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|  | **Learning Outcomes for Grade 4** |
|  | **English Language Arts** |
|  | **Oral Language (Speaking and Listening)** |
|  | **It is expected that students will:** |
| A1 | * use speaking and listening to interact with others for the purposes of – contributing to a class goal sharing ideas and opinions, improving and deepening comprehension, solving problems, and completing tasks
 |
| A2 | * use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by staying on topic in a focussed discussion, recounting experiences in a logical order, using an effective introduction and conclusion, using details or examples to enhance meaning and explaining and supporting a viewpoint
 |
| A3 | * listen purposefully to understand ideas and information, by summarizing main ideas and supporting details, generating questions, visualizing and sharing, identifying opinions or viewpoints and ignoring distractions
 |
|  | **Strategies (Oral Language)** |
| A4 | * select and use strategies when interacting with others, including accessing prior knowledge making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener and paraphrasing to clarify meaning
 |
| A5 | * select and use strategies when expressing and presenting ideas, information, and feelings, including, setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practising delivery, and self-monitoring and self-correcting in response to feedback
 |
| A6 | * select and use strategies when listening to make and clarify meaning, including, accessing prior knowledge, making predictions about content before listening, focussing on the speaker, listening for specifics, generating questions, recalling, summarizing, and synthesizing, visualizing and monitoring comprehension
 |
|  | **Thinking (Oral Language)** |
| A7 | * demonstrate enhanced vocabulary knowledge and usage
 |
| A8 | * use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts
 |
| A9 | * use speaking and listening to improve and extend thinking, by acquiring new ideas, making connections and asking questions, comparing and analysing ideas, developing explanations, considering alternative viewpoints and investigating problems and creating solutions
 |
| A10 | * reflect on and assess their speaking and listening, by referring to class-generated criteria, reflecting on and discussing peer and adult feedback, setting goals and creating a plan for improvement and taking steps toward achieving goals
 |
|  | **Features (Oral Language)** |
| A11 | * use the features of oral language to convey and derive meaning, including text structure, a variety of sentence lengths, structures, and types, smooth transitions, syntax (i.e., grammar and usage), enunciation, nonverbal communication and receptive listening posture
 |
| A12 | * recognize the structures and patterns of language in oral texts, including sound devices, root words, word families, structural sequencing cues and idiomatic expressions
 |
|  | **Purposes (Reading and Viewing)** |
| B1 | * read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including stories from various Aboriginal and other cultures, stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction) and poems that make obvious use of literary devices
 |
| B2 | * read fluently and demonstrate comprehension of grade-appropriate information texts, such as non-fiction books, textbooks and other instructional materials, materials that contain diagrams, charts, illustrations, or graphs, reports and articles from newspapers and children’s magazines, reference material, web sites designed for children and instructions and procedures
 |
| B3 | * read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension
 |
| B4 | * view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)
 |
|  | **Strategies (Reading and Viewing)** |
| B5 | * select and use strategies before reading and viewing to develop understanding of text, including setting a purpose and constructing personal goals, accessing prior knowledge to make connections , making predictions, asking questions and previewing texts
 |
| B6 | * select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

 – predicting – making connections  – visualizing – asking and answering questions  – making inferences and drawing conclusions – using ‘text features’ – self-monitoring and self-correcting – figuring out unknown words – reading selectively  – determining the importance of ideas/events – visually representing texts – summarizing and synthesizing |
| B7 | * select and use strategies after reading and viewing to confirm and extend meaning, including self-monitoring and self-correcting, generating and responding to questions, making inferences and drawing conclusions, reflecting and responding , visualizing, using ‘text features’ to locate information, using graphic organizers to record information, summarizing and synthesizing
 |
|  | **Thinking (Reading and Viewing)** |
| B8 | * respond to selections they read or view, by expressing an opinion with supporting evidence, explaining connections (text-to-self, text-to-text, text-to-world), discussing and giving reasons for their choice of favourite texts
 |
| B9 | * read and view to improve and extend thinking, by predicting and explaining, visualizing, distinguishing between fact and opinion, analysing texts to consider alternatives, drawing conclusions, recognizing alternative viewpoints and summarizing and synthesizing
 |
| B10 | * reflect on and assess their reading and viewing, by referring to class-generated criteria, setting goals and creating a plan for improvement and taking steps toward achieving goals
 |
|  | **Features (Reading and Viewing)** |
| B11 | * explain how structures and features of text work to develop meaning, including – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars) – literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) – literary devices (e.g., imagery, sensory detail, simile, metaphor) – idiomatic expressions
 |
|  | **Purposes (Writing and Representing)** |
| C1 | * write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring

