

The Ontario Curriculum

GRADE 4

checklist format

compiled by: [The Canadian Homeschooler](#)
using the 2023 Ontario Curriculum Guidelines



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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. (2023) 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!



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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>	
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> - 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:</p> <p>-use knowledge of numbers and operations to solve mathematical problems encountered in everyday life</p>	<i>Properties and Relationships</i>
	<input type="checkbox"/> 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
	<i>Math Facts</i>
	<input type="checkbox"/> Recall and demonstrate multiplication facts for 1×1 to 10×10 , and related division facts
	<i>Mental Math</i>
	<input type="checkbox"/> 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
	<i>Addition and Subtraction</i>
	<input type="checkbox"/> 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
	<i>Multiplication and Division</i>
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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:	<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	<input type="checkbox"/> Create and translate repeating and growing patterns using various representations, including tables of values and graphs
	<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
	<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:	<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	<input type="checkbox"/> Solve equations that involve whole numbers up to 50 in various contexts, and verify solutions
	<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:	<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	<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:	<input type="checkbox"/> 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.
- 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>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> □ Describe the difference between qualitative and quantitative data, and describe situations where each would be used
- manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	<ul style="list-style-type: none"> □ 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 □ 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 □ 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 □ 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 □ 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>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> □ 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
- describe the likelihood that events will happen, and use that information to make predictions	<ul style="list-style-type: none"> □ 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> <p>- describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them</p>	<i>Geometric Reasoning</i>
	<input type="checkbox"/> Identify geometric properties of rectangles, including the number of right angles, parallel and perpendicular sides, and lines of symmetry
	<i>Location and Movement</i>
	<input type="checkbox"/> 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 <input type="checkbox"/> 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> <p>- demonstrate an understanding of equality between pairs of expressions, using addition, subtraction, multiplication, and division</p>	<i>The Metric System</i>
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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>
	<input type="checkbox"/> Solve problems involving elapsed time by applying the relationships between different units of time
	<i>Angles</i>
	<input type="checkbox"/> Identify angles and classify them as right, straight, acute, or obtuse
	<i>Area</i>
	<input type="checkbox"/> 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 <input type="checkbox"/> 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>	
<p>By the end of Grade 4, students will:</p> <p>- demonstrate the knowledge and skills needed to make informed financial decisions</p>	<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

A: Literacy Connections and Applications

Section	Specific Expectations
<i>A1. Transferable Skills</i>	
<p>By the end of Grade 4, students will:</p> <p>-demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts</p>	<p><input type="checkbox"/> identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms</p>
	<p><input type="checkbox"/> explain how transferable skills help them to express their voice, be engaged in their learning, and plan the next steps to develop their capabilities and potential</p>
<i>A2. Digital Media Literacy</i>	
<p>By the end of Grade 4, students will:</p> <p>demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media</p>	<p><input type="checkbox"/> explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities</p>
	<p><input type="checkbox"/> demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission</p>
	<p><input type="checkbox"/> gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning</p>
	<p><input type="checkbox"/> demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing and creating texts</p>
	<p><input type="checkbox"/> demonstrate an understanding of the interrelationships</p>

	between the form, message, and context of a text, the audience, and the purpose for production
	<input type="checkbox"/> elect and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions
	<input type="checkbox"/> communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community
<i>A3. Applications, Connections, and Contributions</i>	
<p>By the end of Grade 4, students will:</p> <p>- apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations</p>	<input type="checkbox"/> explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication
	<input type="checkbox"/> demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts
	<input type="checkbox"/> identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Section	Specific Expectations
<i>B1. Oral & Non-Verbal Communication</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> □ use effective listening skills, including asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes
apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	<ul style="list-style-type: none"> □ select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response □ identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently □ identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning □ use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension
<i>B2. Language Foundations for Reading and Writing</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> □ use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words
- demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing	<ul style="list-style-type: none"> □ demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context □ read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading
<i>B3. Language Conventions for Reading and Writing</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> □ identify and construct various sentence types and forms, including simple and compound sentences formed with

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts	prepositional phrases and/or independent and dependent clauses
	<input type="checkbox"/> demonstrate an understanding of the functions of parts of speech in sentences, including relative pronouns, the perfect verb tense and interrogative and imperative verbs, and the use of pronouns as adjectives, and use this knowledge to support comprehension and communicate meaning clearly
	<input type="checkbox"/> use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of capital letters for proper adjectives, commas to set off nouns of direct address, and quotation marks to indicate the title of a short work

