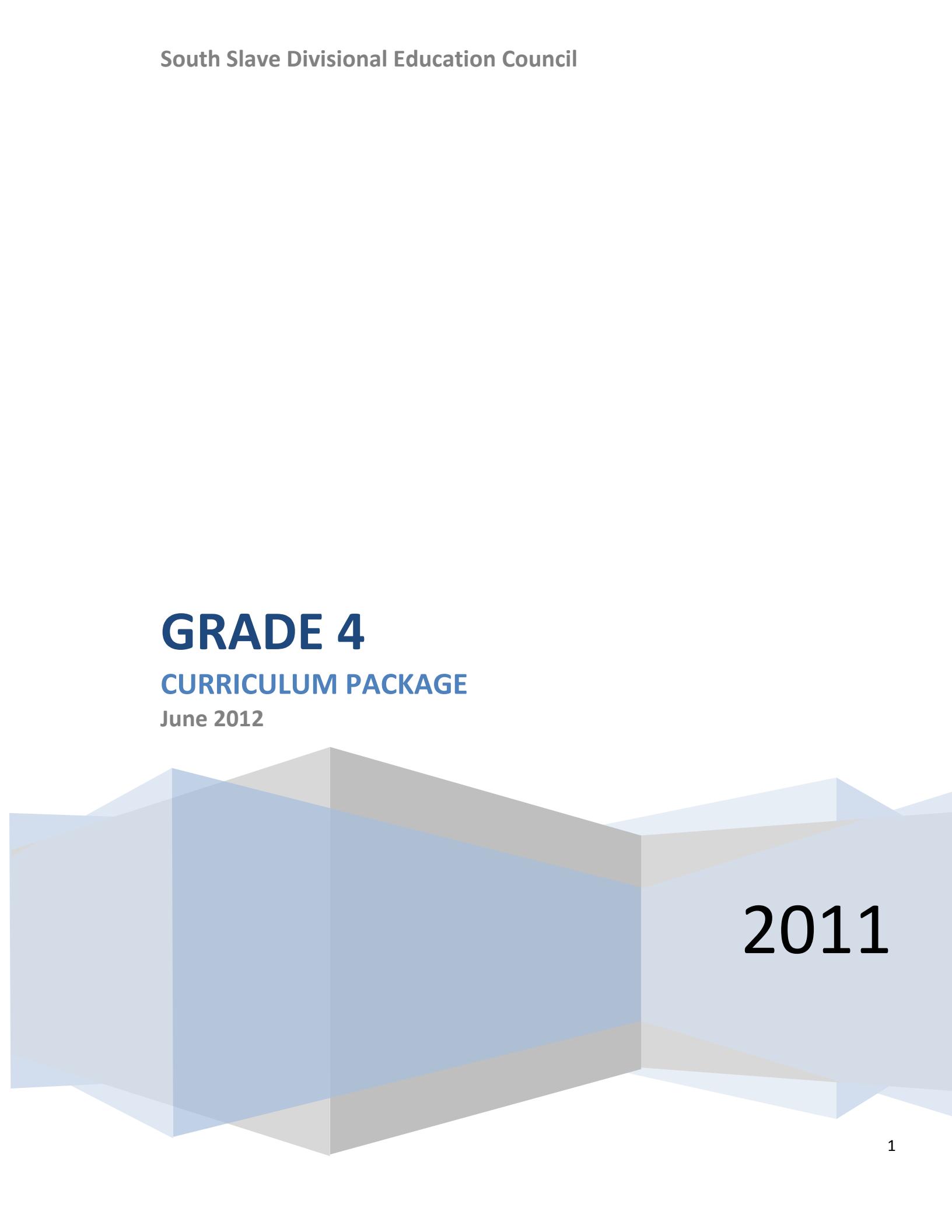


# **GRADE 4**

## **CURRICULUM PACKAGE**

June 2012



2011



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## **INTRODUCTION**

This document contains grade level learning outcomes and suggested achievement indicators for Grade 4 students. The SSDEC Curriculum Grade Level Packages for K-9 are available at [www.ssdec.nt.ca](http://www.ssdec.nt.ca).

*The Grade 4 Curriculum Package is not intended to replace the complete versions of the approved NWT Curriculum. Please be advised that educators will serve their students best by engaging with full curriculum for each discipline as these provide the philosophy behind its development as well as valuable tools for delivery of concepts.*

### **Dene Kede**

Dene Kede, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. Dene Kede was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within Dene Kede shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

### **Required Areas of Study**

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health
- Physical Education
- Arts: Dance, Drama, Music and Visual Art

Additional information can be found at <http://www.ece.gov.nt.ca/> under the Kindergarten to grade 12 link, which will take you to the tab called, Curriculum Services.

### **How to Use This Document**

Suggested uses for this document might include, supporting:

- *Multi-graded classrooms*
- *Student Support Plans*
- *Students' understanding of where specific learning outcomes become more sophisticated and challenging*
- *Parents' understanding of where their student may currently be in their learning and what they are ready for next*

## **ACKNOWLEDGMENTS**

Teachers who provided their time and insights to the development of these packages:

- Loretta Myles, Lutsel K'e K-12 Dene School
- Cori Galbraith and Fraser McTurk, Deninu K-12 School
- Ashley West-Pratt and Darcie Vince, Harry Camsell K-3 School
- Catharine Mains, Chief Sunrise Education Center K-12 School
- Edith Bourke, Christie Soucy, Leah Desjarlais, and Michelle Brown, Joseph Burr Tyrell K-6 School
- Tara Boudreau and Dorie Hanson, Princess Alexandra 4-7 School
- Erin MacDonald, Christy Mackay, Jodi McMahon, Paul William Kaeser 7-12 School

ECE staff who guided us through this project:

- Peg Pardy
- Elaine Stewart
- John Stewart

SSDEC regional staff who supported and nurtured the ideas and the unfolding of these. Grade Level Curriculum Packages:

- Curtis Brown, Superintendent
- Brent Kaulback, Assistant Superintendent
- Janice Fehr, Project Regional Coordinator
- Pam Walsh, Regional Coordinator
- Jill Taylor, Regional Coordinator
- Cathy Canavan-McGrath, Regional Coordinator
- Sheila Kindred, Regional Coordinator

# BLOOM'S REVISED TAXONOMY



## Creating

Generating new ideas, products, or ways of viewing things  
*Designing, constructing, planning, producing, inventing.*



