



GRADE 4

Curriculum Package *(September 2010)*



Ministry of
Education

For ease of reference, this Grade 4 Curriculum Package compiles all Prescribed Learning Outcomes and Suggested Achievement Indicators from within each subject-based Integrated Resource Package (IRP) into one comprehensive document.

www.bced.gov.bc.ca/irp

TABLE OF CONTENTS

INTRODUCTION

Introduction	5
Required Areas of Study	5
How to Use this Document	5

GRADE 4 PRESCRIBED CURRICULA

Daily Physical Activity	7
English Language Arts	9
Arts Education	31
Dance	31
Drama	37
Music	41
Visual Arts	45
Health and Career Education	51
Mathematics	57
Physical Education	69
Science	73
Social Studies	77

This document provides basic information about the provincial curriculum requirements for **Grade 4** students in British Columbia. The full text of all provincially prescribed curricula is available online at www.bced.gov.bc.ca/irp/irp.htm

REQUIRED AREAS OF STUDY

As stated in the *Required Areas of Study In An Educational Program Order* (www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf), each school year a board must offer to all students in **Grade 4** an educational program that meets all the Prescribed Learning Outcomes set out in the applicable educational program guide in

- English Language Arts, or in the case of a student enrolled in a francophone educational program, French Language Arts
- Social Studies
- Mathematics
- Science
- Physical Education
- Arts Education: Dance, Drama, Music and Visual Arts
- Health and Career Education
- Daily Physical Activity

HOW TO USE THIS DOCUMENT

For each required area of study for **Grade 4**, the Prescribed Learning Outcomes and corresponding Suggested Achievement Indicators are presented in a series of tables.

Prescribed Learning Outcomes

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, prescribed learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools are responsible for ensuring that all Prescribed Learning Outcomes for each required area of study are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

All prescribed learning outcomes complete the stem, “It is expected that students will”

Prescribed Learning Outcomes are presented by curriculum organizer (and suborganizer as applicable), and for some subjects are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Suggested Achievement Indicators

Suggested Achievement Indicators in relation to each Prescribed Learning Outcome are included to support the assessment of provincially prescribed curricula.

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Suggested Achievement Indicators describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator presents only one aspect of the corresponding learning outcome, the entire set of achievement indicators can assist teachers when determining whether students have fully met the learning outcome.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

DAILY PHYSICAL ACTIVITY – GRADE 4 PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • participate in physical activities for a minimum of 30 minutes during each school day 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in daily physical activities <input type="checkbox"/> participate in physical activity in blocks of at least 10 minutes at a time, totalling a minimum of 30 minutes per day
<ul style="list-style-type: none"> • participate in a range of endurance activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in physical activities that help develop their cardiovascular endurance <input type="checkbox"/> participate daily in endurance activities (e.g., brisk walking, swimming, cycling, jogging, soccer, aerobics, dancing, cross-country skiing, relay games, tag games)
<ul style="list-style-type: none"> • participate in a range of strength activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their strength <input type="checkbox"/> participate daily in activities that help to develop the strength of different muscle groups (e.g., rope climbing, push-ups, racquet and ball games, core strength training, skating)
<ul style="list-style-type: none"> • participate in a range of flexibility activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their flexibility <input type="checkbox"/> participate daily in activities that help to develop the flexibility of different parts of the body (e.g., stretches, pilates, dancing)

ENGLISH LANGUAGE ARTS – GRADE 4

Prescribed Learning Outcomes and Suggested Achievement Indicators



ORAL LANGUAGE (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> – contributing to a class goal – sharing ideas and opinions – improving and deepening comprehension – solving problems – completing tasks 	<ul style="list-style-type: none"> <input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., structured A/B partners, partner-talk, brainstorming) <input type="checkbox"/> share ideas, opinions, and feelings when participating in class activities (e.g., explore and discuss issues and varying viewpoints, participate in literature circles and book clubs, contribute to a class meeting) <input type="checkbox"/> listen without interrupting, speak respectfully, and use appropriate language and tone to disagree <input type="checkbox"/> ask for clarification and support from peers and adults <input type="checkbox"/> speak and listen to respond to others' questions, needs, feelings, and reactions, taking into account verbal and nonverbal cues (e.g., tone, inflection, body language, facial expression) <input type="checkbox"/> speak and listen in partner, small group, and whole class discussion to accomplish a structured task or to solve a problem (e.g., choose a topic for a project, assign roles to complete a task)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> – 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 – explaining and supporting a viewpoint 	<ul style="list-style-type: none"> <input type="checkbox"/> identify purpose (e.g., to report information, share experiences, entertain, offer ideas, solve problems) and audience (e.g., peers, younger grade, parents) for speaking and presenting <input type="checkbox"/> present/discuss in own words information that is generally accurate and relevant and includes details, examples, anecdotes, or experiences <input type="checkbox"/> use effective introductions and conclusions that guide and inform the listener’s understanding <input type="checkbox"/> use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question) <input type="checkbox"/> contribute to class/group discussions to respond to a variety of texts and class experiences and explain their own viewpoint <input type="checkbox"/> use vocabulary appropriate to topic and audience (e.g., content-specific words and phrases, such as “hibernation” and “camouflage”) <input type="checkbox"/> use tone, volume, pacing, intonation, body language, and gesture to enhance meaning
<p>A3 listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> – summarizing main ideas and supporting details – generating questions – visualizing and sharing – identifying opinions or viewpoints – ignoring distractions 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and state a purpose for listening <input type="checkbox"/> summarize and sequence main ideas, and distinguish them from supporting details <input type="checkbox"/> include some relevant details when answering questions or contributing to a shared summary <input type="checkbox"/> ask questions independently or with classmates to explore a topic further <input type="checkbox"/> restate opinions and viewpoints expressed by others <input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., nod to show agreement, show responsive facial expression) <input type="checkbox"/> attend without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak) <input type="checkbox"/> follow multi-step oral instructions and demonstrations to complete tasks (e.g., set up a diorama, complete a science experiment)

ORAL LANGUAGE (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i>
<p>A4 select and use strategies when interacting with others, including</p> <ul style="list-style-type: none"> – accessing prior knowledge – making and sharing connections – asking questions for clarification and understanding – taking turns as speaker and listener – paraphrasing to clarify meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> refer to relevant texts they have read or heard, or contribute relevant experiences to the topic or task <input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker <input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs or small groups <input type="checkbox"/> follow classroom guidelines for interacting (e.g., respectful listening, accepting differing opinions) <input type="checkbox"/> ask thoughtful questions and respond to questions with appropriate elaboration <input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation <input type="checkbox"/> explain and show understanding of other viewpoints
<p>A5 select and use strategies when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> – setting a purpose – accessing prior knowledge – generating ideas – making and sharing connections – asking questions to clarify and confirm meaning – organizing information – practising delivery – self-monitoring and self-correcting in response to feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> identify topic, audience, and purpose for their oral presentations <input type="checkbox"/> discuss what they already know about the topic and what the audience needs to know <input type="checkbox"/> ask and/or answer questions to focus the topic, clarify understanding, or identify the need for further information <input type="checkbox"/> organize information and ideas chronologically or around major points of information (e.g., use graphic organizers, generate research questions, collect and incorporate information from more than one source) <input type="checkbox"/> use facial expressions, body language, intonation, and gestures in narrative presentations to provide a context that enables the listener to imagine the circumstances of the event or experience <input type="checkbox"/> use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question) <input type="checkbox"/> practise delivery of formal presentations <input type="checkbox"/> monitor volume, tone, intonation, pace, expression, and gesture depending on the situation (e.g., when delivering an announcement at a school assembly vs. speaking to peers) and adjust presentation in response to feedback

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A6 select and use strategies when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> – accessing prior knowledge – making predictions about content before listening – focussing on the speaker – listening for specifics – generating questions – recalling, summarizing, and synthesizing – visualizing – monitoring comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> use prior knowledge and understanding (e.g., of the topic, of genre) to make reasonable predictions <input type="checkbox"/> contribute to an advance list of questions about a topic or story <input type="checkbox"/> focus on a particular aspect of the presentation (e.g., descriptive language, character motivation, rhyme, rhythm) <input type="checkbox"/> ask questions to clarify (i.e., recognize when information is not making sense) <input type="checkbox"/> identify main ideas and supporting details <input type="checkbox"/> use techniques for recall (e.g., make notes, sketch, make mental images) <input type="checkbox"/> summarize major ideas and supporting evidence presented in spoken messages and formal presentations <input type="checkbox"/> ask for clarification when needed

ORAL LANGUAGE (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i>
A7 demonstrate enhanced vocabulary knowledge and usage	<ul style="list-style-type: none"> <input type="checkbox"/> use expanding vocabulary in own speech, including vocabulary related to specific subjects <input type="checkbox"/> use new vocabulary introduced in texts and class discussions <input type="checkbox"/> use increasingly descriptive and powerful words <input type="checkbox"/> use language to compare and contrast items and ideas <input type="checkbox"/> use language to justify and defend positions and viewpoints <input type="checkbox"/> use language to engage the audience (e.g., puns, jokes, analogies)
A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts	<ul style="list-style-type: none"> <input type="checkbox"/> understand and respond to literary and creative works presented orally (e.g., recognize use of powerful or engaging language, identify characteristic language or technique) <input type="checkbox"/> express a personal viewpoint with supporting details and recognize that it may differ from that of others <input type="checkbox"/> make inferences about characters’ feelings or the story problem <input type="checkbox"/> select a personally significant idea from a text and describe why it is significant <input type="checkbox"/> make some reasonable connections to the viewpoints of others or to other selections (e.g., two characters in similar situations) <input type="checkbox"/> build on others’ ideas (e.g., collaborative retelling, readers’ theatre) <input type="checkbox"/> ask and answer critical questions about a text (e.g., “What is the author’s purpose in writing this text?”)
A9 use speaking and listening to improve and extend thinking, by <ul style="list-style-type: none"> – acquiring new ideas – making connections and asking questions – comparing and analysing ideas – developing explanations – considering alternative viewpoints – investigating problems and creating solutions 	<ul style="list-style-type: none"> <input type="checkbox"/> identify logical connections between new information and prior knowledge <input type="checkbox"/> explain how new information or ideas have changed their thinking (e.g., “I used to believe BC aboriginal cultures were much the same, but now I can name several traditional differences between the Haida and the Okanagan peoples.”) <input type="checkbox"/> ask a question and consider new possibilities (e.g., “I wonder if...,” “What would happen if...”) <input type="checkbox"/> engage in structured class discussion about similarities and differences in two viewpoints <input type="checkbox"/> provide possible solutions to problems <input type="checkbox"/> offer a simple, reasonable interpretation of the author’s message <input type="checkbox"/> in structured situations (e.g., role play, A/B partners), suggest alternative ways to use language to resolve problems and explain the impact of the various choices

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – reflecting on and discussing peer and adult feedback – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the qualities of a good listener/speaker and identify those that they demonstrate <input type="checkbox"/> identify strengths and areas for improvement (e.g., “I listen without interrupting but I need to share more of my ideas.”) <input type="checkbox"/> use personal or class-generated criteria to reflect on progress toward meeting goals, and state achievable goals for future speaking and listening (e.g., “I will speak loudly enough for everyone to hear me.” “I will practise my speech more often to be more sure of myself when speaking.”) <input type="checkbox"/> reflect on peer and adult feedback; may choose to take action

ORAL LANGUAGE (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A11 use the features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> – text structure – a variety of sentence lengths, structures, and types – smooth transitions – syntax (i.e., grammar and usage) – enunciation – nonverbal communication – receptive listening posture 	<ul style="list-style-type: none"> <input type="checkbox"/> establish and sustain for the audience a sense of beginning, middle, and end; stay on topic <input type="checkbox"/> use a variety of sentence lengths, structures, and types (e.g., complete simple and compound sentences; statements, commands, questions) <input type="checkbox"/> use a variety of connecting words to link ideas in speech (e.g., but, however, on the other hand, because, who) <input type="checkbox"/> recognize awkward phrasing in speaking and self-correct by restating <input type="checkbox"/> use noun-pronoun agreement and subject-verb agreement <input type="checkbox"/> face audience and speak clearly and audibly, may stumble over newly acquired specialized words <input type="checkbox"/> use eye contact, appropriate gestures, expression, and props for emphasis or for dramatic effect when appropriate <input type="checkbox"/> focus on the speaker when listening
<p>A12 recognize the structures and patterns of language in oral texts, including</p> <ul style="list-style-type: none"> – sound devices – root words – word families – structural sequencing cues – idiomatic expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of root words, compound words, syllabication, contractions, prefixes, and suffixes <input type="checkbox"/> include or replicate the rhythmic pattern when reciting a poem (e.g., limerick, rap) <input type="checkbox"/> recognize obvious alliteration in songs, chants, stories, or poems <input type="checkbox"/> identify the language patterns heard in a poem (e.g., rhyme and repetition) <input type="checkbox"/> identify and use structural sequencing cues (e.g., because, then) <input type="checkbox"/> recognize some idiomatic expressions, their meanings, and their purposes

