

- Relationship Choices
- identify and use short-term strategies for managing feelings.

- Life Learning Choices
- develop and apply skills for personal organization/study.

### HEALTH AND LIFE SKILLS

- Wellness Choices
- understand links between physical activity, emotional wellness, social wellness.

- Comprehend various kinds of texts
- create narratives from own experiences
  - use texts from various cultural traditions
  - use junior and electronic dictionaries, and computer spell-check functions
  - produce texts that follow a logical sequence.

- Manage ideas and information
- make use of organizational patterns in texts
  - do research using varied resources
  - communicate with reports, talks, posters
  - use key words, phrases and images.

### ENGLISH LANGUAGE ARTS

- Communicate clearly
- use cursive writing legibly
  - use special features of software
  - use phonic knowledge and skills in spelling
  - present ideas/information on a topic of interest.

- Respect and support others
- experience texts from different cultures and traditions
  - use brainstorming, summarizing and reporting in group projects.

- Explore thoughts and ideas
- identify other perspectives by exploring texts
  - extend sight vocabulary
  - use talk, notes and personal writing to record and reflect on ideas.

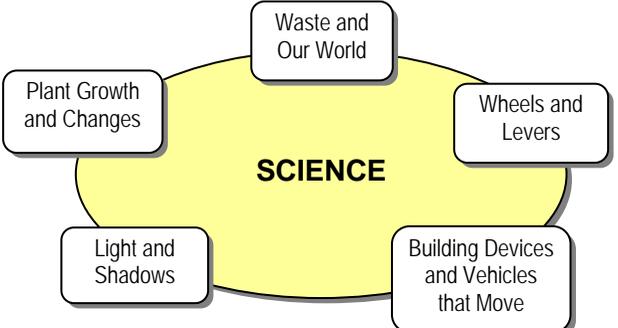
- Benefits Health
- experience movement, involving components of fitness
  - recognize individual attributes that contribute to physical activity

### PHYSICAL EDUCATION

- Activity
- develop and apply age-appropriate skills through experiences in the dimensions of:
    - Alternative Environments, Dance, Individual Activities, Types of Gymnastics

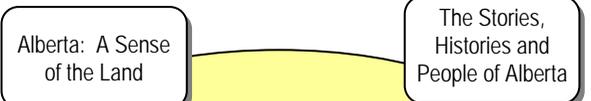
- Cooperation
- demonstrate respectful communication skills
  - accept ideas from others related to adapting movement

- Do It Daily ... for Life!
- participate in safe warm-up and cool-down activities
  - identify how people and communities influence physical activity



### SCIENCE

# GRADE 4 AT-A-GLANCE



### SOCIAL STUDIES

- Alberta: Celebrations and Challenges

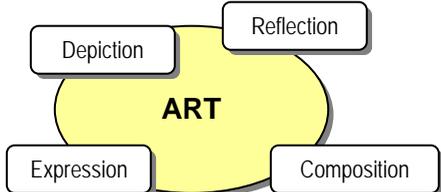
- Number
- work with whole numbers to 10 000
  - explore proper fractions
  - add/subtract decimals to hundredths
  - use multiplication and division strategies.

- Shape and Space
- read and record time and dates
  - determine area of 2-D shapes
  - identify and create line symmetries.

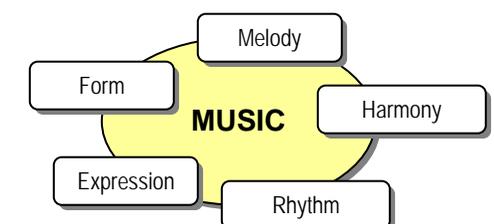
### MATHEMATICS

- Statistics and Probability
- construct and interpret pictographs and bar graphs.

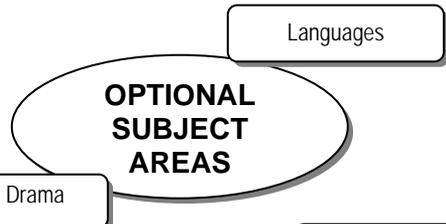
- Patterns and Relations
- investigate numerical and non-numerical patterns
  - identify and explain mathematical relationships
  - express problems in one-step equations and solve.