## Evaluating

Justifying a decision or course of action

*Checking, hypothesising, critiquing, experimenting, judging*



## Analysing

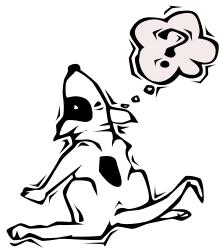
Breaking information into parts to explore understandings and relationships

Comparing, organising, deconstructing, interrogating, finding

## Applying

Using information in another familiar situation

*Implementing, carrying out, using, executing*



## Understanding

Explaining ideas or concepts

Interpreting, summarising, paraphrasing, classifying, explaining

## Remembering

Recalling information

Recognising, listing, describing, retrieving, naming, finding



## BLOOM'S REVISED TAXONOMY COGNITIVE DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Construct
Identify	Clarify	Ascertain	Characterize	Categorize	Contrast
Index	Classify	Assign	Classify	Check	Counsel
Indicate	Compare	Attain	Compare	Code	Criticize
Label	Compute	Avoid	Confirm	Combine	Critique
List	Contrast	Back up	Contrast	Compile	Defend
Match	Convert	Calculate	Correlate	Compose	Determine
Meet	Defend	Capture	Deconstruct	Construct	Design
Name	Describe	Carry out	Detect	Cope	Discriminate
Outline	Detail	Change	Diagnose	Correspond	Estimate
Point	Differentiate	Classify	Diagram	Create	Evaluate
Quote	Discuss	Complete	Differentiate	Critique	Explain
Read	Distinguish	Compute	Discriminate	Cultivate	Grade
Recall	Elaborate	Construct	Dissect	Debug	Hire
Recite	Estimate	Customize	Distinguish	Depict	Interpret
Recognize	Example	Demonstrate	Document	Design	Invent
Record	Explain	Depreciate	Ensure	Develop	Judge
Repeat	Express	Derive	Examine	Devise	Justify
Reproduce	Extend	Determine	Explain	Dictate	Measure
Review	Extrapolate	Diminish	Explore	Enhance	Plan
Select	Factor	Discover	Figure out	Experiment	Predict
State	Generalize	Draw	File	Explain	Prescribe
Study	Give	Employ	Find	Facilitate	Produce
Tabulate	Infer	Examine	Group	Format	Rank
Trace	Interact	Exercise	Identify	Formulate	Rate
Write	Interpolate	Execute	Illustrate	Generalize	Recommend
	Interpret	Explore	Infer	Generate	Release
	Observe	Expose	Interrupt	Handle	Select
	Paraphrase	Express	Inventory	Hypothesize	Summarize
	Picture graphically	Factor	Investigate	Import	Support
	Predict	Figure	Layout	Improve	Test
	Review	Graph	Manage	Incorporate	Validate
	Rewrite	Handle	Maximize	Integrate	Verify
	Subtract	Illustrate	Minimize	Interface	
	Summarize	Implement	Optimize	Join	
	Translate	Interconvert	Order	Judge	
	Visualize	Investigate	Organize	Lecture	
		Manipulate	Outline	Model	
		Modify	Point out	Modify	
		Operate	Prioritize	Network	

## BLOOM'S REVISED TAXONOMY COGNITIVE DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
		Personalize	Proofread	Organize	
		Plot	Query	Outline	
		Practice	Relate	Overhaul	
		Predict	Select	Plan	
		Prepare	Separate	Portray	
		Price	Size p	Prepare	
		Process	Subdivide	Prescribe	
		Produce	Train	Produce	
		Project	Transform	Program	
		Provide		Rearrange	
		Relate		Reconstruct	
		Round off		Relate	
		Sequence		Reorganize	
		Show		Revise	
		Simulate		Rewrite	
		Sketch		Specify	
		Solve		Summarize	
		Subscribe		Write	
		Tabulate			
		Transcribe			
		Translate			
		Use			

## BLOOM'S REVISED TAXONOMY AFFECTIVE DOMAIN: VERB LIST

Receiving	Responding	Valuing	Organization	Internalizing
Ask	Accept responsibility	Associate with	Adhere to	Act
Choose	Answer	Assume responsibility	After	Change behavior
Follow	Assist	Believe in	Arrange	Develop behaviour code
Give	Comply	Be convinced	Classify	Develop philosophy
Hold	Conform	Complete	Combine	Influence
Select	Enjoy	Describe	Defend	Judge problem/issue
Show interest	Greet	Differentiate	Establish	Listen
	Help	Have faith in	Form judgments	Propose
	Obey	Initiate	Identify with	Qualify
	Perform	Invite	Integrate	Question
	Practice	Join	Organize	Serve
	Present	Justify	Weigh alternatives	Show mature attitude
	Report	Participate		Solve
	Select	Propose		Verify
	Tell	Select		
		Share		
		Subscribe to		
		Work		

# BLOOM'S REVISED TAXONOMY QUESTIONING FRAMEWORK

HIGHER-ORDER THINKING	BLOOM'S REVISED ORDER	ACTIONS	EXAMPLES FOR: INTENTIONAL QUESTIONING-PROMPTING FOR HIGHER LEVEL/ORDER THINKING	
	<b><u>Creating</u></b>  (Putting together ideas or elements to develop an original idea or engage in creative thinking).	Designing Constructing Planning Producing Inventing Devising Making	<ul style="list-style-type: none"> <li>• What would you do differently next time?</li> <li>• Why?</li> <li>• What could you do next? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What would you do differently next time?</li> <li>• Why?</li> <li>• What could you do next? Why?</li> </ul>
	<b><u>Evaluating</u></b>  (Judging the value of ideas, materials and methods by developing and applying standards and criteria).	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	<p>What do you think is really good about what you are:</p> <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	<p>Look at what you are _____,</p> <ul style="list-style-type: none"> <li>• What do you think could be a problem with the way it is made?</li> <li>• Why do you think that?</li> <li>• What do you think will work really well?</li> <li>• Explain why you think so</li> </ul>
	<b><u>Analyzing</u></b>  (Breaking information down into its component elements).	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	<ul style="list-style-type: none"> <li>• Do you see anything that is the same/different from _____?</li> <li>• How could you put this together in a different way? What would happen?</li> </ul>	<ul style="list-style-type: none"> <li>• How would your _____ change if you didn't have _____?</li> <li>• What could you use instead?</li> <li>• Why do you think it would work?</li> </ul>
LOWER-ORDER THINKING	<b><u>Applying</u></b>  (Using strategies, concepts, principles and theories in new situations).	Implementing Carrying out Using Executing	<p>What other uses does _____ have?</p> <ul style="list-style-type: none"> <li>• New Context</li> <li>• Different Purpose</li> <li>• Combine new context &amp; new purpose</li> </ul>	<p>What if you wanted to use what you are (making/cooking etc.) for a new/different purpose. What would you:</p> <ul style="list-style-type: none"> <li>• Add?</li> <li>• Remove?</li> <li>• Change?</li> </ul>
	<b><u>Understanding</u></b>  (Understanding of given information).	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	<p>What is important about what you are:</p> <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how this (item/ingredient/part/amount etc.) is important to what you are doing.</li> </ul>
	<b><u>Remembering</u></b>  (Recall or recognition of specific information).	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	<p>Describe what you are:</p> <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	<p>Tell me what you are using to:</p> <ul style="list-style-type: none"> <li>• Cook</li> <li>• Build</li> <li>• Investigate</li> <li>• Serve</li> <li>• Examine</li> <li>• Fix</li> <li>• Copy</li> </ul>

