

# Curriculum Expectations

# GRADE 4

for

**English Language**  
**French as a Second Language**  
**Mathematics**  
**Science and Technology**  
**Social Studies**  
**Health & Physical Education (Interim)**  
**The Arts**





# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 4

## A. DANCE

### OVERALL EXPECTATIONS

- |     |   |
|-----|---|
| 4a1 | A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas;           |
| 4a2 | A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences; |
| 4a3 | A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.             |

### Elements of dance

- |     |  |
|-----|--|
| 4a4 | body: symmetry versus asymmetry, organic versus geometric shape, angular versus curved shape, gesture, body zones (e.g., cross-lateral [left arm and right leg]) |
| 4a5 | space: positive versus negative space, pathways (e.g., in air, on floor)   |
| 4a6 | time: tempo (e.g., increasing and decreasing speeds), rhythm (e.g., steady, irregular, erratic), pause, stillness, with music, without music, duration           |
| 4a7 | energy: effort, force, quality (e.g., punch, thrust, float, collapse, wiggle, explode, vibrate)  |
| 4a8 | relationship: meet/part, follow/lead, groupings  |

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Grade 4

## A1. Creating and Presenting

**4a9** A1.1 translate into dance a variety of movement sequences observed in nature (e.g., wind developing into a tornado; water freezing and melting on a landscape; rain transforming into a storm; a caterpillar evolving into a butterfly) Teacher prompt: “How could your sequence of movements demonstrate the transformation of rain into a flood or a hurricane?”

**4a10** A1.2 use dance as a language to explore and communicate ideas derived from a variety of literature sources (e.g., develop dance movements based on actions or emotions depicted in myths, short stories, legends from different cultures, picture books, or poetry) Teacher Prompts: “What action words from the legend give us clues about the kinds of movements that would help tell the story through dance?” “How could you and your partner use dance to communicate the dilemma in a book such as *The Great Kapok Tree*?” “How would your dance change if you recreated it to reflect the perspective of a different character from the story?”

**4a11** A1.3 use narrative form to create short dance pieces on a variety of themes (e.g., a dance based on the theme of a quest or other type of journey; movements arranged [choreographed] to create a relationship [linking, parting] between some of the dancers) Teacher Prompts: “How could your group create a dance piece inspired by one of the adventures of the Knights of the Round Table?” “How can you use choreography to give your dance an introduction, rising action, a climax, and resolution?”

**4a12** A1.4 use the elements of energy (e.g., collapse, explode, float) and time (e.g., duration, suddenness) in a dance piece to communicate an idea (e.g., show the journey of a balloon as it floats, explodes suddenly, and then collapses back to the floor) Teacher prompt: “How would repeating the same dance phrase but changing its quality (e.g., firm, light, vibratory), tempo (e.g., decreasing speed), or rhythm (e.g., erratic) affect the message you are trying to communicate to the audience?”

## A2. Reflecting, Responding, and Analysing



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**4a13** A2.1 demonstrate an understanding of how the language of dance can clarify and highlight ideas, images, and characters from familiar stories (e.g., explain how gestures and actions reveal and express the mood or personality or social position of a character) Teacher Prompts: “What kinds of movements did the jester use in the dance piece we just saw (quality, level, speed)? What did they tell you about his or her point of view?” “How did interpreting the story through dance help you understand the story better?”

**4a14** A2.2 identify, using dance vocabulary, the elements of dance used in their own and others’ dance pieces and explain how each helps communicate ideas and feelings (e.g., symmetry/asymmetry [body] can reflect themes of unity and separation; sudden and sustained movements used sequentially can communicate the idea of a thunderstorm) Teacher prompt: “One example of relationship I noticed in this dance was that the dancers danced the first movement really close together, and then they repeated it but moved far apart. What did this variation communicate about the theme of togetherness?”

**4a15** A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members (e.g., share with a small group what they did well, using dance terminology; explain what they need to practise to improve their ability to communicate through gesture and action) Teacher prompt: “What movement or phrase did you use in your dance that was effective in creating meaning, and why do you think it was effective?”

## A3. Exploring Forms and Cultural Contexts

**4a16** A3.1 describe, with teacher guidance, how forms and styles of dance reflect people’s different social and political roles in various communities, times, and places (e.g., court dances in different countries in the 1500s and 1600s reflect the customs of the upper class [kings, queens, and people of the court] while country dances reflect the customs of the common people; carnival dances in Toronto, Brazil, New Orleans, and Cuba reflect various cultural traditions; martial arts disguised as capoeira dance reflects a response to oppression)

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The Arts (None) Expectations

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**4a17** A3.2 identify and describe the different roles of dance in their lives and in communities around the world (e.g., to socialize; for entertainment; to communicate and tell stories; to enrich the school experience [through a dance club]; to celebrate a good harvest year; as part of religious ceremonies) Teacher Prompts: “Based on the video we just saw, tell me one reason why dance is important to Aboriginal communities. Is this similar to why dance is important to you?” “Is it good for our school to have a lunchtime dance club? Why? How does it help us?”

## B. DRAMA

### OVERALL EXPECTATIONS

**4a18** B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

**4a19** B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

**4a20** B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

### ELEMENTS OF DRAMA

**4a21** role/character: adopting a role and maintaining focus in role; communicating character traits and character choices through body language/movement and gestures; sustaining belief in character (e.g., using the first-person point of view while speaking); varying voice (e.g., diction, pace, volume, projection, enunciation)

**4a22** relationship: developing and analysing relationships between and among characters in a drama



# Curriculum Expectations by Grade

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**4a23** time and place: establishing a clear setting; sustaining belief in the setting

**4a24** tension: identifying factors that contribute to tension or mystery in a drama

**4a25** focus and emphasis: identifying the central theme and/or problem in a drama; drawing audience attention to specific aspects of the drama

## B1. Creating and Presenting

**4a26** B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places (e.g., use role play to explore the hierarchical structure of medieval society; use “inner and outer circle” to examine moments of conflict and power imbalance in group improvisations on a common theme) Teacher Prompts: “What do you know and what do you imagine about how people in medieval society behaved?” “How will you adjust your gestures and voice while in role to portray the status of a peasant in relation to a baron?”

**4a27** B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama (e.g., time and place; relationship; focus and emphasis) to build belief in a role and establish its dramatic context Teacher Prompts: “Show me, in role, (1) what is most important to the character you are playing; or (2) your favourite place to be; or (3) a person you rely upon; or (4) something that you feel you must do.” “What objects or props could you use to adapt the setting to emphasize your character’s occupation as a scientist?”



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 4

**4a28** B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role (e.g., In role: improvise possible solutions to a problem; Out of role: help select a drama form to represent the group's idea) Teacher Prompts: "What words or phrases can we contribute to role on the wall to deepen understanding of and belief in this character?" "What action will your character take to solve the problems he/she is facing?"

**4a29** B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work (e.g., use dimmed lights, black lights, and music to suggest a mood; project images with an overhead/data projector; use a microphone to enhance or create sound effects or amplify narration [such as a spirit communication in an Aboriginal story]) Teacher Prompts: "How can you show the different meanings objects have in different contexts in everyday life (e.g., candles in ceremonies, birthdays, and festivals)?" "What objects could you use to symbolize who and what your character will miss on his/her journey?"

## B2. Reflecting, Responding, and Analysing

**4a30** B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works (e.g., make a mural or map to explore the setting of the drama; interview a partner in and out of role to discover physical and personality traits of a character; write a diary entry describing the relationship between two fictitious characters) Teacher Prompts: "What stands out for you in this drama/play?" "Which character do you most relate to? Why?" "What other stories or plays are you reminded of?"

**4a31** B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works (e.g., characters' differing points of view can be used to create tension; comic characters and scenes can help relieve tension; thought tracking can give insight into a character) Teacher Prompts: "Who is the intended audience for this drama? What drama elements were adapted specifically to interest that audience?" "Why do you think the audience responded with laughter at that moment in the drama?"

# Curriculum Expectations by Grade

Subject: The Arts

## The Arts (None) Expectations

Grade 4

**4a32** B2.3 identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members (e.g., strength: using expressive gestures to communicate; interest: creative use of props and costumes; area for growth: maintaining focus in role) Teacher Prompts: “With what conventions (e.g., tableaux, role playing) did you feel you did your best work?” “If you were to go back and redo any of your work in this drama, what do you feel you could do better, and why?” “Did you explore a variety of possible solutions to the problem?”

### B3. Exploring Forms and Cultural Contexts

**4a33** B3.1 identify and describe some similarities in the purposes of process drama and more formal, traditional theatre productions (e.g., both forms use the elements of drama to tell stories, to allow the audience to imagine the possible outcomes and implications of human actions, and to engage the emotions of actors and audience) Teacher prompt: “When we are role-playing together, how is this similar to and different from being in a play?”

**4a34** B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts (e.g., popular contemporary forms such as films or television shows and public processions and spectacles; historical forms such as medieval tournaments; oral storytelling by troubadours in earlier times and in contemporary contexts; travelling plays or pageants) Teacher Prompts: “How can drama help us to understand people, times, and places that we have never actually experienced in our own lives?” “What did you learn about medieval society by role-playing peasants, barons, and other community members?”

## C. MUSIC

### OVERALL EXPECTATIONS

**4a35** C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

**4a36** C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;



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The Arts (None) Expectations

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**4a37** C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

## ELEMENTS OF MUSIC

**4a38** duration: syncopation using an eighth note followed by a quarter note and an eighth note (oral prompts: “ti-ta-ti” or “syn-co-pa”); sustaining a note or rest for longer than its value (pause or fermata)

**4a39** pitch: melody maps, five-line staff, absolute pitch names in treble clef (A, B, C, D, E, F, G), major and minor tonality, major scale (written with notes or numbers), intervals (unison, step, skip, leap), key signatures in the music they perform (e.g., no sharps or flats, one sharp, one flat), accidentals (sharp, flat, natural)

**4a40** dynamics and other expressive controls: changes in volume encountered in music listened to, sung, and played (e.g., sforzando [sfz]); articulation (e.g., phrase markings)

**4a41** timbre: homogeneous sound of ensemble instruments (e.g., individual instruments of the orchestra or other performing ensemble)

**4a42** texture/harmony: canon, simple two-part piece (simple polyphony)

**4a43** form: verse and chorus; piece with an introduction and/or a coda; simple repeats

## C1. Creating and Performing



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 4

**4a44** C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods (e.g., perform folk songs with syncopation and traditional songs with a simple harmony part)  
Teacher Prompts: “What process can you use to sing or play an unfamiliar song from notation?” “What are the differences between the two parts?” “What is the rhythmic relationship between the melody and the accompaniment?”

**4a45** C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect (e.g., compose pieces using different expressive controls, such as staccato/legato or crescendo/decrescendo, to create contrasts and changes in mood; compose a pentatonic melody for recorder or voice with a bordun for an accompaniment) Teacher Prompts: “What element could you change to further alter the effect?” “What family of instruments could you use for your arrangement? How would changing the instruments change the effect?” “What can you do to create a musical texture that is like the texture in a song from the Renaissance period?”

**4a46** C1.3 create musical compositions for specific purposes and audiences (e.g., write a composition for recorder using musical notation on the five-line staff; compose a piece using non-traditional notation, such as a melody map or icons; compose a soundscape to represent the physical landscape of Canada; create a composition to accompany a dance piece) Teacher prompt: “Using your voice or an instrument, create a melodic contour that represents the contour of the boundary between Canada and the United States. How could you use your voice or an instrument to re-create this contour line?”

**4a47** C1.4 use the tools and techniques of musicianship in musical performances (e.g., sing “O Canada” using controlled breathing technique and relaxed and straight posture while producing a clear and open head tone in their vocal range; play the xylophone using proper mallet technique) Teacher Prompts: “How do you produce a sound that is clear and in tune when singing?” “How can you convey the meaning of the song to the listener?” “How can you use wrist action in playing a metallophone?”



# Curriculum Expectations by Grade

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Grade 4

**4a48** C1.5 demonstrate an understanding of musical signs and standard notation on the five-line staff, and use devised notation to record the sequence of sounds in a composition of their own (e.g., create a soundscape with other students or a melody map using their own symbols; include fermata and sudden changes in dynamics in their compositions; use a system of syllables, numbers, or letters to represent simple pitch notation in a composition) Teacher Prompts: “What is an easy way to help us remember the names of the notes on the five-line staff in the treble clef?” “How do note values relate to each other?” “Can you find a website to help us practise note names?”

## C2. Reflecting, Responding, and Analysing

**4a49** C2.1 express detailed personal responses to musical performances in a variety of ways (e.g., respond by drawing, moving, using visual organizers, telling a story, making a collage; compare recordings of singers they think have a “good voice”, and defend their preference) Teacher Prompts: “How does this performance make you feel?” “What do you think is the purpose of this song?” “Why do you think the composer wrote this piece?”

**4a50** C2.2 identify the elements used in the music they perform, listen to, and create, and describe how they are used (e.g., identify the mood of a piece and describe how the elements of music are used to create the mood) Teacher Prompts: “Which elements do you think the composer was focusing on when writing this piece? Why?” “What mood do you think is created? How is it created?” “What different musical choices could you make to alter the mood of this piece?” “How did Benjamin Britten use the elements of music in the recording of Young Person’s Guide to the Orchestra? How do you know?”

**4a51** C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members (e.g., identify two musical qualities that were effective in their group’s performance and one area for improvement) Teacher prompt: “Which of the multiple intelligences did you use when learning to perform a piece of music on the recorder?”

## C3. Exploring Forms and Cultural Contexts



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 4

**4a52** C3.1 identify the role of music in a community today and compare it to its role in a community of the past (e.g., music for gatherings now and in the Middle Ages; songs sung now and by the voyageurs) Teacher Prompts: “What are the types of gatherings where music would be performed in the Middle Ages? And now?” “What kinds of music would be played or sung then and now?”

**4a53** C3.2 demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities (e.g., medieval musical genres performed by troubadours or minstrels, Indian classical music, music in Islamic cultures, music performed by female musical artists in North American culture, Aboriginal powwow music) Teacher prompt: “What kinds of songs did medieval troubadours perform? Where did they sing these songs?”

## D. VISUAL ARTS

### OVERALL EXPECTATIONS

**4a54** D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

**4a55** D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

**4a56** D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

### ELEMENTS OF DESIGN

**4a57** line: lines to indicate emotion (e.g., smooth, horizontal lines can give a feeling of peace and harmony); contour lines (e.g., edges of objects); lines of various weights; repetition of lines to create visual rhythm



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**4a58** shape and form: free-standing forms “in the round” (e.g., Henry Moore’s figurative work) and “bas relief sculpture” (e.g., masks); shapes organized in a pattern showing radial symmetry and/or in a mosaic; changes in shapes, depending on the angle or point of view (e.g., view from the top, side, bottom); positive and negative shapes (e.g., closed curve with shape inside and outside); grouping of shapes; abstract shapes and forms

**4a59** space: positive and negative space in art work; diminishing perspective in various contexts (e.g., in vertical placement, in diminishing size, and/or in overlapping shapes); variation in size to create the illusion of depth

**4a60** colour: monochromatic colour scheme; colour emphasis through variations in intensity (e.g., subdued colours next to bright, intense colours); advancing colour

**4a61** texture: texture elaboration (e.g., embossing, piercing, pinching, pressing, scoring, scraping); texture quality (e.g., matte, sheen); low relief in collographs

**4a62** value: mixing of shades; variations in value to create emphasis (contrast in value)

## PRINCIPLES OF DESIGN

**4a63** emphasis: use of colour intensity, contrast in value, placement and size of shapes, and/or weight of line to create a particular focal point

## D1. Creating and Presenting



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 4

**4a64** D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences (e.g., a comic strip or a storyboard featuring a space voyage; an oil pastel drawing of peers in sports or dance poses; a painted still life of objects related to a hobby) Teacher Prompts: “How can you make your classmates look as if they are participating in a sport? Can you ‘freeze’ them in a dynamic sports pose? How can you position them to show them in action, as in Ken Danby’s goalie in *At the Crease?*” “How can you arrange and cluster the objects to create a focal point with the emphasis on the most important ones?”