READING AND VIEWING (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including</p> <ul style="list-style-type: none"> – stories from various Aboriginal and other cultures – stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction) – poems that make obvious use of literary devices 	<ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate literary texts independently and collectively (e.g., choral reading, readers’ theatre), with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> demonstrate comprehension by making comparisons and personal connections (text-to-text, text-to-self, and/or text-to-world) <input type="checkbox"/> generate and respond accurately to what they read and/or view (orally and/or in writing), providing detail and support for their reactions and opinions (e.g., reader response) <input type="checkbox"/> demonstrate comprehension of a selection by retelling main events in the correct sequence, describing the setting, accurately describing characters in some detail, and identifying the main theme <input type="checkbox"/> begin to question the author’s viewpoint, position, or purpose <input type="checkbox"/> demonstrate comprehension by sketching, completing a cloze activity, or acting out the text <input type="checkbox"/> make reasonable inferences about characters or situations <input type="checkbox"/> describe similarities and differences among texts (text-to-text) and among genres <input type="checkbox"/> identify how rhyme schemes and rhythmic patterns contribute to effective fluency <input type="checkbox"/> explain how specific words, phrases, or images help create meaning in poetry

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B2 read fluently and demonstrate comprehension of grade-appropriate information texts, such as</p> <ul style="list-style-type: none"> – 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 – instructions and procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> demonstrate comprehension by making connections <input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, glossaries) <input type="checkbox"/> describe and demonstrate use of ‘text features’ (e.g., titles, captions, text highlighting, illustrations, sidebars) to gain understanding of information texts (e.g., index to answer a question or locate specific details, sidebars to add additional information) <input type="checkbox"/> access specific aspects of a text for a particular purpose (e.g., answer a question; locate specific, relevant details) <input type="checkbox"/> identify main topics addressed in a selection, and distinguish between main ideas and related details <input type="checkbox"/> make accurate and meaningful notes on a topic (e.g., organize information using a template or organizer) <input type="checkbox"/> follow written procedures (e.g., carry out a simple experiment, follow task cards as part of a station’s activity) <input type="checkbox"/> extract accurate and relevant information from text and ‘text features’, including specific details from graphics <input type="checkbox"/> express enjoyment of reading (independently and/or collectively) <input type="checkbox"/> begin to question the author’s viewpoint, position, or purpose <input type="checkbox"/> demonstrate comprehension by sketching, completing a cloze activity, or acting out the text
<p>B3 read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension</p>	<ul style="list-style-type: none"> <input type="checkbox"/> choose a just-right text on their own <input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 30 minutes) <input type="checkbox"/> show engagement in reading
<p>B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> engage in discussions about the purposes of particular images or media texts (e.g., to inform, entertain, persuade) <input type="checkbox"/> determine who is served by these images (i.e., critical literacy) <input type="checkbox"/> identify main ideas and relevant details in response to questions or activities <input type="checkbox"/> suggest reasonable interpretations of images; make some relevant inferences <input type="checkbox"/> make some reasonable connections to other visual texts (e.g., similar types of messages)

READING AND VIEWING (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B5 select and use strategies before reading and viewing to develop understanding of text, including</p> <ul style="list-style-type: none"> – setting a purpose and constructing personal goals – accessing prior knowledge to make connections – making predictions – asking questions – previewing texts 	<ul style="list-style-type: none"> <input type="checkbox"/> write down and/or share what they already know about a topic or idea (e.g., using organizers) <input type="checkbox"/> make predictions about texts, using prior knowledge and experience, including knowledge of genre and author <input type="checkbox"/> use prior knowledge and preview to generate questions <input type="checkbox"/> use 'text features' (e.g., table of contents, illustrations, headings) to anticipate and generate questions about content <input type="checkbox"/> use a variety of alternative sources to locate information and build background knowledge about the topic (e.g., encyclopedias, Internet, trade books) <input type="checkbox"/> skim and scan text
<p>B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> <input type="checkbox"/> check predictions, and confirm or revise based on information from reading or viewing <input type="checkbox"/> visualize, sketch, or use graphic organizers to support comprehension (e.g., mind map, quadrants) <input type="checkbox"/> use context cues, word structure, illustrations, glossaries, or dictionaries to figure out unfamiliar words <input type="checkbox"/> self-monitor, select, and adjust strategies to self-correct (e.g., reread, read ahead, go to another source) <input type="checkbox"/> discuss and summarize what they have read or viewed, at intervals and at the end <input type="checkbox"/> make personal connections (text-to-self, text-to-text, text-to-world) during the reading, often through reader response <input type="checkbox"/> use graphic and visual cues (e.g., bold type, headings, diagrams) to clarify meaning <input type="checkbox"/> skim and scan to gather information <input type="checkbox"/> use glossaries, sidebars, navigation bars, and hyperlinks to find information in non-fiction text <input type="checkbox"/> consult a variety of alternative research sources to locate information and build background knowledge <input type="checkbox"/> begin to question author's motive or intent (i.e., critical literacy)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B7 select and use strategies after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> <input type="checkbox"/> review the purpose set prior to reading or viewing and use it to guide rereading and “re-viewing” <input type="checkbox"/> reread and skim for details and to confirm understanding <input type="checkbox"/> ask and respond to questions related to the material read or viewed <input type="checkbox"/> make inferences and draw conclusions (e.g., make connections between cause and effect in materials read or viewed) <input type="checkbox"/> use ‘text features’ (e.g., headings, illustrations, diagrams) to locate information <input type="checkbox"/> use graphic organizers to record information (e.g., web, Venn diagram, chart) <input type="checkbox"/> summarize the “big idea” or author’s message, and give supporting details <input type="checkbox"/> reflect on the reading and viewing and make connections (text-to-self, text-to-text, text-to-world)

READING AND VIEWING (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> – 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 	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> offer responses and opinions with supporting reasons and explanations <input type="checkbox"/> talk about relationships between themselves and texts <input type="checkbox"/> discuss their favourite texts and the reasons for their choices (e.g., begin to have structured book talks) <input type="checkbox"/> create a written response to text; draw or write making personal connections (text-to-self), connections to other texts (text-to-text), and related events (text-to-world)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B9 read and view to improve and extend thinking, by</p> <ul style="list-style-type: none"> – predicting and explaining – visualizing – distinguishing between fact and opinion – analysing texts to consider alternatives – drawing conclusions – recognizing alternative viewpoints – summarizing and synthesizing 	<ul style="list-style-type: none"> <input type="checkbox"/> make reasonable predictions about what might happen next in a story, or what image might come next in a poem <input type="checkbox"/> create representations that demonstrate thinking before reading and viewing and thinking after reading and viewing (e.g., prediction charts, colour-coded mind maps) <input type="checkbox"/> recognize and explain how viewpoint influences messages (e.g., in advertising) <input type="checkbox"/> distinguish between fact and opinion in text <input type="checkbox"/> make inferences to describe characters’ intentions and feelings; make generalizations (e.g., identify common features in stories) <input type="checkbox"/> draw conclusions from information read or viewed and provide supporting evidence <input type="checkbox"/> demonstrate critical literacy by comparing and contrasting different viewpoints on the same topic (e.g., two differing treatments of the same news story in a magazine and a newspaper) <input type="checkbox"/> question the author’s purpose and viewpoint (i.e., critical literacy)
<p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the strategies that good readers/viewers use before, during, and after reading and viewing <input type="checkbox"/> engage in reflection to identify their personal interests and strengths as readers (e.g., list specific strategies they found helpful during reading and viewing) <input type="checkbox"/> review and modify existing personal or class-generated criteria for assessing future reading and viewing work <input type="checkbox"/> follow a plan for achieving goals for improvement in future reading and viewing <input type="checkbox"/> reflect on the personal goals set for the reading and viewing activity and whether the goals were met <input type="checkbox"/> independently choose just-right texts to improve their reading skills <input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to texts and to assessment

READING AND VIEWING (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B11 explain how structures and features of text work to develop meaning, including</p> <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> <input type="checkbox"/> relate their knowledge of features of the text to the functions of the text (e.g., knowing the form of a business letter gives a context for reading it; knowing that information texts do not need to be read sequentially can help in finding information efficiently) <input type="checkbox"/> analyse newspaper articles to evaluate how ‘text features’ support understanding <input type="checkbox"/> identify some literary devices including imagery, sensory detail, and figurative language <input type="checkbox"/> identify literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion) <input type="checkbox"/> use vocabulary such as copyright, plagiarism, table of contents, headings, index, glossary, diagrams, sidebars, to talk about their function in relation to reading and viewing <input type="checkbox"/> identify and understand some idiomatic expressions and understand their value

WRITING AND REPRESENTING (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> – 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 	<p><input type="checkbox"/> create a variety of personal writing (e.g., quick writes, reading responses, journal entries, story descriptions, memoirs, personal letters, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – makes sense, and develops a clear main idea, well supported by related details – is sustained through several related paragraphs – may include visuals to enhance the main ideas, but they are not necessary for comprehension <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – begins to include a deliberate choice of word order within a sentence for effect – features sentences that start in a variety of ways – contains precise and powerful vocabulary (e.g., nouns, verbs) – contains generally smooth sentences; uses paragraphs – evidences a variety of sentence structures (e.g., simple and compound) resulting in different sentence lengths – demonstrates a developing writing style with an authentic voice <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – includes paragraphs used to enhance the clarity of ideas – may include a variety of connecting words to combine ideas and sentences, indicate comparisons, sequence, and describe cause and effect relationships – frequently includes strong leads and endings that are becoming more satisfying – features generally logical and effective sequencing <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C2 write a variety of clear informational writing for a range of purposes and audiences, featuring</p> <ul style="list-style-type: none"> – 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 	<p>❑ create a variety of informational writing (e.g., expository writing such as reports, procedures, various multimedia formats, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – demonstrates a clear purpose – makes sense – features a narrowed, focussed, clear, and coherent topic – includes information that is accurate – shows understanding of the topic through personal experience and/or research – may express and justify a viewpoint – may anticipate and answer some of the reader’s questions – includes visuals and text working jointly to represent the topic <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – includes simple and compound sentences of varied lengths and structures – generally reads smoothly – demonstrates effective paragraphing – features sentence beginnings that are generally varied – contains clear language and effective use of content words – demonstrates interest or care in the topic – contains sentences that are well-constructed and sound increasingly less mechanical and routine <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – effectively uses a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships – contains ‘text features’ (e.g., illustrations, heading, diagrams) that are clear, relevant to the written text, and helpful to the reader – includes a title that informs the reader – shows emerging use of interesting leads and endings <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C3 write a variety of imaginative writing modelled from literature, featuring</p> <ul style="list-style-type: none"> – 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 	<p>❑ create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – makes sense and develops clear, focussed ideas that may be original – includes well-developed paragraphs with sensory detail that often create meaning for the reader; poetry uses sensory detail and follows pattern provided – narrows and focusses a topic – includes visuals and text that work jointly to develop the topic <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – begins to include a deliberate choice of word order within a sentence for effect – emulates elements of style from literature, visuals, or from a poetic form (e.g., haiku) – contains dialogue to personalize character and advance the plot – uses some literary devices (e.g., similes, metaphors) – features some sense of individuality – shows a sense of audience; attempts to engage the reader and create a reaction (e.g., humour or surprise) <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – develops a complete plot with characters, setting, problems, events, and resolutions – contains a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships – usually follows a poetic form but stanzas may not have a logical division – contains a thoughtful and expressive title <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C4 create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> – development of ideas through clear, focussed, and useful details – connections to personal feelings, experiences, opinions, and information – an expressive voice – an organization in which key ideas are evident 	<p>❑ create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that demonstrate the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – conveys information and ideas for a specific purpose and audience – develops key ideas through details, images, and emotions – demonstrates imaginative connections to personal feelings, experience, and opinions, when appropriate <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – displays an evident and expressive individual perspective – moves the reader <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – features elements of form to enhance meaning – utilizes ‘text features’/design elements (e.g., titles, labels, headings, captions, symbols, icons, colour, space) clearly and effectively to enhance understanding <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

WRITING AND REPRESENTING (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C5 select and use strategies before writing and representing, including</p> <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> <input type="checkbox"/> set a purpose and identify an audience for own writing and representing (e.g., to persuade, entertain, inform) <input type="checkbox"/> examine appropriate examples of the genre and form, and analyse and identify their characteristics <input type="checkbox"/> contribute to generating class criteria for writing or representing by examining anonymous writing samples or examples of literary or information text (e.g., great leads, interesting story sequence, using a variety of sentence types and length) <input type="checkbox"/> generate and develop ideas in a variety of ways (e.g., outline, brainstorm, share conversations, recall, interview, use graphic organizers, sketch, create mental images, ask questions) <input type="checkbox"/> categorize and organize ideas and information using simple headings and graphic organizers (e.g., mind maps, fishbone, storyboards)
<p>C6 select and use strategies during writing and representing to express and refine thoughts, including</p> <ul style="list-style-type: none"> – 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 – ongoing revising and editing 	<ul style="list-style-type: none"> <input type="checkbox"/> continue to expand ideas when writing or representing (e.g., add detail to outline, generate quick writes, examine texts for style, incorporate vocabulary from dictionaries or thesaurus, list additional ideas, ask for feedback from others) <input type="checkbox"/> write for a sustained period in the style of the genre <input type="checkbox"/> use examples of forms of writing to assist in organization of the writing (e.g., leads, headlines from simple news articles) <input type="checkbox"/> refer to and use class-generated criteria (e.g., “show rather than tell,” include interesting detail, use powerful language) <input type="checkbox"/> enhance word choice (e.g., make lists of sensory words relating to the topic, select precise vocabulary from dictionaries or thesaurus, refer to and select from lists of connecting words) <input type="checkbox"/> create variety in sentence structures and patterns to develop sentence fluency (e.g., sentences of different lengths) <input type="checkbox"/> adjust writing to ensure that the form and tone are suitable for the intended audience (e.g., party invitation vs. a letter to a grandparent) <input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check) <input type="checkbox"/> begin to revise and edit as the writing is created