### ART



### MUSIC



### OPTIONAL SUBJECT AREAS

- Distributed Learning

### SUPPORTS FOR LEARNING

- English as a Second Language (ESL) and Special Education Needs

- RELIGIOUS EDUCATION
- "Come and See"—explores the experiences of the Church handing on the Good News of Jesus in the written Gospel.

**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT).** Students learn and apply ICT knowledge and skills while learning in content areas such as language arts, mathematics, science and social studies.

**ENGLISH LANGUAGE ARTS**

**GRADE 4 OUTCOMES**

**General Outcome 1:**  
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

**1.1 Discover and Explore**

**Express ideas and develop understanding**

- compare new ideas, information and experiences to prior knowledge and experiences
- ask questions, paraphrase and discuss to explore ideas and understand new concepts
- share personal responses to explore and develop understanding of oral, print and other media texts

**Experiment with language and forms**

- discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts

**Express preferences**

- select preferred forms from a variety of oral, print and other media texts

**Set goals**

- identify areas of personal accomplishment and areas of enhancement in language learning and use

**1.2 Clarify and Extend**

**Consider others' ideas**

- identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts

**Combine ideas**

- use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences

**Extend understanding**

- explore ways to find additional ideas and information to extend understanding

**General Outcome 2:**  
Students will listen, speak, read, write, view and represent to comprehend and respond critically to oral, print and other media texts.

**2.1 Use Strategies and Cues**

**Use prior knowledge**

- use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information
- explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning

**Use comprehension strategies**

- preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate
- comprehend new ideas and information by responding personally and discussing ideas with others
- extend sight vocabulary to include words frequently used in other subject areas
- monitor understanding by confirming or revising inferences and predictions based on information in text

**Use textual cues**

- use text features such as headings, sub-headings and margin organizers, to enhance understanding of ideas and information
- distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information

**Use phonics and structural analysis**

- identify and know the meaning of some frequently used prefixes and suffixes
- apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context
- integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context

**Use references**

- use alphabetical order by first and second letter to locate information in reference materials
- use junior dictionaries, spell check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

**2.2 Respond to Texts**

**Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs
- identify and discuss favorite authors, topics and kinds of oral, print and other media texts
- discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker
- retell events of stories in another form or medium
- make general evaluative statements about oral, print and other media texts

**Construct meaning from texts**

- connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences
- identify the main events in oral print and other media texts; explain their causes, and describe how they influence subsequent events

**General Outcome 3:**  
Students will listen, speak, read, write, view and represent to manage ideas and information.

**3.1 Plan and Focus**

**Focus attention**

- use organizational patterns of expository texts to understand ideas and information
- focus topics appropriately for particular audiences

**Determine information needs**

- ask relevant questions, and respond to questions related to particular topics

**Plan to gather information**

- develop and follow a class plan for accessing and gathering ideas and information

**3.2 Select and Process**

**Use a variety of sources**

- locate information to answer research questions, using a variety of sources such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips

**Access information**

- use a variety of tools such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information
- identify information sources that inform, persuade or entertain, and use such sources appropriately

**Evaluate sources**

- recall important points, and make and revise predictions regarding upcoming information

**3.3 Organize, Record and Evaluate**

**Organize information**

- organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions
- record ideas and information that are on topic
- organize oral, print and other media texts into sections that relate to and develop the topic

**Record information**

- make notes of key words, phrases and images by sub-topics; cite titles and authors of sources alphabetically
- paraphrase information from oral, print and other media sources

**Evaluate information**

- examine gathered information to identify if more information is required; review new understanding

**3.4 Share and Review**

**Share ideas and information**

- communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters
- select visuals, print and/or other media to add interest and to engage the audience

