Learning Outcomes

Curriculum Organizer: Context

• C1 compare dances from a variety of cultural and social contexts
• A1 move in response to a variety of sounds, music, images, and feelings
• D1 rehearse dance for presentation
• B1 use elements of movement in combination
• A2 create movement sequences based on a given choreographic form
• D2 demonstrate performance skills appropriate to a given dance situation
• B2 demonstrate the principles of movement — alignment, balance, flexibility, strength, and breathing — in dance
• C2 research dance events and activities in the local community
• D3 apply established criteria to analyse their own and others’ work
• B3 describe techniques associated with particular dance styles
• A3 participate in creative processes — with emphasis on exploring and selecting — to create dance compositions
• B4 identify ways in which safety and health-related choices affect dance
Curriculum Organizer: Presenting and Performing

- **D1** demonstrate commitment while presenting drama work
- **C1** describe how drama reflects cultural beliefs and attitudes
- **A1** express a variety of ideas and perspectives through drama
- **B1** use vocal elements and movement elements appropriate to various roles and situations
- **D2** apply established criteria to reflect on their own and others’ presentations
- **C2** demonstrate an awareness of local drama events and activities
- **A2** demonstrate collaboration skills during drama
- **B2** participate in a variety of drama forms
- **B3** participate safely in drama activities
Curriculum Organizer: Oral Language (Speaking and Listening)

Suborganizer: Purposes

• A1 use speaking and listening to interact with others for the purposes of
  – contributing to a class goal
  – sharing ideas and opinions
  – improving and deepening comprehension
  – solving problems
  – completing tasks

• A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
  – staying on topic in a focused discussion
  – recounting experiences in a logical order
  – using an effective introduction and conclusion
  – using details or examples to enhance meaning
  – explaining and supporting a viewpoint

• A3 listen purposefully to understand ideas and information, by
  – summarizing main ideas and supporting details
  – generating questions
  – visualizing and sharing
  – identifying opinions or viewpoints
  – ignoring distractions

Suborganizer: Strategies

• A4 select and use strategies when interacting with others, including
  – accessing prior knowledge
  – making and sharing connections
  – asking questions for clarification and understanding
  – taking turns as speaker and listener
  – paraphrasing to clarify meaning

• A5 select and use strategies when expressing and presenting ideas, information, and feelings, including
  – setting a purpose
  – accessing prior knowledge
  – generating ideas
  – making and sharing connections
  – asking questions to clarify and confirm meaning
  – organizing information
  – practising delivery
  – self-monitoring and self-correcting in response to feedback

• A6 select and use strategies when listening to make and clarify meaning, including
  – accessing prior knowledge
  – making predictions about content before listening
  – focussing on the speaker
  – listening for specifics
  – generating questions
  – recalling, summarizing, and synthesizing
  – visualizing
  – monitoring comprehension

Suborganizer: Thinking

• A7 demonstrate enhanced vocabulary knowledge and usage

• A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts

• A9 use speaking and listening to improve and extend thinking, by
  – acquiring new ideas
  – making connections and asking questions
  – comparing and analysing ideas
  – developing explanations
  – considering alternative viewpoints
  – investigating problems and creating solutions
Learning Outcomes

Grade: 4

IRP: English Language Arts K to 7 (2006)

**Suborganizer: Features**

- **A10** reflect on and assess their speaking and listening, by
  - referring to class-generated criteria
  - reflecting on and discussing peer and adult feedback
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

**Suborganizer: Uses**

- **A11** use the *features* of oral language to convey and derive meaning, including
  - *text structure*
    - a variety of sentence lengths, structures, and types
    - smooth transitions
    - *syntax* (i.e., grammar and usage)
    - enunciation
    - nonverbal communication
    - receptive listening posture

- **A12** recognize the *structures* and patterns of language in oral *texts*, including
  - *sound devices*
  - root words
  - word families
  - structural sequencing cues
  - *idiomatic expressions*

**Curriculum Organizer: Reading and Viewing**

**Suborganizer: Purposes**

- **B1** read **fluently** and demonstrate comprehension of a range of *grade-appropriate* literary *texts*, including
  - stories from various Aboriginal and other cultures
  - stories from a variety of *genres* (e.g., folktale, legends, autobiography, historical fiction)
  - poems that make obvious use of *literary devices*

- **B2** read **fluently** and demonstrate comprehension of *grade-appropriate* information *texts*, such as
  - non-fiction books
  - textbooks and other instructional materials
  - materials that contain diagrams, charts, illustrations, or graphs
  - reports and articles from newspapers and children’s magazines
  - reference material
  - web sites designed for children
  - instructions and procedures