C. Comprehension: Understanding and Responding to Texts

Section	Specific Expectations
<i>C1. Knowledge About Texts</i>	
<p>By the end of Grade 4, students will:</p> <p>-apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres</p>	<input type="checkbox"/> read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
	<input type="checkbox"/> describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning
	<input type="checkbox"/> identify text patterns, such as spatial order in a graphic text, and text features, such as type styles and hyperlinks, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning
	<input type="checkbox"/> explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts
	<input type="checkbox"/> identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre
	<input type="checkbox"/> identify the narrator's point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story
	<input type="checkbox"/> read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to demonstrate understanding of various aspects of First Nations, Métis, and

	Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences
<i>C2. Comprehension Strategies</i>	
<p>By the end of Grade 4, students will:</p> <p>- apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts</p>	<input type="checkbox"/> identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts
	<input type="checkbox"/> identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes
	<input type="checkbox"/> make predictions using background knowledge, text features, and evidence from the text, and pose questions to check whether their predictions were correct
	<input type="checkbox"/> use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts
	<input type="checkbox"/> describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them
	<input type="checkbox"/> Summarize the main idea of a text and the supporting details in sequence, and draw a simple conclusion
	<input type="checkbox"/> explain how strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts
<i>C3. Critical Thinking in Literacy</i>	
<p>By the end of Grade 4, students will:</p> <p>- apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts</p>	<input type="checkbox"/> Identify literary devices, including personification and anthropomorphism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience
	<input type="checkbox"/> Make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts
	<input type="checkbox"/> analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect
	<input type="checkbox"/> Identify cultural elements that are represented in various texts, including norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture

	<input type="checkbox"/> identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain and suggest how such biases could influence an audience
	<input type="checkbox"/> explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed
	<input type="checkbox"/> explain how texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations are influenced by historical periods, cultural experiences, and events, and how they relate to current lived experiences
	<input type="checkbox"/> identify the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the texts

D. Composition: Expressing Ideas and Creating Texts

Section	Specific Expectations
<i>D1. Developing Ideas and Organizing Content</i>	
<p>By the end of Grade 4, students will:</p> <p>-plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics</p>	<input type="checkbox"/> identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning
	<input type="checkbox"/> generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
	<input type="checkbox"/> gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information
	<input type="checkbox"/> select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium
	<input type="checkbox"/> describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator

<i>D2. Creating Texts</i>	
<p>By the end of Grade 4, students will:</p> <p>- apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and/or strategies, and reflect critically on created text</p>	<input type="checkbox"/> draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies
	<input type="checkbox"/> write in cursive, forming letters of appropriate shape, size, proportion, and slant to improve the legibility of texts, and begin to develop fluent keyboarding skills using touch-typing techniques
	<input type="checkbox"/> establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre
	<input type="checkbox"/> identify the point of view used in their texts, and the perspectives and bias conveyed in their texts
	<input type="checkbox"/> make revisions to the content of draft texts and to elements of style, such as word choice and adding or deleting sentences, to improve clarity, focus, and coherence, seeking feedback
	<input type="checkbox"/> edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts
<i>D3. Publishing, Presenting, and Reflecting</i>	
<p>By the end of Grade 4, students will:</p> <p>- select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics</p>	<input type="checkbox"/> produce final texts using a variety of techniques and tools, including simple digital design and production tools, to achieve the intended effect
	<input type="checkbox"/> publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message
	<input type="checkbox"/> describe various strategies that helped them present and communicate their message when publishing and presenting texts, and explain how they helped them improve as a text creator

Science & Technology

STEM Skills and Connections : Overall Expectations

Section	Specific Expectations
<i>STEM Investigation and Communication Skills</i>	
<p>By the end of Grade 4, students will:</p> <p>- use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures</p>	<input type="checkbox"/> Use a scientific research process and associated skills to conduct investigations
	<input type="checkbox"/> Use a scientific experimentation process and associated skills to conduct investigations
	<input type="checkbox"/> Use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems
	<input type="checkbox"/> Follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials
	<input type="checkbox"/> Communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes
<i>Coding and Emerging Technologies</i>	
<p>By the end of Grade 4, students will:</p> <p>- use coding in investigations and to model concepts, and assess the impact of coding and of emerging technologies on everyday life and in STEM-related fields</p>	<input type="checkbox"/> Write and execute code in investigations and when modelling concepts, with a focus on producing different types of output for a variety of purposes
	<input type="checkbox"/> Identify and describe impacts of coding and of emerging technologies on everyday life, including skilled trades
<i>Applications, Connections, and Contributions</i>	
<p>By the end of Grade 4, students will:</p> <p>-demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences</p>	<input type="checkbox"/> Describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems
	<input type="checkbox"/> Investigate how science and technology can be used with other subject areas to address real-world problems
	<input type="checkbox"/> Analyse contributions to science and technology from various communities

