

The Ontario Curriculum

GRADE 4

checklist format

compiled by: [The Canadian Homeschooler](#)
using the 2019 Ontario Curriculum Guidelines



Content

Introduction	Page 3
Mathematics	Page 4
Language Arts	Page 10
Science & Technology	Page 17
Social Studies	Page 22
The Arts	Page 26
Health & Physical Education	Page 31
Core French	Page 36

Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Four Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education in Ontario.

Core French starts in Grade 4, so it's included from this grade level on. If you are interested in knowing what it required for Immersion French at this level, please check the curriculum listed on the Ministry website:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



Lisa Marie Fletcher
The Canadian Homeschooler
(<http://thecanadianhomeschooler.com>)

Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Math

Social-Emotional Learning (SEL) Skills and the Mathematical Processes

By the end of Grade 2, students will: apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Number

Section	Specific Expectations
<i>Number Sense</i>	
By the end of Grade 4, students will: - demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	<i>Whole Numbers</i>
	<input type="checkbox"/> Read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life
	<input type="checkbox"/> Compare and order whole numbers up to and including 10 000, in various contexts
	<input type="checkbox"/> Round whole numbers to the nearest ten, hundred, or thousand, in various contexts
	<i>Fractions and Decimals</i>
	<input type="checkbox"/> Represent fractions from halves to tenths using drawings, tools, and standard fractional notation, and explain the meanings of the denominator and the numerator
	<input type="checkbox"/> Use drawings and models to represent, compare, and order fractions representing the individual portions that result from two different fair-share scenarios involving any combination of 2, 3, 4, 5, 6, 8, and 10 sharers
	<input type="checkbox"/> Count to 10 by halves, thirds, fourths, fifths, sixths, eighths, and tenths, with and without the use of tools
	<input type="checkbox"/> Read, represent, compare, and order decimal tenths, in various contexts
	<input type="checkbox"/> Round decimal numbers to the nearest whole number, in various contexts
<input type="checkbox"/> Describe relationships and show equivalences among fractions and decimal tenths, in various contexts	
<i>Operations</i>	
By the end of Grade 4,	<input type="checkbox"/>

<p>students will: -use knowledge of numbers and operations to solve mathematical problems encountered in everyday life</p>	<p><i>Properties and Relationships</i></p> <ul style="list-style-type: none"> □ Use the properties of operations, and the relationships between addition, subtraction, multiplication, and division, to solve problems involving whole numbers, including those requiring more than one operation, and check calculations
	<p><i>Math Facts</i></p> <ul style="list-style-type: none"> □ Recall and demonstrate multiplication facts for 1×1 to 10×10, and related division facts
	<p><i>Mental Math</i></p> <ul style="list-style-type: none"> □ Use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used
	<p><i>Addition and Subtraction</i></p> <ul style="list-style-type: none"> □ Represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 10 000 and of decimal tenths, using appropriate tools and strategies, including algorithms
	<p><i>Multiplication and Division</i></p> <ul style="list-style-type: none"> □ Represent and solve problems involving the multiplication of two- or three-digit whole numbers by one-digit whole numbers and by 10, 100, and 1000, using appropriate tools, including arrays
	<ul style="list-style-type: none"> □ Represent and solve problems involving the division of two- or three-digit whole numbers by one-digit whole numbers, expressing any remainder as a fraction when appropriate, using appropriate tools, including arrays
	<ul style="list-style-type: none"> □ Represent the relationship between the repeated addition of a unit fraction and the multiplication of that unit fraction by a whole number, using tools, drawings, and standard fractional notation
	<ul style="list-style-type: none"> □ Show simple multiplicative relationships involving whole-number rates, using various tools and drawings

Algebra

Section	Specific Expectations
<i>Patterns and Relationships</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe repeating and growing patterns, including patterns found in real-life contexts
-identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts	<ul style="list-style-type: none"> <input type="checkbox"/> Create and translate repeating and growing patterns using various representations, including tables of values and graphs
	<ul style="list-style-type: none"> <input type="checkbox"/> Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing element in repeating and growing patterns
	<ul style="list-style-type: none"> <input type="checkbox"/> Create and describe patterns to illustrate relationships among whole numbers and decimal tenths
<i>Equations and Inequalities</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and use symbols as variables in expressions and equations
- demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	<ul style="list-style-type: none"> <input type="checkbox"/> Solve equations that involve whole numbers up to 50 in various contexts, and verify solutions
	<ul style="list-style-type: none"> <input type="checkbox"/> Solve inequalities that involve addition and subtraction of whole numbers up to 20, and verify and graph the solutions
<i>Coding</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> <input type="checkbox"/> Solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, repeating, and nested events
- solve problems and create computational representations of mathematical situations using coding concepts and skills	<ul style="list-style-type: none"> <input type="checkbox"/> Read and alter existing code, including code that involves sequential, concurrent, repeating, and nested events, and describe how changes to the code affect the outcomes
<i>Mathematical Modelling</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> <input type="checkbox"/> <i>This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands.</i>
- apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations	