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C7 select and use strategies after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> – 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) – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling) 	<ul style="list-style-type: none"> <input type="checkbox"/> check writing against class criteria (e.g., some consistency with form of writing selected, sensory detail, variety of sentence types and lengths, precise language, legibility) <input type="checkbox"/> after checking work against criteria, select areas for revision, and revise to enhance work <input type="checkbox"/> accept and incorporate some revision suggestions from peers, teacher, and self (e.g., add some descriptive vocabulary, detail on poster) <input type="checkbox"/> engage in editing a piece of writing independently or with a peer (e.g., by using a proofreading guide; by checking spelling with a dictionary; by using a thesaurus to enhance several nouns and verbs; by checking punctuation; by ensuring legibility if handwritten and formatting consistency if word processed; by checking that the text has appropriate visual features, table of contents, labels on diagrams) <input type="checkbox"/> publish and share with the intended audience (e.g., class newsletter)

WRITING AND REPRESENTING (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing. By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C8 use writing and representing to express personal responses and relevant opinions in response to experiences and texts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> respond to experiences and texts in writing or representing by expressing feelings or thoughts (e.g., about a text they have read or heard, a schoolyard incident, a play, a film, or a story) <input type="checkbox"/> incorporate new vocabulary into their own writing (e.g., “writing like a scientist,” adopting a character) <input type="checkbox"/> use various forms of response (e.g., written, visual, kinesthetic, electronic)
<p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> – developing explanations – expressing alternative viewpoints – creating new understandings 	<ul style="list-style-type: none"> <input type="checkbox"/> explain the logic of the sequence and conclusions in their own writing and representations <input type="checkbox"/> after participating in structured activities, explain and give examples of how their understanding has been extended <input type="checkbox"/> transpose information from one form into another (e.g., reorganize information from prose form into charts or organizers) <input type="checkbox"/> clarify assumptions in their own writing and representing (e.g., identify things a reader or viewer needs to know in order to understand the point) <input type="checkbox"/> evaluate the impact of their language choices (e.g., elicit humour, evoke sympathy, shock) <input type="checkbox"/> express more than one viewpoint on a topic (e.g., the motivation of a character in a story)
<p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the processes they used to create the text before, during, and after (e.g., prewriting, building criteria, drafting, revising, editing, and sometimes publishing and presenting) <input type="checkbox"/> use criteria to identify strengths and make suggestions about their own or others’ work (e.g., tell what is appealing about a piece of work, use a T-chart to relate specific evidence from their work to the pre-established criteria, use constructive language to give feedback) <input type="checkbox"/> set and adjust personal goals for writing or representing (e.g., identify an important aspect to work on next with reference to one of the criteria) <input type="checkbox"/> follow a simple plan to achieve one or two goals for improvement in future writing and representing <input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing

WRITING AND REPRESENTING (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C11 use the features and conventions of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> - 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 <p><i>Suborganizer 'Features' PLO C11 continued next page</i></p>	<p>Grammar and Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> use simple and compound sentences <input type="checkbox"/> create complete sentences with few run-ons <input type="checkbox"/> distinguish between complete and incomplete sentences <input type="checkbox"/> use paragraphs to show where a new idea begins <input type="checkbox"/> use correct tenses <input type="checkbox"/> ensure subjects and verbs agree <input type="checkbox"/> use pronouns correctly (e.g., refers to the correct antecedent) <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> <input type="checkbox"/> use periods, questions marks, or exclamation marks at the end of sentences <input type="checkbox"/> use commas, apostrophes, and increasingly use quotation marks

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Suborganizer 'Features' PLO C11, continued</i></p> <ul style="list-style-type: none"> - conventional Canadian spelling for familiar and frequently used words - spelling unfamiliar words by applying strategies (e.g., phonic knowledge and skills and visual memory, 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 	<p>Vocabulary and Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words, and apply phonic knowledge to spell multi-syllable words and unknown words <input type="checkbox"/> use a dictionary to find the correct Canadian spelling of words when editing <input type="checkbox"/> use a thesaurus to select and revise work for more precise words <input type="checkbox"/> use newly acquired vocabulary in writing to produce a variety of effects <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce legible handwriting using a style that demonstrates awareness of alignment, shape, and slant <input type="checkbox"/> appropriately space written work <input type="checkbox"/> ensure headings and titles are clear and helpful for readers <input type="checkbox"/> use illustrations, charts, and diagrams to support the text <input type="checkbox"/> ensure formatting consistency if word processing

ARTS EDUCATION: DANCE – GRADE 4

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATING DANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 move in response to a variety of sounds, music, images, and feelings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate movements in response to the expressive elements of music and sound (e.g., loud and soft dynamics, higher and lower pitches) <input type="checkbox"/> demonstrate movements in response to the rhythm or meaning in song lyrics or poetry <input type="checkbox"/> demonstrate movements to interpret a character in a story <input type="checkbox"/> demonstrate movements in response to particular qualities of an image (e.g., line and shape in Aboriginal artworks, emotions inspired from a sculpture) <input type="checkbox"/> demonstrate movements to depict an event or theme (e.g., potlatch, protection of the environment, the water cycle)
<p>A2 create movement sequences based on a given choreographic form</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explore a variety of ways to modify sequences (e.g., to create the variations in a theme and variation form) <input type="checkbox"/> work with peers to create movement sequences based on a given choreographic form (e.g., theme and variation, simple canon)
<p>A3 participate in creative processes – with emphasis on exploring and selecting – to create dance compositions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use a variety of sources and ideas for exploring dance (e.g., music, sounds, poetry, visual images, stories) <input type="checkbox"/> choose particular movements for a dance composition and explain their choices <input type="checkbox"/> based on agreed-upon criteria (e.g., use of specific pathways) select several sequences to create a composition <input type="checkbox"/> combine movements to create sequences alone and in groups <input type="checkbox"/> alter dance sequences by transforming movements (e.g., changing levels, changing pathways, varied speeds) <input type="checkbox"/> reflect on and explain their choices (e.g., “I altered this jump because_____”) <input type="checkbox"/> assess the success of their own dance composition (e.g., using reflective writing, based on video recordings)

ELEMENTS OF DANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use elements of movement in combination</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of movement combinations, alone and in groups, that <ul style="list-style-type: none"> – create a variety of body shapes – incorporate various types of locomotor and non-locomotor movement – incorporate various directions, pathways, and sizes (e.g., near reach and far reach) – respond to the rhythmic phrasing of a musical selection that includes changes in tempo – include variations in energy of movement (e.g., smooth and sharp) – include interactions among two or more dancers (e.g., over, under, around, through) <input type="checkbox"/> mirror the movements of other students while travelling in different directions, pathways, and groupings <input type="checkbox"/> demonstrate movement combinations based on given choreographic forms (e.g., theme and variation, simple canon)
<p>B2 demonstrate the principles of movement — alignment, balance, flexibility, strength, and breathing — in dance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate alignment in non-locomotor movements (e.g., demonstrating posture plumb line — a straight line from the crown of the head through the middle of the torso and pelvis to the floor while stationary) <input type="checkbox"/> demonstrate one-point, two-point, and three-point balances alone or with a partner <input type="checkbox"/> demonstrate an improvement in their range of motion (flexibility) over time <input type="checkbox"/> demonstrate improvement in strength over time (e.g., through increases in frequency, intensity, and duration of movements)
<p>B3 describe techniques associated with particular dance styles</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use webs, collages, lists, etc. to represent the characteristic principles and elements of a particular dance style viewed or learned (e.g., body alignment in ballet is more vertical than in hip-hop, lyrical jazz uses smooth dynamics and tap uses sharp dynamics) <input type="checkbox"/> describe or demonstrate specific techniques from a particular dance style they have viewed or learned (e.g., how to point feet, how to jump and land properly, arm and hand movements)

Prescribed Learning Outcomes	Suggested Achievement Indicators
B4 identify ways in which safety and health-related choices affect dance	<input type="checkbox"/> identify safety and health guidelines for dance, including those related to <ul style="list-style-type: none"> – preparation (e.g., warmup, appropriate clothing) – healthy food choices – adequate hydration – adequate rest <input type="checkbox"/> describe the importance of specific health and safety guidelines (e.g., warmup for safe movement, cooldown to return body to neutral state)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 compare dances from a variety of cultural and social contexts	<input type="checkbox"/> with reference to particular examples (contemporary or historical), identify reasons for dance in various cultural contexts, including <ul style="list-style-type: none"> – to celebrate important life events – to remember and share stories – to record and preserve history and teachings – to express feelings – to create opportunities for meeting and socializing – to maintain an active lifestyle <input type="checkbox"/> describe the significance of a particular dance in specific Aboriginal societies (e.g., from local First Nations) <input type="checkbox"/> demonstrate an awareness that many Aboriginal dances cannot be shared without permission <input type="checkbox"/> compare two or more dances from differing cultural contexts with respect to specific attributes such as <ul style="list-style-type: none"> – attire, props, and implements (e.g., hoops, bells, sticks, fans) – rhythmic pattern of music – apparent purpose – number and nature of participants (e.g., children only, men and women together, men only) – the roles portrayed by dancers – shape or pattern of movement (e.g., regular, unpredictable, tight, loose, varied, minimalist)

Prescribed Learning Outcomes	Suggested Achievement Indicators
C2 research dance events and activities in the local community	<input type="checkbox"/> research and list specific dance activities and events in the school and community (e.g., using online directories to identify dance studios and classes, checking the community events calendar in newspapers and web sites) <input type="checkbox"/> assess and discuss their personal levels of interest and participation in dance activities

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 rehearse dance for presentation	<input type="checkbox"/> describe the importance of repetition in order to remember sequences of movement <input type="checkbox"/> participate consistently and actively in dance rehearsals <input type="checkbox"/> incorporate constructive feedback to improve dance <input type="checkbox"/> track their dance goals and progress (e.g., keep a dance journal or learning log over time)
D2 demonstrate performance skills appropriate to a given dance situation	<input type="checkbox"/> identify appropriate performance skills for a variety of situations (e.g., remaining focussed, remaining out of sight prior to the performance, refraining from distracting or upstaging when not at the centre of “action”) <input type="checkbox"/> stay on task during performance (e.g., not talking to / directing others) <input type="checkbox"/> reproduce choreographed movement from memory <input type="checkbox"/> demonstrate appropriate performance energy <input type="checkbox"/> demonstrate appropriate audience skills to express respect, appreciation, or enjoyment for a performance (e.g., clap to show appreciation, concentrate on performance, don’t interrupt the performance)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>D3 apply established criteria to analyse their own and others' work</p>	<ul style="list-style-type: none"> <input type="checkbox"/> assess their work and that of their peers based on established criteria, and support their opinion with examples and details, by identifying <ul style="list-style-type: none"> – quality in demonstrating specific performance skills (e.g., energy, memory) – quality of the choreography in demonstrating specific elements of movement (e.g., levels, pathways, transitions) – whether or not the piece solved the assigned task (e.g., portraying a character, interpreting a piece of music, following a rondo form) – the feeling and mood portrayed – what they liked or were proud of – what they would like to see changed or developed further – what they learned from the performance <input type="checkbox"/> communicate constructively and respectfully about the efforts and contributions of others in class dance activities

ARTS EDUCATION: DRAMA – GRADE 4

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 express a variety of ideas and perspectives through drama</p>	<ul style="list-style-type: none"> <input type="checkbox"/> select and combine ideas to create drama <input type="checkbox"/> use a variety of roles to explore points of view within a specific setting or situation (e.g., explore a situation from the perspective of different characters; explore how a character might have mixed responses of a situation, such as both excited and scared about adventuring into the forbidden forest) <input type="checkbox"/> use drama to re-tell a story that would have happened many years ago (e.g., a grandmother recounting the events of her past to her grandchild) <input type="checkbox"/> demonstrate willingness to explore ideas through drama games and activities (e.g., exchanging and passing an imaginary gift to explore suspension of disbelief) <input type="checkbox"/> demonstrate an ability to examine ideas and issues within drama <input type="checkbox"/> demonstrate empathy through exploration in role <input type="checkbox"/> refine their work based on reflection and feedback <input type="checkbox"/> explain how and why they refined their work
<p>A2 demonstrate collaboration skills during drama</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate respect for the contributions of all <input type="checkbox"/> offer encouragement (e.g., for ideas, for contributions) <input type="checkbox"/> provide constructive feedback to peers <input type="checkbox"/> demonstrate willingness to contribute and share ideas from their own experiences <input type="checkbox"/> demonstrate willingness to take appropriate risks (e.g., share personal insights and opinions, participate in a presentation within the class)