**4a65** D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic (e.g., a collaborative mural depicting a historical or an imaginary landscape in which objects and figures placed in the foreground create areas of emphasis, and objects placed in the background show diminishing size; a relief print of a seascape in which shapes that are similar, but are different in size or colour, give the work both unity and variety) Teacher Prompts: “How can you create emphasis in your art work by varying the value, width, and weight of your lines? In what other ways could you show emphasis?” “How can you repeat values of a colour in several places in your image to create unity?”

**4a66** D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., create a poster using colour and cropping of space to propose a solution to climate change; use contour lines of various weights in a charcoal gesture drawing of a person to capture the impression of movement; create a paper sculpture portrait of a favourite comic character that explores positive and negative space, using techniques of folding, scoring, fringing, and crimping) Teacher Prompts: “How can you use contrast, emphasis, or variety to capture students’ attention and communicate your message?” “How would using recognizable symbols make your communication clearer or stronger?”

# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 4

**4a67**

D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges (e.g., • drawing: make contour drawings of overlapping objects that are easily recognizable [e.g., a piece of fruit, a shoe, a glove, a pitcher], using soft graphite drawing pencils [e.g., primary printers] and depicting the objects from different points of view [e.g., from the front, the back, the side] • mixed media: make a collage to depict a dream, using cut and torn paper, tissue paper, and found objects in contrasting shapes with a focus on positive and negative space • painting: use tempera paint and a range of monochromatic colour values to represent the emotional state of a character at a critical moment in a story that they have written or read • printmaking: use low-relief found objects [e.g., lace, textured leaves, and tin foil] to make a collograph in which texture and shape are used to create the composition, and embellish the final inked print with oil-pastel drawing • sculpture: make a clay or papier mâché mask featuring exaggeration for dramatic effect and textures made by embossing, piercing, pinching, pressing, and/or scraping) Teacher Prompts: “From which point of view was it most challenging to draw that object? Why?” “How have you used monochromatic colour to create a mood in your painting?” “How can you increase the number of different textures that you can apply to the mask to give the surface more variety?”

## D2. Reflecting, Responding, and Analysing

**4a68**

D2.1 interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey (e.g., express their response to student drawings on a classroom gallery walk; identify artistic techniques that are used to influence the viewer; in role as a famous artist, write a journal entry or letter identifying the artist’s compositional choices and intentions) Teacher Prompts: “If an artist such as David Blackwood changed the contrast and value in his prints, how might they suggest a different mood or feeling?” “How might different people experience and interpret the same object or image?”



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Subject: The Arts

The Arts (None) Expectations

Grade 4

**4a69** D2.2 analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding (e.g., the use of texture and negative space in Henry Moore’s abstract forms to suggest natural objects or figures; the use of tints and shades to explore vivid colour in Alma Thomas’s aerial view paintings; the use of bright colours and rounded shapes in children’s advertising to get their attention and convey a friendly feeling) Teacher Prompts: “How important are negative shapes in an art work? Why?” “What message is the artist conveying by distorting and abstracting the subject?” “Who is the poster directed towards? How has the artist used different elements to appeal to his or her audience?”

**4a70** D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art (e.g., symbols representing luck; fonts typically used in marketing; heraldic symbols; aboriginal totems around the world; Egyptian hieroglyphics) Teacher Prompts: “How many good luck symbols can we list?” “What symbols are used in ‘Good Luck’ greeting cards?” “Why do some fonts attract your attention to products and messages more than other fonts?” “What does this Old English font make you think of?” “Why did knights put symbols on their shields?”

**4a71** D2.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art (e.g., review notes and sketches they have made during a visit to a public gallery, and summarize what tends to interest them when they look at art; after a classroom gallery walk, identify what they think are the most useful of the comments and suggestions that their classmates had written on sticky notes and placed on their art work) Teacher Prompts: “Reflecting on what you have learned, what would you do differently if you were to use a similar medium, process, or theme?” “What do you notice first when you look at works of art? What do you consider when you give yourself time to think before deciding whether you like an art work?”

## D3. Exploring Forms and Cultural Contexts



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 4

**4a72**

D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present (e.g., images that promote businesses, events, or festivals; paintings in art galleries that enrich, challenge, and engage viewers; picture books and graphic novels that inform and entertain; traditional and contemporary purposes of Aboriginal sculpture) Teacher Prompts: “What is the role of visual arts in our community? How can this role be expanded?” “What is the difference between the role of the artist and the role of the viewer?” “Where in our community do people see works of art?”

**4a73**

D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made (e.g., wax-resist batik as a national art form in Indonesia; masks used in the celebrations of various cultures; symbols, motifs, and designs on totem poles; radial symmetry in patterns in Islamic art; contemporary and historical oil paintings in an art gallery) Teacher Prompts: “Where do they hold arts and crafts festivals in our community? What new art forms and art ideas did you see there that you’d never seen before?” “Why do people make masks? How were they used in the past and how are they used today?”



# Curriculum Expectations by Grade

Subject: French as a Second Language

Core French (None) Expectations

Grade 4

## Oral Communication, Reading, and Writing

### Overall Expectations

**4f1** talk about familiar topics, using very simple phrases and sentences;

**4f2** listen to short, very simple oral texts, and respond to specific simple questions;

**4f3** read a variety of very simple materials, 50 to 100 words long, containing basic learned vocabulary, and demonstrate understanding;

**4f4** write very simple texts and responses following a model;

**4f5** identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

### Oral Communication

**4f6** follow basic classroom instructions;

**4f7** ask very simple questions, and ask for repetition to clarify understanding;

**4f8** use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice);



# Curriculum Expectations by Grade

Subject: French as a Second Language

Core French (None) Expectations

Grade 4

**4f9** use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts;

**4f10** respond briefly to oral texts (e.g., answer short, simple questions; act out the words of a song);

**4f11** give an oral presentation of up to five sentences in length (e.g., a description of themselves, skits, songs);

**4f12** make simple revisions to oral language in form and content (e.g., correct use of gender), using feedback from the teacher.

## Reading

**4f13** read aloud familiar material, using correct pronunciation and intonation;

**4f14** read at least six simple passages or stories (e.g., greeting cards, song lyrics);

**4f15** read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers);

**4f16** use all available cues (e.g., visual cues, knowledge of basic sounds, and context) to determine meaning.

## Writing



# Curriculum Expectations by Grade

Subject: French as a Second Language

Core French (None) Expectations

Grade 4

**4f17** copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures;

**4f18** write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., greeting cards);

**4f19** write responses to very simple questions;

**4f20** use and spell the vocabulary appropriate for this grade level.



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 4

## Oral Communication

### Overall Expectations

**4x1** listen and respond to a variety of short, simple spoken texts and media works;

**4x2** express ideas, feelings, and opinions on familiar topics, using correct pronunciation and appropriate intonation.

### Listening

**4x3** demonstrate an understanding of short spoken texts and media works (e.g., stories, songs, poems) (e.g., by answering questions, identifying words and expressions, retelling the story, identifying the main idea, illustrating the events described);

**4x4** follow instructions to perform a sequence of tasks;

**4x5** identify rhymes and language patterns in familiar contexts (e.g., poems, songs);

**4x6** recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

### Speaking

**4x7** repeat and recite a variety of spoken texts (e.g., poems, rhymes, songs) to develop vocabulary, pronunciation, and knowledge of language structures;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 4

**4x8** ask and respond to simple questions to clarify understanding of familiar topics;

**4x9** use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;

**4x10** use simple but complete sentences to communicate ideas, feelings, and opinions on familiar topics;

**4x11** contribute to classroom routines and activities (e.g., by asking and answering questions, making suggestions);

**4x12** prepare and give short oral presentations (e.g., dialogues, skits), based on a model.

## Application of Language Conventions

**4x13** recognize and use appropriate language structures in oral communication activities;

**4x14** use correct pronunciation and appropriate intonation in familiar contexts;

**4x15** correct basic errors in their spoken French (e.g., use of gender, anglicisms), with prompting from the teacher;

**4x16** use linking words such as *et*, *ou*, *puis*, and *mais* to connect ideas in speech;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 4

**4x17** recognize and use masculine and feminine word endings in adjectives (e.g., grand/grande, petit/petite );

**4x18** recognize silent word endings in nouns (e.g., chat ) and the silent “s” in plurals (e.g., tables), and correctly pronounce words with silent endings.

## Reading

### Overall Expectations

**4x19** read a variety of short, simple written materials and demonstrate understanding through oral and brief written responses.

### Comprehension and Response to Text

**4x20** read a variety of simple written materials (e.g., stories, poems, myths, short articles) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of language structures);

**4x21** demonstrate comprehension of a range of short texts (e.g., by answering questions, retelling the story, restating the main ideas, illustrating events described);

**4x22** follow written instructions (e.g., to play a game, complete a task, solve a problem);

**4x23** read simple informational texts and identify the main idea and some supporting details;

**4x24** identify and describe different forms of writing (e.g., stories, poems, plays);



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 4

**4x25** identify the key elements of a story (e.g., plot, characters, setting).

## Application of Language Conventions

**4x26** recognize and use appropriate language structures in their response to written texts;

**4x27** use reading strategies (e.g., visual cues, language and word patterns, context clues, knowledge of cognates, phonics) to determine the meaning of unfamiliar words and expressions;

**4x28** read aloud, observing the rules of pronunciation and intonation;

**4x29** recognize and use punctuation as an aid to comprehension;

**4x30** use and interpret basic conventions of text (e.g., table of contents, headings, illustrations, diagrams) to find information and aid comprehension;

**4x31** use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

## Writing

### Overall Expectations

**4x32** produce short pieces of writing in a variety of forms.



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 4

## Communication of Information and Ideas

**4x33** write short, simple texts in a variety of forms (e.g., greeting cards, rhymes, letters, invitations, stories), following a model;

**4x34** organize information to convey a clear message (e.g., present facts or describe events in their proper sequence);

**4x35** write brief descriptions of people, places, and situations;

**4x36** produce short written text (e.g., titles, captions, labels) to accompany visual information (e.g., computer graphics, simple charts, illustrations).

## Application of Language Conventions

**4x37** use appropriate language structures in their writing;

**4x38** use and spell correctly the vocabulary appropriate for this grade level;

**4x39** write simple sentences, using familiar and newly acquired vocabulary and appropriate punctuation (e.g., capital letters for proper nouns and at the beginning of sentences, periods at the end of sentences, commas to separate a series of items, question marks, exclamation marks);

**4x40** revise and proofread their writing, with the teacher's assistance;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 4

**4x41** use appropriate resources (e.g., dictionaries, word lists) to verify the meaning and spelling of familiar and newly acquired vocabulary.

## Language Structures

### Overall Expectations

**4x42** identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

### Nouns and Pronouns

**4x43** personal pronouns je, tu, il, elle, nous, vous, ils, elles;

**4x44** agreement of definite articles (le, la, l', les ) and indefinite articles (un, une, des) with nouns;

**4x45** addition of "s" to form the plural of nouns (e.g., un enfant/des enfants).

### Verbs

**4x46** subject/verb agreement;

**4x47** présent of regular -er verbs;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 4

**4x48** présent of frequently used verbs avoir, être, aller, faire, pouvoir;

**4x49** aller + infinitive to form the futur proche;

**4x50** direct infinitive to show preferences (e.g., J'aime manger.).

## Adjectives

**4x51** position and agreement, in gender and number, of regular adjectives with nouns (e.g., le chat noir, la voiture noire, les crayons noirs, les plumes noires );

**4x52** possessive adjectives mon/ma/mes, ton/ta/tes, son/sa/ses;

**4x53** comparative form of adjectives (plus, moins);

**4x54** demonstrative adjectives ce, cet, cette, ces.

## Adverbs

**4x55** use and position of frequently used adverbs (e.g., bien, vite, lentement, souvent ).

## Prepositions and Conjunctions



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 4

**4x56** preposition de to indicate possession;

**4x57** use of avec, pour;

**4x58** prepositions of place au, à la, à l', aux, avec, chez, dans, sous, sur.

## Interrogative Constructions

**4x59** questions starting with est-ce que;

**4x60** questions indicated by rising intonation (e.g., Tu viens? );

**4x61** questions starting with question words quand, qui, qu'est-ce que, combien, où, comment, quel/quelle.

## Sentence Structure

**4x62** simple sentences consisting of subject + verb + object (e.g., J'aime la pizza.);

**4x63** negative form ne . . . pas.



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 4

## Oral Communication

### Overall Expectations

**4i1** listen and respond to a variety of simple spoken texts and media works;

**4i2** express ideas, feelings, and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation.

### Listening

**4i3** demonstrate an understanding of a variety of spoken texts and media works (e.g., stories, plays, children’s television programs) (e.g., by asking questions, identifying the main idea and some supporting details, clarifying the meaning, drawing conclusions);

**4i4** listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions);

**4i5** demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying the main points, asking relevant questions).

### Speaking

**4i6** participate in classroom activities by asking and answering questions, giving personal opinions, and expressing feelings on familiar topics;

**4i7** present ideas and information in logical sequence;



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 4

**4i8** use simple and compound sentences to express feelings, opinions, and ideas;

**4i9** contribute to small-group discussions (e.g., ask questions to clarify a point, restate key points);

**4i10** prepare and give oral presentations (e.g., on a topic under study or of personal interest), incorporating descriptive vocabulary;

**4i11** create short media works (e.g., record an advertisement, tape a weather report), using appropriate technologies.

## Application of Language Conventions

**4i12** recognize and use appropriate language structures in oral communication activities;

**4i13** observe the rules of pronunciation and intonation in their speech;

**4i14** use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to enhance a message;

**4i15** correct errors in their spoken French (e.g., language and sentence structures, anglicisms), with prompting from the teacher.

## Reading

## Overall Expectations



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 4

**4i16** read a variety of texts and media works and demonstrate understanding through oral and written responses.

## Comprehension and Response to Text

**4i17** read a variety of texts and media works (e.g., stories, short novels, myths, short articles) for different purposes (e.g., to expand knowledge of topics under study, to build knowledge of language structures);

**4i18** identify and describe the key elements of a written text (e.g., main ideas, supporting details, a sequence of events);

**4i19** interpret written texts, using evidence from the text and drawing upon their personal knowledge and experience;

**4i20** begin to use research skills (e.g., formulate questions, locate information, clarify their understanding through discussion);

**4i21** identify various forms of writing (e.g., narratives, stories, poems, plays) and describe their main characteristics.