- **B3** read and reread **just-right texts** independently for 30 minutes daily for enjoyment and to increase **fluency** and comprehension

- **B4** view and demonstrate comprehension of visual *texts* (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)

**Suborganizer: Strategies**

- **B5** select and use *strategies* before reading and viewing to develop understanding of *text*, including
  - setting a purpose and constructing personal goals
  - accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - previewing texts

- **B6** select and use *strategies* during reading and viewing to construct, monitor, and confirm meaning, including
  - predicting
  - making connections
  - visualizing
  - asking and answering questions
  - making inferences and drawing conclusions
  - using *text features*
    - self-monitoring and self-correcting
    - figuring out unknown words
    - reading selectively
    - determining the importance of ideas/events
    - visually representing texts
    - summarizing and synthesizing
Learning Outcomes

IRP: English Language Arts K to 7 (2006)

Grade: 4

• B7 select and use strategies after reading and viewing to confirm and extend meaning, including
  – self-monitoring and self-correcting
  – generating and responding to questions
  – making inferences and drawing conclusions
  – reflecting and responding
  – visualizing
  – using ‘text features’ to locate information
  – using graphic organizers to record information
  – summarizing and synthesizing

Suborganizer: Thinking

• B8 respond to selections they read or view, by
  – expressing an opinion with supporting evidence
  – explaining connections (text-to-self, text-to-text, text-to-world)
  – discussing and giving reasons for their choice of favourite texts

• B9 read and view to improve and extend thinking, by
  – predicting and explaining
  – visualizing
  – distinguishing between fact and opinion
  – analysing texts to consider alternatives
  – drawing conclusions
  – recognizing alternative viewpoints
  – summarizing and synthesizing

• B10 reflect on and assess their reading and viewing, by
  – referring to class-generated criteria
  – setting goals and creating a plan for improvement
  – taking steps toward achieving goals

Suborganizer: Features

• B11 explain how structures and features of text work to develop meaning, including
  – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
  – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars)
  – literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion)
  – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
  – literary devices (e.g., imagery, sensory detail, simile, metaphor)
  – idiomatic expressions

Curriculum Organizer: Writing and Representing

Suborganizer: Purposes

• C1 write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
  – clearly developed ideas using effective supporting details and explanations
  – sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
  – experimentation with word choice by using new, different, more precise and powerful words
  – an authentic voice demonstrating a developing writing style
  – an organization that is meaningful, logical, and effective, and showcases a central idea or theme

• C2 write a variety of clear informational writing for a range of purposes and audiences, featuring
  – clearly developed ideas by using clear, focussed, useful, and interesting details and explanations
  – sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
  – word choice by using some new and precise words including content-specific vocabulary
  – a voice demonstrating an appreciation of, interest in, and knowledge of the topic
  – an organization that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense

• C3 write a variety of imaginative writing modelled from literature, featuring
  – well-developed ideas through the use of supporting details, especially interesting sensory detail
  – sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
  – effective word choice by experimenting with new, more powerful and varied words, especially descriptive words
  – a voice demonstrating some sense of individuality
  – an organization that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending
Learning Outcomes

C4 create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring
– development of ideas through clear, focused, and useful details
– connections to personal feelings, experiences, opinions, and information
– an expressive voice
– an organization in which key ideas are evident

Suborganizer: Strategies

C5 select and use strategies before writing and representing, including
– setting a purpose
– identifying an audience
– selecting a genre and form from samples provided
– developing class-generated criteria based on analysis of the form of writing or representing
– generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics

C6 select and use strategies during writing and representing to express and refine thoughts, including
– referring to class-generated criteria
– examining models of literature
– combining multiple sources of information
– consulting reference material
– considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency
– ongoing revising and editing

C7 select and use strategies after writing and representing to improve their work, including
– checking their work against established criteria
– reading aloud and listening for fluency
– revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
– editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)

Suborganizer: Thinking

C8 use writing and representing to express personal responses and relevant opinions in response to experiences and texts

C9 use writing and representing to extend thinking, by
– developing explanations
– expressing alternative viewpoints
– creating new understandings

C10 reflect on and assess their writing and representing, by
– referring to class-generated criteria
– setting goals and creating a plan for improvement
– taking steps toward achieving goals

Suborganizer: Features

C11 use the features and conventions of language to express meaning in their writing and representing, including
– complete simple and compound sentences
– paragraphs to show the beginning of new ideas
– correct noun-pronoun agreement
– past, present, and future tenses
– capitalization to designate organizations and to indicate beginning of quotations
– commas after introductory words in sentences and when citing addresses
– capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue)
– spelling multi-syllable words by applying phonic knowledge and skills and visual memory
– conventional Canadian spelling for familiar and frequently used words
– spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)
– legible writing that demonstrates awareness of alignment, shape, and slant
– spacing words and sentences consistently on a line and page
Learning Outcomes