 – clearly developed ideas using effective supporting details and explanations – sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity – experimentation with word choice by using new, different, more precise and powerful words  – an authentic voice demonstrating a developing writing style  – an organization that is meaningful, logical, and effective, and showcases a central idea or theme |
| C2 | * write a variety of clear informational writing for a range of purposes and audiences, featuring

 – clearly developed ideas by using clear, focussed, useful, and interesting details and explanations – sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity  – word choice by using some new and precise words including content-specific vocabulary  – a voice demonstrating an appreciation of, interest in, and knowledge of the topic – an organization that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense |
| C3 | * write a variety of imaginative writing modelled from literature, featuring

 – well-developed ideas through the use of supporting details, especially interesting sensory detail – sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity  – effective word choice by experimenting with new, more powerful and varied words, especially descriptive words – a voice demonstrating some sense of individuality – an organization that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending |
| C4 | * create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring, development of ideas through clear, focussed, and useful details, connections to personal feelings, experiences, opinions, and information, an expressive voice and an organization in which key ideas are evident
 |
|  | **Strategies (Writing and Representing)** |
| C5 | * select and use strategies before writing and representing, including, setting a purpose, identifying an audience, selecting a genre and form from samples provided, developing class-generated criteria based on analysis of the form of writing or representing, generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
 |
| C6 | * select and use strategies during writing and representing to express and refine thoughts, including, referring to class-generated criteria, examining models of literature, combining multiple sources of information, consulting reference material, considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency and ongoing revising and editing
 |
| C7 | * select and use strategies after writing and representing to improve their work, including checking their work against established criteria, reading aloud and listening for fluency, revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) and editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)
 |
|  | **Thinking (Writing and Representing)** |
| C8 | * use writing and representing to express personal responses and relevant opinions in response to experiences and texts
 |
| C9 | * use writing and representing to extend thinking, by developing explanations, expressing alternative viewpoints and creating new understandings
 |
| C10 | * reflect on and assess their writing and representing, by referring to class-generated criteria, setting goals and creating a plan for improvement and taking steps toward achieving goals
 |
|  | **Features (Writing and Representing)** |
| C11 | * use the features and conventions of language to express meaning in their writing and representing, including

 – complete simple and compound sentences – paragraphs to show the beginning of new ideas  – correct noun-pronoun agreement  – past, present, and future tenses – capitalization to designate organizations and to indicate beginning of quotations  – commas after introductory words in sentences and when citing addresses – capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue) – spelling multi-syllable words by applying phonic knowledge and skills and visual memory – conventional Canadian spelling for familiar and frequently used words  – spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)  – legible writing that demonstrates awareness of alignment, shape, and slant  – spacing words and sentences consistently on a line and page |
|  | **Mathematics** |
|  | **Number** |
| A1 | * represent and describe whole numbers to 10 000, pictorially and symbolically
 |
| A2 | * compare and order numbers to 10 000
 |
| A3 | * demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by using personal strategies for adding and subtracting, estimating sums and differences and solving problems involving addition and subtraction
 |
| A4 | * explain the properties of 0 and 1 for multiplication, and the property of 1 for division
 |
| A5 | * describe and apply mental mathematics strategies, such as skip counting from a known fact, using doubling or halving, using doubling or halving and adding or subtracting one more group, using patterns in the 9s facts,