## DENE KEDE - GRADE 4

### SPIRITUALITY

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p><b>Spiritual Power:</b> Students should understand that although Spiritual Powers were a gift for survival from the Creator, they were given with Rules of Conduct. Students should be aware of the rules of conduct and implications of adhering or not adhering to those principles. Dene youth of today hunger for this information and it is important that they are given the proper information.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that everything has a spirit and respect the power that lies in all things</li> </ul>
<p><b>Living Force:</b> The students should experience the Living Force in its concrete and powerful form so that they can come to understand and accept the force. If the students are involved in the rituals which acknowledge the Living Force, they will come to see the land, water and air differently. They will become more connected to the land and have a stronger commitment to it. They will come to respect the land and to protect it from pollution. The experiences for the Living Force unit should be integrated into the activities which take place on the land in other thematic units.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the significance of the Living Force for the Dene: land and water generally are living things &amp; are powerful.</li> <li>• Know how to approach the Force or how to behave in its presence.</li> <li>• Show acceptable (according to local custom) Show respect by "paying" the Force. Know the kinds of things that can be made from the land to offer as gifts (e.g. decorated willows). behaviour in the presence of the Force.</li> <li>• Show respect by "paying" the Force. Know the kinds of things that can be made from the land to offer as gifts (e.g. decorated willows).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know where the Living Force is evident: e.g. Chipewyan know of an area in the River; Dogrib know of a whirlpool; Sahtu know their lake (Great Bear) as having a Living Force.</li> <li>• Know there is good and bad Spiritual Power</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to independently show respect to the Living Force, either in the land or waters, or in special places near the community.</li> <li>• Identify feelings they have when they pray to or pay the Living Forces in the land and waters about them.</li> <li>• Develop greater self-reliance as they learn how to maintain a relationship with the Living Force on their own (how and what to pay the Living Force, how to make requests).</li> </ul>
<p><b>One Who Circled the Earth:</b> The story of Yamozha ties the Dene to the land &amp; to each other. Dene students will develop a sense of unity through the universal story about "The One Who Circled the Earth". The legend of "The One Who Circled the Earth" is common to all five Dene tribes. Thus, it ties the tribes together into the Dene Nation. "The One Who Circled the Earth" not only ties the Dene Nation together, it ties the Dene Nation to the whole world as this greatest of medicine men circled the planet. Students must begin to recognize that their tribe is a part of something bigger/greater and to begin to recognize who they are a part of and together with. Students will understand the nature of Dene laws and where they have come from, and come to respect the laws.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the regional legend about "The One Who Circled the Earth".</li> <li>• Be familiar with the different forms of power told about in the story.</li> <li>• Be familiar with and respect and obey the spiritual laws he ("The One Who Circled the Earth") gave the Dene in the legend.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the landmarks identified in the story.</li> <li>• Know which animals are significant in the story.</li> <li>• Know in what ways Yamoreya ties the people to the land.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that there are regional variations of the legend. Each of the five groups that comprise the Dene Nation have their own versions.</li> <li>• Know similarities/differences between the regional stories and their own.</li> <li>• Know that it is the responsibility of the elders and teachers to pass on the story of "The One Who Circled the Earth" to the children.</li> </ul>

## DENE KEDE - GRADE 4

### SPIRITUALITY

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p><b>(Continued) One Who Circled the Earth:</b></p>	<p>Respect the story tellers.</p> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>Identify themselves as part of a larger whole, a tribe, the Dene Nation and the world.</li> <li>Enjoy and respect the story and enjoy retelling the story for the enjoyment of others as well as to promote unity and Dene spirituality amongst people.</li> </ul>
<p><b>Drum:</b> To give students the sacred gift of the drum which can be used for creating a sense of unity with other Dene, and to help the students in their prayers and meditations as well as for recreational enjoyment</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>Know the origin of the drum: a gift given to the first people to help them sing for medicine and prayer; spiritual activities using the drum.</li> <li>Be willing to experience the spiritual uses of the drum today: through prayer and in ceremonies.</li> <li>Be able to care for the drum as a sacred object, which must always be put away or hung up.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>Be able to behave appropriately at gatherings where drums are used (recreation, prayer, celebration).</li> <li>Be willing to experience dancing to a drum with others and feel the sense of unity that is created.</li> <li>Identify community people who are recognized for having ability in drumming and singing, in making drums, or in telling stories about the drum. Access these people to learn from them.</li> <li>Recognize different rhythms that are used for different purposes.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>Be aware of new skills and knowledge.</li> <li>Be aware of the meaning or effect of the drum one's self (oneness, peacefulness, strength, ability).</li> <li>Be aware of the effect of one's behaviour on others at gatherings where the drum is being used for spiritual or recreational purposes.</li> </ul>
<p><b>Fire:</b> Fire is considered a living force which enables the Dene to survive. The students learn to respect fire for its spiritual meaning as well as for the practical uses and for fire safety.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>Know that fire is a gift from the Creator that has enabled the survival of the Dene. Fire did not come from the earth. Fire has great power because it comes from the sun. It can only be controlled with great power.</li> <li>Fire is a living force which has declared that all men will live and survive with it till the end of time. To show our respect to the gift of life, we pay the fire.</li> <li>People with lightning or the sun medicine can start fires.</li> <li>Fire can give the gift of health.</li> <li>Fire appreciates the person who restores life to it. It will prolong the life of the person who lights it early in the morning because it is a hungry person and likes to be lit early. A fire can never be filled. It has been fed since the beginning of time.</li> <li>The first smoke of a fire that is lit is the strongest. This is a gift from the fire &amp; should be put in your hair.</li> <li>Experience using fire to predict the arrival of visitors by trying what was done in the past: by placing a knotted caribou shoe lace into the fire and seeing the distance it shoots.</li> <li>Be familiar with protocol respecting fire</li> </ul>