DRAMA FORMS, STRATEGIES, AND SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use vocal elements and movement elements appropriate to various roles and situations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> select and apply a variety of vocal elements appropriate to specific roles or situations (e.g., moderate the tone and timbre of voice to express specific attitudes) <input type="checkbox"/> select and apply a variety of movement elements appropriate to specific roles or situations (e.g., space to indicate loneliness or distance between people, energy and intensity to indicate power) <input type="checkbox"/> combine movement and voice to explore mood, feelings, and imagined environments (e.g., a dark and gnarled forest during a storm, a very brightly lit room) <input type="checkbox"/> improvise a scene to show what happened in the past or what might happen in the future <input type="checkbox"/> explore examples of how stereotypes are depicted through voice (e.g., a very old person, a wicked witch)
<p>B2 participate in a variety of drama forms</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe a variety of drama forms (e.g., mime, story drama, readers' theatre, script work) <input type="checkbox"/> participate in a variety of drama forms and strategies for specific purposes, such as <ul style="list-style-type: none"> – tableau and caption to present the key idea of a chapter from a novel – soundscape to represent a specific mood or atmosphere (e.g., a forest fire, a jungle, a busy city street) – readers' theatre to interpret a familiar fairy tale – mime to transform the invisible into the visible (e.g., throwing an imaginary ball of different sizes and weights) <input type="checkbox"/> express thoughts, feelings, intentions, and attitudes in role (e.g., responding in role to teacher or peer questions, improvisation, writing in role, whole group meeting to discuss possible options to a specific issue, in-role panel discussion) <input type="checkbox"/> reflect on themes that emerge within the drama work (e.g., in response to a teacher-posed prompts such as "Talk to the person next to you about what you remember most about our drama work today")
<p>B3 participate safely in drama activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> follow rules and guidelines for safe participation while exploring movement and voice individually, in groups, and as a whole class (e.g., respect others' personal spaces, use voice safely to avoid strain)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 describe how drama reflects cultural beliefs and attitudes	<input type="checkbox"/> compare drama to other artforms (e.g., music, visual arts, dance, literature) in terms of its ability to communicate culture <input type="checkbox"/> identify examples of cultural beliefs and attitudes represented in drama (e.g., belonging, family relationships, good triumphing over evil, relationship to the land) <input type="checkbox"/> provide examples of common themes in Aboriginal drama forms (e.g., creation stories, trickster stories, historical accounts) <input type="checkbox"/> demonstrate an awareness that many Aboriginal dramas cannot be shared without permission
C2 demonstrate an awareness of local drama events and activities	<input type="checkbox"/> identify and report on specific drama activities and events in the school and community (e.g., community events calendar, reviews of drama productions) <input type="checkbox"/> discuss their personal levels of interest and participation in drama activities (e.g., opportunities to be involved in class, school, or community presentations)

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 demonstrate commitment while presenting drama work	<input type="checkbox"/> demonstrate the ability to maintain focus within a specific drama form (e.g., sustain belief in their imagined or created environment) <input type="checkbox"/> maintain commitment to role while interacting with others (e.g., commitment while improvising, responding in role to teacher or peer questions) <input type="checkbox"/> demonstrate respect for the contributions of others during presentations and performances <input type="checkbox"/> demonstrate appropriate preparation for presentations <input type="checkbox"/> select or create a suitable environment for the drama presentation (e.g., create the scene, design the space)

Prescribed Learning Outcomes	Suggested Achievement Indicators
D2 apply established criteria to reflect on their own and others' presentations	<ul style="list-style-type: none"><input type="checkbox"/> identify and demonstrate appropriate audience responses in a range of informal and formal performance situations<input type="checkbox"/> develop criteria in groups or as a class to respond to drama presentations<input type="checkbox"/> suggest reasons for various responses to a drama presentation<input type="checkbox"/> explain their responses to a drama presentation<input type="checkbox"/> apply feedback to their own presentations that can be used to refine future work

ARTS EDUCATION: MUSIC – GRADE 4

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of feelings in the performance of classroom repertoire (e.g., perform the same song depicting a variety of emotions such as happy, sad, excited) <input type="checkbox"/> use voice or instruments (e.g., recorder, ukulele, barred instruments, found instruments) to create accompaniments for poems, stories, or songs <input type="checkbox"/> explain their choices in elements of rhythm, melody, and expression in their singing and playing (e.g., “I played this part softer because I wanted it to sound spooky.”)
<p>A2 explain thoughts, images, and feelings derived from a music experience</p>	<ul style="list-style-type: none"> <input type="checkbox"/> refer to elements of rhythm, melody, and expression when sharing personal responses to music experiences, using appropriate terminology related to <ul style="list-style-type: none"> – dynamics (e.g., pianissimo, piano, forte, fortissimo) – tempo (e.g., andante, allegro) – articulation (e.g., legato, staccato) – timbre (e.g., warm, harsh) <input type="checkbox"/> share their responses to music experiences (e.g., in journals, in small group or large class discussions, drama, drawing, movement) <input type="checkbox"/> express preferences for particular selections or types of music in classroom repertoire <input type="checkbox"/> demonstrate respect for the thoughts, images, and feelings expressed by others
<p>A3 apply elements of rhythm, melody, and expression in composition</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create introductions, endings (e.g., codas), and contrasting sections for songs <input type="checkbox"/> create music to express or respond to personal or real-life situations (e.g., bullying, racism, natural disasters, a birth in the family) <input type="checkbox"/> explain their choices in elements of rhythm, melody, and expression in their compositions (e.g., “I used low notes here for the giants,” “I used staccato notes to sound like raindrops.”)

ELEMENTS AND SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 sing or play rhythmic patterns from standard notation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use non-pitched percussion, found instruments, pitched instruments, or voices to perform selected rhythmic patterns (e.g., using sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests) <input type="checkbox"/> demonstrate an ability to perform straight and syncopated rhythmic patterns in $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ from standard notation (e.g., clap from a flashcard of one measure)
<p>B2 sing or play from aural sources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> learn by ear or demonstration (e.g., drum circle, part singing, two-part to three-part classroom instrument arrangements) to perform a short selection of music <input type="checkbox"/> echo a short melody accurately on an instrument (e.g., 4 beats long, no more than 3 notes)
<p>B3 sing or play melodies in unison and in simple textures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> accurately reproduce simple melodies from standard notation using pitched instruments <input type="checkbox"/> accurately sing a unison song in an ensemble while maintaining intonation <input type="checkbox"/> sing or play a familiar melody independently (e.g., in call and response, games, antiphony) <input type="checkbox"/> increase their vocal range (e.g., sing a familiar song in a higher or lower key) <input type="checkbox"/> demonstrate the ability to maintain their own vocal or instrumental part in simple textures (e.g., two and three parts, rounds)
<p>B4 identify form in melodic and rhythmic structure</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify examples of form such as the following in the melodic and rhythmic structure of selected compositions: <ul style="list-style-type: none"> – ABA – ABBA – ABACA (rondo) – round – verse and chorus – use of introduction, coda, bridge <input type="checkbox"/> identify examples of principles of design used in selected compositions (e.g., repetition of melodic phrases and rhythmic patterns, length of phrases, contrast)

Prescribed Learning Outcomes	Suggested Achievement Indicators
B5 use standard or invented notation to represent melodic phrases and rhythmic patterns	<input type="checkbox"/> use standard or invented notation to represent familiar rhythmic patterns (e.g., sixteenth, sixteenth, eighth, eighth, quarter rest, quarter note; tika ti ti rest ta) <input type="checkbox"/> use standard or invented notation to represent ascending and descending melodic phrases (e.g., song map, body shapes) <input type="checkbox"/> describe relationship between invented notation and standard notation <input type="checkbox"/> use appropriate music terminology to describe their standard or invented notation (e.g., ascending, descending, repeat, phrase, rest)
B6 demonstrate appropriate use of classroom instruments	<input type="checkbox"/> hold and play classroom instruments correctly <input type="checkbox"/> demonstrate proper care and storage of instruments and equipment <input type="checkbox"/> demonstrate respect for their personal health and well-being in music activities (e.g., preventing voice strain or hearing loss)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 participate in music from a variety of historical, cultural, and social contexts	<input type="checkbox"/> identify key characteristics of music from classroom repertoire representing various historical, cultural, and social contexts (e.g., characteristic timbre of instruments and voices, language, performers and composers) <input type="checkbox"/> identify a variety of purposes for music from their experiences (e.g., celebrations, rituals, entertainment, setting a mood, dancing, expression and preservation of culture) <input type="checkbox"/> demonstrate respect for performing and listening experiences from various historical, cultural, and social contexts by <ul style="list-style-type: none"> – demonstrating thoughtful and attentive listening – demonstrating willingness to experience new and unfamiliar music within and outside the classroom – performing selected elements consistent with the music’s cultural tradition (e.g., rhythms, instrument technique) – adhering to applicable cultural protocols (e.g., respecting limits on sharing music, not sharing without permission) – asking questions for clarification

Prescribed Learning Outcomes	Suggested Achievement Indicators
C2 identify music events and activities in the local community	<input type="checkbox"/> research sources of information about music events in the community (e.g., local newspapers, library, web sites) <input type="checkbox"/> create a chart, calendar, map, or brochure to identify music events and activities in the school and community (e.g., guest performers, lunch-time music groups, high school music concerts, cultural music groups, events at cultural centres and friendship centres, festivals)

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 apply skills and attitudes appropriate to a range of music experiences, demonstrating: <ul style="list-style-type: none"> – audience engagement – performance skills – respect for the contributions of others 	<input type="checkbox"/> demonstrate appreciation and engagement appropriately (e.g., applause at appropriate times, listening attentively, not interrupting) <input type="checkbox"/> demonstrate performance skills appropriate to the setting (e.g., keep playing/singing even after making a mistake or when someone else makes a mistake, maintain eye contact with the conductor) <input type="checkbox"/> demonstrate responsibility to themselves and the group while experiencing music (e.g., contributing to the success of the performance, showing up on time and prepared with appropriate equipment, practise individually outside the classroom as required, treating instrument and music appropriately)
D2 apply established criteria to reflect on their own and others' work	<input type="checkbox"/> work collaboratively to develop criteria for responding to own and others' performances <input type="checkbox"/> use established criteria to analyse their own and others' work (e.g., using recordings of their formal and informal performances) <input type="checkbox"/> apply feedback to their own presentations that can be used to refine future work <input type="checkbox"/> suggest reasons for various responses to a music presentation <input type="checkbox"/> critique a performance, and give reasons for their responses

ARTS EDUCATION: VISUAL ARTS – GRADE 4

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATIVE PROCESSES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 draft ideas for images using feelings, observation, memory, and imagination</p>	<ul style="list-style-type: none"> <input type="checkbox"/> keep a visual journal to record draft ideas for images (e.g., using feelings, observation, memory, imagination) <input type="checkbox"/> simplify a realistic work or observed image by reproducing it using limited specified materials or techniques (e.g., working in contour line, using three colours of torn paper) <input type="checkbox"/> use their visual journals to create a series of sketches on the same subject (e.g., showing different views of the same tree)
<p>A2 create images using a range of image-development strategies, including</p> <ul style="list-style-type: none"> – serialization – stylization – animation 	<ul style="list-style-type: none"> <input type="checkbox"/> create an image using serialization as an image-development strategy (e.g., tell a story using a number of images such as in manga, comic books, graphic novels) <input type="checkbox"/> create an image using stylization as an image-development strategy (e.g., simplify an image to create a logo or a cartoon) <input type="checkbox"/> create an image using animation as an image-development strategy (e.g., creating action by repeating images such as flipbooks or zoetrope) <input type="checkbox"/> identify animation in images (e.g., cartoon characters and toys, food product packages)
<p>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:</p> <ul style="list-style-type: none"> – form – contrast – emphasis 	<ul style="list-style-type: none"> <input type="checkbox"/> create images that show form (e.g., clay sculptures of an animal or imaginary character) <input type="checkbox"/> create images that show contrast (e.g., both geometric and organic shapes, warm and cool colours, short and long lines) <input type="checkbox"/> create images that show emphasis (e.g., using colour, line, texture) <input type="checkbox"/> create a personal or group image (e.g., mural, totem) to show <ul style="list-style-type: none"> – form (e.g., 3-D shape, form on a 2-D surface) – emphasis (e.g., one or more components of the mural featured through shape or size) – contrast (e.g., colours, lines)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A4 use a range of materials, technologies, and processes alone and in combination to create images</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create images using a variety of materials alone and in combination (e.g., paint and crayon resist, collage and paint, found object sculptures, soapstone) <input type="checkbox"/> create images using a variety of technologies (e.g., photocopier, sandpaper, plastic carving knives) <input type="checkbox"/> create images using a variety of processes (e.g., layering, carving, sculpting) <input type="checkbox"/> demonstrate willingness to experiment with a variety of materials, technologies, and processes, alone and in combinations <input type="checkbox"/> reflect on their experiences with materials, technologies and processes used (e.g., journal, think-pair-share)
<p>A5 create 2-D and 3-D images</p> <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> <input type="checkbox"/> create images, such as banners or coats of arms, that express personal identity (e.g., themselves in relation to their family and cultural heritage, a significant accomplishment) <input type="checkbox"/> create images that reflect characteristics of artworks they have viewed from a variety of historical contexts (e.g., pictographs and petroglyphs, Japanese anime, depictions of trickster characters) <input type="checkbox"/> create images in response to or that reflect characteristics of artworks they have viewed from a variety of cultural contexts (e.g., a personal response to an Aboriginal mask, basket, painting, or carving; creating a totem to tell a class or school story) <input type="checkbox"/> create images to communicate an idea (e.g., love, freedom, anger) <input type="checkbox"/> apply appropriate image-development strategies to create images that decorate (e.g., use of simplification and multiplication to create pattern in beadwork and mosaics)