Life Systems: Habitats and Communities

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> Assess positive and negative impacts of human activities on habitats and communities, while taking different perspectives into account
- assess impacts of human activities on habitats and communities, and analyse actions for minimizing negative impacts and enhancing positive ones	<ul style="list-style-type: none"> Analyse the impact of the depletion or extinction of a species on its habitat and community, and describe possible actions to prevent such depletions or extinctions
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 4, students will:	<ul style="list-style-type: none"> Describe habitats as areas that provide organisms, including plants and animals, with the necessities of life, and identify ways in which a local habitat provides these necessities
- demonstrate an understanding of habitats and communities and of interrelationships among the organisms that live in them	<ul style="list-style-type: none"> Describe a community as a group of interacting species sharing a common habitat, and identify factors that affect the ability of a community of plants and animals to survive in a local habitat
	<ul style="list-style-type: none"> Describe the relationship of organisms in a food chain, and classify organisms as producers, consumers, or decomposers
	<ul style="list-style-type: none"> Demonstrate an understanding of a food web as the interconnection of multiple food chains in a natural community
	<ul style="list-style-type: none"> Describe how animals are categorized according to their diet, and categorize various animals as carnivores, herbivores, or omnivores
	<ul style="list-style-type: none"> Describe structural adaptations of a variety of plants and animals and how these adaptations allow the organisms to survive in specific habitats
	<ul style="list-style-type: none"> Explain why all habitats have limits to the number of plants and animals they can support

Matter and Energy: Light and Sound

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 4, students will: -assess the impact on society and the environment of technological innovations related to light and sound	<input type="checkbox"/> Assess the impacts on society of devices that use the properties of light or sound, or both
	<input type="checkbox"/> Assess the impacts on society and the environment of light energy and sound energy produced by various technologies, taking different perspectives into account
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 4, students will: - demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties	<input type="checkbox"/> Identify a variety of natural and artificial light sources
	<input type="checkbox"/> Distinguish between objects and living things that emit their own light and those that reflect light from other sources
	<input type="checkbox"/> Describe properties of light, including that light travels in a straight path and that light can be absorbed, reflected and refracted
	<input type="checkbox"/> Describe properties of sound, including that sound travels through a medium as a wave and that sound can be absorbed or reflected and can be modified
	<input type="checkbox"/> Explain how vibrations cause sound waves
	<input type="checkbox"/> Describe how different objects and materials interact with light and sound energy
	<input type="checkbox"/> Distinguish between sources of light that emit both light and heat and those that emit light but little heat
	<input type="checkbox"/> Identify sensory organs and devices that make use of the properties of light and sound

Structures and Mechanisms: Machines and Their Mechanisms

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Assess the impacts of machines and their mechanisms on the daily lives of people in various communities
-evaluate the impacts of various machines and their mechanisms on society and the environment	<input type="checkbox"/> Assess and compare the environmental impacts of using different machines designed for similar purposes
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Identify machines that are used in daily life, and describe their purposes
- demonstrate an understanding of the basic principles and functions of machines and their mechanisms	<input type="checkbox"/> Identify the parts of various mechanisms and describe the purpose of each part
	<input type="checkbox"/> Describe how different mechanisms transmit various types of motion, including rotary motion, from one system to another
	<input type="checkbox"/> Describe how mechanisms transform motion, including how they can change the geometric plane in which the motion occurs and the speed and/or direction of motion
	<input type="checkbox"/> Explain how forces are changed in a variety of machines

Earth and Space Systems: Rocks, Minerals, and Geological Processes

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Analyse ways in which geological processes impact society and the environment
-assess the social and environmental impacts of geological processes and of human uses of rocks and minerals	<input type="checkbox"/> Assess social and environmental impacts of extracting and refining rocks and minerals and of manufacturing, recycling, and disposing of products derived from rocks and minerals, while taking various perspectives into account
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Explain geological processes that result in the formation of igneous, sedimentary, and metamorphic rocks, using the rock cycle
- demonstrate an understanding of rocks, minerals, and Earth's geological processes	<input type="checkbox"/> Describe the physical properties of igneous, sedimentary, and metamorphic rocks
	<input type="checkbox"/> Classify different rocks and minerals according to their composition and physical properties, using various tests and criteria
	<input type="checkbox"/> Describe everyday uses of rocks and minerals
	<input type="checkbox"/> Describe how fossils are formed and what information they can provide about Earth's history
	<input type="checkbox"/> Demonstrate an understanding of First Nations, Métis, and Inuit geological knowledges that are used in the selection of different rocks and minerals for specific purposes

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> <ul style="list-style-type: none"> - 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 	<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> <ul style="list-style-type: none"> - 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 	<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

	investigations, using a variety of tools
	<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
<i>Understanding Context: Characteristics of Early Societies</i>	
<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>	<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