## Application of Language Conventions

**4i22** recognize and use appropriate language structures in their response to written texts;

**4i23** use reading strategies (e.g., knowledge of cognates, visual cues, context clues) to facilitate comprehension of reading materials;



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 4

**4i24** read aloud, with expression, observing the rules of pronunciation and intonation;

**4i25** use and interpret basic conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;

**4i26** use their knowledge of the structure of words (e.g., root words, prefixes, suffixes) to determine the meaning of unfamiliar words;

**4i27** identify synonyms and antonyms for familiar words;

**4i28** use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

## Writing

### Overall Expectations

**4i29** produce short pieces of writing in a variety of forms for specific purposes.

### Communication of Information and Ideas

**4i30** write descriptive and narrative text in a variety of forms (e.g., reports, poems, journal entries, letters) to convey facts, feelings, personal opinions, and ideas;

**4i31** organize and develop ideas using paragraphs (e.g., to tell a story);



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 4

**4i32** produce short written text (e.g., captions, labels) to accompany visual information (e.g., charts, diagrams, illustrations, computer graphics);

**4i33** write a brief report, following a model, on a class research project.

## Application of Language Conventions

**4i34** use appropriate language structures in their writing;

**4i35** use and spell correctly the vocabulary appropriate for this grade level;

**4i36** use cursive writing;

**4i37** extend their use of punctuation to include exclamation marks and colons;

**4i38** use capitals for place names;

**4i39** use compound sentences and sentences of varying length;

**4i40** use a variety of sentence types (e.g., declarative, interrogative, exclamatory) correctly and appropriately;



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 4

**4i41** use synonyms and antonyms;

**4i42** use a thesaurus to expand their vocabulary;

**4i43** revise, edit, and proofread their writing, with the teacher's assistance, focusing on grammar, spelling, punctuation, and conventions of style;

**4i44** use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

## Language Structures

### Overall Expectations

**4i45** identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

### Nouns and Pronouns

**4i46** vous as polite form of tu;

**4i47** nouns with masculine and feminine forms (e.g., un fermier/une fermière, un directeur/une directrice);

**4i48** formation of plural of irregular nouns (e.g., un travail/des travaux, un cheval/des chevaux).



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 4

## Verbs

**4i49** présent of -ir and -re verbs;

**4i50** expressions with avoir and faire (e.g., J'ai faim. J'ai dix ans. Il fait chaud. Il fait du ski.);

**4i51** passé récent using venir de (e.g., Je viens de finir mes devoirs.).

## Adjectives

**4i52** demonstrative adjectives ce, cet, cette, ces;

**4i53** position and agreement, in gender and number, of irregular adjectives with nouns (e.g., un bel arbre, une maison blanche);

**4i54** possessive adjectives notre/nos, votre/vos, leur/leurs.

## Adverbs

**4i55** use and position of frequently used adverbs (e.g., peu, beaucoup, assez, trop ).

## Prepositions and Conjunctions



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 4

**4i56** use of voici, voilà.

## Interrogative Constructions

**4i57** subject/verb inversion with avoir (e.g., As-tu faim?,As-tu besoin de . . . ?).

## Sentence Structure

**4i58** compound sentences using connecting words (e.g., d'abord, et puis, ensuite ).



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

## Living skills

### Overall expectations

**4p1** 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

### 1. Living Skills

**4p2** Personal Skills (PS) 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain what makes them enjoy their favourite activities, and consider what this tells them about themselves; Movement Competence: identify which skills they perform with the most confidence and which ones are most difficult for them; Healthy Living: set a healthy eating goal connected to Canada's Food Guide serving requirements for their age)  
Student: "I am nine years old, and Canada's Food Guide says someone my age should eat six servings of fruits and vegetables every day. I should try to eat a piece of fruit plus at least one vegetable at every meal."

**4p3** Personal Skills (PS) 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: describe how joining a school-wide activity such as an intramural team or club can benefit them; Movement Competence: choose equipment that will help them succeed in learning a skill or refining a skill; Healthy Living: describe how being aware of their feelings can help them adjust to physical and emotional changes at puberty)  
Student: "I am getting better at throwing and catching, so I want to try it now with a smaller ball. I'm picking a tennis ball – it will be a good challenge."

# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p4** Interpersonal Skills (IS) 1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use encouraging words to support teammates when playing in small groups; Movement Competence: signal with one hand or another to indicate whether they want to receive a pass using their dominant or their non-dominant hand; Healthy Living: identify what a bystander could do or say when someone calls another person names)  
Student: “When you say things like ‘nice play’ and ‘good throw’, it makes other people feel good when they are playing with you.”

**4p5** Interpersonal Skills (IS) 1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., Active Living: play fairly by maintaining self-control and sharing opportunities to play; Movement Competence: cooperate with group members to develop a creative movement sequence; Healthy Living: explain what they can do, when sending text messages or communicating online, to avoid saying something that they wouldn’t say face to face; identify some of the teachings of First Nation, Métis, or Inuit cultures that can help them strengthen their own relationships)

**4p6** Critical and Creative Thinking (CT) 1.5 use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: think through and apply the steps they will take to avoid injury while participating in a physical activity; Movement Competence: group different games and activities according to features they have in common; explore different body positions [arms up or down, body stretched or loose] when doing a log roll to determine which position works best for keeping the roll straight; Healthy Living: with a classmate, brainstorm ways of avoiding unhealthy behaviours or situations that make them feel uncomfortable, and list healthy alternatives)

## A. Active living

### Overall expectations



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p7** A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;

**4p8** A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

**4p9** A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

## A1. Active Participation

**4p10** A1.1 actively participate in a wide variety of program activities (e.g., lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., taking the initiative to be involved in the activity, being open to playing different positions and playing in different groups, respecting others' ideas and opinions, encouraging others, speaking kindly, maintaining self-control at all times) [PS, IS]



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

4p11

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., knowing rules of etiquette and fair play will be observed, having the opportunity to think creatively and adapt activities to individual needs or preferences, being physically and emotionally comfortable in the activities), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]

Teacher prompt: "You want the activity to be not too hard, not too easy, but just right. Can you work in your group to come up with another activity that is just right for you and just right for your group? What makes it just right for you and for your group?"

Teacher prompt: "Some people like keeping score in activities. In class we usually don't. Why not? What are other ways to challenge yourself besides keeping score?"

Student: "In class we play to have fun and to learn. We don't want people to be more worried about points than about playing a good game. Keeping score isn't necessarily a bad thing, but not keeping score can help us cooperate and work as a team, and we can concentrate on using and practising what we have been taught in class. To challenge yourself, you can focus on how well you are playing or how well the team is playing."

4p12

A1.3 identify factors that motivate participation in physical activity every day at school, at home, or in their communities (e.g., enjoyment; availability of programs; proximity and accessibility of facilities such as community centres, lakes, or nature trails; availability of bike racks; support of family and peer group; cultural relevance of activities) [CT]

Teacher prompt: "What motivates you to be active at school? What motivates you to be active at home?"

Students: "My friends are joining the new cricket intramural program at lunch. I want to join too." "At school, having good music to move to during DPA makes me want to be active." "Our environment club at school is making a school garden. I love being outside, digging in the earth and watching things grow, but I don't have a chance to do it at home because I live in an apartment. I am active every day as I help with digging and watering." "My friends and I often cycle on the trails near our house. It's a lot of fun." "There is a free drop-in program at our local community centre. I am allowed to go there after school. It's fun because anyone can go." "I enjoy dancing and playing games at Friendship Centre socials and feasts."

## A2. Physical Fitness



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p13** A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., running, wheeling their wheelchair to music, skipping to music, doing light warm-up aerobic activity before stretching, doing parachute activities) [PS]

**4p14** A2.2 identify how different physical activities affect the body and contribute to physical fitness and good health (e.g., dancing and cross-country running develop cardiorespiratory fitness and endurance, abdominal crunches develop muscular endurance and/or strength, climbing activities develop muscular strength, yoga develops flexibility and muscular strength, proper stretching activities develop flexibility and prevent injury) [CT]  
 Teacher prompt: "Today we will spend a good deal of time stretching during the warm-up and cool-down. However, stretching alone should not be done as a warm-up to an activity, as you could injure your muscles when they are cold. We will begin by doing three to five minutes of light walking, running, or wheeling so that our muscles gradually warm up. We will then slowly stretch each of the major muscles to get them ready for our fitness routine. Which component of fitness will we be working on when we do this, and why is it important?"  
 Student: "We will be working on our flexibility. Good flexibility can reduce the chance of getting an injury when we are dancing, playing sports, or just being active."

**4p15** A2.3 assess their level of exertion during physical activity, using simple self-assessment techniques (e.g., taking pulse rates before, during, and after taking part in physical activities; checking how they feel during physical activity), and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities (e.g., intrinsic: level of fitness, state of health, energy level; extrinsic: familiarity with the activity; weather extremes such as heat, humidity, or cold) [PS, CT]  
 Teacher prompt: "Compare how you feel before doing the DPA activity and after. What feels different? What affects how you feel when you are being active?"  
 Student: "I am definitely warmer and more energized after doing DPA. My heart rate goes up during the activity but goes back to normal fairly quickly after. Lots of things affect how I feel during DPA. The more fit I am, the easier it is to do. It gets easier with practice. I have different amounts of energy on different days. If I have had a good breakfast, a good sleep the night before, and things are going well with my friends and family, I feel better overall and doing DPA feels easier. The temperature of the room also affects how I feel. I like doing DPA in a room that is a bit cool."

# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p16** A2.4 develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity [PS, CT]  
 Teacher prompt: “Now that you have participated in a variety of physical activities that focus on your heart and lungs, what goals do you want to set that relate to cardiorespiratory fitness?”  
 Students: “I want to develop my cardiorespiratory fitness so that I can ride my bike without stopping for an hour and take part in a charity fund-raiser that’s coming up.” “I want to develop cardiorespiratory fitness so I can push my wheelchair for that race.”

## A3. Safety

**4p17** A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., cooperating with others, monitoring their own actions and maintaining control of their bodies and equipment, using equipment such as hula hoops and playground apparatus appropriately, ensuring all chairs are pushed in before beginning DPA in the classroom) [PS, IS]  
 Teacher prompt: “What kinds of things do you need to remember in order to participate safely in various physical activities?”  
 Student: “If I’m skipping rope, I need to remember that my personal space is much larger. I need to make sure that there is enough room between my classmates and me so that we are not hitting each other with our ropes. If I’m doing activities with a lot of movement, I need to keep my own movement under control so that I don’t bump into other people. If I’m playing floor hockey, I need to use my equipment properly. I should never raise my stick above my waist.”

**4p18** A3.2 describe common precautions for preventing accidents and injuries while participating in different types of physical activity (e.g., wearing goggles to protect the eyes when playing badminton, wearing a properly fitting helmet to protect the head, tucking in drawstrings to avoid catching them on equipment or other players, fastening all straps on a hockey sledge, staying clear of mud puddles on fields to avoid slipping) [PS, CT]

## B. Movement Competence: Skills, Concepts, And Strategies

### Overall expectations



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p19** B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

**4p20** B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

## B1. Movement Skills and Concepts

**4p21** B1.1 perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment (e.g., balance on a bench; balance with abdomen on an exercise ball; perform a four-point, three-point, and two-point balance, with weight on hands; stretch to hold a balance while reaching up while their partner holds a balance at a medium level) [PS]  
Teacher prompt: "When balancing with a partner, you can create different shapes when you are supporting each other. You can also create interesting balances together when each person is balancing on their own, for example, with one person in a high shape and one person in a low shape. With a partner, create a balance where a total of three body parts between you are touching the ground. How many different three-point balances can you come up with?"  
Student: "We can balance with my hands on the ground and one of my partner's feet on the ground. We can balance with me on my buttocks and my partner on both feet. We can balance with me on one hand and one foot and my partner on just one foot."  
Teacher prompt: "Check your body position in your plank balance. Make sure your back is straight and your hips are not up in the air or sagging low."

**4p22** B1.2 demonstrate the ability to jump and land, in control, from a low height (e.g., jump off a bench and land in a stable position) [PS]  
Teacher prompt: "To have a stable and safe landing, you need to lower your centre of gravity and have a wide base of support. Check your position. Are your arms out, head up, feet shoulder-width apart, and knees bent? Did you make a soft landing on your feet? Pretend there are bells tied to your shoes, and when you land, you want to land gently enough so you don't hear them."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p23**

B1.3 perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions (e.g., travel under, over, around, and through equipment in an obstacle course; hop and skip in a zigzag pattern, following a specific rhythm; run and leap over a line; use different levels while performing traditional and creative dances; perform t'ai chi or yoga movements slowly and at a moderate pace; wheel their wheelchair through an obstacle course, turn, and wheel back) [PS, IS] •

Teacher prompt: "Create a movement sequence. Use a combination of different speeds, directions, pathways, and levels. Make sure to consider how you will transition smoothly from one action to the next."

**4p24**

B1.4 send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement (e.g., balance on the balls of their feet to be ready to move when receiving; step forward with the opposite foot and use the whole body when throwing a ball to achieve maximum force; use a scoop to explore different ways of catching a ball or beanbag; perform underhand and overhand throws with their dominant and non-dominant hands while keeping their eyes on the target; kick or trap a ball at various heights while remaining aware of their surroundings; move their feet and transfer their weight backwards to absorb force when receiving; move arms or legs faster to send with more force; toss and catch scarves in front of their bodies, following a simple pattern, when learning to juggle) [PS, IS]

Teacher prompt: "What do you do when you strike a beach ball in order to get it to your partner?"

Students: "I point my striking hand at my partner to help direct the ball where I want it to go." "I use a wheelchair. I need to position my wheelchair to face my partner before I hit the beach ball. I need to think about wheelchair position so it suits my strength – I might have to move it closer to my partner to make sure the beach ball reaches him." "I am visually impaired. I ask my partner to clap his hands or make a noise to help show me where to send the ball."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p25**

B1.5 retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment (e.g., hold a rubber ring close to their body while running; bounce and cradle a ball while pivoting during a rhythmic gymnastics routine; practise keeping their head up while dribbling a ball between pylons or people with their dominant and non-dominant hand and foot; keep a basketball on their lap while wheeling in a straight line; carry a ball in a scoop from one end of the gym to the other while avoiding contact with others) [PS, IS]  
 Teacher prompt: "When you are travelling down the field with your stick and ball, be sure to keep your head up and plan your route to avoid contact with others and with equipment."

## B2. Movement Strategies



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

4p26

B2.1 demonstrate an understanding of the basic components of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as two-on-two soccer, beach-ball volleyball, and small-group keep-away; recreational activities such as scooter-board activities, hula hoop challenges, and throwing and catching a disc; cooperative games, such as keep-it-up, team monster walk, and group juggling; fitness activities such as circuits, running, and flexibility exercises; dance activities such as creative movement, folk dance, and First Nation, Métis, and Inuit dances) [IS, CT]

Teacher prompt: "When your group of three is creating a dance movement sequence, what do you need to do to cooperate to create the sequence? What movement skills and concepts do you need to know to do this?"

Student: "To cooperate, we need to respect the abilities of all the group members and choose activities that everyone can do. Different people can do different moves, depending on their abilities. We may have to compromise about what we include, so that everyone agrees on the parts of the movement sequence. We need time to listen to one another, share ideas, and practise together. To put together interesting routines, we need to use our balancing skills and our understanding of how to move in different ways, and also consider how and where our bodies move and how we interact with others."

Teacher prompt: "When setting up a game of two-on-two keep-away, what rules do you need to agree to as a group?"

Student: "We need to agree on the equipment we will use and the boundaries, and then on any rules we decide to add, like number of passes, number of steps you can take with the ball, or number of seconds you can hold the ball."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

4p27

B2.2 identify common features of specific categories of physical activities (e.g., individual, target, net/wall, striking/fielding, territory), and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories [CT]

Teacher prompt: "Games and activities can be grouped into categories that have similar characteristics. You can use similar strategies and transfer learning from one activity to another in the same category. For example, think of some individual activities that have commonalities. What common strategies might you use in activities like dance, figure skating, diving, and synchronized swimming to refine your movements and develop body control?"

Student: "In all of those activities, you need to have good control of your body as you move. I could work on improving my core muscle strength and body control. I could also get feedback from others and experiment with different pieces of the sequence to get new and creative ideas. I can practise the full sequence so that I can move more smoothly from one body position to the next."

Teacher prompt: "The target games of curling, golf, bocce, lawn bowling, bowling, archery, and blind curling all emphasize accuracy and control as you try to get an object as close as possible to a target. What similar strategies might you use in some or all of these activities?"