 using repeated doubling to determine basic multiplication facts to 9=9 and related division facts |
| A6 | * demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by using personal strategies for multiplication with and without concrete materials, using arrays to represent multiplication, connecting concrete representations to symbolic representations and estimating products
 |
| A7 | * demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by using personal strategies for dividing with and without concrete materials, estimating quotients and relating division to multiplication
 |
| A8 | * demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to name and record fractions for the parts of a whole or a set, compare and order fractions, model and explain that for different wholes, two identical fractions may not represent the same quantity and provide examples of where fractions are used
 |
| A9 | * describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically
 |
| A10 | * relate decimals to fractions (to hundredths)
 |
| A11 | * demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by using compatible numbers, estimating sums and differences, using mental math strategies to solve problems
 |
|  | **PATTERNS AND RELATIONS** |
|  | **Patterns** |
| B1 | * identify and describe patterns found in tables and charts, including a multiplication chart
 |
| B2 | * reproduce a pattern shown in a table or chart using concrete materials
 |
| B3 | * represent and describe patterns and relationships using charts and tables to solve problems
 |
| B4 | * identify and explain mathematical relationships using charts and diagrams to solve problems
 |
|  | **Variables and Equations** |
| B5 | * express a given problem as an equation in which a symbol is used to represent an unknown number
 |
| B6 | * solve one-step equations involving a symbol to represent an unknown number
 |
|  | **SHAPE AND SPACE** |
|  | **Measurement** |
| C1 | * read and record time using digital and analog clocks, including 24-hour clocks
 |
| C2 | * read and record calendar dates in a variety of formats
 |
| C3 | * demonstrate an understanding of area of regular and irregular 2-D shapes by recognizing that area is measured in square units, selecting and justifying referents for the units cm2 or m2, estimating area by using referents for cm2 or m2, determining and recording area (cm2 or m2 ), constructing different rectangles for a given area (cm2 or m2 ) in order to demonstrate that many different rectangles may have the same area
 |
|  | **3-D Objects and 2-D Shapes** |
| C4 | * describe and construct rectangular and triangular prisms
 |
|  | **Transformations** |
| C5 | * demonstrate an understanding of line symmetry by identifying symmetrical 2-D shapes, creating symmetrical 2-D shapes, drawing one or more lines of symmetry in a 2-D shape
 |
|  | **STATISTICS AND PROBABILITY** |
|  | **Data Analysis** |
| D1 | * demonstrate an understanding of many-to-one correspondence
 |
| D2 | * construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions
 |
|  | **Science** |
|  | **Processes and Skills of Science** |
| 1 | **It is expected that students will:** |
| 2 | * make predictions, supported by reasons and relevant to the content
 |
| 3 | * use data from investigations to recognize patterns and relationships and reach conclusions
 |
|  | **Life Science: Habitats and Communities** |
|  | **It is expected that students will:** |
| 4 | * compare the structures and behaviours of local animals and plants in different habitats and communities
 |
| 5 | * analyse simple food chains
 |
| 6 | * demonstrate awareness of the Aboriginal concept of respect for the environment
 |
| 7 | * determine how personal choices and actions have environmental consequences
 |
|  | **Physical Science: Sound and Light** |
|  | **It is expected that students will:** |
| 8 | * identify sources of light and sound
 |
| 9 | * explain properties of light (e.g., travels in a straight path, can be reflected)
 |
| 10 | * explain properties of sound (e.g., travels in waves, travels in all directions)
 |
|  | **Earth and Space Science: Weather** |
|  | **It is expected that students will:** |
| 11 | * measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
 |
| 12 | * analyse impacts of weather on living and non-living things
 |
|  | **Social Studies** |
|  | **SKILLS AND PROCESSES OF SOCIAL STUDIES** |
|  | **It is expected that students will:** |
| A1 | * apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
 |
| A2 | * use maps and timelines to gather and represent information
 |
| A3 | * gather information from a variety of sources
 |
| A4 | * identify alternative perspectives on a selected event or issue
 |
| A5 | * create a presentation on a selected historical event or topic
 |
| A6 | * formulate strategies to address problems or issues
 |
|  | **IDENTITY, SOCIETY, AND CULTURE** |
|  | **It is expected that students will:** |
| B1 | * distinguish characteristics of various Aboriginal cultures in BC and Canada
 |
| B2 | * demonstrate knowledge of early European exploration of BC and Canada
 |
| B3 | * identify effects of early contact between Aboriginal societies and European explorers and settlers
 |
|  | **GOVERNANCE** |
|  | **It is expected that students will:** |
| C1 | * compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada
 |
| C2 | * identify the impact of Canadian governance on Aboriginal people’s rights
 |
|  | **ECONOMY AND TECHNOLOGY** |
|  | **It is expected that students will:** |
| D1 | * compare bartering and monetary systems of exchange
 |
| D2 | * describe technologies used by Aboriginal people in BC and Canada
 |
| D3 | * analyse factors that influenced early European exploration of North America
 |
| D4 | * describe technologies used in exploration, including transportation, navigation, and food preservation
 |
| D5 | * describe economic and technological exchanges between explorers and Aboriginal people
 |
|  | **HUMAN AND PHYSICAL ENVIRONMENT** |
|  | **It is expected that students will:** |
| E1 | * use maps and globes to locate the world’s hemispheres, the world’s continents and oceans and Aboriginal groups studied
 |
| E2 | * identify the significance of selected place names in BC and Canada
 |
| E3 | * describe Aboriginal peoples’ relationship with the land and natural resources