## DENE KEDE - GRADE 4

### SPIRITUALITY

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>(Continued) Fire</p>	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the importance of taking matches and an axe or knife when going into the bush.</li> <li>• Be able to start a campfire and keep it going.</li> <li>• Know the different kinds of fire and fire wood for different purposes</li> <li>• Know how to clean up campfire before leaving camp.</li> <li>• Know how to make fire on the barren lands.</li> <li>• Know how Dene traditionally started a fire without matches. Know how to start a fire in the bush without matches.</li> <li>• Know the uses of campfire ashes.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that at a camp, everyone has responsibilities. It is the responsibility of the children to gather good firewood as required for different purposes.</li> <li>• Know that campsites are always left with wood and kindling for the use of the next traveller.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know the importance for each individual to be self-reliant when it comes to surviving in the bush</li> </ul>

### THE LAND AND THE SKY

<p><b>Geography and Land Use:</b> The Dene elders have said that the land, Mother Earth, is life itself. If life is to continue, the land must be cared for. Students will understand the importance and meaning of their relationship to the land. The land has meant life and death to the people. The story of Dene people is told in the names given to places on the land including historically used places, and in the stories which come from there. Students will know that there are places identified in legends that have a 'living force', places that are sacred. The elders see that the children must become keepers of the land. Children must be given love of the land.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the land, Mother Earth, is life itself.</li> <li>• Be familiar with the Creation story about origin of land (tribal stories about creation).</li> <li>• Know that there are places identified in legends that are sacred, places with a 'living force'.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• See the land as full, rich and life giving.</li> <li>• Know that traditional land etiquette protected the land in the same way as environmental practices of today intend to protect the land.</li> <li>• Be familiar with environmental practices.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the concept of "user's right": families tend to use their own space for hunting and trapping over the years.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Develop a sense of respect for the land and a sense of identity and pride in being Dene.</li> <li>• Be willing to know and express respect for land in culturally appropriate ways.</li> <li>• Know that knowledge of land enables them to use the land more confidently for hunting and enjoyment.</li> <li>• Identify with their tribe and with the Dene Nation.</li> <li>• Know that as one becomes more capable on the land, one must maintain a sense of humility.</li> </ul>
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## DENE KEDE - GRADE 4

### THE LAND AND THE SKY

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p><b>Water and Rivers:</b> Since time immemorial, the Dene have had a very deep respect for water and rivers as a living force and spirit. Lack of respect has meant death for individuals and the threat of death for many more because of actions and attitudes which pollute or harm our access to water. If the students can learn how important water is for life then perhaps not only will the life of an individual be saved, but that of all mankind. In the North, knowing the habits of water and rivers has been a matter of survival. Navigational skills will give students a greater sense of security on the land which in turn will make them feel more at one with the land and its water.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with stories about important local bodies of water or rivers.</li> <li>• Know that the Dene consider the waters and rivers to be a living force which is very strong and powerful.</li> <li>• Know that traditionally, the Dene with the most power were the ones with medicine toward water.</li> <li>• Know that the Dene believe that if water is not respected, it will take life (you cannot breathe in the water).</li> <li>• Know that blessed water can be used to heal. Water for cleansing.</li> <li>• Be familiar with local customs and beliefs about water</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Understand that all living things need water. The Dene traditionally always made their camps beside bodies of water (for drinking, for cooking, for fishing, hunting and travel).</li> <li>• Know ways in which water can provide a living for some people (river boat pilots, fishermen, etc.).</li> <li>• Be able to recognize good drinking water.</li> <li>• Understand concepts of floating &amp; sinking: what things float, what sink, &amp; implications for water safety.</li> <li>• Be able to recognize and interpret water conditions: for fishing, travelling, changes and dangers.</li> <li>• Know the characteristics of the rivers and lakes in different seasons, e.g. the animals hunted and the condition of the river.</li> <li>• Identify possible ways that pollution of community water can occur</li> <li>• Know ways in which students can prevent pollution.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be aware of how the seasonal changes of rivers or lakes near a community affect the mood and activity in a community: summer traffic and travel, threat of flooding, etc.</li> <li>• Know and experience the fun of using the lake or river for recreation: sports and boating.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to practice care on or around water.</li> <li>• Know when water is dangerous to themselves and practice a method to distract the water.</li> <li>• Show humility by being respectful to water.</li> <li>• Determine personal ways of making sure that pollution of community water source does not occur.</li> </ul>
<p><b>Trees:</b> To enable students to use and protect trees. Trees have been important to the survival of the Dene as well as of many animals upon which the Dene rely for food and for a livelihood. Also, trees are a vital part of what the Dene consider their home. It is hoped that if the students are given familiarity with trees and working with wood, they will see the need to conserve and protect the trees.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local beliefs regarding how trees should be treated.</li> <li>• Know that trees symbolize the continuation of life. The destruction of trees indicates a lack of respect for possibility of life in the future.</li> <li>• Know that trees are living things from the Creator which must be protected.</li> <li>• Experience the soothing and calming effect of the sound of trees.</li> <li>• Be familiar with the kinds of spiritual tools made with parts of trees. E.g. decorated willow for paying water, drums, and masks.</li> </ul>