Student: "In all of these games, you have to plan the path to the target. In some of the games, if you are playing against someone else, you can use equipment, such as your ball, rock, or beanbag, to block your opponent's path to the target."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

4p28

B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., individual activities: establish a breathing rhythm when swimming, use a video showing tricks and moves with a skipping rope to learn how to break down a new move into simpler steps; target activities: choose a larger target for optimal success; net/wall activities: assume a ready position that will allow them to be ready to move in a variety of directions to defend a space; striking/fielding activities: throw or kick the ball away from fielders; territory activities: help their team keep possession of the ball by making short passes to teammates in a keep-away game or by changing directions quickly when dribbling a basketball) [IS, CT]

Teacher prompt: "Why is it important to be on the balls of your feet and ready to move in a net/wall activity?"

Student: "In net/wall activities, you need to be ready to move quickly if the ball comes near you. If you have your feet moving or are on the balls of your feet, you are always ready to react quickly."

Teacher prompt: "Is it a good idea to hit the object to one place all the time in a striking/fielding activity?"

Student: "In striking and fielding activities, it is best to hit the ball to different places in order to keep the other team guessing."

## C. Healthy living

### Overall expectations

4p29

C1. demonstrate an understanding of factors that contribute to healthy development;

4p30

C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

4p31

C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

4p32

(Growth and Development 1998) explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size;



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p33** (Growth and Development 1998) identify the physical, interpersonal, and emotional aspects of healthy human beings;

## C1. Understanding Health Concepts

**4p34** Healthy Eating C1.1 identify the key nutrients (e.g., fat, carbohydrates, protein, vitamins, minerals) provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance

Teacher prompt: "Report what you found from your research about nutrients."

Student: "You can get calcium, which is important for healthy bones and teeth, by drinking milk or a fortified soy beverage and eating dairy products like yogurt and cheese.

"Grains are a good source of carbohydrates and fibre. Carbohydrates give you energy. Fibre-rich foods help you feel full and satisfied, help your bowels function normally, and help reduce the risk of heart disease later in life. Grain products that are lower in fat, sugar, and salt are best. At least half of the grain products we eat each day should be whole grain, like oatmeal or whole-wheat pasta, because whole grains have more fibre.

"All vegetables and fruits have important nutrients like vitamins, minerals, and fibre. Eating dark green and orange vegetables whenever you can is beneficial. Dark green vegetables have lots of folate and orange vegetables have lots of vitamin A. Folate is especially important during times of rapid growth (infancy and pregnancy), and vitamin A plays a key role in vision."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p35**

Personal Safety and Injury Prevention C1.2 identify risks associated with communications technology (e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging), and describe precautions and strategies for using these technologies safely [IS]

Teacher prompt: "Modern communications technology has greatly increased our ability to get and share information and to communicate with each other. Possible risks associated with communications technology include loss of privacy, addiction, and exposure to sexual predators. What are some things you should do to use communications technology safely? How can you get help if you get into trouble?"

Student: "I should make sure that an adult knows what I am doing when I'm using the computer, the Internet, or a cell phone, so I have someone who can help if needed. When I can, I should use a computer in a public space like a kitchen, living room, or library, instead of alone in my bedroom. I shouldn't share my password or personal information. I should be aware that people are not always who they say they are online. I should close and delete pop-ups and spam messages without responding. If there's a problem, I should stop right away and tell an adult instead of trying to solve the problem online. I should help my friends by reminding them of these tips."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

4p36

Personal Safety and Injury Prevention C1.3 describe various types of bullying and abuse (e.g., social, physical, verbal), including bullying using technology (e.g., via e-mail, text messaging, chat rooms, websites), and identify appropriate ways of responding [IS]  
Teacher prompt: "What is an example of social bullying? Physical bullying? Verbal bullying?"

Student: "Social bullying could include leaving someone out of the group, refusing to be someone's partner, spreading rumours in person or online, or totally ignoring someone. Physical bullying could include pushing someone, pulling hair, or knocking a person down. Verbal bullying could include name calling, mocking, teasing about appearance, including weight, size, or clothing, and making sexist, racist, or homophobic comments in person or online. Any of these kinds of bullying could cause emotional pain."

Teacher prompt: "Do girls and boys bully in different ways? Is one type of bullying any more or less hurtful than another?"

Student: "It might be more common for boys to bully physically or for girls to bully socially by spreading rumours or leaving people out, but that's not always true. Social or emotional bullying is more difficult to see but it can be just as hurtful."

Teacher prompt: "In cases of abuse, it is not uncommon for the person being abused to know the person who is abusing them. If a friend told you that she had a secret and that she was being abused, how could you help?"

Student: "I would tell my friend to ask an adult that she trusts so that she can get help. I would listen and be there to support my friend."

Teacher prompt: "If you are a bystander and you see bullying online, what can you do?"

Student: "I can stand up for the person. I can tell the person being bullied to get offline and try to help them get help."

4p37

Substance Use, Addictions, and Related Behaviours C1.4 identify substances (e.g. nicotine, carbon monoxide, tar) found in tobacco products and smoke (e.g., cigarettes, cigars, pipe tobacco, chewing tobacco, snuff), and describe their effects on health

Teacher prompt: "What are the dangers of nicotine? What are the dangers of tar?"

Student: "Nicotine is very addictive and is absorbed quickly in your body. The craving for nicotine can make a person very uncomfortable, and that can be stressful. Tar is made up of thousands of chemicals. Many of these chemicals can cause cancer and other illnesses."

## C2. Making Healthy Choices

# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p38**

Healthy Eating C2.1 analyse personal food selections through self-monitoring over time, using the criteria in Canada's Food Guide (e.g., food groups, portion size, serving size), and develop a simple healthy-eating goal appropriate to their age and activity level (e.g., eat breakfast every day; include at least one fruit or vegetable at each meal and snack; help with food shopping and meal preparation at home; plan a meal using the First Nation, Inuit, and Métis food guide) [CT]

Teacher prompt: "When making food choices, how do you know how much food you need?"

Student: "Canada's Food Guide tells us how many servings we need in each food group and how big each serving should be. For example, one serving of grain products could be one slice of bread, half a pita, or half a cup (about a handful) of cooked rice."

Teacher prompt: "When setting your healthy-eating goal, what do you need to do to ensure you accomplish your goal?"

Student: "I need to keep track of where I start and how I am doing. I need to have a plan. I can help to accomplish my goal by talking with my family about healthy eating, learning how to cook simple meals, and helping with making my lunch."

Teacher prompt: "Being aware of your eating habits is important. As a Grade 4 student, you don't always have control over what you eat, but you can do your best to make the best choices from what is available. For example, if you have a choice between pop or milk, you could choose milk. Instead of fries, you could choose a baked potato or brown rice, if they were available. Describe something you have eaten recently and identify a healthier alternative."

Student: "I ate a sandwich with mayonnaise, margarine, mustard, and bologna on white bread. A healthier choice would have been a sandwich on whole wheat bread or a pita wrap, with either mayonnaise, margarine, or mustard instead of all three of these. Adding vegetables like tomatoes, lettuce, bean sprouts, or cucumbers to my sandwich and having an unprocessed meat such as chicken breast or a bean/chickpea spread instead of bologna would also be healthier. Another healthier choice might be to eat something completely different, such as rice and fish."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

4p39

Personal Safety and Injury Prevention C2.2 apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food) [CT]

Teacher prompt: "What safety considerations do you need to think about when you make a snack after school?"

Student: "I need to think about whether food that needs refrigeration has been kept cold and whether my hands, work surfaces, and utensils are clean. I also need to be sure that I know how to use the appliances and utensils safely."

Teacher prompt: "Before riding your bike to school, what do you need to think about and what do you need to do to be safe?"

Student: "I should think about what I need to have and how to stay safe. Do I have a helmet that fits right and that's properly fastened? Do I need to take any precautions because of the weather? What routes can I take, and how much traffic is there on them? How will I carry my books and lunch? Will I be riding with anyone else, and should we ride side by side or in a line? What is my plan if there is a problem, like a crash, or if something breaks on my bike?"

# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p40**

Substance Use, Addictions, and Related Behaviours C2.3 demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes (e.g., applying decision-making, assertiveness, and refusal skills; thinking in advance about values and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure; avoiding situations where people will be smoking; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question) [CT]

Teacher prompt: "What are some examples of things that might influence someone to smoke or not to smoke?"

Student: "Kids might be more likely to try smoking if their friends and family members smoke, or if someone dares them to smoke, or if it is easy for them to get cigarettes. They might be less likely to try smoking if they are not old enough to buy cigarettes legally so cigarettes are harder to get or if they know someone who got cancer or emphysema because of smoking."

Teacher prompt: "How is tobacco used traditionally in First Nation and Métis societies? What is the difference between the spiritual or sacred use of tobacco in First Nation and Métis culture and the commercial use of tobacco?"

Student: "Among the First Nations and the Métis, tobacco is often used in small amounts in ceremonies connected to cleansing and communicating with the spirit world. In these cultures tobacco is one of the four sacred medicines (natural tobacco, cedar, sage, and sweetgrass). In its original form, tobacco had a spiritual purpose. The tobacco used in cigarettes and cigars is harmful to our health and not connected to spirituality."

## C3. Making Connections for Healthy Living

# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 4

**4p41**

Healthy Eating C3.1 identify ways of promoting healthier food choices in a variety of settings and situations (e.g., school, arena, recreation centre, stores, food courts, special events; when camping, having a snack or meal at a friend's house, eating on weekends versus weekdays) [CT]

Teacher prompt: "Our school is a healthy school, and we have a breakfast program and a snack program. How do these programs affect people's food choices? How can the programs promote healthier food choices?"

Student: "The programs give us more healthy foods to choose from. They give all the students a chance to try different kinds of healthy foods that they might not otherwise be able to try."

Teacher: "If you had to go directly to a lesson or practice after school, what could you plan for a snack that would be healthy and give you sustained energy?"

Student: "If I planned ahead, I could bring a healthy snack like yogurt or a piece of cheese and fruit or cut-up vegetables. If I buy a snack, I need to think about what would be the healthiest choice from what is available."

Teacher: "What can you do to promote the availability of healthier food choices in community settings?"

Student: "I can ask for healthier choices – for veggie dogs at the arena, for example, instead of just regular hot dogs. If people keep asking for healthier choices, businesses might start to sell them."

Teacher: "What kinds of things might you consider before inviting a friend to your home for a meal or a sleepover?"

Student: "I would ask if my friend has any food allergies or cannot eat certain foods for religious or cultural reasons and make sure my parents know about these."

**4p42**

Substance Use, Addictions, and Related Behaviours C3.2 describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them

Teacher prompt: "What are some effects of smoking?"

Student: "Some of the short-term effects can include bad breath and bad clothing and hair odours, and possibly some problems with family and friends, like arguments with parents. Young people who smoke are more likely to be less active, hang out with other kids who smoke, try other drugs, and not do as well at school.

Longer-term effects can include addiction, yellow teeth, getting out of breath easily, reduced energy and activity levels, respiratory diseases, and lung or oral cancer. Second-hand smoke makes the air unpleasant to breathe and makes clothing smell. Over the long term, exposure to second-hand smoke increases a person's risk of getting lung cancer or other respiratory diseases."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

## Health and Physical Education (None) Expectations

Grade 4

**4p43** (Growth and Development 1998) describe the four stages of human development (infancy, childhood, adolescence, and adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their current stage;

**4p44** (Growth and Development 1998) identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication);

**4p45** (Growth and Development 1998) identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends;



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

## Oral Communication

### Overall Expectations

- |     |   |
|-----|---|
| 4e1 | 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;  |
| 4e2 | 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;  |
| 4e3 | 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. |

### 1. Listening to Understand

- |     |   |
|-----|---|
| 4e4 | Purpose 1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks (e.g., to summarize the theme of a small-group drama presentation; to record important details about an upcoming event announced on the radio; to clarify suggestions for improvements in a peer writing conference)   |
| 4e5 | Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; summarize information and ideas from a small-group meeting; ask relevant questions to clarify meaning and link responses appropriately to the topic of conversation; adapt listening behaviour to the requirements of informal social settings and more formal settings) |



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e6** Comprehension Strategies 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., make notes to summarize what has been heard; use graphic organizers, diagrams, or sketches to record information or ideas presented orally; prepare for a visit to the theatre by activating prior knowledge of the structure of a play and discussing the subject of the play with peers)

**4e7** Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details (e.g., present an oral report to the class after listening to a guest speaker; use a graphic organizer to map the important ideas in a text; represent the important ideas of an oral text through visual art, music, or drama)

**4e8** Making Inferences/Interpreting Texts 1.5 make inferences using stated and implied ideas in oral texts (e.g., listen “between the lines” to detect bias in an oral text)

**4e9** Extending Understanding 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., relate the topic of an oral presentation to prior knowledge and information from personal experiences, articles, movies, stories, or television shows; ask questions about relevant stated and implied details; relate the ideas of other speakers in a dialogue group to their own experiences; use role play and drama to connect the themes and emotions depicted in an oral text to real-life situations)

**4e10** Analysing Texts 1.7 analyse oral texts and explain how specific elements in them contribute to meaning (e.g., ideas and information, body language, tone of voice). Teacher prompt: “How did the speaker’s body language and tone of voice contribute to the meaning?”

**4e11** Point of View 1.8 identify the point of view presented in oral texts and ask questions about possible bias (e.g., identify the use of words and/or phrases that signal generalizations or stereotypes about gender, culture, ability, or age). Teacher prompts: “Whose point of view is presented in this poem?” “Whose point of view is excluded?” “Does this reflect the way the world is today?” “How might this text be different if another point of view were presented?”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e12** Presentation Strategies 1.9 identify the presentation strategies used in oral texts and analyse their effect on the audience (e.g., the use of emotive language). Teacher prompt: "Do you think this type of emotive language influences the audience in the way the speaker intends?"

## 2. Speaking to Communicate

**4e13** Purpose 2.1 identify a variety of purposes for speaking (e.g., to entertain a wider school audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to solicit opinions and react to information and ideas in a discussion or dialogue group; to explain to another person how something works; to summarize and comment on an event or oral text for the class; to clarify and organize thinking in order to contribute to understanding in large and small groups)

**4e14** Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (e.g., acknowledge and extend other group members' contributions; make relevant and constructive comments on the contributions of other group members)

**4e15** Clarity and Coherence 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (e.g., respond in an appropriate order to multi-part, higher-level questions in a student-teacher conference or a group discussion; explain the results of research in an oral presentation, including a statement of the research focus, the procedures followed, and the conclusions reached; use an organizational pattern such as chronological order or cause and effect to present ideas in a dialogue or discussion)

**4e16** Appropriate Language 2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience (e.g., use evaluative terms to clarify opinions and for emphasis; use descriptive words to give specificity and detail to personal anecdotes; use humour or emotive language to engage the audience's interest or sympathy)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

- 4e17** Vocal Skills and Strategies 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g., adjust the pace of speaking for effect and to hold the listener's attention)
- 4e18** Non-Verbal Cues 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (e.g., use body language, such as moving closer, leaning forward, nodding or shaking their head for emphasis, to connect with their audience)
- 4e19** Visual Aids 2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations (e.g., use pictures or samples of different kites to illustrate a talk on how to build a kite)

### 3. Reflecting on Oral Communication Skills and Strategies

- 4e20** Metacognition 3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills. Teacher prompts: "What strategies do you use to monitor your listening to be sure that you are understanding the speaker?" "If, after listening, you think you don't understand, what steps do you take to clear up your confusion?" "How do you identify the things that you do well as a speaker and what you would like to improve upon?"
- 4e21** Interconnected Skills 3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills. Teacher prompts: "How can viewing media texts help you as a listener or speaker?" "How can reading texts from different cultures help you connect to your audience as a speaker?"