	<input type="checkbox"/> 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
	<input type="checkbox"/> 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 	<input type="checkbox"/> Analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry
	<input type="checkbox"/> Assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada
	<input type="checkbox"/> 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 	<input type="checkbox"/> 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
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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
	<input type="checkbox"/> Interpret and analyse information and data related to their investigations, using a variety of tools
	<input type="checkbox"/> Evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and

	activities with environmental stewardship in Canada
	<input type="checkbox"/> 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>	<input type="checkbox"/> 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
	<input type="checkbox"/> Identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada
	<input type="checkbox"/> 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
	<input type="checkbox"/> Identify various types of political regions in Canada and describe some of their basic similarities and differences
	<input type="checkbox"/> 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
	<input type="checkbox"/> describe significant opportunities and challenges related to quality of life in some of Canada's political regions
	<input type="checkbox"/> 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 <ul style="list-style-type: none"> <i>body</i>: symmetry versus asymmetry, organic versus geometric shape, angular versus curved shape, gesture, body zones <i>space</i>: positive versus negative space, pathways <i>time</i>: tempo, rhythm, pause, stillness, with music, without music, duration <i>energy</i>: effort, force, quality <i>relationship</i>: 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	
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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
<i>Creating and Presenting</i>	
By the end of Grade 4, students will:	<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
-apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories	<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
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works
-apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences	<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
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Identify and describe some similarities in the purpose of process drama and more formal, traditional theatre productions
- 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	<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	
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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
<i>Creating and Presenting</i>	
By the end of Grade 4, students will:	<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
-apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music	<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
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Express detailed personal responses to musical performances in a variety of ways
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences	<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
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Identify the role of music in a community today and compare it to its role in a community of the past
-demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and	<input type="checkbox"/> Demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities

historical contexts	
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Visual Arts

Fundamental Concepts for Grade 4	
Elements of Design <ul style="list-style-type: none"> <i>line</i>: lines to indicate emotion, contour lines, lines of various weights, repetition of lines to create visual rhythm <i>shape and form</i>: free-standing forms “in the round” and “bas relief sculpture”, shapes organized in a pattern showing radial <i>space</i>: positive and negative space in art work, diminishing perspective in various context, variation in size to create illusion of depth <i>colour</i>: monochromatic colour scheme, colour emphasis through variation in intensity, advancing colour <i>texture</i>: texture elaboration, texture quality, low relief in collographs <i>value</i>: mixing of shades, variations in value to create contrast Principles of Design <ul style="list-style-type: none"> <i>emphasis</i>: 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
<i>Creating and Presenting</i>	
By the end of Grade 4, students will:	<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
-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"/> 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
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey
- apply the critical	<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
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Active Living

Section	Specific Expectations
<i>Active Participation</i>	
By the end of Grade 4, students will:	<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
-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"> □ 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:	<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
- 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"> □ 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 □ 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:	<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
-demonstrate responsibility for their own safety and the safety of others as they participate	<ul style="list-style-type: none"> □ Describe common precautions for preventing accidents and injuries including concussions, while participating in different

in physical activities	types of physical activity
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Movement Competence: Skills, Concepts, and Strategies

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
<p>By the end of Grade 4, students will:</p> <p>- 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</p>	<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>	
<p>By the end of Grade 4, students will: -</p> <p>- apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities</p>	<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

	variety of social-emotional learning skills
	Human Development and Sexual Health <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
	Mental Health Literacy <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>	Healthy Eating <ul style="list-style-type: none"> □ Identify ways of promoting healthier eating habits in a variety of settings and situations
	Substance Use, Addictions, and Related Behaviours <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
	Mental Health Literacy <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:	<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	<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:	<input type="checkbox"/> Identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions
- interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences	<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:	<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	<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	
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Speaking

Section	Specific Expectations
<i>Speaking to Communicate</i>	
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> - 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>	
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> - participate in spoken interactions in French for a variety of purposes and with diverse audiences; 	<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>	
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> - 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.	
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Reading

Section	Specific Expectations
<i>Reading Comprehension</i>	
By the end of Grade 4, students will:	<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	<input type="checkbox"/> Demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required
	<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
	<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:	<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 authentic text forms, including fictional, informational, graphic, and media forms;	<input type="checkbox"/> Identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms
	<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:	<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	<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
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Writing

Section	Specific Expectations
<i>Purpose, Audience, and Form</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> 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	<input type="checkbox"/> Write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form
<i>The Writing Process</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> 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, clarify ideas and expression, correct errors, and present their written work effectively	<input type="checkbox"/> Plan and produce drafts following a model and revise their writing using a variety of strategies, with teacher support
	<input type="checkbox"/> Make improvements to their written work, using knowledge of a few of the conventions of written French
	<input type="checkbox"/> (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; <input type="checkbox"/> (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills
<i>Intercultural Understanding</i>	
By the end of Grade 4, students will:	<input type="checkbox"/> 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	<input type="checkbox"/> 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.	
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