Data

Section	Specific Expectations
<i>Data Literacy</i>	
<p>By the end of Grade 4, students will:</p> <p>- manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life</p>	<input type="checkbox"/> Describe the difference between qualitative and quantitative data, and describe situations where each would be used
	<input type="checkbox"/> Collect data from different primary and secondary sources to answer questions of interest that involve comparing two or more sets of data, and organize the data in frequency tables and stem-and-leaf plots
	<input type="checkbox"/> Select from among a variety of graphs, including multiple-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs
	<input type="checkbox"/> Create an infographic about a data set, representing the data in appropriate ways, including in frequency tables, stem-and-leaf plots, and multiple-bar graphs, and incorporating any other relevant information that helps to tell a story about the data
	<input type="checkbox"/> Determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data
	<input type="checkbox"/> Analyse different sets of data presented in various ways, including in stem-and-leaf plots and multiple-bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions
<i>Probability</i>	
<p>By the end of Grade 4, students will:</p> <p>- describe the likelihood that events will happen, and use that information to make predictions</p>	<input type="checkbox"/> Use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, represent this likelihood on a probability line, and use it to make predictions and informed decisions
	<input type="checkbox"/> Make and test predictions about the likelihood that the mean, median, and mode(s) of a data set will be the same for data collected from different populations

Spatial Sense

Section	Specific Expectations
<i>Geometric and Spatial Reasoning</i>	
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> - describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them 	<i>Geometric Reasoning</i>
	<ul style="list-style-type: none"> □ Identify geometric properties of rectangles, including the number of right angles, parallel and perpendicular sides, and lines of symmetry
	<i>Location and Movement</i>
	<ul style="list-style-type: none"> □ Plot and read coordinates in the first quadrant of a Cartesian plane, and describe the translations that move a point from one coordinate to another
	<ul style="list-style-type: none"> □ Describe and perform translations and reflections on a grid, and predict the results of these transformations
<i>Measurement</i>	
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> - demonstrate an understanding of equality between pairs of expressions, using addition, subtraction, multiplication, and division 	<i>The Metric System</i>
	<ul style="list-style-type: none"> □ Explain the relationships between grams and kilograms as metric units of mass, and between litres and millilitres as metric units of capacity, and use benchmarks for these units to estimate mass and capacity
	<ul style="list-style-type: none"> □ Use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity
	<i>Time</i>
	<ul style="list-style-type: none"> □ Solve problems involving elapsed time by applying the relationships between different units of time
	<i>Angles</i>
	<ul style="list-style-type: none"> □ Identify angles and classify them as right, straight, acute, or obtuse
	<i>Area</i>
	<ul style="list-style-type: none"> □ Use the row and column structure of an array to measure the areas of rectangles and to show that the area of any rectangle can be found by multiplying its side lengths
	<ul style="list-style-type: none"> □ Apply the formula for the area of a rectangle to find the unknown measurement when given two of the three

Financial Literacy

Section	Specific Expectations
<i>Money and Finances</i>	
By the end of Grade 4, students will: - demonstrate the knowledge and skills needed to make informed financial decisions	<i>Money Concepts</i>
	<input type="checkbox"/> Identify various methods of payment that can be used to purchase goods and services
	<input type="checkbox"/> Estimate and calculate the cost of transactions involving multiple items priced in whole-dollar amounts, not including sales tax, and the amount of change needed when payment is made in cash, using mental math
	<i>Financial Management</i>
	<input type="checkbox"/> Explain the concepts of spending, saving, earning, investing, and donating, and identify key factors to consider when making basic decisions related to each
	<input type="checkbox"/> Explain the relationship between spending and saving, and describe how spending and saving behaviours may differ from one person to another
<i>Consumer and Civic Awareness</i>	
<input type="checkbox"/> Describe some ways of determining whether something is reasonably priced and therefore a good purchase	

Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 4, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<input type="checkbox"/> Identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
	<input type="checkbox"/> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
	<input type="checkbox"/> Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral text
	<input type="checkbox"/> Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details
	<input type="checkbox"/> Make inferences using stated and implied ideas in oral texts
	<input type="checkbox"/> Extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
	<input type="checkbox"/> Analyse oral texts and explain how specific elements in them contribute to meaning
	<input type="checkbox"/> Identify the point of view presented in oral texts and ask questions about possible bias
<input type="checkbox"/> Identify the presentation strategies used in oral text and analyse their effect on the audience	
<i>Speaking to Communicate</i>	
<p>By the end of Grade 4, students will:</p> <p>- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<input type="checkbox"/> Identify a variety of purposes for speaking
	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in a variety of different situations, including paired sharing and small- and large-group discussions
	<input type="checkbox"/> Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