## Reading

### Overall Expectations



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e22** 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

**4e23** 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

**4e24** 3. use knowledge of words and cueing systems to read fluently;

**4e25** 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

## 1. Reading for Meaning

**4e26** Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts (e.g., myths, plays, short stories, chapter books, letters, diaries, poetry), graphic texts (e.g., graphic novels, diagrams, brochures, graphs and graphic organizers, charts and tables, maps), and informational texts (e.g., textbooks, non-fiction books on a range of topics, print and online newspaper and magazine articles or reviews, print and online encyclopedias and atlases, electronic texts such as e-mails or zines)

**4e27** Purpose 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., letters and diaries for information and new ideas, leisure/hobby books and magazines for recreation and interest, print and online magazine or newspaper articles to research a current issue, instructions or information about how to play a computer game)

**4e28** Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming; ask questions to focus or clarify reading; use visualization to clarify details about such things as the sights, sounds, and smells in a medieval castle; make and confirm predictions based on evidence from the text; synthesize ideas during reading to generate a new understanding of a text)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e29** Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., make an outline of a section from a textbook in another subject to prepare for a test)

**4e30** Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence. Teacher prompts: “What does the graphic show that the text doesn’t tell you?” “If you just saw the picture without the speech bubble/text box, what would you think?” “What does the author want you to realize when she says...?”

**4e31** Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them. Teacher prompts: “Are there personal connections that you can make to the events in the text?” “How are other books by this author similar to the one we are reading?” “Which other books/movies/articles/online texts share a similar topic/theme/point of view?”

**4e32** Analysing Texts 1.7 analyse texts and explain how specific elements in them contribute to meaning (e.g., narrative: characters, setting, main idea, problem/challenge and resolution, plot development; review: statement of opinion, reasons for opinion, concluding statement). Teacher prompts: “How does the author use the setting to establish the mood of the text? Is it effective?” “How does the author use the opening paragraph to establish a framework for the book review?”

**4e33** Responding to and Evaluating Texts 1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions. Teacher prompts: “Do you agree with the decisions made by the main character in the story?” “What is your opinion of this newspaper article? What evidence in the text supports your opinion?”

**4e34** Point of View 1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives (e.g., identify words or phrases that reveal the point of view presented; write a letter or use role play to present the perspective of a character whose voice is not heard in the text). Teacher prompt: “Whose voice/opinion is missing from this text? Why do you think it has been left out of the text? What words might you give to this missing voice?”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

## 2. Understanding Form and Style

**4e35** Text Forms 2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal (e.g., first-person record of events, thoughts, and feelings, usually in prose, gives a personal perspective on events; dated daily or weekly entries provide context), graphic texts such as a brochure (e.g., headings, subheadings, text boxes, photographs, lists, and maps clarify and highlight important material), and informational texts such as an encyclopedia (e.g., table of contents, glossary, index, headings, and subheadings help the reader use key words to locate information)

**4e36** Text Patterns 2.2 recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts (e.g., comparison in an advertisement; cause and effect in a magazine or newspaper article)

**4e37** Text Features 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., the back cover copy for a book helps readers decide whether the book will interest them; titles, subtitles, captions, labels, a menu allow the reader to skim a text to get a general idea of what it is about)

**4e38** Elements of Style 2.4 identify various elements of style – including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explain how they help communicate meaning (e.g., alliteration and rhythm can emphasize ideas or help convey a mood or sensory impression)

## 3. Reading With Fluency

**4e39** Reading Familiar Words 3.1 automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts e.g., words from grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts and some regularly used resource materials in the curriculum subject areas)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e40** Reading Unfamiliar Words 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); syntactic (language structure) cues (e.g., word order; language patterns such as those for regular and irregular plurals, possessives, and contractions; punctuation); graphophonic (phonological and graphic) cues (e.g., familiar words within larger words: highlight, enlighten; recognizable sequences of letters within long words: spacious, conscious, delicious)

**4e41** Reading Fluently 3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (e.g., read orally in role as part of a readers' theatre, using appropriate phrasing and expression)

## 4. Reflecting on Reading Skills and Strategies

**4e42** Metacognition 4.1 identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers. Teacher prompts: "How do you check to be sure that you are understanding while you read?" "What helps you identify the important ideas while you are reading?" "What helps you 'read between the lines'?" "How do you know if you are not understanding?" "What 'fix-up' strategies work effectively for you?"

**4e43** Interconnected Skills 4.2 explain, in conversations with the teacher and peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., orally summarizing what has been read helps a reader to check on understanding; engaging in dialogue about a text helps the reader understand other perspectives and interpretations of a text). Teacher prompt: "How does conferencing with a peer or the teacher about a text help you understand the text better?"

## Writing

## Overall Expectations



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e44** 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

**4e45** 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

**4e46** 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

**4e47** 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

## 1. Developing and Organizing Content

**4e48** Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms (e.g., a cinquain or shape poem modelled on the structures and style of poems read, to contribute to a student poetry anthology for the school library; a set of directions to complete a science experiment on pulleys and gears, for a class presentation; a timeline of significant events in the writer's life, to accompany a biography for a class collection). Teacher prompts: "How will you identify your topic?" "What is the purpose of your writing?" "What form will best suit the purpose?" "Who will your audience be?"

**4e49** Developing Ideas 1.2 generate ideas about a potential topic using a variety of strategies and resources (e.g., brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information needs)

**4e50** Research 1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources (e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher read-alouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e51** Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways (e.g., by underlining key words and phrases; by using graphic and print organizers such as mind maps, concept maps, timelines, jot notes, bulleted lists)

**4e52** Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers (e.g., a Venn diagram, a paragraph frame) and organizational patterns (e.g., generalization with supporting information, cause and effect)

**4e53** Review 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary (e.g., discuss material with a peer or adult using a KWLHW organizer: What do I know? What do I want to learn? How will I find out? What have I learned? What do I still want to know?; compare their material to the content of similar texts)

## 2. Using Knowledge of Form and Style in Writing

**4e54** Form 2.1 write more complex texts using a variety of forms (e.g., a storyboard using captions and photographs or drawings to recount a significant event in their life; a report, including jot notes, comparing the environments of two or more regions in Canada; a letter to the author about the student's reaction to a particular text; a summary of the role of a medieval person; a review of a book or website; an original folk tale, fairy tale, or tall tale, or an extension of an existing tale; a board game related to a unit of study)

**4e55** Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement (e.g., use simple irony to poke fun at themselves: "Lucky me. I got to do the dishes.")

**4e56** Word Choice 2.3 use specific words and phrases to create an intended impression (e.g., comparative adjectives such as faster; words that create specific effects through sound, as in alliteration for emphasis: rotten rain)

**4e57** Sentence Fluency 2.4 use sentences of different lengths and structures (e.g., complex sentences incorporating conjunctions such as because, so, if)

# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e58** Point of View 2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view. Teacher prompt: “Have you included enough details that support your point of view? What facts or details that you have left out would challenge your point of view?”

**4e59** Preparing for Revision 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., logical organization, depth of content). Teacher prompts: “How might you reorganize the information to make it easier for the audience to understand?” “Are there clear links between your ideas?” “Can you add one sentence that would help clarify your main idea?”

**4e60** Revision 2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences; removing repetition or unnecessary information; changing the sequence of ideas and information and adding material if appropriate; adding transition words and phrases to link sentences and/or paragraphs and improve the flow of writing; adding or substituting words from other subject areas, word lists, and a variety of sources, such as a dictionary or thesaurus and the Internet, to clarify meaning or add interest; checking for and removing negative stereotypes, as appropriate). Teacher prompts: “What words or phrases could you use to help the reader follow your thinking more easily?” “What descriptive words could you add to make your characters come alive for the reader?”

**4e61** Producing Drafts 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

## 3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

**4e62** Spelling Familiar Words 3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, and shared–, guided–, and independent– reading texts; words used regularly in instruction across the curriculum)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e63** Spelling Unfamiliar Words 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound–symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., pronounce the silent letters in words: k–now; divide long words into manageable chunks; make connections between words with similar spellings; apply knowledge of vowel patterns to new words; apply knowledge of letter patterns and rules for forming regular and irregular plurals and possessive contractions; identify roots in related words: explore, explorer, exploration; highlight the differences between similar words; use mnemonics: twin is two)

**4e64** Vocabulary 3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose (e.g., locate words in online and print dictionaries using alphabetical order, entry words, guide words, pronunciation, and homographs; use a variety of dictionaries such as a dictionary of idioms or homonyms; use a thesaurus to find alternative words)

**4e65** Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech

**4e66** Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions (e.g., since, through, until)

**4e67** Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task; a posted class writing guideline)

**4e68** Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and some cursive writing; use a variety of font sizes and colours to distinguish headings and subheadings from the body of the text; supply detailed labels for diagrams in a report; include graphs such as a bar graph or a pie graph)

**4e69** Producing Finished Works 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

## 4. Reflecting on Writing Skills and Strategies

**4e70** Metacognition 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers. Teacher prompts: “Explain how you used the thesaurus to help with your revisions.” “How does keeping a writer’s notebook help you plan your next steps for writing?”

**4e71** Interconnected Skills 4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers. Teacher prompts: “How does your experience of variety of texts help you as a writer?” “In what way is talking before writing helpful to you?” “How does it help you to listen to someone else read your writing?”

**4e72** Portfolio 4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

## Media Literacy

### Overall Expectations

**4e73** 1. demonstrate an understanding of a variety of media texts;

**4e74** 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

**4e75** 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

**4e76** 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

### 1. Understanding Media Texts

# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e77** Purpose and Audience 1.1 identify the purpose and audience for a variety of media texts (e.g., this print advertisement is designed to interest children in taking karate lessons; this website is designed to provide information to fans about a favourite singer; this CD cover is designed to attract classical music fans/pop fans/rap fans).  
 Teacher prompt: “Why do you think this text was created? What age, gender, cultural group is it aimed at? How do you know?”

**4e78** Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts (e.g., overt message on packaging for a video game: In this adventure game, characters take big risks and perform amazing deeds; implied message: If you buy this game, you can share in the excitement and be more like the daring characters). Teacher prompts: “What messages on the packaging make you think you would like to play this game? What do the images on the package make you think about? Which do you think influence you more – the overt messages or the implied messages?” “On television, what characteristics are shared by positive role models?”

**4e79** Responding to and Evaluating Texts 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g., “I think this documentary about lions is one-sided because it only shows them as predators”; defend an opinion about whether or not a sitcom or video game reflects reality). Teacher prompts: “Which elements of this sitcom (or video game) seemed realistic and believable to you? Why? Did anything seem exaggerated?” “Do the characters in the program accurately represent the diversity of society? Explain.”

**4e80** Audience Responses 1.4 explain why different audiences might respond differently to specific media texts (e.g., examine children’s books or video games that have been rated as suitable for different age groups and suggest reasons for the ratings). Teacher prompt: “Find the age rating for a DVD/video/game that you enjoy. Is it fair? Why/why not?”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e81** Point of View 1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used (e.g., explain how the point of view reflected in an advertisement is conveyed and describe how the advertisement might change to reflect the point of view of a different audience; describe how a TV show might change if it were told from the point of view of a different character). Teacher prompts: “What kinds of images would you use in this advertisement for a children’s breakfast cereal if you wanted parents to buy the cereal?” “From whose point of view is your favourite television show presented?”

**4e82** Production Perspectives 1.6 identify who produces various media texts and the reason for their production (e.g., the government produces public service announcements, and the media broadcast them at no charge, to protect citizens’ safety and the public interest; arts groups produce posters to advertise upcoming events; publishers produce newspapers to provide information, influence people’s thinking, and make money). Teacher prompt: “Where would we find a public service announcement?” “How do people access or acquire newspapers?”

## 2. Understanding Media Forms, Conventions, and Techniques

**4e83** Form 2.1 identify elements and characteristics of some media forms (e.g., a television game show: game host/hostess, contestants, prizes; a television nature program: outdoor setting, wildlife “actors”, voiceover narration, background music; a billboard: frame, large surface area, colour, images, graphics, words, font, punctuation). Teacher prompts: “What would you expect to see in a game–show program? A nature program?” “What aspect of this billboard caught your immediate attention?”

**4e84** Conventions and Techniques 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., movies and videos use camera closeups to show details, medium and long shots to put people and objects in perspective, high and low camera angles to create illusions of size or artistic effects, environmental sounds for realistic effects, background music to suggest a mood). Teacher prompt: “What kind of music would you use in a commercial for bicycles? Why?”

## 3. Creating Media Texts



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e85** Purpose and Audience 3.1 describe in detail the topic, purpose, and audience for media texts they plan to create (e.g., an album of camera shots to help classmates understand the uses of different camera angles and distances in photography and/or film)

**4e86** Form 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a poster advertising a school science fair; a flyer to encourage students to participate in the fair). Teacher prompt: “Why is a poster better to advertise the fair and a flyer better to tell students how to participate?”

**4e87** Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a board game related to a unit of study from a curriculum subject area could include a list of game rules; a board showing the game name, movement path, obstacles, and finish line; and visual details that will appeal to the intended audience). Teacher prompt: “What are the essential components of this form? Have you included them all?”

**4e88** Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,  
 an album of camera shots showing the different angles and distances and commenting on their uses;  
 a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs;  
 a mock television commercial for a favourite cereal, toy, or book;  
 a newspaper article that includes a photograph and headline;  
 a board game related to a unit of study from a curriculum subject area such as science or health;  
 a picture book to accompany a unit of study for a younger grade;  
 a storyboard identifying the sound effects, images, and dialogue to be used in filming a scene from a novel)

## 4. Reflecting on Media Literacy Skills and Strategies

**4e89** Metacognition 4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/ listeners/producers. Teacher prompt: “What skills do you use, before, during, and after you work with or create a media text? Be sure to consider all the skills required for texts that have more than one form: for example, television uses sound, visual images, and sometimes print.”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 4

**4e90**

Interconnected Skills 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts. Teacher prompt: "Does reading and writing about a story after seeing the movie or DVD give you new ideas about what you saw?"



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 4

## Mathematical Process Expectations

### Problem Solving

**4m1** develop, select, and apply problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.

### Reasoning And Proving

**4m2** develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to make and investigate conjectures and construct and defend arguments.

### Reflecting

**4m3** demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thinking in a math journal).

### Selecting Tools and Computational Strategies

**4m4** select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems.

### Connecting

**4m5** make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, sports).

### Representing

**4m6** create a variety of representations of mathematical ideas (e.g., by using physical models, pictures, numbers, variables, diagrams, graphs, onscreen dynamic representations), make connections among them, and apply them to solve problems.



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 4

## Communicating

**4m7** communicate mathematical thinking orally, visually, and in writing, using everyday language, a basic mathematical vocabulary, and a variety of representations, and observing basic mathematical conventions.