 |
|  | **Health and Career Education** |
|  | **Goals and Decisions** |
|  | **It is expected that students will:** |
| A1 | * identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)
 |
|  | **Career Development** |
|  | **It is expected that students will:** |
| B1 | * create an inventory of their own attributes, including skills, interests, and accomplishments
 |
| B2 | * demonstrate an understanding of the importance of developing effective work habits
 |
|  | **Health** |
|  | **Healthy Living** |
|  | **It is expected that students will:** |
| C1 | * describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)
 |
| C2 | * describe choices they can make for healthy eating, based on Canada’s Food Guide to Healthy Eating
 |
| C3 | * describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour
 |
| C4 | * differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be “caught” from someone with the disease)
 |
|  | **Healthy Relationships** |
|  | **It is expected that students will:** |
| C5 | * describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)
 |
| C6 | * demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)
 |
|  | **Safety and Injury Prevention** |
|  | **It is expected that students will:** |
| C7 | * identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)
 |
| C8 | * identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)
 |
| C9 | * describe the potential risks for injury in a variety of settings, including on the road
 |
|  | **Substance Misuse Prevention** |
|  | **It is expected that students will:** |
| C10 | * describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)
 |
| C11 | * propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)
 |
|  | **Physical Education** |
|  | **Active Living** |
|  | **Knowledge** |
|  | **It is expected that students will:** |
| A1 | * describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
 |
| A2 | * identify the major muscles of the body that are involved in physical activity
 |
| A3 | * demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
 |
| A4 | * describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)
 |
| A5 | * identify opportunities for physical activity in a variety of settings
 |
|  | **Participation** |
|  | **It is expected that students will:** |
| A6 | * participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities
 |
|  | **Movement Skills** |
|  | **It is expected that students will:** |
| B1 | * adjust speed, force, level, pathway, and direction in relation to people or moving objects
 |
| B2 | * demonstrate proper technique to send and receive various objects with control, including but not limited to the following: one-handed catch underhand and overhand, strike a moving object with implement, strike an object with hand, one-handed throw overhand and dribble an object with feet
 |
| B3 | * select non-locomotor, locomotor, and manipulative movements to create sequences
 |
|  | **Safety, Fair Play, and Leadership** |
|  | **It is expected that students will:** |
| C1 | * demonstrate an ability to participate safely in specific physical activities
 |
| C2 | * describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting)
 |
| C3 | * demonstrate leadership in selected physical activities
 |
|  | **Fine Arts** |
|  | **Dance** |
|  | **Creating Dance** |
|  | **It is expected that students will:** |
| A1 | * move in response to a variety of sounds, music, images, and feelings
 |
| A2 | * create movement sequences based on a given choreographic form
 |
| A3 | * participate in creative processes — with emphasis on exploring and selecting — to create dance compositions
 |
|  | **Elements of Dance** |
| B1 | * use elements of movement in combination
 |
| B2 | * demonstrate the principles of movement — alignment, balance, flexibility, strength, and breathing — in dance
 |
| B3 | * describe techniques associated with particular dance styles
 |
| B4 | * identify ways in which safety and health-related choices affect dance
 |
|  | **Context** |
| C1 | * compare dances from a variety of cultural and social contexts
 |
| C2 | * research dance events and activities in the local community
 |
|  | **Presenting and Performing** |
| D1 | * rehearse dance for presentation
 |
| D2 | * demonstrate performance skills appropriate to a given dance situation
 |
| D3 | * apply established criteria to analyse their own and others’ work
 |
|  | **Drama** |
|  | **Exploring and Creating** |
|  | **It is expected that students will:** |
| A1 | * express a variety of ideas and perspectives through drama
 |
| A2 | * demonstrate collaboration skills during drama
 |
|  | **Drama Forms, Strategies, and Skills** |
| B1 | * use vocal elements and movement elements appropriate to various roles and situations
 |
| B2 | * participate in a variety of drama forms
 |
| B3 | * participate safely in drama activities
 |
|  | **Context** |
| C1 | * describe how drama reflects cultural beliefs and attitudes
 |
| C2 | * demonstrate an awareness of local drama events and activities
 |
|  | **Presenting and Performing** |
| D1 | * demonstrate commitment while presenting drama work
 |
| D2 | * apply established criteria to reflect on their own and others’ presentations
 |
|  | **Music** |
|  | **Exploring and Creating** |
|  | **It is expected that students will:** |
| A1 | * apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire
 |
| A2 | * explain thoughts, images, and feelings derived from a music experience
 |
| A3 | * apply elements of rhythm, melody, and expression in composition
 |
|  | **Elements and Skills** |
| B1 | * sing or play rhythmic patterns from standard notation
 |
| B2 | * sing or play from aural sources
 |
| B3 | * sing or play melodies in unison and in simple textures
 |
| B4 | * identify form in melodic and rhythmic structure
 |
| B5 | * use standard or invented notation to represent melodic phrases and rhythmic patterns
 |
| B6 | * demonstrate appropriate use of classroom instruments
 |
|  | **Context** |
| C1 | * participate in music from a variety of historical, cultural, and social contexts
 |
| C2 | * identify music events and activities in the local community
 |
|  | **Presenting and Performing** |
| D1 | * apply skills and attitudes appropriate to a range of music experiences, demonstrating:

− audience engagement − performance skills − respect for the contributions of others |
| D2 | * apply established criteria to reflect on their own and others’ work
 |
|  | **Visual Arts** |
|  | **Creative Processes** |
|  | **It is expected that students will:** |
| A1 | * draft ideas for images using feelings, observation, memory, and imagination
 |
| A2 | * create images using a range of image-development strategies, including, serialization, stylization and animation
 |
| A3 | * create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects: form, contrast and emphasis
 |
| A4 | * use a range of materials, technologies, and processes alone and in combination to create images
 |
| A5 | * create 2-D and 3-D images

 − that express personal identity  − that respond to or reflect aspects of art from a variety of historical and cultural contexts − to communicate ideas, experiences, and stories  − to illustrate and decorate |
|  | Skills and Strategies |
| B1 | * compare and apply various image-development strategies, including animation, serialization and stylization
 |
| B2 | * compare and apply various visual elements and principles of design including form, contrast and emphasis
 |
| B3 | * analyse and use a variety of materials, technologies, and processes to create images
 |
| B4 | * demonstrate safe and environmentally responsible use of materials, technologies, and processes
 |
|  | **Context** |
| C1 | * describe a variety of reasons why people make and use visual arts
 |
| C2 | * identify distinctive styles of visual images from various historical, cultural, and social contexts
 |
| C3 | * demonstrate an awareness that there are ethical considerations involved in copying and appropriating images
 |
| C4 | * demonstrate an awareness that there are various types of artists in the community
 |
|  | **Exhibition and Response** |
| D1 | * describe their response to 2-D and 3-D images

 − created to communicate ideas, experiences, and stories  − created to illustrate and decorate − that show particular visual elements, principles of design, or image-development strategies |
| D2 | * interpret reasons for preferences in artworks
 |
| D3 | * demonstrate the ability to work co-operatively to develop a group display
 |