## DENE KEDE - GRADE 4

### THE LAND AND THE SKY

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>(Continued) Trees:</p>	<ul style="list-style-type: none"> <li>• Know that the birch with its many uses is respected and considered a sacred tree. The poplar on the other hand is not used as much and is considered to bring bad luck.</li> <li>• Know that trees hit by lightning make important medicine.</li> <li>• Know that the wind rejuvenates the trees.</li> <li>• Be familiar with the Dene belief that spruce trees have memories and therefore they should not be cut down unless they are needed.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know about trees and forests.</li> <li>• Know kinds of trees in local area.</li> <li>• Know growing cycle of the tree.</li> <li>• Know how to protect trees, and conserve and manage forests.</li> <li>• Know how trees enable animals to survive.</li> <li>• Dene beliefs about plants, including trees, led to conservation practices.</li> <li>• Know how the Dene use trees.</li> <li>• Know when and how to harvest depending on purpose of the wood</li> <li>• Know that the birch is considered the most useful of trees: snowshoe frames, baskets, syrup, firewood, stems for scraping hides, etc.</li> <li>• Be aware of and appreciate the traditional technology of the Dene which involved use of trees.</li> <li>• Be able to work with parts of trees to make simple objects, both traditional and contemporary.</li> <li>• Be able to work with parts of trees to create crafts or art.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be able to identify the people in the community who work with wood, especially local wood, and appreciate their skills.</li> <li>• Be able to identify people in the community who do craft and art with wood or bark.</li> <li>• Know about games people enjoyed playing using trees or objects made from trees.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of trees and make personal decisions about how students will respect them in the future.</li> </ul>
<p><b>Earth Medicine:</b> Earth medicine is a gift from the Creator which has enabled the Dene to survive. The students learn to respect the gift for its spiritual meaning as well as for its practical uses. Students also learn to respect the elders as those who carry this knowledge from the past.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Respect the land as being the main source of medicine for remedies and healing.</li> <li>• Know how to thank and praise the gifts that have helped them to survive.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the medicine taken by the Dene from their environment has enabled the Dene to survive as a people.</li> <li>• Be familiar with medicines from the land that promote overall health.</li> <li>• Know that today's medicine comes from the land, and understand how much is being destroyed by modern lifestyles.</li> <li>• </li> </ul>

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### THE LAND AND THE SKY

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p><b>(Continued) Earth Medicine:</b></p>	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Hear personal stories of healing power.</li> <li>• Identify people who have healing knowledge and ability.</li> <li>• Understand that Dene elders have a lot to contribute to our society with their knowledge of earth medicine.</li> <li>• Understand the Dene are returning to the old ways of doing things, to a form of self-help.</li> <li>• Know that students must not take or use earth medicines without the knowledge of an adult.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Show in some way that they value the knowledge they have gained about earth medicine</li> </ul>
<p><b>Sun:</b> Knowledge of the spiritual nature of the sun and the gifts it gives to people will give students a greater appreciation of it. Learning the survival skills which use the sun will help them when on the land.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the sun is seen as powerful because it can change its form from season to season.</li> <li>• Know that the sun is a symbol of eternity: It is used in the quotation, "As long as the sun shall rise..." in the signing of Treaty #11.</li> <li>• Know that the sun is associated with re-birth (spring and morning).</li> <li>• Know that the sun is a gift from the Creator which should not be taken for granted because it can be taken away. Disrespect for nature can hurt our relationship with the sun. All living things need the sun. It is there for all people, good or bad.</li> <li>• Know that the sun is a source of medicine power.</li> <li>• Know that the person who rises with the sun is given the gift of long life.</li> <li>• Know the local customs and beliefs regarding eclipses of the sun.</li> <li>• Be familiar with legends which tell about the sun and its power.</li> </ul> <p>Be aware of the joy that the Dene feel with the sun as it rises or when it comes back in the Spring.</p> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Be familiar with different sun phenomena in Winter</li> <li>• Understand ways in which the sun is connected to all living things.</li> <li>• Be able to use the sun to tell the time, find direction, and forecast weather.</li> <li>• Be able to use the sun to tell the six seasons (Gwich'in and Dogrib)</li> <li>• Know ways in which the Dene used the sun to survive: making dry meat, making fire, preparing hides</li> <li>• Know how the light that was available affected hunting, travelling and sewing. In the Spring, as the ice and snow began to melt, the men would hunt and travel at night while snow hardened and rest during the day. The women would sew during the longer daylight hours. This was the best sewing time</li> <li>• Know ways in which carelessness can lead to the sun taking your life: sunstroke, sunburn, skin cancer, snow-blindness, forest fires, etc</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene and some other people in other northern parts of the world share similar sun patterns.</li> </ul>

## DENE KEDE - GRADE 4

### THE LAND AND THE SKY

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p><b>(Continued) Sun</b></p>	<p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Thank the sun for each new day, and use it well.</li> </ul> <p>Become aware of the sun, and give words to the feelings it creates</p>
<p><b>Moon and Stars:</b> The moon and stars were traditionally used as clocks, compasses and calendars. It is still an important skill to be able to use the moon and the stars for direction and time while travelling. It could mean survival for the student. But also, the student should know how the Dene traditionally found their way and told the time, and take pride in that knowledge.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about the moon and stars. (Dehcho: About a boy holding a birchbark pail on the moon who made blood soup. About two sisters who were taken to the stars.)</li> <li>• Special local beliefs and customs. (Dehcho: Stars were never counted because if they were pointed at, a person would develop warts. People chose one particular star as their own.)</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Be able to use the moon and stars to make weather forecasts.</li> <li>• Be able to use the moon and stars (Big Dipper) to tell time.</li> <li>• Be able to use the moon to tell direction.</li> <li>• Be familiar with the Dene calendar based on the lunar cycle.</li> <li>• Identify Dene constellations.</li> <li>• Be able to tell the season by the cycles of the moon. Five days before New Year's Day, the moon and sun start to separate.</li> <li>• Know effect of the moon on: <ul style="list-style-type: none"> <li>◦ Bodies of water</li> <li>◦ Possibly people because they are made of water</li> </ul> </li> <li>• Understand how people and the land are affected by the moon and the stars even though they are a part of another world.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that they are responsible for passing on the traditional knowledge about the moon and stars that is given to them by the elders.</li> <li>• Hear and enjoy personal stories from elders about the moon or stars</li> <li>• There are some people who are very good at looking at signs and predicting the weather.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Recognize the importance of learning night navigational skills for self-reliance on the land.</li> <li>• Recognize how people are dependent upon the "other world".</li> <li>• Recognize the importance of learning traditional knowledge and stories so that they can be passed on to future generations.</li> <li>• Become more aware of the size and beauty of the skies and be able to express or share feelings.</li> </ul>
<p><b>Northern Lights:</b> The Northern Lights have been an important source of light for travelling and hunting in the darkness. Also the dancing Northern Lights create a mood of happiness for the Dene. The students will come to appreciate the way that the Dene perceives the Northern Lights.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• See the Northern Lights as the Dene see them: smell, sounds, movement, colour.</li> <li>• Know that the Dene belief is that the Northern Lights are a living force: unusual colours and patterns can indicate omens good and bad. The Lights can be made to dance or to go away.</li> <li>• Know that when the Northern Lights are low they smell really bad and if you inhale, you can die.</li> <li>• Know that it is a belief of the Dene that Northern Lights eat clouds, and therefore cause cold weather.</li> </ul>