	<ul style="list-style-type: none"> □ Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience
	<ul style="list-style-type: none"> □ Identify some vocal effects, including tone, pace, pitch, volume, and range of sound effects, and use them appropriately and with sensitivity to cultural differences, to help communicate their meaning
	<ul style="list-style-type: none"> □ Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
	<ul style="list-style-type: none"> □ Use a variety of appropriate visual aids to support or enhance oral presentations
<i>Reflecting on Oral Communication Skills and Strategies</i>	
<p>By the end of Grade 4, students will:</p> <p>-reflect on and identify their strengths as listeners and speakers, areas of improvement and the strategies they found most helpful in oral communication situations</p>	<ul style="list-style-type: none"> □ Identify, in conversation with the teacher and peers, what strategies they found helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
	<ul style="list-style-type: none"> □ Identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 4, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1464 401">☐ Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts <li data-bbox="561 415 1464 495">☐ Identify a variety of purposes for reading and choose reading materials appropriate for those purposes <li data-bbox="561 510 1464 590">☐ Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts <li data-bbox="561 604 1464 684">☐ Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details <li data-bbox="561 699 1464 779">☐ Make inferences about texts using stated and implied ideas from the texts as evidence <li data-bbox="561 793 1464 911">☐ Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights; to other familiar texts, and to the world around them <li data-bbox="561 926 1464 1005">☐ Analyse texts and explain how specific elements in them contribute to the meaning <li data-bbox="561 1020 1464 1100">☐ Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions <li data-bbox="561 1115 1464 1220">☐ Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives
<i>Understanding Form and Style</i>	
<p>By the end of Grade 4, students will:</p> <p>- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1297 1464 1451">☐ Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or a journal, graphic texts such as a brochure, and informational texts such as an encyclopedia <li data-bbox="561 1465 1464 1583">☐ Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts <li data-bbox="561 1598 1464 1677">☐ Identify a variety of text features and explain how they help readers understand texts <li data-bbox="561 1692 1464 1839">☐ Identify various elements of style, including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help readers understand texts

<i>Reading with Fluency</i>	
<p>By the end of Grade 4, students will:</p> <p>-use knowledge of words and cueing systems to read fluently</p>	<input type="checkbox"/> Automatically read and understand high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts
	<input type="checkbox"/> Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> <input type="checkbox"/> semantic (meaning) cues <input type="checkbox"/> syntactic (language structure) cues <input type="checkbox"/> graphophonic (phonological and graphic) cues
	<input type="checkbox"/> Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and an audience
<i>Reflecting on Reading Skills and Strategies</i>	
<p>By the end of Grade 4, students will:</p> <p>-reflect on and identify their strengths as readers, areas of improvement and the strategies they found most helpful before, during, and after reading</p>	<input type="checkbox"/> Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers
	<input type="checkbox"/> Explain, in conversations with the teachers and peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
<p>By the end of Grade 4, students will:</p> <p>-generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<input type="checkbox"/> Identify the topic, purpose, and audience for a variety of writing forms
	<input type="checkbox"/> Generate ideas about a potential topic, using a variety of strategies and resources
	<input type="checkbox"/> Gather information to support ideas for writing in a variety of strategies and oral, print, and electronic sources
	<input type="checkbox"/> Sort and classify ideas and information for their writing in a variety of ways

	<ul style="list-style-type: none"> □ Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns
	<ul style="list-style-type: none"> □ Determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research as necessary
<i>Using Knowledge of Form and Style in Writing</i>	
<p>By the end of Grade 4, students will:</p> <p>- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> □ Write more complex texts using a variety of forms
	<ul style="list-style-type: none"> □ Establish a personal voice in their writing with a focus on using words and stylistic elements to convey a specific mood such as amusement
	<ul style="list-style-type: none"> □ Use specific words and phrases to create an intended impression
	<ul style="list-style-type: none"> □ Use sentences of different lengths and structures
	<ul style="list-style-type: none"> □ Identify their point of view and other possible different points of view on the topic, and determine if their information sufficiently supports their own view
	<ul style="list-style-type: none"> □ Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features
	<ul style="list-style-type: none"> □ Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies
	<ul style="list-style-type: none"> □ Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions
<i>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</i>	
<p>By the end of Grade 4, students will:</p> <p>-use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<ul style="list-style-type: none"> □ Spell familiar words correctly
	<ul style="list-style-type: none"> □ Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
	<ul style="list-style-type: none"> □ Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose
	<ul style="list-style-type: none"> □ Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech

	<ul style="list-style-type: none"> □ Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns, verbs in the simple present, past, and future tenses, adjectives and adverbs, subject/verb agreement, prepositions, and conjunctions
	<ul style="list-style-type: none"> □ Proofread and correct their writing using guidelines developed with peers and the teacher
	<ul style="list-style-type: none"> □ Use some appropriate elements of effective presentation in the finished product, including as print, script, different fonts, graphics, and layout
	<ul style="list-style-type: none"> □ Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies
<i>Reflecting on Writing Skills and Strategies</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> □ Identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
-reflect on and identify their strengths as writers, areas of improvement, and the strategies they found most helpful at different stages in the writing process	<ul style="list-style-type: none"> □ Describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
	<ul style="list-style-type: none"> □ Select pieces of writing they think reflect their growth and competence as writers and explain the reasons for their selection

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> □ Identify the purpose and audience for a variety of media texts
-demonstrate an understanding of a variety of media texts	<ul style="list-style-type: none"> □ Use overt and implied messages to draw inferences and construct meaning in media texts
	<ul style="list-style-type: none"> □ Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions
	<ul style="list-style-type: none"> □ Explain why different audiences might respond differently to specific media texts

