

GRADE 4 – LEARNING OUTCOMES

LANGUAGE ARTS

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Oral Language	
Can you use speaking and listening to interact with others for the purpose of sharing, contributing ideas, improving and deepening comprehension, solving problems, etc.?	
Can you speak to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by staying on topic, recounting experiences, using an effective introduction and conclusion, explain and support a viewpoint?	
Can you listen purposefully to understand ideas and information, by summarizing, generating questions, visualizing, identifying opinions, ignoring distractions?	
Can you select and use strategies when interacting with others, including accessing prior knowledge, making connections, asking questions for clarification, taking turns as speaker and listener, paraphrasing to clarify meaning?	
Can you select and use strategies when expressing and presenting ideas, information, and feelings, including setting a purpose, generating ideas, organizing information, practicing delivery, self-monitoring and self-correcting in response to feedback?	
Can you select and use strategies when listening to make and clarify meaning, including making predictions, listening for specifics, generating questions, recalling, summarizing, synthesizing, visualizing?	
Can you demonstrate enhanced vocabulary knowledge and usage?	
Can you use speaking and listening to respond, explain, and provide supporting evidence for your connections to texts?	
Can you use speaking and listening to improve and extend thinking, by acquiring new ideas, making connections and asking questions, developing explanations, considering alternative viewpoints, investigating problems and creating solutions?	
Can you reflect on and assess your speaking and listening by referring to criteria, reflecting on and discussing peer and adult feedback, setting goals and creating a plan for improvement, taking steps toward achieving goals?	
Can you 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, enunciation, nonverbal communication, receptive listening posture?	
Can you recognize the structures and patterns of language in oral texts, including sound devices, root words, word families, structural sequencing cues, idiomatic expressions?	
Reading and Viewing	
Can you read fluently and demonstrate comprehension of a range of grade-appropriate literary texts?	
Can you read fluently and demonstrate comprehension of grade-appropriate information texts such as non-fiction, textbooks, charts, reports, articles, websites, instruction manuals, etc.?	
Can you read and reread just-right-texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension?	
Can you view and demonstrate comprehension of visual texts (e.g. cartoons, illustrations, posters, photographs, advertising)?	
Can you 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, and previewing texts?	

Can you 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, self-monitoring and self-correcting, figuring out unknown words, determining the importance of ideas/events, visually representing texts, summarizing and synthesizing?	
Can you 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, summarizing and synthesizing?	
Can you use graphic organizers to record information learned from the text?	
Can you respond to selections you read or view, by expressing an opinion with supporting evidence, discussing and giving reasons for your choice of favourite texts?	
Can you explain connections (e.g. text-to-self, text-to-text, text-to-world)?	
Can you read and view to improve and extend thinking, by predicting and explaining, visualizing, distinguishing between fact and opinion, analyzing texts to consider alternatives, drawing conclusions, summarizing and synthesizing?	
Can you reflect on and assess your reading and viewing, by referring to criteria, setting goals and creating a plan for improvement, taking steps towards achieving goals?	
Can you 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), non-fiction elements (e.g. topic sentence, development of ideas with supporting details, central ideas) and idiomatic expressions?	
Can you explain how structures and features of text work to develop meaning, including literary elements (e.g. character, setting, problem, plot, climax, conflict, theme, conclusions), and literary devices (e.g. imagery, sensory detail, simile, metaphor)?	
Writing and Representing	
Can you write clear, focused personal writing for a range of purposes and audiences that demonstrate connections to personal experiences, ideas, and opinions, featuring <ul style="list-style-type: none"> - clearly developed ideas using supporting details and explanations - sentence fluency through a variety of sentence lengths and patterns - experimentation with word choice by using new, different, more precise words - an authentic voice demonstrating a developing writing style - an organization that is meaningful, logical, and effective, and showcases a central idea or theme? 	
Can you write a variety of clear informational writing for a range of purposes and audiences, featuring clearly developed ideas, sentence fluency, word choice, authentic voice and organization?	
Can you write a variety of imaginative writing modeled from literature, featuring well-developed ideas, sentence fluency, effective word choice, an authentic voice and organization?	
Can you create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring development of ideas, connections to personal feelings, experiences, opinions and information, an expressive voice and organization?	
Can you select and use strategies before writing and representing, including setting a purpose, identifying an audience, selecting a genre and form from samples provided, develop a criteria based on analysis of the form of writing, a variety of ideas from personal interest, prompts, models of good literature, and/or graphics?	
Can you select and use strategies during writing and representing to express and refine thoughts, including referring to criteria, examining models of literature, combining multiple sources of information, consulting reference material, considering and applying feedback, and ongoing revising and editing?	
Can you select and use strategies after writing and representing to improve your work, including checking your work against criteria, reading aloud and listening for fluency, revising to enhance writing traits (e.g. ideas, sentence fluency, word choice, voice, organization), and editing for conventions (e.g. grammar and usage, capitalization, punctuation, spelling)?	
Can you use writing and representing to express personal responses and relevant opinions in response to experience and texts?	
Can you use writing and representing to extend thinking by developing explanations,	