## DENE KEDE - GRADE 4

### THE LAND AND THE SKY

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p>(Continued) Northern Lights</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know when to expect Northern Lights: time and season, weather and temperature.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene view the Northern Lights as things which have enabled the Dene to find their way and to hunt in the dark times.</li> <li>• Know that generally the dancing Northern Lights are viewed as beautiful and make the Dene happy about life.</li> <li>• Know that the Northern Lights act like moonlight and enable travel at night.</li> </ul> <p><b>The Self</b></p> <p>Express personal feelings that are created by the Northern Lights</p>
<p><b>Camping:</b> To enable students to become skilful on and respectful of the land. The student should learn the basic camping skills as a matter of survival in case he or she is ever lost or left alone in the bush. Camping skills are basic to becoming a good hunter or trapper and will enable students to become independent and self-sufficient. Students with camping skills earn respect from their peers and adults. The camp environment is a good one for learning traditional Dene knowledge and skills, and for learning why things are done as they are. Finally, the cultural attitudes that are developed with the camping skills will enable students to live in both worlds.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local customs and beliefs with respect to being on the land. (See themes on Geography and Land Use for specific beliefs and customs.)</li> <li>• Know how to leave a camp to show respect for Mother Earth.</li> <li>• Experience the peace that comes with being on the land.</li> <li>• Know how to leave a camp to show respect for other hunters and campers</li> <li>• Know that rat root is used for protection and medicinal purposes (if used for medicinal purposes avoid using non-Native medicines).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize and value the need for careful planning and foresight when camping.</li> <li>• Recognize the need for self-discipline when camping.</li> <li>• Be willing to stay on the land for a day for a picnic, snaring or fishing trip when weather is nice in spring or fall.</li> <li>• Be willing to spend two or more days on a camping trip in early spring and early winter:</li> <li>• Know what factors are important in choosing a camp location in winter and summer</li> <li>• Be able to help in setting up a camp.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Appreciate and enjoy story-telling and other traditional leisure activities while at camp.</li> <li>• Know about traditional customs regarding camps for</li> <li>• Know that in order for a camp to run smoothly and enjoyably, all members must cooperate and be responsible.</li> <li>• Know that traditionally, one person was assigned to be the last one to leave the camp. That person would do the final "clean-up" by putting away poles, disposing of bones properly, etc.</li> <li>• Recognize that camping is a communal experience.</li> <li>• Be willing to share food, the fire (everything at camp belongs to everyone)</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to rise early at camp and be helpful, getting the work done early in the day so that the rest of the day can be enjoyed.</li> <li>• Be willing to carefully obey the instructions of adults while at camp.</li> </ul>

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### THE LAND AND THE SKY

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>(Continued) Camping</b>	<ul style="list-style-type: none"> <li>• Make efforts to be careful, patient, persistent and responsible in doing any task given at a camp (e.g. carrying wood).</li> <li>• Attempt self-discipline in interacting with others while at camp. Practice sensitivity and thoughtfulness</li> <li>• Be willing to share while at camp.</li> <li>• Show respect for the land and the animals.</li> <li>• Be willing to share knowledge and skills of camping with peers who are less knowledgeable.</li> <li>• Be willing to plan and prepare carefully for camping trips.</li> </ul>
<b>Plants:</b> The Dene rely heavily upon the use of plants in their daily lives. The Dene had many uses for plants in the past, both domestic and medicinal. Plants were also appreciated for their beauty in summer, indicating new life and plentiful food. The students will recognize the different kinds of plants in their area and know what their uses are.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that plants have life which must be respected.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize, name and pick local plants (or parts) used for food, and prepare and taste the food.</li> <li>• Recognize and name local plants which are harmful to people.</li> <li>• Recognize, name and pick local plants used for dyes and use them to colour cloth, yarns, etc.</li> <li>• Recognize, name and pick local plants used for various medicines. (See theme Earth Medicine.)</li> <li>• Recognize, name and pick local plants which are used for other domestic purposes.</li> <li>• Recognize the various plants on which animals feed and be able to locate these plants.</li> <li>• Recognize behaviour which can lead to careless destruction of plants and identify how these can be prevented.</li> <li>• Know that many people, especially elders, find great joy on the land during the summer when the plants are full of life.</li> <li>• Know that local plants are used daily by the Dene, e.g. moss for diapers, doing dishes, brushes for floors, insulation (chinking log houses)</li> </ul>
<b>Animals</b>	
<b>Bear:</b> The bear is considered the most respected animal of the animal world. The students will learn to respect the bear as the leader amongst leaders and as having great powers in the human world. It is important to have a good relationship with the animals but especially with the bear	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the bear is the most powerful of the animals and as such, has been given autonomy by the Creator. The bear has powerful medicine even in the world today, and it is believed that it can retaliate against people spiritually.</li> <li>• Know about the spiritual powers of the bear.</li> <li>• Be familiar with local knowledge about how the spiritual powers of the bear can be used.</li> <li>• Know which parts of the bear you cannot eat.</li> <li>• Be able to give thanks to the Creator for the bear.</li> <li>• Respect bears when they are hibernating.</li> <li>• Bear hide never used for clothing (taboo of South Slavey Dene).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know where the bear tends to be found.</li> <li>• Identify landmarks associated with bear legends.</li> </ul>