	<ul style="list-style-type: none"> □ Identify whose point of view is presented or reflected in a media text, citing support evidence from the text, and suggest how the text might change if a different point of view were used
	<ul style="list-style-type: none"> □ Identify who produces various media texts and the reason for their publication
<i>Understanding Media Forms, Conventions, and Techniques</i>	
<p>By the end of Grade 4, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<ul style="list-style-type: none"> □ Identify elements and characteristics of some media forms □ Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning
<i>Creating Media Texts</i>	
<p>By the end of Grade 4, students will:</p> <p>-create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<ul style="list-style-type: none"> □ Describe in detail the topic, purpose, and audience for media texts they plan to create □ Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create □ Identify conventions and techniques appropriate to the form chosen for a media text they plan to create □ Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques
<i>Reflecting on Media Literacy Skills and Strategies</i>	
<p>By the end of Grade 4, students will:</p> <p>-reflect on and identify their strengths as media interpreters and creators, areas of improvement, and the strategies they found most helpful in understanding and creating media texts</p>	<ul style="list-style-type: none"> □ Identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers □ Explain, initially with support and direction, how their skills with listening, speaking, reading, and writing help them to make sense of and produce media texts

Science & Technology

Understanding Life Systems: Habitats and Communities

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 4, students will: -analyse the effects of human activities on habitats and communities	<input type="checkbox"/> Analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account, and evaluate ways of minimizing the negative effects
	<input type="checkbox"/> Identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible action for preventing such depletions or extinctions from happening
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 4, students will: -investigate the interdependence of plants and animals within specific habitats and communities	<input type="checkbox"/> Follow established safety procedures for working with soils and natural materials
	<input type="checkbox"/> Build food chains consisting of different plants and animals, including humans
	<input type="checkbox"/> Use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs
	<input type="checkbox"/> Use scientific inquiry/research skills to create a living habitat containing a community, and describe and record changes in the community over time
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>habitat, population, community, adaptation, and food chain</i> in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
By the end of Grade 4, students will: - demonstrate an understanding of habitats and	<input type="checkbox"/> Demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life
	<input type="checkbox"/> Demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to the consumers (animals)

communities and the relationships among the plants and animals that live in them	<input type="checkbox"/> Identify factors that affect the ability of plants and animals to survive in a specific habitat
	<input type="checkbox"/> Demonstrate an understanding of a community as a group of interacting species sharing a common habitat
	<input type="checkbox"/> Classify organisms, including humans, according to their role in a food chain
	<input type="checkbox"/> Identify animals that are carnivores, herbivores, or omnivores
	<input type="checkbox"/> Describe structural adaptations that allow plants and animals to survive in specific habitats
	<input type="checkbox"/> Explain why changes in the environment have a greater impact on specialized species than on generalized species
	<input type="checkbox"/> Demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support
	<input type="checkbox"/> Describe ways in which humans are dependent on natural habitats and communities

Understanding Structures and Mechanisms: Pulleys and Gears

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Assess the impact of pulley systems and gear systems on daily life
-evaluate the impact of pulleys and gears on society and the environment	<input type="checkbox"/> Assess the environmental impact of using machines with pulleys and gears, taking different perspectives into account and suggest ways to minimize negative impacts and maximize positive impacts
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Follow established safety procedures for working with machinery
-investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects	<input type="checkbox"/> Use scientific inquiry/experimentation skills to investigate changes in force, distance, speed, and direction in pulley and gear systems
	<input type="checkbox"/> Use technological problem-solving skills to design, build, and test a pulley or gear system that performs a specific task
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>pulley, gear, force, and speed</i> in oral and written communication

	<ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 4, students will:</p> <p>- demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them</p>	<input type="checkbox"/> Describe the purposes of pulley systems and gear systems
	<input type="checkbox"/> Describe how rotary motion in one system of its components is transferred to another system or component in the same structure
	<input type="checkbox"/> Describe how one type of motion can be transformed into another type of motion using pulleys or gears
	<input type="checkbox"/> Describe, using their observation, how gears operate in one plane and in two planes
	<input type="checkbox"/> Distinguish between pulley systems and gear systems that increase force and those that increase speed
	<input type="checkbox"/> Identify pulley systems that are used in daily life, and explain the purpose and basic operation of each
	<input type="checkbox"/> Explain how the gear system on a bicycle works
	<input type="checkbox"/> Identify the input components that drive a mechanism and the output components that are driven by it

Understanding Matter and Energy: Light and Sound

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 4, students will:</p> <p>-assess the impact on society and the environment of technological innovations related to light and sound</p>	<input type="checkbox"/> Assess the impacts on personal safety of devices that apply the properties of light and/or sound and propose ways of using these devices to make our daily activities safer
	<input type="checkbox"/> Assess the impacts on society and the environment of light and/or sound energy produced by different technologies, taking different perspectives into account
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 4, students will:</p> <p>-investigate the characteristics and properties of light and sound</p>	<input type="checkbox"/> Follow established safety procedures for protecting eyes and ears
	<input type="checkbox"/> Investigate the basic properties of light
	<input type="checkbox"/> Investigate the basic properties of sound

	<input type="checkbox"/> Use technological problem-solving skills to design, build and test a device that uses properties of light or sound
	<input type="checkbox"/> Use scientific inquiry/research skills to investigate applications of the properties of light or sound
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>natural, artificial, beam of light, pitch, loudness</i> and <i>vibration</i> in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Identify a variety of natural light sources and artificial light sources
- demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties	<input type="checkbox"/> Distinguish between objects that emit their own light and those that reflect light from other sources
	<input type="checkbox"/> Describe properties of light, including the following: light travels in a straight path; light can be absorbed, reflected and refracted
	<input type="checkbox"/> Describe properties of sound, including the following: sound can be absorbed or reflected and can be modified
	<input type="checkbox"/> Explain how vibrations cause sound
	<input type="checkbox"/> Describe how different objects and materials interact with light and sound energy
	<input type="checkbox"/> Distinguish between sources of light that give off both light and heat and those that give off light but little to no heat
	<input type="checkbox"/> Identify devices that make use of the properties of light and sound