expressing alternative viewpoints, and creating new understandings?	
Can you reflect on and assess your writing and representing, by referring to class-generated criteria, setting goals and creating a plan for improvement, and taking steps toward achieving goals?	
Can you use the features and conventions of language to express meaning in your writing and representing, including <ul style="list-style-type: none"> - 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, quotation marks) - 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 apply strategies (e.g. phonic knowledge, use of common spelling patterns, dictionaries, thesaurus) - legible writing that demonstrates alignment, shape and slant - spacing words and sentences consistently on a line and page? 	

ARITHMETIC/MATHEMATICS

Number Concepts	
Can you represent and describe whole numbers to 10 000, pictorially and symbolically?	
Can you compare and order numbers to 10 000?	
Can you demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (to 3 and 4 digits) by using personal strategies, estimating, and problem solving?	
Can you explain the properties of 0 and 1 for multiplication, and the property of 1 for division?	
Can you describe and apply mental mathematics strategies, such as skip counting, using doubles, halving, using patterns, using repeated doubling, to determine basic multiplication facts to 9 x 9 and related division facts?	
Can you demonstrate an understanding of multiplication (2 or 3 digit by 1 digit) to solve problems by using personal strategies, using arrays, and estimating?	
Can you demonstrate an understanding of division (1 digit divisor and up to 2 digit dividend) to solve problems by using personal strategies, estimating and relating division to multiplication?	
Can you name and record fractions for the parts of a whole or a set?	
Can you compare and order fractions?	
Can you model and explain that for different wholes, two identical fractions may not represent the same quantity?	
Can you provide examples of where fractions are used?	
Can you describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically?	
Can you relate decimals to fractions (to hundredths)?	
Can you demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by using compatible numbers, estimating, or using mental math strategies to solve problems?	
Patterns and Relations (Patterns)	
Can you identify and describe patterns found in tables and charts, including a multiplication chart?	
Can you reproduce a pattern shown in a table or chart using concrete materials?	
Can you represent and describe patterns and relationships using charts and tables to solve problems?	
Can you identify and explain mathematical relationships using charts and diagrams to solve problems?	

Can you express a given problem as an equation in which a symbol is used to represent an unknown number?	
Can you solve one-step equations involving a symbol to represent an unknown number?	
Shape and Space (Measurement)	
Can you read and record time using digital and analog clocks, including 24 hours clocks?	
Can you read and record calendar dates in a variety of formats?	
Can you demonstrate an understanding of area of regular and irregular 2-D shapes by determining and recording area using square units?	
Can you construct different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area?	
Shape and Space (3-D objects and 2-D Objects and Transformations)	
Can you describe and construct rectangular and triangular prisms?	
Can you demonstrate an understanding of line symmetry by identifying and creating symmetrical 2-D shapes?	
Can you draw one or more lines of symmetry in a 2-D shape?	
Statistics and Probability (Data Analysis)	
Can you demonstrate an understanding of many-to-one correspondence?	
Can you construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions?	