SKILLS AND STRATEGIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 compare and apply various image-development strategies, including</p> <ul style="list-style-type: none"> – animation – serialization – stylization 	<ul style="list-style-type: none"> <input type="checkbox"/> suggest image-development strategies that might have been used to create a given artwork <input type="checkbox"/> compare two or more artworks in terms of the effects of the image sources and image-development strategies used (e.g., an observed landscape vs. an imagined landscape; animation serialization, and stylization in manga vs. graphic novels) <input type="checkbox"/> apply animation, serialization, and stylization to create images <input type="checkbox"/> use appropriate terminology (e.g., serialization, animation, stylization, imagination, abstract) to describe image development in their own and others' works
<p>B2 compare and apply various visual elements and principles of design including</p> <ul style="list-style-type: none"> – form – contrast – emphasis 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an awareness of the relationship between shape and form (e.g., square/cube, circle/sphere, triangle/pyramid) <input type="checkbox"/> distinguish the use of the element of form in a variety of images and in natural and built environments (e.g., sketch of a sculpture, still life drawing, local architecture, Inukshuk, trees) <input type="checkbox"/> create 3-D forms (e.g., cubes, spheres, pyramids; models of architecture) <input type="checkbox"/> compare and use contrast and emphasis in a variety of images (e.g., use of both geometric and organic shapes to show contrast, emphasizing largest part of an image, distinctive colour, placement in relation to other parts of the image) <input type="checkbox"/> use their visual journals to record examples of form, contrast, and emphasis in the home, school, and outdoor environments <input type="checkbox"/> use appropriate terminology to describe the use of elements and principles used in their own and others' work (e.g., form, 2-D, 3-D, contrast, emphasis)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B3 analyse and use a variety of materials, technologies, and processes to create images</p>	<ul style="list-style-type: none"> <input type="checkbox"/> view a variety of images and assess them according to <ul style="list-style-type: none"> – materials used (e.g., oil paint, pastel, pencil, clay, wood, bark, grass) – technologies used (e.g., computer, paintbrush, fingers, loom, cameras) – processes used (e.g., painting, carving, photography, weaving, computers) <input type="checkbox"/> select appropriate materials to create images for a given purpose (e.g., using only locally available materials) <input type="checkbox"/> select appropriate technologies and processes to create images for a given purpose (e.g., printmaking for serialization, stylized animal shapes in the style of Norval Morriseau) <input type="checkbox"/> discuss the effects of materials, technologies, and processes used in selected images, using appropriate terminology as applicable (e.g., feathering, sponging, dragging, hand-building)
<p>B4 demonstrate safe and environmentally responsible use of materials, technologies, and processes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give reasons for safety procedures in the use of specific materials, technologies, and processes (e.g., dust and other materials can cause health problems, sharp implements can cause serious injury) <input type="checkbox"/> give reasons for environmentally sensitive procedures in the use of specific materials, technologies, and processes (e.g., conserving materials, preventing damage to the environment) <input type="checkbox"/> demonstrate an ability to use and care for materials, technologies, and workspace in a safe and an environmentally sensitive manner (e.g., putting used paper in the recycle bin, using scissors in a safe manner, reusing plastic tubs for water and paint)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 describe a variety of reasons why people make and use visual arts	<ul style="list-style-type: none"> <input type="checkbox"/> list reasons people make and use art (e.g., for beauty and enjoyment, to communicate an idea, to decorate a functional item, to express a memory, to express and preserve cultural identity, to commemorate an event, for religious worship, to advertise a product or event) <input type="checkbox"/> identify images that have value in the community (e.g., murals, monuments, totems) <input type="checkbox"/> give examples of how art can express the identity of a culture or society (e.g., community murals, Aboriginal longhouses, images of important local people and geographic features)
C2 identify distinctive styles of visual images from various historical, cultural, and social contexts	<ul style="list-style-type: none"> <input type="checkbox"/> give specific examples to demonstrate an awareness that art has existed throughout time (e.g., petroglyphs and pictographs, ancient pottery) <input type="checkbox"/> view and discuss artworks from various historical, cultural, and social contexts (e.g., Impressionism, Group of Seven; contemporary Aboriginal artists such as Robert Davidson, Daphne Odjig, Deborah Sparrow, and Roy Henry Vickers) <input type="checkbox"/> create a chart, Venn diagram, or other organizer to represent similarities and differences in artworks from various cultures and historical periods (e.g., in terms of subject matter, colours used, materials and processes used, purposes)
C3 demonstrate an awareness that there are ethical considerations involved in copying and appropriating images	<ul style="list-style-type: none"> <input type="checkbox"/> discuss rules and guidelines for copying and appropriating existing images in their own works (e.g., Aboriginal images cannot be reproduced without permission, it is unethical to represent someone else's work as your own)
C4 demonstrate an awareness that there are various types of artists in the community	<ul style="list-style-type: none"> <input type="checkbox"/> develop a written, oral, or graphic list of a variety of types of artists in the community, including both professional and recreational artists (e.g., art teachers, graphic designers, photographers, sculptors, carvers, film makers)

EXHIBITION AND RESPONSE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 describe their response to 2-D and 3-D images</p> <ul style="list-style-type: none"> - created to communicate ideas, experiences, and stories - created to illustrate and decorate - that show particular visual elements, principles of design, or image-development strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> view and describe images created to communicate an idea (e.g., love, freedom, anger) <input type="checkbox"/> view and describe images that decorate (e.g., use of simplification and multiplication to create patterns in beadwork and mosaics) <input type="checkbox"/> use appropriate terminology to describe image development, visual elements, and principles of design in their own and others' works
<p>D2 interpret reasons for preferences in artworks</p>	<ul style="list-style-type: none"> <input type="checkbox"/> justify their preferences in relation to specific criteria such as reference to <ul style="list-style-type: none"> - the use of particular image-development strategies - the use of particular visual elements - the use of particular principles of design - the use of materials, technologies, and processes - memories or feelings evoked
<p>D3 demonstrate the ability to work co-operatively to develop a group display</p>	<ul style="list-style-type: none"> <input type="checkbox"/> view and discuss a variety of displays of their own and others' artworks <input type="checkbox"/> discuss criteria for selection and presentation of artworks for a collection, such as <ul style="list-style-type: none"> - thematic - ensuring all students have had an opportunity to contribute - selecting a form that allows for combining individual students' work in a group work (e.g., quilt, banner, collage, multi-media presentation) - collaborating to create a group artwork (e.g., mural, installation) <input type="checkbox"/> select images from their own portfolio for class presentation and/or public display, and give reasons for this selection <input type="checkbox"/> create an artist's statement to describe their work (e.g., "I used the image-development strategy of simplification in this picture because ____." "I put the ____ in the centre of my collage to emphasize it.")

HEALTH AND CAREER EDUCATION – GRADE 4

Prescribed Learning Outcomes and Suggested Achievement Indicators



GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)</p>	<p><input type="checkbox"/> identify the steps in a decision-making model, such as</p> <ul style="list-style-type: none"> – identify the decision or issue – describe the ideal outcome – brainstorm and list a range of alternative solutions – assess the pros and cons of each alternative (and their consequences) for self and others – select a course of action – identify what they need to carry out the plan (e.g., who will do what and when, where to go for help and information) – list factors that can affect the decision (e.g., values, family, peers, cost, time, resources, media influences, changing interests and skills) – apply the decision – assess the results and modify the decision as necessary

CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 create an inventory of their own attributes, including skills, interests, and accomplishments</p>	<p><input type="checkbox"/> develop an inventory of their personal attributes (e.g., skills, interests, accomplishments; things they're good at, things they've learned to do, things they like to do, things they don't like to do), and modify this inventory periodically</p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
B2 demonstrate an understanding of the importance of developing effective work habits	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe a variety of effective work habits and time management techniques (e.g., staying on task, making a to-do list, completing homework, handing work in on time, arriving on time, organizing belongings, communication skills, co-operation, creativity, learning from mistakes) <input type="checkbox"/> describe and give examples of how effective work habits contribute to success (e.g., help to manage the increasing complexity of their daily lives – social activities, co-curricular activities, increased academic expectations)

HEALTH

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p> <p><i>Healthy Living</i></p> <p>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)</p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> list healthy physical activity choices that can be integrated throughout the day, such as <ul style="list-style-type: none"> – choosing enjoyable activities – choosing safe activities – participating regularly – choosing active options over inactive options (e.g., active transportation instead of getting a ride, going for a bike ride instead of playing on the computer) <input type="checkbox"/> list healthy choices that can be made related to emotional health (e.g., choosing positive friendships, doing things for other people, using appropriate coping behaviours, expressing emotions appropriately, stress and anger management techniques, accessing support and information when needed, taking time for self, trying new activities and challenges, taking opportunities to learn from mistakes) <input type="checkbox"/> list other healthy choices such as those related to oral hygiene, sun protection, insect protection, correct height and position of body and furniture for computer use, correct posture and weight distribution for carrying book bags, and hearing protection

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C2 describe choices they can make for healthy eating, based on <i>Canada's Food Guide to Healthy Eating</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe food choices in each of the four food groups according to <i>Canada's Food Guide to Healthy Eating</i>, identifying <ul style="list-style-type: none"> – the recommended number of daily servings for each of the four food groups for their age – a variety of examples of specific foods from each food group – appropriate serving sizes for each food group <input type="checkbox"/> create a chart or other organizer to identify specific examples of foods they like from each food group <input type="checkbox"/> create a healthy eating plan that includes the recommended number of servings from each of the food groups to meet the minimum daily requirements <input type="checkbox"/> describe situations where they can make healthy food choices for body and teeth (e.g., choosing healthier snacks at home or from vending machines, choosing healthier alternatives in restaurants, limiting foods high in sugar or fat, choosing a variety of foods instead of eating the same thing all the time, starting the day with a healthy breakfast, choosing appropriate serving sizes)
<p>C3 describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> accurately describe <i>puberty</i> as a stage in the human life cycle and a transition from childhood to adolescence <input type="checkbox"/> with teacher support, describe the predictable physical changes that occur at puberty and early adolescence in girls and boys (e.g., height, weight, body shape, muscle development, breast development, body hair, body odour, changes to reproductive organs) <input type="checkbox"/> demonstrate an awareness that the physical changes associated with puberty happen at different rates and times for different people
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain the difference between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person or from infected items such as needles or blood products; non-communicable diseases cannot be “caught” from someone with the disease but are developed as a result of lifestyle, environmental, hereditary, and/or other factors) <input type="checkbox"/> list examples of communicable diseases (e.g., cold, flu, strep throat, chicken pox, measles, cold sores, pink eye/conjunctivitis, meningitis, mononucleosis, HIV/AIDS) <input type="checkbox"/> list examples of non-communicable diseases (e.g., asthma, diabetes, cancer, heart disease)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Healthy Relationships</i> C5 describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe qualities of a good friend (e.g., listening, sharing, honesty, loyalty, compassion, respectful behaviour, dependability, empathy, can disagree respectfully and kindly) <input type="checkbox"/> through class discussions, role plays, and simulations, demonstrate effective relationship communication skills such as appropriate tone of voice, respectful language, appropriate body language, describing the problem without blaming, and listening without interrupting <input type="checkbox"/> list a variety of interpersonal skills necessary to build positive group dynamics (e.g., co-operation, inclusion, effective communication, empathy, respectful behaviour)
<p>C6 demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe negative group dynamics (e.g., “ganging up,” social isolation or rejection, gossip, using derogatory names and stereotypical labels, physical aggression, spectator participation, cyber-bullying) <input type="checkbox"/> describe ways to avoid participating in negative group dynamics (e.g., speaking up on behalf of people who are bullied, reporting to a trusted adult) <input type="checkbox"/> practise and apply effective strategies to deal with various forms of bullying (e.g., assess situation, avoidance, assertiveness, reporting, seeking help)
<p><i>Safety and Injury Prevention</i> 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, list ways a known person might lure or trick a child into an unsafe or abusive situation, particularly sexually abusive situations (e.g., offering special attention or compliments, offering gifts, calling it a game, assuring that it’s something normal, invading privacy, using threats or authority) <input type="checkbox"/> with teacher support, list ways strangers might lure or trick a child into an unsafe or abusive situation (e.g., asking for or offering help, offering a gift, giving a compliment, saying it’s an emergency, saying they know your parents) <input type="checkbox"/> with teacher support, list ways that potential predators can use the Internet to make contact with children (e.g., pretending they are a friend or someone who can be trusted, pretending to be your age, tricking you into giving them personal information or photographs, pretending to give you something for free or saying that you have won a contest)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> based on class activities and additional information, list strategies for avoiding abusive or potentially abusive situations, such as <ul style="list-style-type: none"> – recognizing their right not to be abused – recognizing that the abuse is never the fault of the victim – identifying and being prepared for lures or tricks that potential abusers might use, face-to-face and on the Internet – being assertive – avoiding potentially unsafe and abusive situations, including online (e.g., travel in groups, use buddy system, use safe routes, don't meet people from Internet chat rooms, avoid situations where there is no way to get help if needed) – withholding personal information (e.g., on the Internet, on the telephone, with strangers) – knowing how to seek help for self or when someone else is being abused (e.g., keep telling a trusted adult until someone believes you, children's help hotline, 911)
<p>C9 describe the potential risks for injury in a variety of settings, including on the road</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify a variety of specific hazards and risks for injury in a variety of settings (e.g., walking on wrong side of road, doubling on a bicycle, cycling or skating without a helmet, wearing dark clothing at night, going out of bounds when hiking or skiing, using playground equipment recklessly, playing music too loudly, playing around hazardous areas such as railway tracks or electrical substations) <input type="checkbox"/> describe how to minimize hazards in a variety of settings (e.g., recognizing or assessing potential risks, avoiding known high-risk situations, following safety rules, knowing own abilities and limits, getting proper training, using protective equipment such as helmets and guards, wearing seatbelts)
<p><i>Substance Misuse Prevention</i> 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list examples of problematic uses of substances (e.g., underage alcohol consumption, using illegal drugs, use of tobacco, using medication for unintended purposes, use of substance such as glue or gasoline as inebriants) <input type="checkbox"/> based on class activities and additional information, describe the negative effects of using tobacco, alcohol, or other drugs (e.g., altered judgment, reduced ability to recognize potentially risky situations, blurred vision, addiction, negative impact on family members, negative impact on emotional and physical health, negative impact on schoolwork, permanent mental impairment, potential harm to a fetus when substances are consumed during pregnancy, financial and legal consequences)