Understanding Earth and Space Systems: Rocks and Minerals

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Assess the social and environmental costs and benefits of using objects in the built environment that are made from rocks and minerals
-assess the social and environmental impacts of human uses of rocks and minerals	<input type="checkbox"/> Analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account

<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 4, students will:</p> <p>-investigate, test, and compare the physical properties of rocks, and minerals</p>	<input type="checkbox"/> Follow established safety procedures for outdoor activities and for working with tools, materials, and equipment
	<input type="checkbox"/> Use a variety of tests to identify the physical properties of minerals
	<input type="checkbox"/> Use a variety of criteria to classify common rocks and minerals according to their characteristics
	<input type="checkbox"/> Use scientific inquiry/research skills to investigate how rocks and minerals are used, recycled, and disposed of in everyday life
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>hardness, colour, lustre, and texture</i> , in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 4, students will:</p> <p>- demonstrate an understanding of the physical properties of</p>	<input type="checkbox"/> Describe the difference between rocks (composed of two or more minerals) and minerals (composed of the same throughout), and explain how these differences determine how they are used
	<input type="checkbox"/> Describe the properties that are used to identify minerals
	<input type="checkbox"/> Describe how igneous, sedimentary, and metamorphic rocks are formed
	<input type="checkbox"/> Describe the characteristics of three classes of rocks and explain how their characteristics are related to their origin

Social Studies

Heritage and Citizenship: Early Societies To 1500CE

Section	Specific Expectations
<i>Application: Past & Present Societies</i>	
<p>By the end of Grade 4, students will:</p> <p>- compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society</p>	<input type="checkbox"/> Compare social organization in a few early societies, including at least one First Nation and one Inuit society
	<input type="checkbox"/> Compare aspects of the daily lives of different groups a few early societies, including at least one First Nation and one Inuit society, and explain how differences were related to the social organization of that society
	<input type="checkbox"/> Describe some of the ways in which their daily life differs from the lives of young people from different backgrounds) in a few early societies, including at least one First Nation and one Inuit society
	<input type="checkbox"/> Compare a few early societies, including at least one First Nation and one Inuit society, in terms of their relationship with the environment, and describe some key similarities and differences in environmental practices between these societies and present-day Canada
<i>Inquiry: Ways of Life and Relationships with the Environment</i>	
<p>By the end of Grade 4, students will:</p> <p>- use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies</p>	<input type="checkbox"/> Formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies
	<input type="checkbox"/> Gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats
	<input type="checkbox"/> Analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, including at least one First Nation and one Inuit society
	<input type="checkbox"/> Interpret and analyse information relevant to their

	<p>investigations, using a variety of tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate evidence and draw conclusions about ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies <input type="checkbox"/> Communicate the results of their inquiries, using appropriate vocabulary
<p><i>Understanding Context: Characteristics of Early Societies</i></p>	
<p>By the end of Grade 4, students will:</p> <p>-demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the location of some early societies, including at least one First Nation and one Inuit society, on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps <input type="checkbox"/> Demonstrate the ability to extract information on daily life in a few early societies, including at least one First Nation and one Inuit society, from visual evidence <input type="checkbox"/> Describe significant aspects of daily life in a few early societies, including at least one First Nation and one Inuit society <input type="checkbox"/> Describe significant physical features and natural processes and events in a few early societies, including at least one First Nation and one Inuit society and how they affected these societies, with a focus on the societies' sustainability and food production <input type="checkbox"/> Describe the importance of the environment for a few early societies, including at least one First Nation and one Inuit society, with a particular focus on how the local environment affected the ways in which people met their physical needs <input type="checkbox"/> Identify and describe some of the major scientific and technological developments in the ancient and medieval world, including some from at least one First Nation and one Inuit society <input type="checkbox"/> Describe how a few early societies, including at least one First Nation and one Inuit society, were governed <input type="checkbox"/> Describe the social organization of a few different types of early societies, including at least one First Nation and one Inuit society, and the role and status of some significant social and work-related groups in these societies

	<ul style="list-style-type: none"> □ Describe some key reasons why different groups in a few early societies, including at least one First Nation and one Inuit society, cooperated or came into conflict at different times
	<ul style="list-style-type: none"> □ Describe some attempts within a few early societies, including at least one First Nation and one Inuit society, to deal with conflict and to establish greater cooperation

People and Environments: Political and Physical Regions of Canada

Section	Specific Expectations
<i>Application: Industrial Development and the Environment</i>	
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> - assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada 	<ul style="list-style-type: none"> □ Analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry
	<ul style="list-style-type: none"> □ Assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada
	<ul style="list-style-type: none"> □ Describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources
<i>Inquiry: Balancing Human Needs and Environmental Stewardship</i>	
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> - use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada 	<ul style="list-style-type: none"> □ Formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada
	<ul style="list-style-type: none"> □ Gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada
	<ul style="list-style-type: none"> □ Analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into balancing human needs/wants and activities with environmental stewardship in Canada
	<ul style="list-style-type: none"> □ Interpret and analyse information and data related to their investigations, using a variety of tools
	<ul style="list-style-type: none"> □ Evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and