SOCIAL STUDIES

Skills and Processes of Social Studies	
Can you apply critical thinking skills to include comparing, imagining, inferring, identifying patterns, and summarizing, to selected problems and issues?	
Can you use grids, scales, and legends on maps and timelines to interpret or represent specific information?	
Can you translate information from maps to other forms of communication and vice versa (e.g. write a paragraph describing what you see in a map, create a map based on an image or oral description)?	
Can you create a timeline to represent information in chronological sequence?	
Can you give reasons for using more than one source of information?	
Can you apply a variety of strategies for information gathering (e.g. headings, indices, internet searches)?	
Can you apply strategies for note taking and organizing information gathered from a variety of information sources?	
Can you distinguish between primary and secondary sources?	
Can you construct a simple bibliography?	
Can you identify alternative perspectives on a selected event or issue?	
Can you create a presentation on a selected historical event or topic?	
Can you apply established criteria for your presentation (e.g. historical accuracy and context)?	
Can you identify problems or issues that are local, national and/or global in focus?	
Can you compare two or more perspectives on a problem or issue?	
Can you create a plan of action to address a chosen problem or issue?	
Identity, Society, and Culture	
Can you use appropriate terminology to describe Aboriginal cultures and people (e.g. First Nations, Métis, Inuit, band, clan, elder, chief)?	
Can you describe and compare characteristics of two or more Aboriginal cultures in BC?	
Can you describe and compare characteristics of two or more Aboriginal cultures in other regions of Canada (e.g. plains, Inuit, Athabaskan, Iroquoian, eastern woodlands, Métis)?	
Can you model ways in which Aboriginal peoples preserve identity and culture?	
Can you give examples of how specific Aboriginal stories incorporate the natural and the supernatural?	

Can you examine a variety of Aboriginal art forms?	
Can you explain the significance of symbols in specific Aboriginal cultures in Canada?	
Can you label a map or create a timeline or other organizer to relate key European explorers to their discoveries (e.g. Cartier, Cabot, Champlain, Cook, Franklin, Frobisher, Hudson, Mackenzie, Quadra, Vancouver)?	
Can you explain how the geography of Canada made early exploration easier (inland waterways) or more difficult (winter weather)?	
Can you describe some of the effects of early contact on Aboriginal cultures and societies (e.g. new materials and technologies such as metal, glass, textiles; disease, introduction of Christianity)?	
Can you describe some of the effects of early contact on European explorers and settlers (guides and mapping helped explorers, Aboriginal people provided clothing, food, medicine, and other materials for survival)?	
Can you compare the “discovery” and “exploration” of North America from European and Aboriginal peoples’ perspective?	
Can you give examples of how differences in culture led to conflict between Aboriginal and European societies?	
Governance – Aboriginal and Early European Settlements	
Can you use appropriate terminology to describe leadership and governance (e.g. chief, elder, band, Chief Factor, Governor)?	
Can you describe leadership and governance structures in Aboriginal cultures (e.g. family, clan, chief, elder, council)?	
Can you describe how fur trade forts and early European settlements in Canada were governed?	
Can you describe the roles of Britain and France in establishing government in early European settlements in Canada?	
Can you identify rights and responsibilities of individuals using accounts of life in Aboriginal societies?	
Can you compare the rights and responsibilities of individuals in early European settlements in Canada with those in Aboriginal cultures?	
Can you describe the importance of protecting minority rights in a democracy?	
Can you identify key events and issues in Aboriginal peoples’ rights and interactions with early governments in Canada (e.g. the Indian act, banning potlatches, reserve system, treaties)?	
Economy and Technology	
Can you accurately define barter and monetary systems of exchange?	
Using a T-chart or Venn diagram, can you compare the advantages and disadvantages of bartering and monetary systems of exchange?	
Can you describe systems of exchange used among Aboriginal peoples?	
Can you use appropriate terminology to describe Aboriginal technologies (e.g. travois, hide scraper, adze, weir, etc.)?	
Can you give examples of technologies used to meet needs and wants in Aboriginal cultures, including those used for food acquisition and preparation, shelter, clothing, and transportation?	
Can you give examples of technologies used by Aboriginal cultures today?	
Can you describe initial reasons for European exploration (e.g. finding a route to Asia, prestige, rivalry between countries, searching for gold and other riches)?	
Can you analyse changes over time in European reasons for exploring and settling in North America (e.g. accessing natural resources, missionary work)?	
Can you give examples of technologies used in exploration, particularly those used for transportation, navigation, and food preservation?	
Can you create a model or present an oral report of how a selected technology was used in exploration?	
Can you describe the need for explorers to acquire new technologies to survive an unfamiliar environment and climate?	
Can you give examples of specific technologies exchanged between the Aboriginal and explorer cultures, including technologies related to transportation, shelter, defence and security, food acquisition and preparation, clothing production?	