IRP: Fine Arts K to 7 (1998) Course: Dance

Grade: 4

Curriculum Organizer: Elements of Movement
• demonstrate an awareness of techniques in a given dance style
• demonstrate an awareness of the principles of movement in dance
• identify ways in which safety, fitness, and health affect movement
• use the elements of movement in combination

Curriculum Organizer: Creation and Composition
• apply the creative process to revise dance sequences
• create movement sequences based on a given choreographic form
• interpret and move in response to a variety of sounds, images, feelings, and music

Curriculum Organizer: Presentation and Performance
• apply established criteria to analyse their work
• identify performance skills and audience etiquette appropriate to a given performance situation
• identify the feeling and mood portrayed in performances
• rehearse dance for presentation

Curriculum Organizer: Dance and Society
• describe dances from a variety of historical and cultural contexts
• describe the roles portrayed by dancers
• identify a variety of purposes for dance
• identify dance events and activities in the local community

Curriculum Organizer: Exploration and Imagination
• demonstrate co-operative effort to develop dramatic work
• demonstrate the ability to provide and accept constructive feedback
• select feelings and ideas expressed in the group to use in dramatic work
• suggest reasons for various responses to a dramatic work

Curriculum Organizer: Drama Skills
• demonstrate the ability to maintain focus within a drama structure
• demonstrate the ability to sustain a role
• demonstrate the ability to sustain belief in their imagined or created environment
• select language and movement appropriate to different roles
• use drama structures to tell stories

Curriculum Organizer: Context
• demonstrate an understanding that drama reflects a culture’s beliefs and attitudes
• differentiate audience skills appropriate to a variety of presentations
• use images and emotions expressed in various art forms to develop dramatic work

Curriculum Organizer: Structure
Suborganizer: Elements of Rhythm
• identify rhythmic pattern and beat
• identify the form and principles of design of the rhythmic structure in classroom repertoire
• reproduce rhythmic patterns while maintaining a steady beat
• use standard or invented notation to represent familiar rhythmic patterns
Learning Outcomes

Suborganizer: Elements of Melody
- identify the form and principles of design in melodic structure
- maintain a melodic part in simple textures
- use singing or instrumental skills to reproduce melodies
- use standard or invented notation to represent ascending and descending melodic phrases

Curriculum Organizer: Thoughts, Images, and Feelings
- apply elements of rhythm, melody, and expression to demonstrate thoughts, images, and feelings in classroom repertoire
- identify thoughts, images, and feelings derived from a music experience

Curriculum Organizer: Context
Suborganizer: Self and Community
- apply skills and attitudes appropriate to a variety of roles, demonstrating:
  - audience and performance etiquette
  - performance skills
  - respect for the contributions of others
- demonstrate responsibility to themselves and the group while experiencing music
- identify music events and activities in the local community
- use established criteria to analyse their work

Suborganizer: Historical and Cultural
- demonstrate respect for music from various historical and cultural contexts
- describe music from a variety of historical and cultural contexts
- identify a variety of purposes for music from classroom repertoire

Curriculum Organizer: Image-Development and Design Strategies
Suborganizer: Perceiving/Responding
- compare images developed for particular purposes
- demonstrate an awareness that there are ethical considerations involved in copying images
- identify image-development and design strategies

Suborganizer: Creating/Communicating
- draft ideas for images using feelings, observation, memory, and imagination
- make 2-D and 3-D images:
  - using a variety of design strategies, including reproduction
  - using a variety of media
  - to communicate ideas, experiences, and stories
  - to illustrate and decorate
  - that engage more than one of the senses

Curriculum Organizer: Context
Suborganizer: Perceiving/Responding
- compare images from given social, cultural, and historical contexts
- demonstrate an awareness that there are various types of artists in the community
- demonstrate respect for the work of self and others
- give reasons for preferences in artworks
- identify distinctive styles of art from various cultures and historical periods
- identify images that have value in the community
Learning Outcomes


Grade: 4

Suborganizer: Creating/Communicating

- create images:
  - that express personal identity
  - in response to aspects of art from a variety of historical and cultural contexts
- demonstrate the ability to co-operate to develop a group display