	<p>activities with environmental stewardship in Canada</p> <ul style="list-style-type: none"> □ Communicate the results of their inquiries using appropriate vocabulary
<i>Understanding Context: Regions in Canada</i>	
<p>By the end of Grade 4, students will:</p> <p>- identify Canada’s political and physical regions, and describe their main characteristics and some significant activities that take place in them</p>	<ul style="list-style-type: none"> □ Identify various physical regions in Canada (e.g., <i>landform, vegetation, and climatic regions</i>), and describe their location and some of the major ways in which they are distinct from and similar to each other
	<ul style="list-style-type: none"> □ Identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada
	<ul style="list-style-type: none"> □ Describe the four main economic sectors (i.e., <i>the primary sector is resource based, the secondary sector is based on manufacturing and processing, the tertiary sector is service based, the quaternary sector is information based</i>), and identify some industries that are commonly associated with each sector
	<ul style="list-style-type: none"> □ Identify various types of political regions in Canada and describe some of their basic similarities and differences
	<ul style="list-style-type: none"> □ Identify Canada’s provinces and territories and their capital cities, and describe them with reference to their location and some of the peoples who live in them
	<ul style="list-style-type: none"> □ describe significant opportunities and challenges related to quality of life in some of Canada’s political regions
	<ul style="list-style-type: none"> □ demonstrate an understanding of cardinal and intermediate directions and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/interactive maps

The Arts

Dance

Fundamental Concepts for Grade 4

Elements of Dance

- *body*: symmetry versus asymmetry, organic versus geometric shape, angular versus curved shape, gesture, body zones
- *space*: positive versus negative space, pathways
- *time*: tempo, rhythm, pause, stillness, with music, without music, duration
- *energy*: effort, force, quality
- *relationship*: meet/part, follow/lead, groupings

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Translate into dance a variety of movement sequences observed in nature
-apply the creative process to the composition of movement sequences and short dance pieces using the elements of dance to communicate feelings and ideas.	<input type="checkbox"/> Use dance as a language to explore and communicate ideas derived from a variety of literature sources
	<input type="checkbox"/> Use narrative form to create short dance pieces on a variety of themes
	<input type="checkbox"/> Use the elements of energy and time in a dance piece to communicate an idea
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Demonstrate an understanding of how the language of dance can clarify and highlight ideas, images, and characters from familiar stories
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences	<input type="checkbox"/> Identify, using dance vocabulary, the elements of dance used in their own and other's dance phrases and explain how each helps communicate ideas and feelings
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as dance creators and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Describe, with teacher guidance, how forms and styles of dance reflect people's different social and political roles in various communities, times, and places
-demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and/or	<input type="checkbox"/> Identify and describe the role of dance in their lives and in communities around the world

historical contexts	
---------------------	--

Drama

Fundamental Concepts in Grade 4

Elements of Drama

- *role/character*: adopting a role and maintaining focus in a role, communicating character traits and character choices through body language/movement and gestures, sustaining belief in character, varying voice
- *relationships*: developing and analysing relationships between and among characters in a drama
- *time and place*: establishing a clear setting, sustaining belief in the setting
- *tension*: identifying factors that contribute to mystery or tension in a drama
- *focus and emphasis*: identifying the central theme and/or problem in a drama, drawing audience attention to specific aspects of the drama

Section	Specific Expectations
---------	-----------------------

Creating and Presenting

<p>By the end of Grade 4, students will:</p> <p>-apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories</p>	<input type="checkbox"/> Engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places
	<input type="checkbox"/> Demonstrate an understanding of the element of role by selectively using a few other elements of drama to build belief in a role and establish its dramatic context
	<input type="checkbox"/> Plan and shape the direction of drama or role play by posing questions and working with others to find solutions, both in and out of role
	<input type="checkbox"/> Communicate feelings and ideas to a specific audience using audio, visual, and/or technological aids to support or enhance their drama work to support and enhance their drama work

Reflecting, Responding, and Analysing

<p>By the end of Grade 4, students will:</p> <p>-apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences</p>	<input type="checkbox"/> Express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works
	<input type="checkbox"/> Explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and other's drama works
	<input type="checkbox"/> Identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members

Exploring Forms and Cultural Contexts

<p>By the end of Grade 4, students will:</p> <p>- demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and/or historical</p>	<input type="checkbox"/> Identify and describe some similarities in the purpose of process drama and more formal, traditional theatre productions
	<input type="checkbox"/> Demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts

contexts	
----------	--

Music

Fundamental Concepts for Grade 4

Elements of Music

- *duration*: syncopation using an eighth note followed by a quarter note and an eighth note (oral prompts: “ti-ta-ti”), sustaining a note or rest for longer than its value
- *pitch*: melody maps, five-line staff, absolute pitch names in treble clef, major and minor tonality, major scale, intervals, key signatures in the music they perform, accidentals (sharp, flat, neutral)
- *dynamics and other expressive controls*: changes in volume encountered in music listened to, sung, and played, articulation
- *timbre*: homogeneous sound of ensemble instruments
- *texture/harmony*: canon, simple two-part piece
- *form*: verse and chorus, piece with an introduction and/or a coda, simple repeats