## DENE KEDE - GRADE 4

### ANIMALS

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <ul style="list-style-type: none"> <li>• Be familiar with bear behaviour.</li> <li>• Weather patterns are associated with behaviours of the bear.</li> <li>• Bear kinds: grizzly, black and brown.</li> <li>• Be able to describe its habitat and seasonal habits (cubs, diet, hibernation).</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be willing to approach elders for stories about the bear.</li> <li>• Be willing and able to listen to the legends and stories told by the elders about the bear.</li> <li>• Share with others the stories that are heard.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Ask parents/grandparents about student's own relationship, if any, to bear.</li> <li>• Be willing to share personal experiences about the bear.</li> </ul> <p>Share personal feelings about the bear and be willing to change feelings based on new information about the bear and its spiritual significance.</p>
<p><b>Beaver:</b> The beaver is valued by the Dene because it has the gift of intelligence. It is the boss of intelligence. The beaver's existence on this land is very important to the shaping of Dene history.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about the beaver.</li> <li>• Know the spiritual characteristics of the beaver.</li> <li>• Be familiar with the beliefs and customs with respect to the beaver.</li> <li>• The history of the very strong identifiable landmarks left by the beaver for the Dene.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize the landmarks left by the beaver for the Dene.</li> <li>• Identify different kinds of beaver – <i>Tsa benaæereede</i> (beaked beaver).</li> <li>• Identify the characteristics of the beaver.</li> <li>• Know the skills that the beaver uses to control its environment in order to survive.</li> <li>• Know difference between old and new dens</li> <li>• Identify the different parts of the beaver.</li> <li>• Know that the winter season is best for hunting beavers.</li> <li>• Know how to capture beavers.</li> </ul>
<p><b>Birds:</b> The students will begin to notice and appreciate the many birds found in the North and their value to the Dene both past and present. The students will also become familiar with bird legends which will give students a deeper understanding of the value of birds to the Dene.</p>	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Learn crafts using bird parts from people in the community who know how.</li> <li>• Understand the morals behind the bird legends which have to do with how people should act (e.g. through the raven stories we learn that we should not be overly proud of ourselves).</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Seek challenge and opportunity in learning about birds.</li> <li>• Seek challenge in beginning and completing independent projects for researching birds.</li> </ul>
<p><b>Caribou:</b> To give students skills for physical survival, to give students understanding and appreciation of the caribou as a spiritual entity, to give students ideas for possible uses of caribou for economic development. By giving students a respect for the caribou, the caribou will continue to provide for the Dene. Disrespect will mean their extinction.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the Dene Laws: not clubbing caribou, burying or putting bones on a stage.</li> <li>• Know special characteristics of caribou.</li> <li>• Know that some people share dreams with the caribou.</li> </ul>

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### ANIMALS

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p><b>(Continued) Caribou</b></p>	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know kinds of caribou, their habitat, migration patterns, life cycles and kinds within a herd.</li> <li>• Be able to help in the preparation of caribou meat and hides.</li> <li>• Be able to work with caribou hide and antlers: drums, clothing, etc.</li> <li>• Be familiar with the history of caribou as told by elders.</li> <li>• Know about traditional hunting techniques: corrals, in water, etc. It may be necessary to store caribou meat on the land for a short period. To protect it from other animals, it may be submerged in the water or placed in a chamber made of logs.</li> <li>• Know that when hunting barrenland caribou one should not use materials from the woodland caribou and vice versa.</li> <li>• Explore possibilities for economic development using caribou as a resource.</li> <li>• Know that killing and wasting caribou will endanger the herd.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that meat must be shared because caribou is a spiritual gift that must not be used for own gain.</li> <li>• Know that meat must be distributed in the community according to custom.</li> <li>• Know the role and meaning of the server during a feast. Be familiar with protocol in serving which includes asking in the proper way.</li> <li>• Know who in the community is known for caribou hunting stories, or working with caribou hide, etc.</li> <li>• Know about the group and individual discipline that was required of traditional hunters when they hunted caribou.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be able to evaluate personal performance while preparing for a hunt, being on a hunt, or working with caribou products.</li> <li>• Know if they have personal medicine connections to the caribou and what kind of behaviour is required.</li> <li>• Know the historical relationships of their own family with caribou</li> <li>• Be willing not to be wasteful.</li> <li>• Mentally and spiritually prepare for a hunt. Take time to reflect, ponder and relate to the animal the reasons for hunting it. This will result in the animal willingly giving of itself during the hunt.</li> <li>• </li> </ul>
<p><b>Dog:</b> The dog has played an important role in the survival of the Dene on the land. The students should be made aware of the positive value of dogs on the land.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about dogs</li> <li>• Dispose of dog carcasses with respect.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the ways in which the dog was used by the Dene to survive (transportation, hauling fish and wood, signalling for the presence of animals or strangers, thin ice, tracking for animals, etc.) with their keen hearing and smelling</li> <li>• Know the different breeds and ages of dogs</li> </ul>

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### ANIMALS

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p><b>(Continued) Dog</b></p>	<ul style="list-style-type: none"> <li>• Know how to care for dogs:             <ul style="list-style-type: none"> <li>◦ Sickness or injuries</li> <li>◦ Food for puppies and adults (must not feed jackfish to dogs)</li> <li>◦ Footwear for dogs</li> <li>◦ Female dogs in heat</li> </ul> </li> <li>• Be familiar with how dogs are trained</li> <li>• Compare and contrast value of dogs to skidoos on the land (gas, skidoo parts, break down, speed, distances possible)</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that historically, the dog has meant different things to the Dene. Traditionally, the dog was the Dene's best friend, companion, and protector. More recently, it fulfilled other roles: as a means of transportation, as a pet and for racing</li> <li>• Know the dangers of dogs to people</li> <li>• Know the bylaws regarding dogs in the community</li> <li>• Be familiar with aspects of dog sled competitions</li> <li>• Understand the value of the dog as a pet</li> <li>• Know what is considered proper behaviour of dogs in the community and in homes</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Take more personal responsibility for care and safety of family dogs</li> <li>• Self-expression. Tell stories about their own dogs: how they were named, why, experiences with them.</li> </ul>
<p><b>Fish:</b> The students must appreciate that fish have been one of the main sources of food for the Dene and will continue to be. Fish have therefore played a large role in the lives of the people.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about fish.</li> <li>• Know that fish are unlike other animals because they do not leave tracks. They must therefore be treated with special respect. (Rae-Edzo)</li> <li>• Know that fish are the water people. They say where they are going every season and they practice recreation and sports. Like the Dene they also migrate according to the seasons. (Déliné)</li> <li>• Know that fish, like all other animals, had grandparents. (Rae-Edzo)</li> <li>• Know the Dene laws regarding fish. Exercise care in handling fish and fish parts. (Rae-Edzo: jackfish head or liver on a stick to prevent bad weather, jackfish cooked on open fire brings bad luck.) (Lutsel K'e: deformed fish means bad news.) (McPherson: eating loche makes you sleepy because loche are lazy; eating loche head will cause dreams.)</li> <li>• Be able to follow Dene laws regarding behaviour around a net.</li> <li>• Know the different personalities of fish (e.g. loche are very lazy).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Appreciate fishing experiences as joyous and challenging.</li> <li>• Know the different fish and subspecies of fish found in the local area.</li> </ul>