Can you describe the ongoing trade that was established between Aboriginal peoples and explorers, with reference to goods exchanged, the value of specific barter goods, and the effect of trade on Aboriginal societies?	
Human and Physical Environment	
Can you locate and map continents and oceans of the world?	
Can you identify the northern, southern, eastern, and western hemispheres on a globe or map of the world?	
Can you locate traditional territories of Aboriginal groups studied, on maps on BC and Canada?	
Can you give examples of places in BC and Canada named after explorers and other prominent individuals?	
Can you give examples of Aboriginal place names in BC and Canada?	
Can you make connections between Aboriginal place names and their non-Aboriginal counterparts as applicable (e.g. Haida Gwaii – Queen Charlotte Islands, Lil'wat – Lillooet)?	
Can you give examples of other significant place names (named after geographical features)?	
Can you describe Aboriginal peoples' relationship and respect for the land and natural resources?	
Can you compare how the activities of Aboriginal peoples differ according to regional differences in physical environment and resources?	
Can you describe and compare selected Aboriginal methods of harvesting fish, animal or forest resources (e.g. hand logging, single plank removal, subsistence hunting and gathering, trapping, spear fishing, dip-net fishing)?	

SCIENCE

Processes of Science	
Can you carefully observe a pattern of events (e.g. changes in vibration, pitch, weather patterns)?	
Can you make initial predictions and refine them, based on test results (e.g. path light travels)?	
Can you gather and correctly organize comprehensive data (e.g. weather charts)?	
Can you accurately interpret what a given graph shows using detailed examples?	
Life Science: Habitats and Communities	
Can you explain in detail why organisms are found in specific local habitats, based on their structures and behaviours?	
Can you identify the structural adaptations of two or more organisms?	
Can you infer and justify what communities might interact in a particular environment?	
Can you construct and explain the elements of a simple food chain?	
Can you interpret population changes from data in one or two factor graphs (eg. rabbit only, rabbit/coyote)?	
Can you describe in detail how to show respect for the environment?	
Can you prepare and illustrate a simple, local habitat improvement plan that shows which plants and animals benefit from the plan?	
Physical Science: Light and Sound	
Can you accurately sort various sources of light within their environment as natural or artificial?	
Can you relate vibrations to the production of sound (e.g. the human voice relies on the vibrations of vocal cords)?	
Can you predict, demonstrate, and report on how light travels in a straight path and through different materials (e.g. reflects, refracts, is transparent, translucent, opaque)?	
Can you conduct an experiment to demonstrate how white light can be separated in colours?	
Can you demonstrate and report on how various materials will absorb, reflect, or transmit	

sound?	
Can you predict and record changes in vibration and pitch (e.g. using a ruler) and describe the relationship between pitch and vibration?	
Earth and Space Science: Weather	
Can you systematically chart daily temperatures using a thermometer?	
Can you design, build and test a simple rain gauge, weather vane, and anemometer?	
Can you identify, chart and illustrate daily cloud cover?	
Can you make a detailed local weather report based on collected data?	
Can you predict and report on how freezing and thawing affect a variety of materials (e.g. water and soil)?	
Can you accurately predict and test various materials for water resistance and insulation from cold (e.g. slow down the rate of a melting ice cube)?	
Can you research and create a comprehensive report on the effects of erosion, drought, or other local weather impacts (e.g. sand table rivers, effects of run-off)?	

