

## GRADE 4 CURRICULUM CONNECTIONS

<b>English Language Arts &amp; Literature</b>		
<b>Organizing Idea</b>	<b>Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.</b>	
<b>Guiding Question</b>	<b>In what ways can listening and speaking skills clarify intent and build relationships?</b>	
<b>Learning Outcome</b>	<b>Students examine and demonstrate how listening and speaking support connections and clarify understandings.</b>	
	<b>Skills &amp; Procedures</b>	
	Describe personal connections to spirit, land, universe, time, or people revealed through oral traditions.	2,3,4,5,6,7,8,9
	Discuss protocols used to share oral traditions.	9
	Contribute respectfully to a variety of interactions that involve listening and speaking.	1,2,3,4,5,6,7,8,9
	Present information that engages, informs, persuades, or entertains an audience.	8
	Participate in presentations as a respectful audience member.	8
<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b>	
<b>Guiding Question</b>	<b>How do comprehension processes and strategies enhance understandings of texts?</b>	
<b>Learning Outcome</b>	<b>Students investigate strategies and connections that support text comprehension.</b>	
	<b>Skills &amp; Procedures</b>	
	Examine connections between texts and self, between a text and other texts, and between texts and the world.	4,6,8
	Reflect on personal connections to a text that best support understandings.	2,3,4,5,6,7,8,9
	Combine information from various sources to draw conclusions.	6
	Synthesize a variety of information when creating summaries of texts.	3,6
	Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.	3,4,8
<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>	
<b>Guiding Question</b>	<b>How can development of writing processes and expression support effective communication?</b>	
<b>Learning Outcome</b>	<b>Students construct and organize text to share perspectives and develop creative expression.</b>	
	<b>Skills &amp; Procedures</b>	
	Create written texts for a variety of audiences and purposes.	2,8
	Develop creative expression through the use of organizational processes, methods, and tools.	7
	Edit writing for spelling, punctuation, and grammar.	2,8
	Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience.	2,5,7
	Access information from a variety of sources to critically answer questions or expand knowledge.	6
	Choose and cite appropriate sources of information to inform research.	6

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<b>Physical Education and Wellness</b>		
<b>Organizing Idea</b>	<b>Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.</b>	
<b>Guiding Question</b>	<b>How can a variety of life experiences influence resilience and perseverance?</b>	
<b>Learning Outcome</b>	<b>Students interpret how resilience and perseverance can be influenced by a variety of life experiences.</b>	
	<b>Skills &amp; Procedures</b>	
	Investigate experiences in a variety of contexts.	4,5,7,8
	Describe strategies that support resilience.	5
	Examine how challenging situations can involve perseverance.	4,5
	Examine the connection between perseverance and personal growth and learning.	5
<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	
<b>Guiding Question</b>	<b>How can resolving conflict and healthy relationships be mutually supportive?</b>	
<b>Learning Outcome</b>	<b>Students reflect on resolution and explain connections to healthy relationships.</b>	
	<b>Skills &amp; Procedures</b>	
	Describe strategies that can be used to support resolution to a problem, conflict, or challenge.	4
	Discuss the importance of traditional First Nations, Métis, or Inuit events and ceremonies and how events and ceremonies are effective for reconciling relationships.	1,9
<b>Social Studies</b>		
<b>General Outcome</b>	<b>Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.</b>	
<b>Specific Outcomes</b>	<i>Students will:</i>	
<b>4.2.1</b>	<b>appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:</b>	
	Recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (I, TC)	1,2,3,4,5,6,7,8,9
	Recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (CC, I, TCC)	1
<b>4.2.2</b>	<b>assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</b>	
	Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC)	1
	What to the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC)	1
<b>Science</b>		
<b>General Learner Expectations</b>	<b>4-4 Demonstrate positive ways for the study of science and for the application of science in responsible ways.</b>	
<b>Specific Learner Expectations</b>	<i>Students will show growth in acquiring and applying the following traits:</i>	
	respect for living things and environments, and commitment for their care.	2,3,5,7

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<b>Art (Level 2 Grade 3/4)</b>		
PURPOSE 4: Students will express a feeling or a message.		
B	Specific messages, beliefs and interests can be interpreted visually, or symbolized	8