Curriculum Organizer: Visual Elements and Principles of Art and Design

Suborganizer: Perceiving/Responding

- describe a variety of works that emphasize particular visual elements
- distinguish elements (including form) and principles (including unity, contrast, and emphasis) in images and in natural and human-built environments
- give reasons for selection of elements and principles to use in their work

Suborganizer: Creating/Communicating

- create images:
  - using the elements and principles in various combinations
  - using the elements and principles to produce a variety of effects

Curriculum Organizer: Materials, Technologies, and Processes

Suborganizer: Perceiving/Responding

- classify images according to the materials, tools, equipment, and processes used to create them
- identify the characteristics of materials, tools, equipment, and processes used to create particular effects
- suggest reasons for following safe and environmentally sensitive procedures in the use of materials, tools, equipment, and processes
- use appropriate vocabulary to describe the materials, tools, equipment, and processes used to create particular images

Suborganizer: Creating/Communicating

- demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes
- select appropriate materials, tools, equipment, and processes to create particular images
- use a range of materials singly and in combination to make images
- use and care for materials, tools, equipment, and work space in a safe and an environmentally sensitive manner
Curriculum Organizer: Goals and Decisions
- A1 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)

Curriculum Organizer: Career Development
- B1 create an inventory of their own attributes, including skills, interests, and accomplishments
- B2 demonstrate an understanding of the importance of developing effective work habits

Curriculum Organizer: Health
Suborganizer: Healthy Living
- C1 describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)
- C2 describe choices they can make for healthy eating, based on Canada’s Food Guide for Healthy Eating
- C3 describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)
- C4 differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be “caught” from someone with the disease)

Suborganizer: Healthy Relationships
- C5 describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)
- C6 demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)

Suborganizer: Safety and Injury Prevention
- C7 identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)
- C8 identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)
- C9 describe the potential risks for injury in a variety of settings, including on the road

Suborganizer: Substance Misuse Prevention
- C10 describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)
- C11 propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)
Curriculum Organizer: WRITING AND REPRESENTING

Suborganizer:

- **C1** communicate meaning by: using conventions of writing and representing (i.e., generally accepted mechanics of language) such as: a range of sentence structures, including simple and compound sentences, and attempting complex sentences with basic subordinators such as because, when, before, and after; capitalization and punctuation, including commas in a series, apostrophes, and end of sentence punctuation; subject-verb agreement; pronoun-antecedent agreement; past, present, and future tenses, including simple and progressive; common irregular verbs (e.g., tell-told, see-saw, bring-brought); contractions, possessives, and plurals (e.g., its-its, cats-ours, cat-cats); Canadian spelling for familiar and frequently used words.

- **A1** engage in sustained conversation in order to: clearly express ideas and perspectives; share experiences about their lives; clarify ideas in response to verbal and non-verbal feedback and cues from others; respond to the ideas and perspectives of others.

- **B1** read and demonstrate an understanding of a range of texts, including authentic First Peoples texts and texts from a variety of cultures.

- **D1** reflect on and assess their speaking and listening by: referring to criteria (e.g., self- and teacher-generated rubrics and checklists); setting realistic short- and long-term goals for improvement (e.g., "I will use more difficult vocabulary when discussing stories with other students."); creating a plan for achieving goals (e.g., "To practise paraphrasing, I will use my own words during small group exercises to explain instructions that the teacher has given."); evaluating progress and setting new goals (e.g., "I need to continue to work on speaking in grammatically correct sentences.")

- **A2** adjust words and phrases during conversation in order to: speak in grammatically correct sentences; achieve fluency in pronunciation, enunciation, and intonation; incorporate unfamiliar vocabulary correctly.

- **B2** read and demonstrate an understanding of a range of literary texts from a variety of genres and forms (e.g., poems, short stories, plays, folk tales, legends, adventure, humour, science fiction, historical fiction, biographies, speeches).

- **D2** reflect on and assess their reading and viewing by: referring to criteria (e.g., self- and teacher-generated rubrics and checklists); setting realistic short- and long-term goals for improvement (e.g., "I will use mind maps and outlines to summarize what I have read."); creating a plan for achieving goals (e.g., "I need to practise identifying and using idiomatic expressions, so I will use two idiomatic expressions in my writing during each class."); evaluating progress and setting new goals (e.g., "I can now understand the main ideas in newspaper articles with minimal support.")

- **C2** write narrative, descriptive, and expository paragraphs (e.g., minimum of seven sentences), for a variety of purposes and audiences, that include: a main idea; organization that includes a topic sentence, a logical sequence of details and supporting examples, and a conclusion; connected and sequenced details; a range of sentence lengths and patterns; correct spelling and use of grammar; appropriate word choices reflective of an expanding vocabulary.