**Review research process**

- identify strengths and areas for improvement in research process

**General Outcome 4:**  
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

**4.1 Enhance and Improve**

**Appraise own and others' work**

- identify the general impression and main idea communicated by own and peers' oral, print and other media texts
- use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts

**Revise and edit**

- revise to ensure an understandable progression of ideas and information
- identify and reduce fragments and run-on sentences
- edit for subject-verb agreement

**Enhance legibility**

- write legibly, using a style that demonstrates awareness of alignment, shape and slant
- use special features of software when composing, formatting and revising texts

**Expand knowledge of language**

- use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study
- recognize English words and expressions that come from other cultures or languages

**Enhance artistry**

- experiment with combining detail, voice-over, music and dialogue with sequence of events

**4.2 Attend to Conventions**

**Attend to grammar and usage**

- identify simple and compound sentence structures, and use in own writing
- identify correct noun-pronoun agreement and use in own writing
- identify past, present and future action

**Attend to spelling**

- use phonic knowledge and skills and visual memory, systematically, to spell multi-syllable words in own writing
- identify and apply common spelling generalizations in own writing
- apply strategies for identifying and learning to spell problem words in own writing

**Attend to capitalization and punctuation**

- use capitalization to designate organizations and to indicate the beginning of quotations in own writing
- use commas after introductory words in sentences and when citing addresses in own writing
- identify quotation marks in passages of dialogue, and use them to assist comprehension

**4.3 Present and Share**

**Present information**

- present to peers ideas and information on a topic of interest, in a well-organized form

**Enhance presentation**

- add interest to presentations through the use of props, such as pictures, overheads and artifacts

**Use effective oral and visual communication**

- adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities

**General Outcome 5:**  
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

**5.1 Respect Others and Strengthen Community**

**Appreciate diversity**

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts
- appreciate that responses to some oral, print or other media texts may be different

**Relate texts to culture**

- identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities

**Celebrate accomplishments and events**

- use appropriate language to acknowledge special events and to honor accomplishments in and beyond the classroom

**Use language to show respect**

- identify and discuss differences in language use in a variety of school and community contexts

**5.2 Work Within a Group**

**Cooperate with others**

- take responsibility for collaborating with others to achieve group goals
- ask for and provide information and assistance, as appropriate, for completing individual and group tasks

**Work in groups**

- share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions
- use brainstorming, summarizing and reporting to organize and carry out group projects

**Evaluate group process**

- assess group process, using established criteria, and determine areas for improvement

	<ul style="list-style-type: none"> <li>compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts</li> <li>develop own opinions based on ideas encountered in oral, print and other media texts</li> </ul> <p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"> <li>explain how onomatopoeia and alliteration are used to create mental images</li> <li>explain how language and visuals work together to communicate meaning and enhance effect</li> </ul> <p><b>2.3 Understand Forms, Elements and Techniques</b></p> <p><b>Understand forms and genres</b></p> <ul style="list-style-type: none"> <li>describe and compare the main characteristics of a variety of oral, print and other media texts</li> <li>identify various ways that information can be recorded and presented visually</li> </ul> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"> <li>identify and explain connections among events, setting and main characters in oral, print and other media texts</li> <li>identify the speaker or narrator of oral, print or other media texts</li> <li>identify how specific techniques are used to affect viewer perceptions in media texts</li> </ul> <p><b>Experiment with language</b></p> <ul style="list-style-type: none"> <li>recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning</li> </ul> <p><b>2.4 Create Original Text</b></p> <p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts</li> </ul> <p><b>Elaborate on the expression of ideas</b></p> <ul style="list-style-type: none"> <li>select and use visuals that enhance meaning of oral, print and other media texts</li> </ul> <p><b>Structure texts</b></p> <ul style="list-style-type: none"> <li>produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot</li> <li>produce narratives that describe experiences and reflect personal responses</li> </ul>		<p><b>Demonstrate attentive listening and viewing</b></p> <ul style="list-style-type: none"> <li>connect own ideas, opinions and experiences to those communicated in oral and visual presentations</li> <li>give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations</li> </ul>	
--	--	--	---	--