Prescribed Learning Outcomes	Suggested Achievement Indicators
C11 propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)	<input type="checkbox"/> describe ways in which individuals can avoid substance misuse (e.g., reading labels, following directions, developing strong refusal skills, avoiding high-risk social situations, accessing accurate and current information)

MATHEMATICS – GRADE 4

Prescribed Learning Outcomes and Suggested Achievement Indicators



NUMBER

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 represent and describe whole numbers to 10 000, pictorially and symbolically [C, CN, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> read a given four-digit numeral without using the word “and” (e.g., 5321 is five thousand three hundred twenty one, NOT five thousand three hundred AND twenty one) <input type="checkbox"/> write a given numeral using proper spacing without commas (e.g., 4567 or 4 567, 10 000) <input type="checkbox"/> write a given numeral 0 – 10 000 in words <input type="checkbox"/> represent a given numeral using a place value chart or diagrams <input type="checkbox"/> describe the meaning of each digit in a given numeral <input type="checkbox"/> express a given numeral in expanded notation (e.g., $321 = 300 + 20 + 1$) <input type="checkbox"/> write the numeral represented by a given expanded notation <input type="checkbox"/> explain and show the meaning of each digit in a given 4-digit numeral with all digits the same, (e.g., for the numeral 2222, the first digit represents two thousands, the second digit two hundreds, the third digit two tens, and the fourth digit two ones)
<p>A2 compare and order numbers to 10 000 [C, CN]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> order a given set of numbers in ascending or descending order and explain the order by making references to place value <input type="checkbox"/> create and order three different 4-digit numerals <input type="checkbox"/> identify the missing numbers in an ordered sequence or on a number line <input type="checkbox"/> identify incorrectly placed numbers in an ordered sequence or on a number line

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p>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</p> <ul style="list-style-type: none"> - using personal strategies for adding and subtracting - estimating sums and differences - solving problems involving addition and subtraction <p>[C, CN, ME, PS, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain how to keep track of digits that have the same place value when adding numbers, limited to 3- and 4-digit numerals <input type="checkbox"/> explain how to keep track of digits that have the same place value when subtracting numbers, limited to 3- and 4-digit numerals <input type="checkbox"/> describe a situation in which an estimate rather than an exact answer is sufficient <input type="checkbox"/> estimate sums and differences using different strategies (e.g., front-end estimation and compensation) <input type="checkbox"/> solve problems that involve addition and subtraction of more than 2 numbers
<p>A4 explain the properties of 0 and 1 for multiplication, and the property of 1 for division</p> <p>[C, CN, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain the property for determining the answer when multiplying numbers by one <input type="checkbox"/> explain the property for determining the answer when multiplying numbers by zero <input type="checkbox"/> explain the property for determining the answer when dividing numbers by one
<p>A5 describe and apply mental mathematics strategies, such as</p> <ul style="list-style-type: none"> - 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 <p>[C, CN, ME, PS, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> provide examples for applying mental mathematics strategies: <ul style="list-style-type: none"> - doubling (e.g., for 4×3, think $2 \times 3 = 6$, and $4 \times 3 = 6 + 6$) - doubling and adding one more group (e.g., for 3×7, think $2 \times 7 = 14$, and $14 + 7 = 21$) - use ten facts when multiplying by 9 (e.g., for 9×6, think $10 \times 6 = 60$, and $60 - 6 = 54$; for 7×9, think $7 \times 10 = 70$, and $70 - 7 = 63$) - halving (e.g., if 4×6 is equal to 24, then 2×6 is equal to 12) - relating division to multiplication (e.g., for $64 \div 8$, think $8 \times \square = 64$)

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and	[R] Reasoning	[V] Visualization
	Estimation		

<p>A6 demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by</p> <ul style="list-style-type: none"> - using personal strategies for multiplication with and without concrete materials - using arrays to represent multiplication - connecting concrete representations to symbolic representations - estimating products <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> model a given multiplication problem using the distributive property (e.g., $8 \times 365 = (8 \times 300) + (8 \times 60) + (8 \times 5)$) <input type="checkbox"/> use concrete materials, such as base ten blocks or their pictorial representations, to represent multiplication and record the process symbolically <input type="checkbox"/> create and solve a multiplication problem that is limited to 2- or 3-digits by 1-digit <input type="checkbox"/> estimate a product using a personal strategy (e.g., 2×243 is close to or a little more than 2×200, or close to or a little less than 2×250) <input type="checkbox"/> model and solve a given multiplication problem using an array and record the process <input type="checkbox"/> solve a given multiplication problem and record the process
<p>A7 demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by</p> <ul style="list-style-type: none"> - using personal strategies for dividing with and without concrete materials - estimating quotients - relating division to multiplication <p>[C, CN, ME, PS, R, V]</p>	<p>(It is not intended that remainders be expressed as decimals or fractions.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> solve a given division problem without a remainder using arrays or base ten materials <input type="checkbox"/> solve a given division problem with a remainder using arrays or base ten materials <input type="checkbox"/> solve a given division problem using a personal strategy and record the process <input type="checkbox"/> create and solve a word problem involving a 1- or 2-digit dividend <input type="checkbox"/> estimate a quotient using a personal strategy (e.g., $86 \div 4$ is close to $80 \div 4$ or close to $80 \div 5$)

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

<p>A8 demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to</p> <ul style="list-style-type: none"> – 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 – provide examples of where fractions are used <p>[C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> represent a given fraction using concrete materials <input type="checkbox"/> identify a fraction from its given concrete representation <input type="checkbox"/> name and record the shaded and non-shaded parts of a given set <input type="checkbox"/> name and record the shaded and non-shaded parts of a given whole <input type="checkbox"/> represent a given fraction pictorially by shading parts of a given set <input type="checkbox"/> represent a given fraction pictorially by shading parts of a given whole <input type="checkbox"/> explain how denominators can be used to compare two given unit fractions with numerator 1 <input type="checkbox"/> order a given set of fractions that have the same numerator and explain the ordering <input type="checkbox"/> order a given set of fractions that have the same denominator and explain the ordering <input type="checkbox"/> identify which of the benchmarks 0, $\frac{1}{2}$, or 1 is closer to a given fraction <input type="checkbox"/> name fractions between two given benchmarks on a number line <input type="checkbox"/> order a given set of fractions by placing them on a number line with given benchmarks <input type="checkbox"/> provide examples of when two identical fractions may not represent the same quantity (e.g., half of a large apple is not equivalent to half of a small apple; half of ten cloudberry is not equivalent to half of sixteen cloudberry) <input type="checkbox"/> provide an example of a fraction that represents part of a set and a fraction that represents part of a whole from everyday contexts
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[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

<p>A9 describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically [C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> write the decimal for a given concrete or pictorial representation of part of a set, part of a region, or part of a unit of measure <input type="checkbox"/> represent a given decimal using concrete materials or a pictorial representation <input type="checkbox"/> explain the meaning of each digit in a given decimal with all digits the same <input type="checkbox"/> represent a given decimal using money values (dimes and pennies) <input type="checkbox"/> record a given money value using decimals <input type="checkbox"/> provide examples of everyday contexts in which tenths and hundredths are used <input type="checkbox"/> model, using manipulatives or pictures, that a given tenth can be expressed as hundredths (e.g., 0.9 is equivalent to 0.90 or 9 dimes is equivalent to 90 pennies)
<p>A10 relate decimals to fractions (to hundredths) [CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> read decimals as fractions (e.g., 0.5 is zero and five tenths) <input type="checkbox"/> express orally and in written form a given decimal in fractional form <input type="checkbox"/> express orally and in written form a given fraction with a denominator of 10 or 100 as a decimal <input type="checkbox"/> express a given pictorial or concrete representation as a fraction or decimal (e.g., 15 shaded squares on a hundred grid can be expressed as 0.15 or $\frac{15}{100}$) <input type="checkbox"/> express orally and in written form the decimal equivalent for a given fraction (e.g., $\frac{50}{100}$ can be expressed as 0.50)
<p>A11 demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by</p> <ul style="list-style-type: none"> – using compatible numbers – estimating sums and differences – using mental math strategies to solve problems <p>[C, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> predict sums and differences of decimals using estimation strategies <input type="checkbox"/> solve problems, including money problems, which involve addition and subtraction of decimals, limited to hundredths <input type="checkbox"/> determine the approximate solution of a given problem not requiring an exact answer <input type="checkbox"/> estimate a sum or difference using compatible numbers <input type="checkbox"/> count back change for a given purchase

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

PATTERNS AND RELATIONS (*Patterns*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 identify and describe patterns found in tables and charts, including a multiplication chart [C, CN, PS, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe a variety of patterns in a multiplication chart <input type="checkbox"/> determine the missing element(s) in a given table or chart <input type="checkbox"/> identify error(s) in a given table or chart <input type="checkbox"/> describe the pattern found in a given table or chart
<p>B2 reproduce a pattern shown in a table or chart using concrete materials [C, CN, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create a concrete representation of a given pattern displayed in a table or chart <input type="checkbox"/> explain why the same relationship exists between the pattern in a table and its concrete representation
<p>B3 represent and describe patterns and relationships using charts and tables to solve problems [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> extend patterns found in a table or chart to solve a given problem <input type="checkbox"/> translate the information provided in a given problem into a table or chart <input type="checkbox"/> identify and extend the patterns in a table or chart to solve a given problem
<p>B4 identify and explain mathematical relationships using charts and diagrams to solve problems [CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> complete a Carroll diagram by entering given data into correct squares to solve a given problem <input type="checkbox"/> determine where new elements belong in a given Carroll diagram <input type="checkbox"/> solve a given problem using a Carroll diagram <input type="checkbox"/> identify a sorting rule for a given Venn diagram <input type="checkbox"/> describe the relationship shown in a given Venn diagram when the circles intersect, when one circle is contained in the other, and when the circles are separate <input type="checkbox"/> determine where new elements belong in a given Venn diagram <input type="checkbox"/> solve a given problem by using a chart or diagram to identify mathematical relationships