- **A3** demonstrate understanding of spoken ideas and instructions by: participating in a variety of classroom discussions (e.g., teacher-facilitated and peer-led); verbally summarizing the main points of classroom discussions; paraphrasing verbal instructions for others (e.g., "The teacher wants us to..."); following complex instructions.

- **B3** read and demonstrate an understanding of the content presented in a variety of simple informational texts (e.g., diagrams, maps, newspaper articles, instructional material, reference material).

- **D3** reflect on and assess their writing and representing by: referring to criteria (e.g., self- and teacher-generated rubrics and checklists); setting realistic short- and long-term goals for improvement (e.g., "I will write a paragraph explaining the facts about a situation or event that I would like others to know about."); creating a plan for achieving goals (e.g., "I need to work on writing paragraphs, so I will practise writing several sentences around a new topic every day for one week."); evaluating progress and setting new goals (e.g., "I'm getting better at using graphic organizers to record my notes.")

- **C3** write a variety of texts in prose and verse (e.g., journals, stories, memoirs, personal letters, poems) that include: a main idea and supporting details; connected and sequenced details; correct spelling and use of grammar; a range of word choices to reflect intended meaning.

- **C4** create visual representations (e.g., collages, diagrams, posters, multimedia presentations) to construct and convey meaning by: presenting ideas in clear, focused, and relevant ways; organizing content so that main ideas are evident; supporting main ideas with additional details and information.

- **B4** view and demonstrate an understanding of the meaning conveyed by a variety of visual texts (e.g., illustrations, diagrams, posters, broadcast media, films, videos).

- **C5** generate, develop, and organize ideas for writing and representing by: setting a purpose for writing; identifying criteria; identifying an audience; brainstorming ideas; organizing ideas (e.g., point-form notes, lists, charts, webs, clusters, illustrations).

- **B5** read just-right texts for enjoyment and skill development.
Learning Outcomes

IRP: Literacy Foundations - English Language (2010)  Course: Literacy Foundations English Language Arts Level 4  Grade: 4

- **B6** before reading and viewing, make meaning from texts by: setting a purpose; generating questions; accessing prior knowledge to make connections (e.g., using information from similar texts previously read and comparing with new text); previewing text features (e.g., diagrams, titles, sub-headings, captions, illustrations, table of contents)

- **C6** during writing and representing, use drafting and composing strategies (e.g., draw on information from a variety of sources, use models to assist in understanding form, organize ideas clearly, share and proof work in progress, refer to established criteria)

- **B7** during reading and viewing, construct meaning from texts by: describing emerging ideas and points of view; using syntactic and context cues to guide and inform their understanding (e.g., use knowledge of grammar, word order, and sentence structure to guide and inform their understanding); using text features to locate information and support comprehension (e.g., diagrams, headings, bold and italicized words, table of contents); recognizing literary elements (e.g., plot, conflict, character, setting, climax, resolution, theme); recognizing literary devices (e.g., irony, hyperbole, simile, metaphor); identifying genre and form (e.g., folk tales, legends, autobiography, historical fiction, essay, article, documentary, web page, short story, novel, poem); distinguishing between literal definition and figurative meaning and identifying idiomatic expressions (e.g., “that was a piece of cake”); making inferences (e.g., about characters feelings or story problems); drawing conclusions (e.g., make connections between cause and effect); skimming for main ideas; making relevant notes using logical categories (e.g., outlines, mind maps, timelines)

- **C7** revise and edit writing by: checking work against established criteria; proofreading for conventions such as grammar and usage, capitalization, punctuation, and spelling; revising to improve structure and organization, word choice, and clarity of ideas and information

- **B8** after reading and viewing, develop their understanding of the meaning conveyed in texts by: rereading or re-viewing to gain deeper understanding; paraphrasing and summarizing the main ideas; generating and responding to questions; using graphic organizers to process, record, and demonstrate synthesis of information (Note: A graphic organizer such as a Venn diagram or T-chart can serve many purposes before, during, and after reading, including identifying prior knowledge, connecting main ideas with details, describing stages or steps in a procedure, and comparing and contrasting.)

