I can put numbers in order from least to greatest. I can put numbers in order from greatest to least. I can solve addition questions (with regrouping) up to 10 000 I can solve 4-digit subtraction questions (with borrowing) 	<ul style="list-style-type: none"> I can line numbers up by place value to solve an addition or subtraction equation. I can find the information I need to solve a two-step word problem using adding or subtracting. (CUBE strategy) I can label a fraction from a picture. I can draw a picture from a fraction. (equal parts of a whole). I can represent a decimal concretely. I can represent a decimal pictorially. I can represent a decimal symbolically. I can identify that a decimal is a part of a whole. I can line up the decimals when adding and subtracting
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Patterns & Relations

- I can identify a variety of patterns in a multiplication chart.
- I can describe a variety of patterns in a multiplication chart.
- I can describe the pattern in a table or chart.

Shape & Space

- I can write dates day, month, year (29-Sep-2021).
- I can write dates month, day, year. (September, 29, 2021)
- I can write dates day/month/year (29/Sept/2021)
- I can explain possible date options when given a date (06/03/10)

Statistics and Probability

- I can identify when many-to-one correspondence is used.
- I can explain why many-to-one correspondence is sometimes used rather than one-to-one correspondence.

Social Studies

Teaching and assessing of Social Studies Units and outcomes occur throughout the school year. Many topics are integrated with other subject areas.

Teachers are currently working on identifying the learning targets using I can statements for Clusters 3 & 4. You will find the clusters and a brief description below.

Learning Targets

<p>Cluster 1: Geography of Canada</p> <ul style="list-style-type: none"> I can identify the location of Manitoba on a map of Canada. I can identify the location of Canada on a world map. I can use cardinal directions (N,E,S,W and NE, SE, NW, SW) to identify the location of Manitoba on a map. I can use cardinal directions (N,E,S,W and NE, SE, NW, SW) to identify the location of Canada on a map. I can collect information one of the seven physical regions of Canada. I can identify landforms found in a physical region of Canada I can identify bodies of water found in a physical region of Canada I can identify vegetation in a physical region of Canada I can identify the climate of a physical region of Canada I can identify the population distribution of a physical region of Canada 	<p>Cluster 2: Living in Canada</p> <ul style="list-style-type: none"> I can explain that our government represents the wants of the majority of Canadians that vote. I can explain that our government makes important decisions for residents of Canada. I can research an important day to Canadians/Manitobans. (Louis Riel Day, National Indigenous Peoples Day, National Truth and Reconciliation Day, Labour Day, Remembrance Day, Terry Fox Day, Manitoba Day, Canada Day) I can contribute to my group by sharing ideas I can contribute to my group by completing my assigned role (recorder, timer, leader, material manager, helper, reporter) I can collaborate with others to make decisions
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Cluster 3: Living in Manitoba & Cluster 4: History of Manitoba

- I can describe the main demographic features of Manitoba
- I can research and share my understanding of the historical, environmental, and cultural significance of a community in Manitoba
- I can value ethnic and cultural diversity in Manitoba

Cluster 5: Canada's North

- I can identify the language spoken in Nunavut.
- I can identify cultural practices in Nunavut.
- I can identify a community in Nunavut.
- I can describe how inukshuks are used for hunting and navigation.
- I can describe how inukshuks are used for coordination points.
- I can describe how inukshuks are used for message centres.