## Number Sense and Numeration

### Overall Expectations

**4m8** read, represent, compare, and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to \$100;

**4m9** demonstrate an understanding of magnitude by counting forward and backwards by 0.1 and by fractional amounts;

**4m10** solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies;

**4m11** demonstrate an understanding of proportional reasoning by investigating whole-number unit rates.

### Quantity Relationships

**4m12** represent, compare, and order whole numbers to 10 000, using a variety of tools (e.g., drawings of base ten materials, number lines with increments of 100 or other appropriate amounts);

**4m13** demonstrate an understanding of place value in whole numbers and decimal numbers from 0.1 to 10 000, using a variety of tools and strategies (e.g., use base ten materials to represent 9307 as  $9000 + 300 + 0 + 7$ ) (Sample problem: Use the digits 1, 9, 5, 4 to create the greatest number and the least number possible, and explain your thinking.);



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 4

<b>4m14</b>	read and print in words whole numbers to one thousand, using meaningful contexts (e.g., books, highway distance signs);
<b>4m15</b>	round four-digit whole numbers to the nearest ten, hundred, and thousand, in problems arising from real-life situations;
<b>4m16</b>	represent, compare, and order decimal numbers to tenths, using a variety of tools (e.g., concrete materials such as paper strips divided into tenths and base ten materials, number lines, drawings) and using standard decimal notation (Sample problem: Draw a partial number line that extends from 4.2 to 6.7, and mark the location of 5.6.);
<b>4m17</b>	represent fractions using concrete materials, words, and standard fractional notation, and explain the meaning of the denominator as the number of the fractional parts of a whole or a set, and the numerator as the number of fractional parts being considered;
<b>4m18</b>	compare and order fractions (i.e., halves, thirds, fourths, fifths, tenths) by considering the size and the number of fractional parts (e.g., $\frac{4}{5}$ is greater than $\frac{3}{5}$ because there are more parts in $\frac{4}{5}$ ; $\frac{1}{4}$ is greater than $\frac{1}{5}$ because the size of the part is larger in $\frac{1}{4}$ );
<b>4m19</b>	compare fractions to the benchmarks of 0, $\frac{1}{2}$ , and 1 (e.g., $\frac{1}{8}$ is closer to 0 than to $\frac{1}{2}$ ; $\frac{3}{5}$ is more than $\frac{1}{2}$ );
<b>4m20</b>	demonstrate and explain the relationship between equivalent fractions, using concrete materials (e.g., fraction circles, fraction strips, pattern blocks) and drawings (e.g., "I can say that $\frac{3}{6}$ of my cubes are white, or half of the cubes are white. This means that $\frac{3}{6}$ and $\frac{1}{2}$ are equal.");
<b>4m21</b>	read and represent money amounts to \$100 (e.g., five dollars, two quarters, one nickel, and four cents is \$5.59);
<b>4m22</b>	solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 10 000 (Sample problem: How high would a stack of 10 000 pennies be? Justify your answer.);



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 4

## Counting

**4m23** count forward by halves, thirds, fourths, and tenths to beyond one whole, using concrete materials and number lines (e.g., use fraction circles to count fourths: "One fourth, two fourths, three fourths, four fourths, five fourths, six fourths, ...");

**4m24** count forward by tenths from any decimal number expressed to one decimal place, using concrete materials and number lines (e.g., use base ten materials to represent 3.7 and count forward: 3.8, 3.9, 4.0, 4.1, ...; "Three and seven tenths, three and eight tenths, three and nine tenths, four, four and one tenth, ...") (Sample problem: What connections can you make between counting by tenths and measuring lengths in millimetres and in centimetres?).

## Operational Sense

**4m25** add and subtract two-digit numbers, using a variety of mental strategies (e.g., one way to calculate  $73 - 39$  is to subtract 40 from 73 to get 33, and then add 1 back to get 34);

**4m26** solve problems involving the addition and subtraction of four-digit numbers, using student-generated algorithms and standard algorithms (e.g., "I added  $4217 + 1914$  using  $5000 + 1100 + 20 + 11$ .");

**4m27** add and subtract decimal numbers to tenths, using concrete materials (e.g., paper strips divided into tenths, base ten materials) and student-generated algorithms (e.g., "When I added 6.5 and 5.6, I took five tenths in fraction circles and added six tenths in fraction circles to give me one whole and one tenth. Then I added  $6 + 5 + 1.1$ , which equals 12.1.");

**4m28** add and subtract money amounts by making simulated purchases and providing change for amounts up to \$100, using a variety of tools (e.g., currency manipulatives, drawings);

**4m29** multiply to  $9 \times 9$  and divide to  $81 \div 9$ , using a variety of mental strategies (e.g., doubles, doubles plus another set, skip counting);



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 4

**4m30** solve problems involving the multiplication of one-digit whole numbers, using a variety of mental strategies (e.g.,  $6 \times 8$  can be thought of as  $5 \times 8 + 1 \times 8$ );

**4m31** multiply whole numbers by 10, 100, and 1000, and divide whole numbers by 10 and 100, using mental strategies (e.g., use a calculator to look for patterns and generalize to develop a rule);

**4m32** multiply two-digit whole numbers by one-digit whole numbers, using a variety of tools (e.g., base ten materials or drawings of them, arrays), student-generated algorithms, and standard algorithms;

**4m33** divide two-digit whole numbers by one-digit whole numbers, using a variety of tools (e.g., concrete materials, drawings) and student-generated algorithms;

**4m34** use estimation when solving problems involving the addition, subtraction, and multiplication of whole numbers, to help judge the reasonableness of a solution (Sample problem: A school is ordering pencils that come in boxes of 100. If there are 9 classes and each class needs about 110 pencils, estimate how many boxes the school should buy.).

## Proportional Relationships

**4m35** describe relationships that involve simple whole-number multiplication (e.g., "If you have 2 marbles and I have 6 marbles, I can say that I have three times the number of marbles you have.");

**4m36** determine and explain, through investigation, the relationship between fractions (i.e., halves, fifths, tenths) and decimals to tenths, using a variety of tools (e.g., concrete materials, drawings, calculators) and strategies (e.g., decompose into  $\frac{2}{5}$  into  $\frac{4}{10}$  by dividing each fifth into two equal parts to show that  $\frac{2}{5}$  can be represented as 0.4);

**4m37** demonstrate an understanding of simple multiplicative relationships involving unit rates, through investigation using concrete materials and drawings (e.g., scale drawings in which 1 cm represents 2 m) (Sample problem: If 1 book costs \$4, how do you determine the cost of 2 books?... 3 books?... 4 books?).



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 4

## Measurement

### Overall Expectations

**4m38** estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies;

**4m39** determine the relationships among units and measurable attributes, including the area and perimeter of rectangles.

### Attributes, Units, and Measurement Sense

**4m40** estimate, measure, and record length, height, and distance, using standard units (i.e., millimetre, centimetre, metre, kilometre) (e.g., a pencil that is 75 mm long);

**4m41** draw items using a ruler, given specific lengths in millimetres or centimetres (Sample problem: Use estimation to draw a line that is 115 mm long. Beside it, use a ruler to draw a line that is 115 mm long. Compare the lengths of the lines.);

**4m42** estimate, measure (i.e., using an analogue clock), and represent time intervals to the nearest minute;

**4m43** estimate and determine elapsed time, with and without using a time line, given the durations of events expressed in five-minute intervals, hours, days, weeks, months, or years (Sample problem: If you wake up at 7:30 a.m., and it takes you 10 minutes to eat your breakfast, 5 minutes to brush your teeth, 25 minutes to wash and get dressed, 5 minutes to get your backpack ready, and 20 minutes to get to school, will you be at school by 9:00 a.m.?).

**4m44** estimate, measure using a variety of tools (e.g., centimetre grid paper, geoboard) and strategies, and record the perimeter and area of polygons;



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 4

**4m45** estimate, measure, and record the mass of objects (e.g., apple, baseball, book), using the standard units of the kilogram and the gram;

**4m46** estimate, measure, and record the capacity of containers (e.g., a drinking glass, a juice box), using the standard units of the litre and the millilitre;

**4m47** estimate, measure using concrete materials, and record volume, and relate volume to the space taken up by an object (e.g., use centimetre cubes to demonstrate how much space a rectangular prism takes up) (Sample problem: Build a rectangular prism using connecting cubes. Describe the volume of the prism using the number of connecting cubes.).

## Measurement Relationships

**4m48** describe, through investigation, the relationship between various units of length (i.e., millimetre, centimetre, decimetre, metre, kilometre);

**4m49** select and justify the most appropriate standard unit (i.e., millimetre, centimetre, decimetre, metre, kilometre) to measure the side lengths and perimeters of various polygons;

**4m50** determine, through investigation, the relationship between the side lengths of a rectangle and its perimeter and area (Sample problem: Create a variety of rectangles on a geoboard. Record the length, width, area, and perimeter of each rectangle on a chart. Identify relationships.);

**4m51** pose and solve meaningful problems that require the ability to distinguish perimeter and area (e.g., "I need to know about area when I cover a bulletin board with construction paper. I need to know about perimeter when I make the border.");

**4m52** compare and order a collection of objects, using standard units of mass (i.e., gram, kilogram) and/or capacity (i.e., millilitre, litre);



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 4

**4m53** determine, through investigation, the relationship between grams and kilograms (Sample problem: Use centimetre cubes with a mass of one gram, or other objects of known mass, to balance a one-kilogram mass.);

**4m54** determine, through investigation, the relationship between millilitres and litres (Sample problem: Use small containers of different known capacities to fill a one-litre container.);

**4m55** select and justify the most appropriate standard unit to measure mass (i.e., milligram, gram, kilogram) and the most appropriate standard unit to measure the capacity of a container (i.e., millilitre, litre);

**4m56** solve problems involving the relationship between years and decades, and between decades and centuries (Sample problem: How many decades old is Canada?);

**4m57** compare, using a variety of tools (e.g., geoboard, pattern blocks, dot paper), two-dimensional shapes that have the same perimeter or the same area (Sample problem: Draw, using grid paper, as many different rectangles with a perimeter of 10 units as you can make on a geoboard.).

## Geometry and Spatial Sense

### Overall Expectations

**4m58** identify quadrilaterals and three-dimensional figures and classify them by their geometric properties, and compare various angles to benchmarks;

**4m59** construct three-dimensional figures, using two-dimensional shapes;

**4m60** identify and describe the location of an object, using a grid map, and reflect two-dimensional shapes.



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 4

## Geometric Properties

**4m61** draw the lines of symmetry of two-dimensional shapes, through investigation using a variety of tools (e.g., Mira, grid paper) and strategies (e.g., paper folding) (Sample problem: Use paper folding to compare the symmetry of a rectangle with the symmetry of a square.);

**4m62** identify and compare different types of quadrilaterals (i.e., rectangle, square, trapezoid, parallelogram, rhombus) and sort and classify them by their geometric properties (e.g., sides of equal length; parallel sides; symmetry; number of right angles);

**4m63** identify benchmark angles (i.e., straight angle, right angle, half a right angle), using a reference tool (e.g., paper and fasteners, pattern blocks, straws), and compare other angles to these benchmarks (e.g., "The angle the door makes with the wall is smaller than a right angle but greater than half a right angle.") (Sample problem: Use paper folding to create benchmarks for a straight angle, a right angle, and half a right angle, and use these benchmarks to describe angles found in pattern blocks.);

**4m64** relate the names of the benchmark angles to their measures in degrees (e.g., a right angle is  $90^\circ$ );

**4m65** identify and describe prisms and pyramids, and classify them by their geometric properties (i.e., shape of faces, number of edges, number of vertices), using concrete materials.

## Geometric Relationships

**4m66** construct a three-dimensional figure from a picture or model of the figure, using connecting cubes (e.g., use connecting cubes to construct a rectangular prism);

**4m67** construct skeletons of three-dimensional figures, using a variety of tools (e.g., straws and modelling clay, toothpicks and marshmallows, Polydrons), and sketch the skeletons;



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 4

**4m68** draw and describe nets of rectangular and triangular prisms (Sample problem: Create as many different nets for a cube as you can, and share your results with a partner.);

**4m69** construct prisms and pyramids from given nets;

**4m70** construct three-dimensional figures (e.g., cube, tetrahedron), using only congruent shapes.

### Location and Movement

**4m71** identify and describe the general location of an object using a grid system (e.g., "The library is located at A3 on the map.");

**4m72** identify, perform, and describe reflections using a variety of tools (e.g., Mira, dot paper, technology);

**4m73** create and analyse symmetrical designs by reflecting a shape, or shapes, using a variety of tools (e.g., pattern blocks, Mira, geoboard, drawings), and identify the congruent shapes in the designs.

### Patterning and Algebra

### Overall Expectations

**4m74** describe, extend, and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections;

**4m75** demonstrate an understanding of equality between pairs of expressions, using addition, subtraction, and multiplication.



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 4

## Patterns and Relationships

**4m76** extend, describe, and create repeating, growing, and shrinking number patterns (e.g., "I created the pattern 1, 3, 4, 6, 7, 9, .... I started at 1, then added 2, then added 1, then added 2, then added 1, and I kept repeating this.");

**4m77** connect each term in a growing or shrinking pattern with its term number (e.g., in the sequence 1, 4, 7, 10, ..., the first term is 1, the second term is 4, the third term is 7, and so on), and record the patterns in a table of values that shows the term number and the term;

**4m78** create a number pattern involving addition, subtraction, or multiplication, given a pattern rule expressed in words (e.g., the pattern rule "start at 1 and multiply each term by 2 to get the next term" generates the sequence 1, 2, 4, 8, 16, 32, 64, ...);

**4m79** make predictions related to repeating geometric and numeric patterns (Sample problem: Create a pattern block train by alternating one green triangle with one red trapezoid. Predict which block will be in the 30th place.);

**4m80** extend and create repeating patterns that result from reflections, through investigation using a variety of tools (e.g., pattern blocks, dynamic geometry software, dot paper).

## Expressions and Equality

**4m81** determine, through investigation, the inverse relationship between multiplication and division (e.g., since  $4 \times 5 = 20$ , then  $20 \div 5 = 4$ ; since  $35 \div 5 = 7$ , then  $7 \times 5 = 35$ );

**4m82** determine the missing number in equations involving multiplication of one- and two-digit numbers, using a variety of tools and strategies (e.g., modelling with concrete materials, using guess and check with and without the aid of a calculator) (Sample problem: What is the missing number in the equation  $\_\_ \times 4 = 24$ ?);

**4m83** identify, through investigation (e.g., by using sets of objects in arrays, by drawing area models), and use the commutative property of multiplication to facilitate computation with whole numbers (e.g., "I know that  $15 \times 7 \times 2$  equals  $15 \times 2 \times 7$ . This is easier to multiply in my head because I get  $30 \times 7 = 210$ .");



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 4

**4m84** identify, through investigation (e.g., by using sets of objects in arrays, by drawing area models), and use the distributive property of multiplication over addition to facilitate computation with whole numbers (e.g., "I know that  $9 \times 52$  equals  $9 \times 50 + 9 \times 2$ . This is easier to calculate in my head because I get  $450 + 18 = 468$ ").

## Data Management and Probability

### Overall Expectations

**4m85** collect and organize discrete primary data and display the data using charts and graphs, including stem-and-leaf plots and double bar graphs;

**4m86** read, describe, and interpret primary data and secondary data presented in charts and graphs, including stem-and-leaf plots and double bar graphs;

**4m87** predict the results of a simple probability experiment, then conduct the experiment and compare the prediction to the results.

### Collection and Organization of Data

**4m88** collect data by conducting a survey (e.g., "Choose your favourite meal from the following list: breakfast, lunch, dinner, other.") or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements;

**4m89** collect and organize discrete primary data and display the data in charts, tables, and graphs (including stem-and-leaf plots and double bar graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, simple spreadsheets, dynamic statistical software).

### Data Relationships

# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 4

**4m90** read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., temperature data in the newspaper, data from the Internet about endangered species), presented in charts, tables, and graphs (including stem-and-leaf plots and double bar graphs);

**4m91** demonstrate, through investigation, an understanding of median (e.g., "The median is the value in the middle of the data. If there are two middle values, you have to calculate the middle of those two values."), and determine the median of a set of data (e.g., "I used a stem-and-leaf plot to help me find the median.");

**4m92** describe the shape of a set of data across its range of values, using charts, tables, and graphs (e.g. "The data values are spread out evenly."; "The set of data bunches up around the median.");

**4m93** compare similarities and differences between two related sets of data, using a variety of strategies (e.g., by representing the data using tally charts, stem-and-leaf plots, or double bar graphs; by determining the mode or the median; by describing the shape of a data set across its range of values).