Section	Specific Expectations
---------	-----------------------

Creating and Presenting

<p>By the end of Grade 4, students will:</p> <p>-apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music</p>	<input type="checkbox"/> Sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods
	<input type="checkbox"/> Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect
	<input type="checkbox"/> Create musical compositions for specific purpose and audience
	<input type="checkbox"/> Use the tools and techniques of musicianship in musical performances
	<input type="checkbox"/> Demonstrate an understanding of musical signs and standard notation on the five-line staff, and use devised notation to record the sequence of sounds in a composition of their own

Reflecting, Responding, and Analysing

<p>By the end of Grade 4, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences</p>	<input type="checkbox"/> Express detailed personal responses to musical performances in a variety of ways
	<input type="checkbox"/> Identify the elements used in the music they perform, listen to, and create, and describe how they are used
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members

Exploring Forms and Cultural Contexts

<p>By the end of Grade 4, students will:</p> <p>-demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and</p>	<input type="checkbox"/> Identify the role of music in a community today and compare it to its role in a community of the past
	<input type="checkbox"/> Demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities

historical contexts	
---------------------	--

Visual Arts

Fundamental Concepts for Grade 4

Elements of Design

- *line*: lines to indicate emotion, contour lines, lines of various weights, repetition of lines to create visual rhythm
- *shape and form*: free-standing forms “in the round” and “bas relief sculpture”, shapes organized in a pattern showing radial
- *space*: positive and negative space in art work, diminishing perspective in various context, variation in size to create illusion of depth
- *colour*: monochromatic colour scheme, colour emphasis through variation in intensity, advancing colour
- *texture*: texture elaboration, texture quality, low relief in collographs
- *value*: mixing of shades, variations in value to create contrast

Principles of Design

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

Section	Specific Expectations
---------	-----------------------

Creating and Presenting

By the end of Grade 4, students will:

-apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

- | | |
|--|---|
| | <input type="checkbox"/> Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject |
| | <input type="checkbox"/> Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic |
| | <input type="checkbox"/> Use elements of design in art works to communicate ideas, messages, and personal understandings |
| | <input type="checkbox"/> Use a variety of materials, tools, and techniques to respond to design challenges: <ul style="list-style-type: none"> <input type="checkbox"/> drawing <input type="checkbox"/> mixed media <input type="checkbox"/> painting <input type="checkbox"/> printmaking <input type="checkbox"/> sculpture |

Reflecting, Responding, and Analysing

By the end of Grade 4, students will:

- apply the critical

- | | |
|--|---|
| | <input type="checkbox"/> Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey |
| | <input type="checkbox"/> Analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate |

analysis process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences	meaning or understanding
	<input type="checkbox"/> Demonstrate an awareness of the meanings of signs, symbols, and styles in works of art
	<input type="checkbox"/> Identify and document their strengths, their interests, and areas for improvement as creators of art
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 4, students will: -demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts	<input type="checkbox"/> Describe how visual art forms and styles represent various messages and contexts in the past and present
	<input type="checkbox"/> Demonstrate an awareness of a variety of works of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made

Health & Physical Education

Social-Emotional Learning Skills

Section	Specific Expectations
<p>By the end of Grade 4, students will:</p> <p>- apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p>Identification and Management of Emotions</p> <ul style="list-style-type: none"> □ Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others
	<p>Stress Management and Coping</p> <ul style="list-style-type: none"> □ Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience
	<p>Positive Motivation and Perseverance</p> <ul style="list-style-type: none"> □ Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope
	<p>Healthy Relationships</p> <ul style="list-style-type: none"> □ Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
	<p>Self-Awareness and Sense of Identity</p> <ul style="list-style-type: none"> □ Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging
	<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> □ Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical

education, in order to support making connections, analysing, evaluating, problem solving, and decision making

Active Living

Section	Specific Expectations
<i>Active Participation</i>	
By the end of Grade 4, students will: -participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of the factors that encourage a lifelong participation in physical activity	<ul style="list-style-type: none"> □ Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part □ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games □ Identify factors that motivate participation in physical activity every day at school, at home, or in their communities
<i>Physical Fitness</i>	
By the end of Grade 4, students will: - demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living	<ul style="list-style-type: none"> □ Daily Physical Activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of 20 minutes each day □ Identify how different physical activities affect the body and contribute to physical fitness and good physical and mental health □ Assess their level of physical activity, using simple self-assessment techniques and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities
	<ul style="list-style-type: none"> □ Develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activities
<i>Safety</i>	
By the end of Grade 4, students will: -demonstrate responsibility for their own safety and the safety of others as they participate	<ul style="list-style-type: none"> □ Demonstrate behaviours and apply procedures that maximize their safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity □ Describe common precautions for preventing accidents and injuries including concussions, while participating in different

in physical activities	types of physical activity
------------------------	----------------------------