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

PATTERNS AND RELATIONS (VARIABLES AND EQUATIONS)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B5 express a given problem as an equation in which a symbol is used to represent an unknown number [CN, PS, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain the purpose of the symbol, such as a triangle or circle, in a given addition, subtraction, multiplication, or division equation with one unknown (e.g. $36 \div \square = 6$) <input type="checkbox"/> express a given pictorial or concrete representation of an equation in symbolic form <input type="checkbox"/> identify the unknown in a story problem, represent the problem with an equation, and solve the problem concretely, pictorially, or symbolically <input type="checkbox"/> create a problem in context for a given equation with one unknown
<p>B6 solve one-step equations involving a symbol to represent an unknown number [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> solve a given one-step equation using manipulatives <input type="checkbox"/> solve a given one-step equation using guess and test <input type="checkbox"/> describe orally the meaning of a given one-step equation with one unknown <input type="checkbox"/> solve a given equation when the unknown is on the left or right side of the equation <input type="checkbox"/> represent and solve a given addition or subtraction problem involving a “part-part-whole” or comparison context using a symbol to represent the unknown <input type="checkbox"/> represent and solve a given multiplication or division problem involving equal grouping or partitioning (equal sharing) using symbols to represent the unknown

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

SHAPE AND SPACE (*Measurement*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 read and record time using digital and analog clocks, including 24-hour clocks [C, CN, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> state the number of hours in a day <input type="checkbox"/> express the time orally and numerically from a 12-hour analog clock <input type="checkbox"/> express the time orally and numerically from a 24-hour analog clock <input type="checkbox"/> express the time orally and numerically from a 12-hour digital clock <input type="checkbox"/> describe time orally and numerically from a 24-hour digital clock <input type="checkbox"/> describe time orally as “minutes to” or “minutes after” the hour <input type="checkbox"/> explain the meaning of AM and PM, and provide an example of an activity that occurs during the AM and another that occurs during the PM
<p>C2 read and record calendar dates in a variety of formats [C, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> write dates in a variety of formats (e.g., <i>yyyy/mm/dd</i>, <i>dd/mm/yyyy</i>, <i>March 21, 2006</i>, <i>dd/mm/yy</i>) <input type="checkbox"/> relate dates written in the format <i>yyyy/mm/dd</i> to dates on a calendar <input type="checkbox"/> identify possible interpretations of a given date (e.g., <i>06/03/04</i>)

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and	[R] Reasoning	[V] Visualization
	Estimation		

<p>C3 demonstrate an understanding of area of regular and irregular 2-D shapes by</p> <ul style="list-style-type: none"> – recognizing that area is measured in square units – selecting and justifying referents for the units cm^2 or m^2 – estimating area by using referents for cm^2 or m^2 – determining and recording area (cm^2 or m^2) – constructing different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe area as the measure of surface recorded in square units <input type="checkbox"/> identify and explain why the square is the most efficient unit for measuring area <input type="checkbox"/> provide a referent for a square centimetre and explain the choice <input type="checkbox"/> provide a referent for a square metre and explain the choice <input type="checkbox"/> determine which standard square unit is represented by a given referent <input type="checkbox"/> estimate the area of a given 2-D shape using personal referents <input type="checkbox"/> determine the area of a regular 2-D shape and explain the strategy <input type="checkbox"/> determine the area of an irregular 2-D shape and explain the strategy <input type="checkbox"/> construct a rectangle for a given area <input type="checkbox"/> demonstrate that many rectangles are possible for a given area by drawing at least two different rectangles for the same given area
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SHAPE AND SPACE (3-D Objects and 2-D Shapes)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C4 describe and construct rectangular and triangular prisms [C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and name common attributes of rectangular prisms from given sets of rectangular prisms <input type="checkbox"/> identify and name common attributes of triangular prisms from given sets of triangular prisms <input type="checkbox"/> sort a given set of rectangular and triangular prisms using the shape of the base <input type="checkbox"/> construct and describe a model of rectangular and triangular prisms using materials such as pattern blocks or modelling clay <input type="checkbox"/> construct rectangular prisms from their nets <input type="checkbox"/> construct triangular prisms from their nets <input type="checkbox"/> identify examples of rectangular and triangular prisms found in the environment

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

SHAPE AND SPACE (*Transformations*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C5 demonstrate an understanding of line symmetry by</p> <ul style="list-style-type: none"> - identifying symmetrical 2-D shapes - creating symmetrical 2-D shapes - drawing one or more lines of symmetry in a 2-D shape <p>[C, CN, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify the characteristics of given symmetrical and non-symmetrical 2-D shapes <input type="checkbox"/> sort a given set of 2-D shapes as symmetrical and non-symmetrical <input type="checkbox"/> complete a symmetrical 2-D shape given half the shape and its line of symmetry <input type="checkbox"/> identify lines of symmetry of a given set of 2-D shapes and explain why each shape is symmetrical <input type="checkbox"/> determine whether or not a given 2-D shape is symmetrical by using a Mira or by folding and superimposing <input type="checkbox"/> create a symmetrical shape with and without manipulatives <input type="checkbox"/> provide examples of symmetrical shapes found in the environment and identify the line(s) of symmetry <input type="checkbox"/> sort a given set of 2-D shapes as those that have no lines of symmetry, one line of symmetry, or more than one line of symmetry

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

STATISTICS AND PROBABILITY (*Data Analysis*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 demonstrate an understanding of many-to-one correspondence [C, R, T, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> compare graphs in which different intervals or correspondences are used and explain why the interval or correspondence was used <input type="checkbox"/> compare graphs in which the same data has been displayed using one-to-one and many-to-one correspondences, and explain how they are the same and different <input type="checkbox"/> explain why many-to-one correspondence is sometimes used rather than one-to-one correspondence <input type="checkbox"/> find examples of graphs in which many-to-one correspondence is used in print and electronic media, such as newspapers, magazines and the Internet, and describe the correspondence used
<p>D2 construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions [C, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify an interval and correspondence for displaying a given set of data in a graph and justify the choice <input type="checkbox"/> create and label (with categories, title, and legend) a pictograph to display a given set of data using many-to-one correspondence, and justify the choice of correspondence used <input type="checkbox"/> create and label (with axes and title) a bar graph to display a given set of data using many-to-one correspondence, and justify the choice of interval used <input type="checkbox"/> answer a given question using a given graph in which data is displayed using many-to-one correspondence

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

PHYSICAL EDUCATION – GRADE 4
Prescribed Learning Outcomes and
Suggested Achievement Indicators



ACTIVE LIVING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Knowledge 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe a range of physical health benefits related to regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, fresh air and sunshine when activities are done outside) <input type="checkbox"/> list and describe a range of emotional health benefits related to regular participation in physical activity (e.g., improved self-image, opportunities for making friends, feelings of accomplishment)
<p>A2 identify the major muscles of the body that are involved in physical activity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> on a model, diagram, or their own bodies, identify the major muscles of the body involved in physical activity (e.g., hamstrings, quadriceps, biceps, triceps, abdominals, heart) <input type="checkbox"/> list types of physical activities that develop each major muscle (e.g., heart— aerobics, cycling; quadriceps— running, soccer) <input type="checkbox"/> recognize that the body needs physical activity for sustained amounts of time to improve the strength of the heart and other muscles
<p>A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> recognize that the heart is always beating and pumping blood to the muscles and the rest of the body, and that increased physical activity increases both the rate of the heart and the speed of breathing <input type="checkbox"/> name and demonstrate a variety of ways of checking pulse (e.g., fingers on neck, fingers on wrist, electronic heart rate monitor) <input type="checkbox"/> identify and demonstrate other ways of monitoring exertion (e.g., talk test)
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the need to balance food intake (energy in) with physical activity (energy out)

Prescribed Learning Outcomes	Suggested Achievement Indicators
A5 identify opportunities for physical activity in a variety of settings	<ul style="list-style-type: none"> <input type="checkbox"/> list opportunities for physical activity in the classroom (e.g., stretch breaks, hopping on the spot beside desks) <input type="checkbox"/> list opportunities for physical activity on the school grounds (e.g., playing games outside at recess or after school) <input type="checkbox"/> list opportunities for physical activity in the community (e.g., after-school and weekend sports teams, walking and hiking with family members, playing with friends)
<p><i>Participation</i></p> <p>A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity resulting in physiological changes such as increased heart and breathing rate or feeling warm <input type="checkbox"/> with teacher support, monitor their heart rate during physical activity (e.g., taking pulse at neck, using a heart rate monitor) <input type="checkbox"/> participate continuously in moderate to vigorous physical activities, allowing for short recovery periods as appropriate to the individual student

MOVEMENT SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects	<ul style="list-style-type: none"> <input type="checkbox"/> accelerate or decelerate while changing direction in relation to people (e.g., dance or skating partner, team-mate) or moving objects <input type="checkbox"/> adjust direction and/or force to intercept or avoid objects or people (e.g., to receive a pass, to intercept and send a volley ball, to join a partner) <input type="checkbox"/> adjust speed and pathway to intercept or avoid people or objects (e.g., change from straight to curved pathway to avoid a collision, intercept an object) <input type="checkbox"/> adjust level to intercept or avoid objects or people (e.g., jump to catch a basketball rebound, crouch to catch a softball ground ball; over-under, meeting and parting)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following:</p> <ul style="list-style-type: none"> – one-handed catch underhand and overhand – strike a moving object with implement – strike an object with hand – one-handed throw overhand – dribble an object with feet 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for manipulative movement skills including the following: <ul style="list-style-type: none"> – one-handed catch (overhand, underhand)—stand with feet shoulder width apart, elbows bent, hands in position, step forward to catch object; fingers up for objects caught above waist; fingers down for objects caught below waist – striking a moving object with an implement or hand (e.g., tennis racquet, golf club, baseball bat, handball)—stand sideways to object, swing implement back 180 degrees, transfer weight from back foot to forward foot with swing, rotate trunk then hips, swing implement in horizontal plane with implement parallel to target – one-handed throw overhand (e.g., softball, beanbag, gator ball)—draw arm back in readiness, bring arm forward while transferring weight to on opposite foot, extend and release object pointing at a target, follow through over opposite shoulder – dribbling an object with feet (e.g., soccer ball)—move ball or other object with short taps with inside or outside of either foot, body bent forward slightly, head up and over the ball <input type="checkbox"/> achieve regular contact with object <input type="checkbox"/> attempt catches, throws, and strikes with either hand
<p>B3 select non-locomotor, locomotor, and manipulative movements to create sequences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> select and combine movements in sequence (e.g., combine levels and pathways; beginning, middle, end), such as <ul style="list-style-type: none"> – basketball—passing sequence, dribbling – dance sequences – gymnastics—jump, land, roll, jump – parachute game sequences – tai chi, tai bo, aerobics, rope jumping—steps and positions, travelling while skipping – skating sequence—forward and backward, turns <input type="checkbox"/> demonstrate smooth transitions between movements (e.g., bend and stretch body parts, land-bend-stand smoothly) <input type="checkbox"/> use appropriate vocabulary to describe movement and movement sequences (e.g., pathways, entry, traveling, dribble)

SAFETY, FAIR PLAY, AND LEADERSHIP

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 demonstrate an ability to participate safely in specific physical activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> follow directions, rules, and routines regardless of distractions (e.g., people walking into class, peers off task) <input type="checkbox"/> demonstrate an understanding of the importance of safety rules and guidelines for avoiding putting self and others at risk when using equipment, in partner work, and in group activities <input type="checkbox"/> participate in warmup and cooldown exercises appropriate to specific physical activities (e.g., stretching, slow running on the spot)
<p>C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, co-operative, accepting)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list behaviours that promote fair play and being a “good sport” (e.g., respectful, honest, fair, thoughtful, co-operative, accepting) <input type="checkbox"/> describe how these behaviours look in a variety of activities (e.g., “I am being respectful and thoughtful of others in my group when I ...”) <input type="checkbox"/> give examples of positive ways to solve conflicts in physical activity situations (e.g., accepting the referee’s decision on disagreements over rules or scores, choosing teams in a neutral fashion, working through challenges in small groups) <input type="checkbox"/> describe ways to co-operate during physical activity (e.g., taking turns choosing the activity, working together during a team game) <input type="checkbox"/> recognize and accept individual differences in physical activity
<p>C3 demonstrate leadership in selected physical activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> group leaders in selected physical activities (e.g., small group games, skill development exercises, activity centres) <input type="checkbox"/> demonstrate confidence in selected physical activities <input type="checkbox"/> independently take responsibility for selected leadership roles (e.g., putting away equipment, encouraging others of all ability levels)

SCIENCE – GRADE 4

Prescribed Learning Outcomes and Suggested Achievement Indicators



PROCESSES OF SCIENCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • make predictions, supported by reasons and relevant to the content 	<ul style="list-style-type: none"> <input type="checkbox"/> carefully observe a pattern of events (e.g., changes in vibration, pitch, weather patterns) <input type="checkbox"/> make initial predictions and refine them, based on test results (e.g., path light travels)
<ul style="list-style-type: none"> • use data from investigations to recognize patterns and relationships and reach conclusions 	<ul style="list-style-type: none"> <input type="checkbox"/> gather and correctly organize comprehensive data (e.g., weather charts) <input type="checkbox"/> accurately interpret what a given graph shows, using detailed examples