FINE ARTS

Dance	
Can you move in response to a variety of sounds, music, images and feelings?	
Can you create movement sequences based on a given choreographic form?	
Can you participate in creative processes – with emphasis on exploring and selecting – to create dance compositions?	
Can you use the elements of movement in combination?	
Can you demonstrate the principles of movement (e.g. alignment, balance, flexibility, strength, and breathing, in dance)?	
Can you describe techniques associated with particular dance styles?	
Can you identify ways in which safety, and health-related choices affect dance?	
Can you compare dances from a variety of cultural and social contexts?	
Can you research dance events and activities in the local community?	
Can you rehearse dance for presentation?	
Can you demonstrate appropriate performance skills to a given dance situation?	
Can you analyze your own and others' dance work?	
Music	
Can you apply rhythm, melody and elements of expression through singing and playing a repertoire?	
Can you explain thoughts, images and feelings derived from a music experience?	
Can you apply elements of rhythm, melody and expression in composition?	
Can you sing or play rhythmic patterns from standard notation?	
Can you sing or play from aural sources?	
Can you sing or play melodies in unison and in simple textures?	
Can you identify form in melodic and rhythmic structure?	
Can you use standard or invented notation to represent melodic phrases and rhythmic patterns?	
Can you demonstrate an appropriate use of instruments?	
Can you participate in music from a variety of historical, cultural, and social contexts?	
Can you identify music events and activities in the local community?	
Can you apply skills and attitudes appropriate to a range of music experiences?	
Can you reflect on your own and others' musical performances?	
Drama	
Can you express a variety of ideas and perspectives through drama?	
Can you demonstrate collaboration skills during drama?	
Can you use vocal elements and movement elements appropriate to various roles and situations?	
Can you participate in a variety of drama forms (e.g. puppetry, mime, choral, reader's	

theatre)?	
Can you participate safely in drama environments?	
Can you describe how drama reflects cultural beliefs and attitudes?	
Can you demonstrate an awareness of local drama events and activities?	
Can you demonstrate commitment while presenting drama work?	
Can you reflect on your own and other's drama presentations?	
Visual Arts	
Can you draft ideas for images using feelings, imagination, memory, imagination, and observation?	
Can you compare and create images using strategies such as serialization, stylization, and animation?	
Can you compare and create one or more visual elements and principles of design (e.g. form contrast, emphasis)?	
Can you analyse and use a range of materials, technologies and processes to create images?	
Can you create 2-D and 3-D images, using a variety of strategies, and media, to communicate experiences, moods, and stories?	
Can you demonstrate safe and environmentally responsible use of materials, technologies, and processes?	
Can you describe a variety of reasons people make and use visual arts?	
Can you identify distinctive styles of visual images from various historical, cultural, and social contexts?	
Can you demonstrate an awareness that there are ethical considerations involved in copying and appropriating images?	
Can you demonstrate an awareness that there are various types of artists in the community?	
Can you describe your response to 2-D and 3-D images?	
Can you interpret reasons for preferences in artworks?	
Can you demonstrate the ability to work co-operatively to develop a group display?	

PHYSICAL EDUCATION

Active Living – Knowledge and Participation	
Can you describe the physical and emotional health benefits of regular participation in physical activity?	
Can you identify the major muscles of the body that are involved in physical activity?	
Can you demonstrate the various ways to monitor exertion during physical activity?	
Can you describe the relationship between nutrition and physical activity?	
Can you identify opportunities for physical activity in a variety of settings?	
Do you participate daily (five times a week) in moderate to vigorous physical activities?	
Movement Skills	
Can you adjust speed, force, level, pathway, and direction in relation to people or moving objects?	
Can you demonstrate proper techniques to send and receive various objects with control, including but not limited to 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?	
Can you select non-loco motor, loco motor, and manipulative movements to create sequence?	
Safety, Fair Play and Leadership	
Can you demonstrate an ability to participate safely in specific physical activities?	
Can you describe fair play principles for participating in physical activity?	
Can you demonstrate leadership in selected physical activities?	