- **B9** expand their vocabulary by: sounding out unfamiliar words (e.g., based on knowledge of letter-sound relationships); using common root words, prefixes, and suffixes; using parts of speech (e.g., nouns, pronouns, verbs, adverbs, prepositions, conjunctions, interjections); using a dictionary and thesaurus
Learning Outcomes


Curriculum Organizer: Shape and Space

Suborganizer: Measurement

- C1 calculate the area of triangles, rectangles, trapezoids, and parallelograms using a given formula and justify the reasonableness of the solution
- D1 graph and represent data to solve problems
- B1 identify and describe patterns and relationships in graphs and tables
- A1 read and write numerals greater than one million
- C2 calculate the volume of right rectangular prisms and justify the reasonableness of the solution
- D2 create and interpret circle graphs to solve problems
- B2 express a given problem as an equation in which a symbol is used to represent an unknown number
- A2 read and write numbers to the thousandths place
- A3 demonstrate an understanding of place value for numbers greater than one million
- C3 describe, construct, and compare different triangles and angles, including right, acute, obtuse, and vertically opposite
- B3 identify the errors in a given solution to a single variable, one-step equation with whole number coefficients concretely, pictorially, and symbolically
- A4 demonstrate an understanding of place value for numbers less than one thousand
- C4 describe, construct, and compare different complementary and supplementary angles
- A5 explain the pattern resulting from multiplication or division by 10, 100, and 1000
- C5 explain the relationship between the radius, diameter, and circumference of a circle
- A6 demonstrate an understanding of adding and subtracting fractions and mixed numbers with like and unlike denominators, concretely, pictorially, and symbolically
- C6 demonstrate an understanding of line symmetry by: identifying symmetrical 2-D shapes; creating symmetrical 2-D shapes; drawing one or more lines of symmetry in a 2-D shape
- A7 apply arithmetic operations on decimals to solve problems
- C7 identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs
- A8 compare a given set of decimals expressed in tenths, hundredths, thousandths, and ten-thousandths on a number line and using the symbols for greater than (>), less than (<), and equal to (=).
- A9 explain a process for addition, subtraction, multiplication, and division of decimals concretely pictorially, and symbolically
- A10 explain the patterns resulting from multiplication or division of a number by 1/10, 1/100, or 1/1000
- A11 solve problems involving the multiplication or division of decimals using technology and determine the reasonableness of the solution
- A12 demonstrate understanding of ratio concretely, pictorially, and symbolically
- A13 demonstrate understanding of proportion concretely, pictorially, and symbolically
- A14 determine and justify a proportional statement for a given ratio
- A15 demonstrate and explain the meaning of percentage greater than or equal to 0% and less than or equal to 100%
- A16 solve problems involving the application of percents and ratios
- A17 use proportional reasoning to convert between proper fractions, decimals, and percentages to solve problems
- A18 simplify expressions, excluding exponents, using order of operations
Curriculum Organizer: Number

• A1 represent and describe whole numbers to 10 000, pictorially and symbolically
• A2 compare and order numbers to 10 000
• A3 demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by
  - using personal strategies for adding and subtracting
  - estimating sums and differences
  - solving problems involving addition and subtraction
• A4 explain the properties of 0 and 1 for multiplication, and the property of 1 for division
• A5 describe and apply mental mathematics strategies, such as
  - skip counting from a known fact
  - using doubling or halving
  - using doubling or halving and adding or subtracting one more group
  - using patterns in the 9s facts
  - using repeated doubling
to determine basic multiplication facts to 9 x 9 and related division facts
• A6 demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by
  - using personal strategies for multiplication with and without concrete materials
  - using arrays to represent multiplication
  - connecting concrete representations to symbolic representations
  - estimating products
• A7 demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by
  - using personal strategies for dividing with and without concrete materials
  - estimating quotients
  - relating division to multiplication
• A8 demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to
  - name and record fractions for the parts of a whole or a set
  - compare and order fractions
  - model and explain that for different wholes, two identical fractions may not represent the same quantity
  - provide examples of where fractions are used
• A9 describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically
• A10 relate decimals to fractions (to hundredths)
• A11 demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by
  - using compatible numbers
  - estimating sums and differences
  - using mental math strategies
to solve problems

Curriculum Organizer: Patterns and Relations

Suborganizer: Patterns

• B1 identify and describe patterns found in tables and charts, including a multiplication chart
• B2 reproduce a pattern shown in a table or chart using concrete materials
• B3 represent and describe patterns and relationships using charts and tables to solve problems
• B4 identify and explain mathematical relationships using charts and diagrams to solve problems

Suborganizer: Variables and Equations

• B5 express a given problem as an equation in which a symbol is used to represent an unknown number
• B6 solve one-step equations involving a symbol to represent an unknown number

Curriculum Organizer: Shape and Space

Suborganizer: Measurement

• C1 read and record time using digital and analog clocks, including 24-hour clocks
• C2 read and record calendar dates in a variety of formats
Learning Outcomes