LIFE SCIENCE: HABITATS AND COMMUNITIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • compare the structures and behaviours of local animals and plants in different habitats and communities 	<ul style="list-style-type: none"> <input type="checkbox"/> explain in detail why organisms are found in specific local habitats, based on their structures and behaviours <input type="checkbox"/> identify the structural adaptations of two or more organisms <input type="checkbox"/> with teacher support, infer and justify what communities might interact in a particular environment
<ul style="list-style-type: none"> • analyse simple food chains 	<ul style="list-style-type: none"> <input type="checkbox"/> construct and explain the elements of a simple food chain <input type="checkbox"/> interpret population changes from data in one- or two-factor graphs (e.g., rabbit only; rabbit/coyote)
<ul style="list-style-type: none"> • demonstrate awareness of the Aboriginal concept of respect for the environment 	<ul style="list-style-type: none"> <input type="checkbox"/> describe in detail how to show respect for the environment (e.g., clean up school yard, recycle, weed garden) <input type="checkbox"/> create accurate, detailed drawings to illustrate stories that demonstrate the relationship Aboriginal peoples have with the land, water, animals, plants, and sky (e.g., respect for water, earth)
<ul style="list-style-type: none"> • determine how personal choices and actions have environmental consequences 	<ul style="list-style-type: none"> <input type="checkbox"/> document the steps involved in supporting actions that positively affect the school environment (such as those involved in a garbage-less lunch campaign), using detailed checklists, group projects <input type="checkbox"/> prepare and illustrate a simple, local habitat improvement plan that shows which plants and animals benefit from the plan

PHYSICAL SCIENCE: LIGHT AND SOUND

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> identify sources of light and sound 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately sort various sources of light within their environment as natural or artificial <input type="checkbox"/> relate vibrations to the production of sound (e.g., the human voice relies on the vibrations of vocal cords)
<ul style="list-style-type: none"> explain properties of light (e.g., travels in a straight path, can be reflected) 	<ul style="list-style-type: none"> <input type="checkbox"/> predict, demonstrate, and report on how light travels in a straight path and through different materials (e.g., reflects, refracts; is transparent, translucent, opaque) <input type="checkbox"/> with teacher support, conduct an experiment to demonstrate how white light can be separated into colours
<ul style="list-style-type: none"> explain properties of sound (e.g., travels in waves, travels in all directions) 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate and report on how various materials will absorb, reflect, or transmit sound <input type="checkbox"/> predict and record changes in vibration and pitch (e.g., by using a ruler) and describe the relationship between pitch and vibration

EARTH AND SPACE SCIENCE: WEATHER

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction 	<ul style="list-style-type: none"> <input type="checkbox"/> systematically chart daily temperatures using a thermometer <input type="checkbox"/> design, build and test a simple rain gauge, weather vane, and anemometer <input type="checkbox"/> identify, chart, and illustrate daily cloud cover <input type="checkbox"/> make a detailed local weather report based on collected data
<ul style="list-style-type: none"> analyse impacts of weather on living and non-living things 	<ul style="list-style-type: none"> <input type="checkbox"/> predict and report on how freezing and thawing affect a variety of materials (e.g., water and soil) <input type="checkbox"/> accurately predict and test various materials for water resistance and insulation from cold (e.g., slow down the rate of a melting ice cube) <input type="checkbox"/> research and create a comprehensive report on the effects of erosion, drought, or other local weather impacts (e.g., sand table rivers, effects of run-off)

SOCIAL STUDIES – GRADE 4

Prescribed Learning Outcomes and Suggested Achievement Indicators



SKILLS AND PROCESSES OF SOCIAL STUDIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues</p>	<ul style="list-style-type: none"> <input type="checkbox"/> compare information and viewpoints about a selected problem or issue <input type="checkbox"/> identify patterns in information, and use those patterns to draw inferences <input type="checkbox"/> demonstrate an ability to imagine situations and results in relation to a selected problem or issue <input type="checkbox"/> summarize information and opinions about a selected problem or issue
<p>A2 use maps and timelines to gather and represent information</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use grids, scales, and legends on maps and timelines to interpret or represent specific information <input type="checkbox"/> translate information from maps to other forms of communication and vice versa (e.g., write a paragraph describing what they see in a map, create a map based on an image or oral description) <input type="checkbox"/> create a timeline to represent information in chronological sequence
<p>A3 gather information from a variety of sources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give reasons for using more than one source of information (e.g., differing points of view, currency of information, level of detail, reliability) <input type="checkbox"/> apply a variety of strategies for information gathering (e.g., headings, indices, Internet searches) <input type="checkbox"/> apply strategies for note taking and organizing information gathered from a variety of information sources <input type="checkbox"/> distinguish between primary and secondary sources <input type="checkbox"/> construct a simple bibliography
<p>A4 identify alternative perspectives on a selected event or issue</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and discuss differing points of view on a selected historical event or issue (e.g., Aboriginal and European perspectives of a first contact meeting, a trade exchange, or residential schools)

Prescribed Learning Outcomes	Suggested Achievement Indicators
A5 create a presentation on a selected historical event or topic	<ul style="list-style-type: none"> <input type="checkbox"/> organize information to plan their presentation <input type="checkbox"/> prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation <input type="checkbox"/> apply established criteria for their presentation (e.g., historical accuracy and context)
A6 formulate strategies to address problems or issues	<ul style="list-style-type: none"> <input type="checkbox"/> identify problems or issues that are local, national, and/or global in focus (e.g., natural disasters, endangered species, poverty, disease) <input type="checkbox"/> clarify a selected problem or issue (e.g., provide details, reasons, implications) <input type="checkbox"/> compare two or more perspectives on a problem or issue <input type="checkbox"/> create a plan of action to address a chosen problem or issue

IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 distinguish characteristics of various Aboriginal cultures in BC and Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe Aboriginal cultures and people (e.g., First Nations, Métis, Inuit, band, clan, elder, chief) <input type="checkbox"/> describe and compare characteristics of two or more Aboriginal cultures in BC (e.g., local cultures, BC coastal cultures, interior region cultures) <input type="checkbox"/> describe and compare characteristics of two or more Aboriginal cultures in other regions of Canada (e.g., plains, Inuit, Athabaskan, Iroquoian, eastern woodlands, Métis) <input type="checkbox"/> model ways in which Aboriginal peoples preserve identity and culture (e.g., oral tradition, teachings of elders) <input type="checkbox"/> give examples of how specific Aboriginal stories incorporate the natural and the supernatural <input type="checkbox"/> examine a variety of Aboriginal artforms (e.g., masks, paintings, carvings, baskets, textiles, dances, stories) <input type="checkbox"/> explain the significance of symbols in specific Aboriginal cultures in Canada (e.g., as represented in totem poles, masks, blankets, dwellings) <input type="checkbox"/> compare characteristics of selected Aboriginal cultures with other selected cultures represented in Canada
<p>B2 demonstrate knowledge of early European exploration of BC and Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> label a map or create a timeline or other organizer to relate key European explorers to their discoveries (e.g., Cabot, Cartier, Champlain, Cook, Franklin, Frobisher, Hudson, Mackenzie, Quadra, Vancouver) <input type="checkbox"/> explain how the geography of Canada made early exploration easier (e.g., navigable inland waterways) or more difficult (e.g., winter weather)
<p>B3 identify effects of early contact between Aboriginal societies and European explorers and settlers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe some of the effects of early contact on Aboriginal cultures and societies (e.g., new materials and technologies such as metal, glass, and textiles; disease; introduction of Christianity) <input type="checkbox"/> describe some of the effects of early contact on European explorers and settlers (e.g., Aboriginal guides and mapping helped explorers; Aboriginal peoples provided clothing, food, medicine, and other materials for survival in an unfamiliar environment) <input type="checkbox"/> compare the “discovery” and “exploration” of North America from European and Aboriginal peoples’ perspectives <input type="checkbox"/> give examples of how differences in cultures led to conflict between Aboriginal and European societies

GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe leadership and governance (e.g., chief, elder, band, Chief Factor, Governor) <input type="checkbox"/> describe leadership and governance structures in Aboriginal cultures (e.g., family, clan, chief, elder, council; supported by oral tradition) <input type="checkbox"/> describe how fur trade forts and early European settlements in Canada were governed (e.g., Chief Factor, representatives of the monarchy) <input type="checkbox"/> describe the roles of Britain and France in establishing government in early European settlements in Canada <input type="checkbox"/> using accounts of life in Aboriginal societies, identify rights and responsibilities of individuals <input type="checkbox"/> compare the rights and responsibilities of individuals in early European settlements in Canada with those in Aboriginal cultures
<p>C2 identify the impact of Canadian governance on Aboriginal people’s rights</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the importance of protecting minority rights in a democracy <input type="checkbox"/> identify key events and issues in Aboriginal peoples’ rights and interactions with early governments in Canada (e.g., the <i>Indian Act</i>, banning potlatches, reserve system, treaties)

ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 compare bartering and monetary systems of exchange</p>	<ul style="list-style-type: none"> <input type="checkbox"/> accurately define <i>barter</i> and <i>monetary</i> systems of exchange <input type="checkbox"/> use a T-chart or Venn diagram to compare the advantages and disadvantages of bartering and monetary systems of exchange <input type="checkbox"/> describe systems of exchange used among Aboriginal peoples
<p>D2 describe technologies used by Aboriginal people in BC and Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to describe Aboriginal technologies (e.g., travois, hide scraper, adze, weir) <input type="checkbox"/> give examples technologies used to meet needs and wants in Aboriginal cultures, including those used for food acquisition and preparation, shelter, clothing, and transportation <input type="checkbox"/> demonstrate knowledge (e.g., create a model, present an oral report) of how a selected technology was used in Aboriginal cultures <input type="checkbox"/> give examples of technologies used by Aboriginal cultures today
<p>D3 analyse factors that influenced early European exploration of North America</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe initial reasons for European exploration (e.g., finding a route to Asia, prestige, rivalry between countries, searching for gold and other riches) <input type="checkbox"/> analyse changes over time in European reasons for exploring and settling in North America (e.g., accessing natural resources, missionary work)
<p>D4 describe technologies used in exploration, including</p> <ul style="list-style-type: none"> – transportation – navigation – food preservation 	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of technologies used in exploration, particularly those used for <ul style="list-style-type: none"> – transportation (e.g., various type of sailing ships) – navigation (e.g., compass, map, sextant, astrolabe, chronometer) – food preservation (e.g., salting, drying) <input type="checkbox"/> speculate on the challenges faced by explorers that could have been addressed using specific technologies <input type="checkbox"/> demonstrate knowledge (e.g., create a model, present an oral report) of how a selected technology was used in exploration

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>D5 describe economic and technological exchanges between explorers and Aboriginal people</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the need for explorers to acquire new technologies to survive in an unfamiliar environment and climate <input type="checkbox"/> describe examples of specific technologies exchanged between Aboriginal and explorer cultures, including technologies related to <ul style="list-style-type: none"> – transportation – shelter – defence and security – food acquisition and preparation (e.g., hunting, fishing, gathering, cooking, storing) – clothing production <input type="checkbox"/> describe the ongoing trade that was established between Aboriginal peoples and explorers, with reference to <ul style="list-style-type: none"> – specific goods exchanged – changes over time in the value of specific barter goods – effect of trade on Aboriginal societies

HUMAN AND PHYSICAL ENVIRONMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>E1 use maps and globes to locate</p> <ul style="list-style-type: none"> - the world’s hemispheres - the world’s continents and oceans - Aboriginal groups studied 	<ul style="list-style-type: none"> <input type="checkbox"/> locate and map continents and oceans of the world <input type="checkbox"/> identify the northern, southern, eastern, and western hemispheres on a globe or map of the world <input type="checkbox"/> on maps of BC and Canada, locate traditional territories of Aboriginal groups studied
<p>E2 identify the significance of selected place names in BC and Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of places in BC and Canada named after explorers and other prominent individuals <input type="checkbox"/> give examples of Aboriginal place names in BC and Canada <input type="checkbox"/> make connections between Aboriginal place names and their non-Aboriginal counterparts as applicable (e.g., Haida Gwaii – Queen Charlotte Islands, Lil’wat – Lillooet, Hochelaga – Montreal) <input type="checkbox"/> give examples of other significant place names (e.g., named after geographic features)
<p>E3 describe Aboriginal peoples’ relationship with the land and natural resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> compare how the activities of Aboriginal peoples differ according to regional differences in physical environment and resources (e.g., regions within BC, regions in Canada; cultures dependent on locally available living resources such as salmon, caribou, bison, seal, cedar) <input type="checkbox"/> create a representation of the seasonal cycle of activities in a selected Aboriginal group <input type="checkbox"/> give examples of how Aboriginal cultures are closely aligned with the natural environment (e.g., natural elements represented in stories and beliefs, use of materials for art, ceremonies and rituals related to resources) <input type="checkbox"/> describe selected Aboriginal methods of harvesting fish, animal, or forest resources (e.g., hand logging, single plank removal, subsistence hunting and gathering, trapping, spear fishing, dip-net fishing) <input type="checkbox"/> compare two or more resource harvesting methods in terms of characteristics such as efficiency, safety, and sustainability