Movement Competence: Skills, Concepts, and Strategies

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
By the end of Grade 4, students will: - perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities	<input type="checkbox"/> Perform a variety of controlled static balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment
	<input type="checkbox"/> Demonstrate the ability to jump and land, in control, from a low height
	<input type="checkbox"/> Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions
	<input type="checkbox"/> Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement
	<input type="checkbox"/> Retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment
<i>Movement Strategies</i>	
By the end of Grade 4, students will: - - apply movement	<input type="checkbox"/> Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities
	<input type="checkbox"/> Identify common features of specific categories of physical activities, and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories
	<input type="checkbox"/> Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 4, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Identify the key nutrients provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance <p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Identify risks associated with communications technology, including Internet use, texting, and gaming, and describe precautions and strategies for using these technologies safely □ Describe various types of bullying, abuse, and other non-consensual behaviour, including cyberbullying, and identify the impacts they can have and appropriate ways of responding <p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Identify substances found in tobacco products and smoke and describe their effects on health <p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Describe the physical changes that occur at puberty (<i>e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes</i>) and the emotional and social impacts that may result from these changes
<i>Making Healthy Choices</i>	
<p>By the end of Grade 4, students will:</p> <p>- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Identify personal eating habits through self-monitoring over time, and set a goal for developing healthier eating habits, on the basis of the recommendations and guidelines in Canada's Food Guides <p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Apply a decision-making process to assess risks and make safe decisions in a variety of situations <p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Demonstrate the ability to make and support healthy, informed choices about smoking and vaping, using their understanding of factors that affect decisions about smoking and vaping and a

	<p>variety of social-emotional learning skills</p> <p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty <p>Mental Health Literacy</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of how choices they make every day can have a positive impact on their mental health
<i>Making Connections for Healthy Living</i>	
<p>By the end of Grade 4, students will:</p> <p>-demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Identify ways of promoting healthier eating habits in a variety of settings and situations
	<p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them, and the effects of vaping
	<p>Mental Health Literacy</p> <ul style="list-style-type: none"> □ demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control as well as to adapt to challenging situations over which they have less immediate influence

Core French

Listening

Section	Specific Expectations
<i>Listening to Understand</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts
- determine meaning in a variety of oral French texts, using a range of listening strategies	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support
<i>Listening to Interact</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions
- interpret messages	<ul style="list-style-type: none"> <input type="checkbox"/> (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after listening; <input type="checkbox"/> (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills
<i>Intercultural Understanding</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> <input type="checkbox"/> Using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
-demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic	<ul style="list-style-type: none"> <input type="checkbox"/> Using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities

conventions used in a variety of situations and communities	
---	--

Speaking

Section	Specific Expectations
<i>Speaking to Communicate</i>	
By the end of Grade 4, students will: - communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience	<input type="checkbox"/> Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences
	<input type="checkbox"/> Using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support
	<input type="checkbox"/> Speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics
<i>Speaking to Interact</i>	
By the end of Grade 4, students will: - participate in spoken interactions in French	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations
	<input type="checkbox"/> Engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support
	<input type="checkbox"/> (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after speaking to communicate effectively; <input type="checkbox"/> (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills
<i>Intercultural Understanding</i>	
By the end of Grade 4, students will: - in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the	<input type="checkbox"/> Communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities
	<input type="checkbox"/> Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions

world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.	
---	--

Reading

Section	Specific Expectations
<i>Reading Comprehension</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts
- determine meaning in a variety of French texts, using a range of reading comprehension strategies	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required
	<ul style="list-style-type: none"> <input type="checkbox"/> Read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text
	<ul style="list-style-type: none"> <input type="checkbox"/> Use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words
<i>Purpose, Form, Style</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms
- identify the purpose(s) and characteristics of a variety of adapted and	<ul style="list-style-type: none"> <input type="checkbox"/> Identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms
	<ul style="list-style-type: none"> <input type="checkbox"/> (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; <input type="checkbox"/> (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
<i>Intercultural Understanding</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> <input type="checkbox"/> Using information from a variety of French texts, identify French speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
- demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other	<ul style="list-style-type: none"> <input type="checkbox"/> Identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of

communities around the world, and of French sociolinguistic conventions used in a variety of situations & communities.	social situations in diverse French-speaking communities
--	--

Writing

Section	Specific Expectations
---------	-----------------------

Purpose, Audience, and Form

By the end of Grade 4, students will:	<ul style="list-style-type: none"> □ Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create
- write French texts for different purposes and audiences, using a variety of forms	<ul style="list-style-type: none"> □ Write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form

The Writing Process

By the end of Grade 4, students will:	<ul style="list-style-type: none"> □ Generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities
- use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content,	<ul style="list-style-type: none"> □ Plan and produce drafts following a model and revise their writing using a variety of strategies, with teacher support
	<ul style="list-style-type: none"> □ Make improvements to their written work, using knowledge of a few of the conventions of written French
	<ul style="list-style-type: none"> □ (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; □ (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills

Intercultural Understanding

By the end of Grade 4, students will:	<ul style="list-style-type: none"> □ In their written work, communicate information about French speaking communities in Ontario, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities
- in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the	<ul style="list-style-type: none"> □ Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in their written work

appropriate use of French sociolinguistic conventions in a variety of situations.	
---	--