IRP: Mathematics K to 7 (2007)  
Grade: 4

- **C3** demonstrate an understanding of area of regular and irregular 2-D shapes by
  - recognizing that area is measured in square units
  - selecting and justifying referents for the units cm\(^2\) or m\(^2\)
  - estimating area by using referents for cm\(^2\) or m\(^2\)
  - determining and recording area (cm\(^2\) or m\(^2\))
  - constructing different rectangles for a given area (cm\(^2\) or m\(^2\)) in order to demonstrate that many different rectangles may have the same area

**Suborganizer: 3-D Objects and 2-D Shapes**

- **C4** describe and construct rectangular and triangular prisms

**Suborganizer: Transformations**

- **C5** demonstrate an understanding of line symmetry by
  - identifying symmetrical 2-D shapes
  - creating symmetrical 2-D shapes
  - drawing one or more lines of symmetry in a 2-D shape

**Curriculum Organizer: Statistics and Probability**

**Suborganizer: Data Analysis**

- **D1** demonstrate an understanding of many-to-one correspondence
- **D2** construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions

**Suborganizer: Data Analysis**

- **D1** demonstrate an understanding of many-to-one correspondence [C, R, T, V]
- **B1** identify and describe patterns found in tables and charts, including a multiplication chart [C, CN, PS, V]
- **C1** read and record time using digital and analog clocks, including 24-hour clocks [C, CN, V]
- **A1** represent and describe whole numbers to 10 000, pictorially and symbolically [C, CN, V]
- **A2** compare and order numbers to 10 000 [C, CN]
- **D2** construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions [C, PS, R, V]
- **C2** read and record calendar dates in a variety of formats [C, V]
- **B2** reproduce a pattern shown in a table or chart using concrete materials [C, CN, V]
- **A3** demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by
  - using personal strategies for adding and subtracting -estimating sums and differences
  - solving problems involving addition and subtraction [C, CN, ME, PS, R]
- **C3** demonstrate an understanding of area of regular and irregular 2-D shapes by
  - recognizing that area is measured in square units -selecting and justifying referents for the units cm\(^2\) or m\(^2\) -estimating area by using referents for cm\(^2\) or m\(^2\) -determining and recording area (cm\(^2\) or m\(^2\)) -constructing different rectangles for a given area (cm\(^2\) or m\(^2\)) in order to demonstrate that many different rectangles may have the same area [C, CN, ME, PS, R, V]
- **B3** represent and describe patterns and relationships using charts and tables to solve problems [C, CN, PS, R, V]
- **C4** describe and construct rectangular and triangular prisms [C, CN, R, V]
- **A4** explain the properties of 0 and 1 for multiplication, and the property of 1 for division [C, CN, R]
- **B4** identify and explain mathematical relationships using charts and diagrams to solve problems [CN, PS, R, V]
- **C5** demonstrate an understanding of line symmetry by -identifying symmetrical 2-D shapes creating symmetrical 2-D shapes drawing one or more lines of symmetry in a 2-D shape [C, CN, V]
- **A5** describe and apply mental mathematics strategies, such as skip counting from a known fact -using doubling or halving
  - using doubling or halving and adding or subtracting one more group
  - using patterns in the 9s facts
  - using repeated doubling to determine basic multiplication facts to 9???????9 and related division facts [C, CN, ME, PS, R]
• **B5** express a given problem as an equation in which a symbol is used to represent an unknown number [CN, PS, R]

• **A6** demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by
  - using personal strategies for multiplication with and without concrete materials
  - using arrays to represent multiplication
  - connecting concrete representations to symbolic representations
  - estimating products [C, CN, ME, PS, R, V]

• **B6** solve one-step equations involving a symbol to represent an unknown number [C, CN, PS, R, V]

• **A7** demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by
  - using personal strategies for dividing with and without concrete materials
  - estimating quotients
  - relating division to multiplication [C, CN, ME, PS, R, V]

• **A8** demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to
  - name and record fractions for the parts of a whole or a set
  - compare and order fractions
  - model and explain that for different wholes, two identical fractions may not represent the same quantity
  - provide examples of where fractions are used [C, CN, PS, R, V]

• **A9** describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically [C, CN, R, V]

• **A10** relate decimals to fractions (to hundredths) [CN, R, V]

• **A11** demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by
  - using compatible numbers
  - estimating sums and differences
  - using mental math strategies
  - to solve problems [C, ME, PS, R, V]
Curriculum Organizer: Exploring and Creating