## Probability

**4m94** predict the frequency of an outcome in a simple probability experiment, explaining their reasoning; conduct the experiment; and compare the result with the prediction (Sample problem: If you toss a pair of number cubes 20 times and calculate the sum for each toss, how many times would you expect to get 12? 7? 1? Explain your thinking. Then conduct the experiment and compare the results with your predictions.);

**4m95** determine, through investigation, how the number of repetitions of a probability experiment can affect the conclusions drawn (Sample problem: Each student in the class tosses a coin 10 times and records how many times tails comes up. Combine the individual student results to determine a class result, and then compare the individual student results and the class result.).



# Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 4

## Oral Communication, Reading, and Writing

### Overall Expectations

- 4n1** communicate in familiar contexts using simple sentences;
- 4n2** demonstrate an understanding of spoken language in familiar contexts, using both verbal and non-verbal cues;
- 4n3** demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- 4n4** read simple sentences in the writing system used in the program;
- 4n5** write simple sentences in the writing system used in the program;
- 4n6** demonstrate an appreciation and understanding of aspects of the Native culture under study. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

### Oral Communication

- 4n7** communicate in familiar contexts using basic vocabulary and simple sentences (e.g., give simple directions - Put the books there );
- 4n8** participate in structured oral language activities appropriate for the grade (e.g., answer questions with simple sentencesI am not going there );



# Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 4

**4n9** demonstrate an understanding of various types of simple sentences;

**4n10** respond to a variety of oral messages using simple sentences;

**4n11** demonstrate an understanding of simple oral messages using both verbal and non-verbal cues.

## Reading

**4n12** read simple sentences in the writing system used in the program;

**4n13** demonstrate an understanding of what they read (e.g., by answering simple questions or explaining the meaning of simple sentences);

**4n14** participate in structured reading activities appropriate for the grade (e.g., identify words or phrases that contain the same root words);

**4n15** use visual cues (e.g., pictures, illustrations) and other reading strategies (e.g., consider word order) to determine the meaning of simple sentences;

**4n16** recognize simple sentence patterns that have been introduced orally;

**4n17** read simple sentences aloud using pictures.



# Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 4

## Writing

**4n18** write simple sentences in the writing system used in the program;

**4n19** write simple messages using simple sentences (e.g., I went home );

**4n20** participate in structured writing activities appropriate for the grade (e.g., write simple sentences that describe a thing or animal);

**4n21** spell words and phrases correctly in simple sentences, using available resources to confirm spelling.

## Grammar, Language Conventions, and Vocabulary

### Language elements: nouns and pronouns

**4n22** formation of the plural of nouns through the addition of suffixes (e.g., many bottles, fruits, trees );

**4n23** possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., our jackets, their fishing gear );

**4n24** incorporation of nouns to express ideas of location (e.g., in front of the house, at the pond).

### Language elements: verbs



# Curriculum Expectations by Grade

Subject: Native Languages

## Native Languages (None) Expectations

Grade 4

**4n25** present, past, and future tenses with plural pronoun (e.g., they are fishing, they were fishing, they will fish);

**4n26** imperative plural forms, including inclusive and exclusive plurals (e.g., sit down [the person(s) addressed]; let us leave [all of us, the speaker and his/her companion(s) and the person(s) addressed]; let us eat [us, the speaker and his/her companion(s), but not the person(s) addressed]).

### Language elements: syntax

**4n27** sentences with singular subject and third-person plural object (e.g., I see them);

**4n28** descriptive sentences (e.g., The bear is brown);

**4n29** locative constructions in sentences (e.g., Joe is standing behind the desk );

**4n30** interrogative sentences (e.g., What colour is it? );

**4n31** simple negative sentences using a pronoun (e.g., No, it is not; No, she is not eating ).

### Vocabulary

**4n32** numbers from 1 to 1000; numbers to 100,000 by 1000's;



# Curriculum Expectations by Grade

Subject: Native Languages

## Native Languages (None) Expectations

Grade 4

**4n33** words used in counting;

**4n34** words used in measuring (e.g., standard units of measurement);

**4n35** words associated with obtaining food (e.g., words used in gathering, fishing, hunting, shopping).

### Spelling

**4n36** correct spelling of words and phrases in simple sentences;

**4n37** use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, syllabics chart).



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 4

## UNDERSTANDING LIFE SYSTEMS: Habitats and Communities

### Overall Expectations

- |     |   |
|-----|---|
| 4s1 | 1. analyse the effects of human activities on habitats and communities;   |
| 4s2 | 2. investigate the interdependence of plants and animals within specific habitats and communities;                                |
| 4s3 | 3. demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them. |

### 1. Relating Science and Technology to Society and the Environment

**4s4** 1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities (e.g., human dependence on natural materials), taking different perspectives into account (e.g., the perspectives of a housing developer, a family in need of housing, an ecologist), and evaluate ways of minimizing the negative impacts. Sample issues: (a) Humans depend on natural habitats and communities for many things, including food, building materials, clothing, and medicine. Natural habitats also help to purify our air and water. In spite of this dependency, however, we are destroying some of the habitats and communities that we depend on. How can we continue to draw benefits from the natural environment and still ensure that it is there to benefit future generations? (b) Urban development provides housing for an expanding population, but it also destroys natural habitats, causing some species to die off locally or go elsewhere and enabling other species to multiply rapidly. When scarce farmland is used for development, we lose family farms and a way of life, as well as local sources of fresh food and important open spaces. To lessen such impacts, we need to think of alternative ways of meeting our needs. Some cities work with developers to conserve green spaces. Others are starting to concentrate expansion within their existing boundaries instead of spreading beyond them. How is development affecting natural habitats in your community, and what is being done to protect them?



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 4

**4s5** 1.2 identify reasons for the depletion or extinction of a plant or animal species (e.g., hunting, disease, invasive species, changes in or destruction of its habitat), evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening. Sample issues: (a) Deforestation for land development, as well as hunting, trapping, and increased tourism, have had an impact on the wolf population in Ontario. Despite recent laws designed to protect them, wolves in Ontario still face many threats. What other animals and plants would be affected by their destruction, and what can we do to help them survive? (b) A plant called American ginseng has commonly been used as a traditional medicine and may be useful in preventing colds and treating diabetes and other diseases. Because of harvesting, timber extraction, and the clearing of land for agriculture and development, American ginseng is on the endangered species list in Ontario. It is a long-lived perennial herb, but slow-growing, so replenishing its population will take time. How can we protect the wild plant? What might be some alternative ways of getting the plant without taking it from the wild?

## 2. Developing Investigation and Communication Skills

**4s6** 2.1 follow established safety procedures for working with soils and natural materials (e.g., wear gloves when handling soils to set up a working terrarium)

**4s7** 2.2 build food chains consisting of different plants and animals, including humans

**4s8** 2.3 use scientific inquiry/research skills (see page 15) to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs (e.g., beavers use water for shelter [they build their lodges so the entrance is under water], food [cattails, water lilies, and other aquatic plants], and protection [they slap their tails on the water to warn of danger])



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 4

**4s9** 2.4 use scientific inquiry/research skills (see page 15) to create a living habitat containing a community, and describe and record changes in the community over time. Sample guiding questions: What factors need to be considered when setting up your habitat (e.g., location for container; creating the right climate, light, and humidity)? What equipment and materials (e.g., a container of the correct size, appropriate plant material and/or animals) will you need to create a habitat that meets the needs of the community it supports? What did you learn from your initial observations about meeting the needs of living things? What modifications, based on your observations, need to be made to keep the habitat healthy?

**4s10** 2.5 use appropriate science and technology vocabulary, including habitat, population, community, adaptation, and food chain, in oral and written communication

**4s11** 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use presentation software to show the steps one might follow to set up and maintain a terrarium)

### 3. Understanding Basic Concepts

**4s12** 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life (e.g., food, water, air, space, and light)

**4s13** 3.2 demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)

**4s14** 3.3 identify factors (e.g., availability of water or food, amount of light, type of weather) that affect the ability of plants and animals to survive in a specific habitat

**4s15** 3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat (e.g., the life in a meadow or in a patch of forest)



# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 4

**4s16** 3.5 classify organisms, including humans, according to their role in a food chain (e.g., producer, consumer, decomposer)

**4s17** 3.6 identify animals that are carnivores, herbivores, or omnivores

**4s18** 3.7 describe structural adaptations that allow plants and animals to survive in specific habitats (e.g., the thick stem of a cactus stores water for the plant; a duck's webbed feet allow it to move quickly and efficiently in water)

**4s19** 3.8 explain why changes in the environment have a greater impact on specialized species than on generalized species (e.g., diminishing ice cover hampers the ability of polar bears to hunt seals, their main food source, and so the polar bear population in some areas is becoming less healthy and may begin to decrease; black bear habitat has been heavily disrupted by human encroachment, but because black bears are highly adaptable omnivores that eat everything from insects to garbage generated by humans, their numbers have been increasing)

**4s20** 3.9 demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support

**4s21** 3.10 describe ways in which humans are dependent on natural habitats and communities (e.g., for water, medicine, flood control in wetlands, leisure activities)

### UNDERSTANDING STRUCTURES AND MECHANISMS: Pulleys and Gears

#### Overall Expectations

**4s22** 1. evaluate the impact of pulleys and gears on society and the environment;



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 4

**4s23** 2. investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects;

**4s24** 3. demonstrate an understanding of the basic principles and functions of pulley systems and gear systems.

## 1. Relating Science and Technology to Society and the Environment

**4s25** 1.1 assess the impact of pulley systems and gear systems on daily life. Sample issues: Elevators and other lifting devices use pulley and gear systems; they allow people with physical challenges to have equal access to all floors of a building. Bicycles use gears; they provide us with transportation and exercise. Snowmobiles, VCRs, and joysticks use pulleys and/or gears; they provide us with leisure activities. Clothes dryers and clotheslines, sewing machines, and windshield wipers on cars and trucks use pulleys and/or gears. However, many of these mechanisms require power to operate.

**4s26** 1.2 assess the environmental impact of using machines with pulleys and gears, taking different perspectives into account (e.g., the perspectives of a car driver or cyclist, someone who is physically challenged, the owner of a multifloor building), and suggest ways to minimize negative impacts and maximize positive impacts. Sample issues: (a) Escalators run all the time, using large amounts of electrical energy. (b) A clothesline and a clothes dryer, which use pulleys or gears, are both used to dry clothes. Using a clothes dryer is faster than drying clothes on a line, but the environmental impact of the dryer is greater because it uses electricity or natural gas. (c) Gears reduce the effort needed to pedal a bicycle, but riding a bicycle still requires more effort and takes longer than driving a car to the same destination. However, the bicycle is more environmentally friendly because it does not use fossil fuel

## 2. Developing Investigation and Communication Skills

**4s27** 2.1 follow established safety procedures for working with machinery (e.g., check to ensure that pulley systems are firmly attached to a secure support before operating them; be aware that changing a larger gear wheel to a smaller one will change the speed at which the mechanism moves)



# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 4

**4s28** 2.2 use scientific inquiry/experimentation skills (see page 12) to investigate changes in force, distance, speed, and direction in pulley and gear systems. Sample guiding questions: What happens when the number of pulleys in a system is increased? When the number is decreased? How does the force required to raise a load change when the number of pulleys is changed? How does the distance over which the force is exerted change? What happens when you change the size of one of the wheels in a gear system? What gear system will you use to change the direction of the motion?

**4s29** 2.3 use technological problem-solving skills (see page 16) to design, build, and test a pulley or gear system that performs a specific task. Sample problems: Design, build, and test a mechanism that will raise and lower a flag. Design, build, and test a changing billboard. Design, build, and test a model elevator that could be used in a barn. Design, build, and test a model drawbridge for a castle.

**4s30** 2.4 use appropriate science and technology vocabulary, including pulley, gear, force, and speed, in oral and written communication

**4s31** 2.5 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., write a set of instructions for setting up a pulley system)

### 3. Understanding Basic Concepts

**4s32** 3.1 describe the purposes of pulley systems and gear systems (e.g., to facilitate changes in direction, speed, or force)

**4s33** 3.2 describe how rotary motion in one system or its components (e.g., a system of pulleys of different sizes) is transferred to another system or component (e.g., a system of various gears) in the same structure

**4s34** 3.3 describe how one type of motion can be transformed into another type of motion using pulleys or gears (e.g., rotary to linear in a rack and pinion system, rotary to oscillating in a clock pendulum)



# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 4

**4s35** 3.4 describe, using their observations, how gears operate in one plane (e.g., spur gears, idler gears) and in two planes (e.g., crown, bevel, or worm gears)

**4s36** 3.5 distinguish between pulley systems and gear systems that increase force and those that increase speed

**4s37** 3.6 identify pulley systems (e.g., clotheslines, flagpoles, cranes, elevators, farm machinery) and gear systems (e.g., bicycles, hand drills, can openers) that are used in daily life, and explain the purpose and basic operation of each

**4s38** 3.7 explain how the gear system on a bicycle works (e.g., by using the largest gear on the front chain ring and the smallest gear on the rear wheel, we can move quickly along a flat surface)

**4s39** 3.8 identify the input components that drive a mechanism and the output components that are driven by it (e.g., the pedals on a bike are the input component; the rear wheel is the output component)

### UNDERSTANDING MATTER AND ENERGY: Light and Sound

#### Overall Expectations

**4s40** 1. assess the impact on society and the environment of technological innovations related to light and sound;

**4s41** 2. investigate the characteristics and properties of light and sound;

**4s42** 3. demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.

#### 1. Relating Science and Technology to Society and the Environment

# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 4

**4s43** 1.1 assess the impacts on personal safety of devices that apply the properties of light and/or sound (e.g., UV-coated lenses in sunglasses, safety eyes on garage door openers, reflective material on clothing, ear plugs, backup signals on trucks and cars, MP3 players, cellphones), and propose ways of using these devices to make our daily activities safer. Sample prompts: (a) It is important to be physically active in our daily lives. Walking, skateboarding, rollerblading, and bicycling are all good forms of exercise that take place outside. When taking part in these activities we should be sure to wear sunglasses that protect our eyes from the sun and wear clothing marked with reflective material so we can be seen by motorists. (b) Using MP3 players or cellphones while walking, riding, or driving can prevent us from hearing warning noises or divert our attention from approaching dangers. (c) Ear plugs can protect our ears from excessive noise from lawn mowers and power tools.

**4s44** 1.2 assess the impacts on society and the environment of light and/or sound energy produced by different technologies, taking different perspectives into account (e.g., the perspectives of someone who has to walk on the street late at night, a cottage owner, a person who is hearing impaired, manufacturers of and merchants who sell MP3 players). Sample issues: (a) Streetlights increase visibility and make areas safer for people to move about in the city at night. However, they use large amounts of electrical energy and contribute to light pollution that obscures the features of the night sky. Also, birds may be disoriented by lights from tall buildings and may be killed when they hit the buildings. (b) Items like gasoline-powered lawn mowers and leaf blowers make work easier, and items like jet skis provide enjoyment to the user. However, these technologies also create noise pollution. (c) Advances in electronic technology have allowed us to develop hearing aids for people who might never have been able to hear well without them. However, these same advances have allowed us to create powerful sound systems and devices like personal music players that can be played at volume levels that annoy others and are potentially damaging to human hearing.

## 2. Developing Investigation and Communication Skills

**4s45** 2.1 follow established safety procedures for protecting eyes and ears (e.g., use proper eye and ear protection when working with tools)



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 4

**4s46** 2.2 investigate the basic properties of light (e.g., conduct experiments to show that light travels in a straight path, that light reflects off of shiny surfaces, that light refracts [bends] when passing from one medium to another, that white light is made up of many colours, that light diffracts [bends and spreads out] when passing through an opening)

**4s47** 2.3 investigate the basic properties of sound (e.g., conduct experiments to show that sound travels, that sound can be absorbed or reflected, that sound can be modified [pitch, volume], that there is a relationship between vibrations and sound)

**4s48** 2.4 use technological problem-solving skills (see page 16) to design, build, and test a device that makes use of the properties of light (e.g., a periscope, a kaleidoscope) or sound (e.g., a musical instrument, a sound amplification device). Sample guiding questions: How might you use what you know about sound or about light and mirrors in your device? Which properties of light or sound will be most useful to you in your device? What challenges might you encounter, and how can you overcome them?