• A1 apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire
• D1 apply skills and attitudes appropriate to a range of music experiences, demonstrating: -audience engagement - performance skills - respect for the contributions of others
• C1 participate in music from a variety of historical, cultural, and social contexts
• B1 sing or play rhythmic patterns from standard notation
• D2 apply established criteria to reflect on their own and others’ work
• A2 explain thoughts, images, and feelings derived from a music experience
• C2 identify music events and activities in the local community
• B2 sing or play from aural sources
• A3 apply elements of rhythm, melody, and expression in composition
• B3 sing or play melodies in unison and in simple textures
• B4 identify form in melodic and rhythmic structure
• B5 use standard or invented notation to represent melodic phrases and rhythmic patterns
• B6 demonstrate appropriate use of classroom instruments
Curriculum Organizer: Knowledge

• A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)
• A2 identify the major muscles of the body that are involved in physical activity
• A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)
• A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)
• A5 identify opportunities for physical activity in a variety of settings

Curriculum Organizer: Participation

• A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities

Curriculum Organizer: Movement Skills

• B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects
• B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following: **** - one-handed catch underhand and overhand **** strike a moving object with implement **** strike an object with hand **** one-handed throw overhand **** dribble an object with feet
• B3 select non-locomotor, locomotor, and manipulative movements to create sequences

Curriculum Organizer: Safety, Fair Play, and Leadership

• C1 demonstrate an ability to participate safely in specific physical activities
• C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting)
• C3 demonstrate leadership in selected physical activities
Curriculum Organizer: Processes and Skills of Science
- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

Curriculum Organizer: Life Science
Suborganizer: Habitats and Communities
- analyse simple food chains
- compare the structures and behaviours of local animals and plants in different habitats and communities
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Curriculum Organizer: Physical Science
Suborganizer: Sound and Light
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)
- identify sources of light and sound

Curriculum Organizer: Earth and Space Science
Suborganizer: Weather
- analyse impacts of weather conditions on living and non-living things
- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
Curriculum Organizer: Skills and Processes of Social Studies

- **A1** apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
- **A2** use maps and timelines to gather and represent information
- **A3** gather information from a variety of sources
- **A4** identify alternative perspectives on a selected event or issue
- **A5** create a presentation on a selected historical event or topic
- **A6** formulate strategies to address problems or issues

Curriculum Organizer: Identity, Society, and Culture

- **B1** distinguish characteristics of various Aboriginal cultures in BC and Canada
- **B2** demonstrate knowledge of early European exploration of BC and Canada
- **B3** identify effects of early contact between Aboriginal societies and European explorers and settlers

Curriculum Organizer: Governance

- **C1** compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada
- **C2** identify the impact of Canadian governance on Aboriginal people’s rights

Curriculum Organizer: Economy and Technology

- **D1** compare bartering and monetary systems of exchange
- **D2** describe technologies used by Aboriginal people in BC and Canada
- **D3** analyse factors that influenced early European exploration of North America
- **D4** describe technologies used in exploration, including:
  - transportation
  - navigation food
  - preservation
- **D5** describe economic and technological exchanges between explorers and Aboriginal people

Curriculum Organizer: Human and Physical Environment

- **E1** use maps and globes to locate
  - the world's hemispheres
  - the world's continents and oceans
  - Aboriginal groups studied
- **E2** identify the significance of selected place names in BC and Canada
- **E3** describe Aboriginal peoples’ relationship with the land and natural resources
Curriculum Organizer: Skills and Strategies

• B1 compare and apply various image-development strategies, including -animation -serialization -styzlization

• C1 describe a variety of reasons why people make and use visual arts

• D1 describe their response to 2-D and 3-D images: -created to communicate ideas, experiences, and stories -created to illustrate and decorate -that show particular visual elements, principles of design, or image-development strategies

• A1 draft ideas for images using feelings, observation, memory, and imagination

• B2 analyse and use a variety of materials, technologies, and processes to create images

• B2 compare and apply various visual elements and principles of design including -form -contrast -emphasis

• A2 create images using a range of image-development strategies, including -serialization -styzlization -animation

• C2 identify distinctive styles of visual images from various historical, cultural, and social contexts

• D2 interpret reasons for preferences in artworks

• A3 create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects: -form -contrast -emphasis

• C3 demonstrate an awareness that there are ethical considerations involved in copying and appropriating images

• D3 demonstrate the ability to work co-operatively to develop a group display

• C4 demonstrate an awareness that there are various types of artists in the community

• B4 demonstrate safe and environmentally responsible use of materials, technologies, and processes

• A4 use a range of materials, technologies, and processes alone and in combination to create images

• A5 create 2-D and 3-D images - that express personal identity - that respond to or reflect aspects of art from a variety of historical and cultural contexts - to communicate ideas, experiences, and stories - to illustrate and decorate