**4s49** 2.5 use scientific inquiry/research skills (see page 15) to investigate applications of the properties of light or sound (e.g., careers where knowledge of the properties of light and/or sound play an important role [photography, audio engineering]; ways in which light and/or sound are used at home, at school, and in the community; ways in which animals use sound)

**4s50** 2.6 use appropriate science and technology vocabulary, including natural, artificial, beam of light, pitch, loudness, and vibration, in oral and written communication

**4s51** 2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., create a song or short drama presentation for younger students that will alert them to the dangers of exposure to intense light and sound)

### 3. Understanding Basic Concepts

**4s52** 3.1 identify a variety of natural light sources (e.g., the sun, a firefly) and artificial light sources (e.g., a candle, fireworks, a light bulb)



# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 4

**4s53** 3.2 distinguish between objects that emit their own light (e.g., stars, candles, light bulbs) and those that reflect light from other sources (e.g., the moon, safety reflectors, minerals)

**4s54** 3.3 describe properties of light, including the following: light travels in a straight path; light can be absorbed, reflected, and refracted

**4s55** 3.4 describe properties of sound, including the following: sound travels; sound can be absorbed or reflected and can be modified (e.g., pitch, loudness)

**4s56** 3.5 explain how vibrations cause sound

**4s57** 3.6 describe how different objects and materials interact with light and sound energy (e.g., prisms separate light into colours; voices echo off mountains; some light penetrates through wax paper; sound travels further in water than air)

**4s58** 3.7 distinguish between sources of light that give off both light and heat (e.g., the sun, a candle, an incandescent light bulb) and those that give off light but little or no heat (e.g., an LED, a firefly, a compact fluorescent bulb, a glow stick)

**4s59** 3.8 identify devices that make use of the properties of light and sound (e.g., a telescope, a microscope, and a motion detector make use of the properties of light; a microphone, a hearing aid, and a telephone handset make use of the properties of sound)

### UNDERSTANDING EARTH AND SPACE SYSTEMS: Rocks and Minerals

#### Overall Expectations

**4s60** 1. assess the social and environmental impacts of human uses of rocks and minerals;



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 4

**4s61** 2. investigate, test, and compare the physical properties of rocks and minerals;

**4s62** 3. demonstrate an understanding of the physical properties of rocks and minerals.

## 1. Relating Science and Technology to Society and the Environment

**4s63** 1.1 assess the social and environmental costs and benefits of using objects in the built environment that are made from rocks and minerals. Sample issues: (a) Quarried stone, sand, and gravel are used to make concrete. We need the strength and long life that concrete gives to roads and buildings, but making concrete uses a lot of natural resources and energy. (b) Aluminum is used to make soft drink containers and trash cans. It can be recycled many times, and recycling uses much less energy than making aluminum from ore. (c) One person uses 5.4 kilograms of salt per year on food and another 180 kilograms a year for other things, such as de-icing roads and sidewalks in winter. We need salt in our diet, but when we use it excessively on our roads and sidewalks, it causes damage to cars, water, and plants. (d) Clay is used to make plates and mugs, bricks for buildings, and kitty litter, but clay is mined. The products made from it break down at rates that are similar to those for other rocks.



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 4

**4s64** 1.2 analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account (e.g., the perspectives of mine owners, the families of the miners, Aboriginal communities, the refinery workers, manufacturers of items who need the refined rocks and minerals to make their products, residents who live in communities located near refineries and manufacturing facilities and who are concerned about the environment). Sample issues: (a) Surface mining is used to extract rocks and minerals for eventual human use. It is less hazardous for humans than underground mining, but it has a greater impact on the surface landscape, including the removal of significant amounts of rich topsoil. Efforts are being made by mining companies to reclaim land where mines and quarries have been closed. Mined-out quarries can be filled with water and used for recreational purposes. When a mine is closed, the topsoil that had been removed can be replaced and native species replanted. (b) The smelting process is necessary to extract the metals contained in some ores that can then be made into products for human use. But the process produces waste materials, including gases that contribute to climate change, acid rain, and smog.

## 2. Developing Investigation and Communication Skills

**4s65** 2.1 follow established safety procedures for outdoor activities and for working with tools, materials, and equipment (e.g., use scratch and streak test materials for the purposes for which they are intended; when working outdoors, leave the site as it was found)

**4s66** 2.2 use a variety of tests to identify the physical properties of minerals (e.g., hardness [scratch test], colour [streak test], magnetism)

**4s67** 2.3 use a variety of criteria (e.g., colour, texture, lustre) to classify common rocks and minerals according to their characteristics



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 4

**4s68** 2.4 use scientific inquiry/research skills (see page 15) to investigate how rocks and minerals are used, recycled, and disposed of in everyday life (e.g., nickel and copper are made into coins; coins that are out of circulation can be melted down and the metal can be used for making other things; calcium [from limestone], silicon [from sand or clay], aluminum [from bauxite], and iron [from iron ore] are made into cement that is used for roads and buildings; concrete can be returned to cement and concrete production facilities, and can be recycled; rocks from quarries are used for garden landscaping, and these rocks can be reused; marble is used for countertops and statues). Sample guiding questions: Where might we find products made from rocks and minerals in our daily life? How might you find out other ways in which rocks and minerals are used in everyday items? Why might some people and groups have concerns about the use of some of these rocks and minerals? What might be some alternative materials that could be used instead of the rocks and minerals? How are some of the items made from rocks and/or minerals disposed of when they are no longer useful? Which minerals can be recycled or reused in other products?

**4s69** 2.5 use appropriate science and technology vocabulary, including hardness, colour, lustre, and texture, in oral and written communication

**4s70** 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a graphic organizer to show how rocks and minerals are used in daily life)

### 3. Understanding Basic Concepts

**4s71** 3.1 describe the difference between rocks (composed of two or more minerals) and minerals (composed of the same substance throughout), and explain how these differences determine how they are used

**4s72** 3.2 describe the properties (e.g., colour, lustre, streak, transparency, hardness) that are used to identify minerals



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 4

**4s73** 3.3 describe how igneous, sedimentary, and metamorphic rocks are formed (e.g., Igneous rocks form when hot, liquid rock from deep below the earth's surface rises towards the surface, cools, and solidifies, for instance, after a volcanic eruption. Sedimentary rocks form when small pieces of the earth that have been worn away by wind and water accumulate at the bottom of rivers, lakes, and oceans and are eventually compacted and consolidated into rock; they can also be formed when sea water evaporates and the dissolved minerals are deposited on the sea floor. Metamorphic rocks form when pre-existing rocks are changed by heat and pressure.)

**4s74** 3.4 describe the characteristics of the three classes of rocks (e.g., Sedimentary rocks often have flat layers, are composed of pieces that are roughly the same size with pores between these pieces that are commonly filled with smaller grains, and sometimes contain fossils. Igneous rocks generally have no layers, have variable textures, and do not contain fossils. Metamorphic rocks may have alternating bands of light and dark minerals, or may be composed predominantly of only one mineral, such as marble or quartzite, and rarely contain fossils.), and explain how their characteristics are related to their origin



# Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 4

## HC: Medieval Times

### Overall Expectations

- 4z1** identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era);
- 4z2** use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society;
- 4z3** relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.

### Knowledge and Understanding

- 4z4** describe the hierarchical structure of medieval society and the types of people in it (e.g., peasants, officials, scholars, clergy, merchants, artisans, royalty, nobles), and explain how and why different groups cooperated or came into conflict at different times (e.g., to promote trade, to wage war, to introduce the Magna Carta);
- 4z5** describe aspects of daily life for men, women, and children in medieval societies (e.g., food, housing, clothing, health, religion, recreation, festivals, crafts, justice, roles);
- 4z6** describe characteristics of castles and aspects of castle life (e.g., design and building methods; community structure lord, knights, squires, men-at-arms, workers; sports and entertainment; heraldry; justice; conflict and defence);
- 4z7** outline the reasons for and some of the effects of medieval Europe's expanding contact with other parts of the world (e.g., the Crusades; Muslim influence on arts, architecture, and the sciences; the explorations of Marco Polo, the opening of the Silk Road, and the trade in luxury goods; the Black Death; Italian control of the Mediterranean; development of the printing press);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 4

**4z8** describe some of the ways in which religions shaped medieval society (e.g., Catholicism, Judaism, Islam; events and practices: pilgrimages, tithing, confession, festivals; occupations: clergy, caliph, nuns, monks; buildings: cathedrals, mosques, monasteries, temples, synagogues; influences on the arts; the building of libraries);

**4z9** describe medieval agricultural methods and innovations (e.g., common pasture, three-field rotation, fertilizers, the padded horse collar, the wheeled plough, mills), and explain why the innovations were important;

**4z10** outline important ways in which medieval society changed over time (e.g., growth of towns, specialization of labour, changes in transportation methods, changes to law and justice), and give reasons for the changes.

### Inquiry/Research and Communication Skills

**4z11** formulate questions to guide research (e.g., What impact did Islamic culture have on European medieval societies? Why did castles have moats? Which medieval trade guilds have comparable apprenticeship programs today? What valuable items did Marco Polo bring back from Asia?);

**4z12** use primary and secondary sources to locate information about medieval civilizations (e.g., primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);

**4z13** use graphic organizers to summarize information (e.g., pyramid showing social hierarchies, circle chart showing system of crop rotation, timeline showing dates of innovations and events, T-chart showing comparison of peasants' and lords' lifestyles);

**4z14** draw and label maps or create models to illustrate features of medieval landscapes (e.g., a village, a castle or palace, a mosque with a minaret);

**4z15** read and interpret maps relevant to the period (e.g., showing trade routes, locations of castles, layout of a town or city);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 4

**4z16** use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in medieval society (e.g., the roles of men, women, and children; the problems of sanitation and health in towns and cities);

**4z17** use appropriate vocabulary (e.g., peasant, page, clergy, squire, caliph, imam, merchant, trade guild, chivalry, manor, monastery, mosque, pilgrimage, Islam, Christianity, Judaism, Magna Carta, Crusades ) to describe their inquiries and observations.

### Application

**4z18** compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government);

**4z19** make connections between social or environmental concerns of medieval times and similar concerns today (e.g., pollution, the spread of disease, crime, warfare, poverty, religious intolerance);

**4z20** use artistic expression to re-create or respond to imaginative works from medieval times (e.g., illustrate a coat of arms; dramatize a story about the Knights of the Round Table; listen and respond to medieval ballads and poems; create a storyboard for a tale from The Thousand and One Nights).

### CWC: Canada's Provinces, Territories, and Regions

### Overall Expectations

**4z21** name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each;

**4z22** use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories;



# Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 4

**4z23** identify, analyse, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.

## Knowledge and Understanding

**4z24** explain the concept of a region (i.e., an area that is similar throughout its extent and different from the places around it);

**4z25** identify the physical regions of Ontario and describe their characteristics (e.g., Canadian Shield, Great Lakes St. Lawrence lowlands, Hudson Bay lowlands);

**4z26** explain how the St. Lawrence River and the Great Lakes systems shape or influence the human activity of their surrounding area (e.g., with respect to transportation, industry, recreation, commercial fishing);

**4z27** identify Ontario's major natural resources and their uses and management (e.g., water, for hydroelectricity and recreation);

**4z28** identify and describe types of communities in each physical region of Ontario (e.g., tourist, manufacturing, and agricultural communities in the St. Lawrence lowlands; First Nation communities in the Hudson Bay lowlands; forestry and mining communities in the Canadian Shield region);

**4z29** describe a variety of exchanges that occur among the communities and regions of Ontario (e.g., fruit from the Niagara Peninsula, nickel from Sudbury, vehicles from Oshawa, wild rice from Kenora, cranberries from Wahta First Nation) and among the provinces and territories (e.g., potatoes from Prince Edward Island, fish from British Columbia, grain from Saskatchewan, Inuit artwork from Nunavut);

**4z30** identify Canada's provinces and territories and its main physical regions (e.g., Canadian Shield, Appalachians, Hudson Bay lowlands, Arctic lowlands, Great Lakes –St. Lawrence lowlands, interior plains, cordilleras);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 4

**4z31** describe and compare the environments of the physical regions of Canada (e.g., with respect to landforms and waterways);

**4z32** identify the natural resources necessary to create Canadian products, and the provinces and territories from which they originate (e.g., trees/furniture/Ontario);

**4z33** relate the physical environment to economic and cultural activities in the various provinces and territories (e.g., mountains/skiing/British Columbia; the Grand Banks/fishing/Newfoundland and Labrador; beaches/tourism/Prince Edward Island; temperate climate and fertile soil/orchards/ southern Ontario).

### Inquiry/Research and Communication Skills

**4z34** formulate questions to guide research and clarify information on study topics (e.g., What are the effects of physical features on land use? How are goods transported from one province or territory to another?);

**4z35** use primary and secondary sources to locate information about natural resources and their uses (e.g., primary sources: interviews, classroom visitors, class trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);

**4z36** use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions (e.g., use a pro-and-con chart to identify the effects of clear-cutting on a forest community; use a decision-making chart to consider the alternatives to and consequences of constructing dams on a river system; create a bar graph to show average temperature by province);

**4z37** use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about the regions, provinces, and territories;



# Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 4

**4z38** use appropriate vocabulary (e.g., regions, Canadian Shield, Great Lakes lowlands, St. Lawrence lowlands, Hudson Bay lowlands, interior plains, Arctic lowlands, cordilleras, physical features, boundaries, province, capital, territory, natural resources, grid ) to describe their inquiries and observations.

## Map, Globe, and Graphic Skills

**4z39** locate on a map community boundaries and adjacent communities (e.g., towns, counties) within a region;

**4z40** locate on a map of Ontario and label the Great Lakes and other major bodies of water and waterways (e.g., Hudson Bay, James Bay, the Ottawa River);

**4z41** use a variety of sources (e.g., atlases, relief maps, globes, aerial and satellite photographs) to locate and label the physical regions of Canada on a map;

**4z42** use cardinal and intermediate directions, pictorial and non-pictorial symbols (e.g., dots to represent entire cities), scale, and colour to locate and display geographic information on various maps;

**4z43** use number and letter grids to locate places on base maps and road maps, and in atlases;

**4z44** create and use a variety of thematic maps of Canada's physical features (e.g., landforms, climate, natural resources);

**4z45** construct maps of transportation routes between local communities within a region (e.g., rail, road, water, air);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 4

**4z46** construct maps of the provinces and territories, showing major roadways, railways, and cities, including capital cities;

**4z47** prepare various forms of maps, using symbols and legends, to display places, transportation routes, and political boundaries (e.g., international, national, provincial) in Canada.

### Application

**4z48** identify relationships, in a variety of fields, that link Ontario and the other provinces and territories (e.g., in art, literature, music, dance, technology, heritage, tourism, sports);

**4z49** compare two or more regions (e.g., the Arctic and the Prairies), with respect to their physical environments and exchanges of goods and services;

**4z50** identify and describe a cause-and-effect relationship between the environment and the economy in a province or territory (e.g., overfishing on the Grand Banks; changes to landscape resulting from open-pit mining or clear-cut logging);

**4z51** describe how technology (e.g., in communications, transportation) affects the lives of people in an isolated community in Canada (e.g., the impact of snowmobiles on hunting in the Arctic; the effects of satellite television and the Internet on schoolchildren; the effect of air transport on the availability of products); .