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Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p><b>(Continued) Fish</b></p>	<ul style="list-style-type: none"> <li>• Know the life cycles of different species and their feeding habits. Fish run from little rivers to join main water bodies in the fall. In winter they say it is windy and they move to a warmer place in deep waters. They behave much like the Dene. In the early spring, the fish begin to move because the waters running from the smaller rivers into the main water bodies carry food for the fish. In mid to late summer, the fish return to the shore where the heat is. (Délíné)</li> <li>• Be familiar with traditional fishing techniques and technology.</li> <li>• Be able to help in the preparation of fish for eating (cleaning, cutting, open fire cooking, boiling, frying, baking).</li> <li>• Be able to help in the preservation and storing of fish (dryfish, semi-dry fish, stick fish, split fish, fish pemmican, cache).</li> <li>• Know the parts of the fish and their value to the Dene: which are considered edible, which are delicacies, medicinal uses, tools, etc.</li> <li>• Be able to prepare fish for dog food.</li> <li>• Be aware of how different commercial fishing enterprises work.</li> <li>• Be familiar with landmarks or markers left by Dene ancestors to indicate fishing locations.</li> <li>• Know the different techniques used to fish (ice fishing, ice hook fishing, spearing, netting, fishing weirs with sticks or poles).</li> <li>• Be able to help in the preparation for going hook fishing both in early spring and in late spring and fall.</li> <li>• Be familiar with how and where to fish with hooks in water and in ice.</li> <li>• Be able to make hooks and tools for fishing, make and mend a net.</li> <li>• Be able to set nets in different seasons. Know where nets are set and how to avoid these places.</li> <li>• Be able to prepare bait.</li> <li>• Know that fish have been and continue to be a main source of food for the Dene as well as for many other animals.</li> <li>• Be familiar with the concept of aboriginal fishing rights.</li> <li>• Know the importance of keeping all rivers and lakes pollution-free to avoid damaging fish stocks. Good fish come from good waters.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Work with others to catch and clean fish.</li> <li>• Share fish with others. Know the rules of etiquette regarding who gets what part of the fish, what not to eat, and how to eat.</li> <li>• Know that knowledge of where and when to catch fish is passed on from generation to generation. This was knowledge crucial to the survival of the Dene in the past.</li> <li>• Be aware of and appreciate those who have traditional Dene fishing knowledge.</li> <li>• Hear personal fishing stories from people in the community (e.g. first net brought by steam ship).</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Understand that learning fishing skills can mean survival.</li> <li>• Challenge themselves to work hard to catch and to clean fish, and to learn the best ways to do so from the resource people and elders.</li> </ul>

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### ANIMALS

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>(Continued) Fish</b>	<ul style="list-style-type: none"> <li>• Find personal satisfaction in having learned new fishing skills or having had new fishing experiences.</li> <li>• Be willing to behave in ways that will keep the waters clean and pollution-free for the sake of the fish.</li> <li>• Know how to attend to a situation where a fish bone is lodged in the throat. The bone can be dislodged by eating bannock or bread.</li> </ul>
<b>Fox:</b> The fox contributes significantly to the Dene. The fox is trapped, but it gives itself willingly to ensure that life is sustained. The fox therefore must be sincerely respected at all times	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the qualities of the fox as described in legends: clever, shy, quick and busy.</li> <li>• Be familiar with local beliefs and customs with respect to the fox. (Rae-Edzo: barking in the evening is an omen. Carcass should be hung on a branch or rock so scavengers cannot eat it. Those who dream can travel by the fox's spirit. Lutsel K'e: when a fox floats on ice and won't go onto land, there will not be fox the next fall. Never walk over their blood, bones or carcasses.)</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the habits of the fox: what it eats, where it can be found, behaviour, life stages.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Use fox fur to make crafts. (Rae-Edzo: headdress for dog harness out of fox tail.</li> <li>• Know that the long hair of the fox is valued for its use as trim. It is not used for clothing because it is soft and tears easily.</li> </ul>
<b>Moose:</b> Moose meat and moose hides are prized by the Dene. Students will assist in hunting and skinning a moose. In learning these skills, students are also carrying on the knowledge and wisdom of a particular teacher, and taking part in an important Dene tradition. Students must also become familiar with the spiritual relationship of the Dene to the moose, and learn how to respect the moose. Respect means preservation of the moose; lack of respect means its extinction.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with elders' legends and stories about the moose.</li> <li>• Be familiar with local spiritual beliefs about the moose: <ul style="list-style-type: none"> <li>○ The moose is able to hear people talk about it. That is why a moose's ears are cut off and buried during butchering.</li> <li>○ The bones of a moose must be disposed of properly (different customs for different regions) out of respect for the moose. Using the skull as a trophy by sport hunters is considered disrespectful to the moose. (Dogrib Dene believe that bones should not be thrown into a fire because the animals see themselves and how they are being handled. Once bones are thrown into the fire, the animal is considered dead. It is best to dispose of the bones in hidden places in the bush.)</li> <li>○ Drinking the blood of a moose gives strength.</li> <li>○ If the moose is not shared, the hunter will have bad luck.</li> <li>○ Women must not walk over the blood or meat of a moose because women have strong medicine when they are in menses. Their medicine conflicts with the medicine of the moose, and the moose may give bad luck to the hunter. It is out of respect for the hunter that women do not walk over hunted game.</li> <li>○ Know that certain people are forbidden to eat certain parts of the moose because of their medicine. Students should learn who and what parts.</li> </ul> </li> <li>• Ask an adult whether or not he/she can eat moose (referring to student's medicine).</li> </ul>

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Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Moose	<ul style="list-style-type: none"> <li>• Know that there is a reason for various weather patterns. In early fall when rain drizzles at a steady pace, it is believed that this occurs to wash the blood from the rack of the moose.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the moose's habits (it is very intelligent), and use this knowledge in tracking, calling and hunting a moose.</li> <li>• Know how moose body parts are used for tools and food.</li> <li>• Be familiar with the various ways of cooking the different parts of the moose. Know the edible and non-edible parts. Know the parts considered delicacies.</li> <li>• Know that the diet of the moose includes a wide variety of vegetation. This diet differs in summer and winter (e.g. in summer they eat a lot of plants not available in winter such as grasses and aquatic plants). They also eat certain kinds of willows, which gives their meat a different flavour than caribou meat. Also, it is not as filling.</li> <li>• See the need for preserving the environment and the population of moose for future generations.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the special ways and rituals that your community uses to celebrate the first moose killed by a young hunter.</li> <li>• Share knowledge about moose with others.</li> <li>• Be familiar with the special ways and rituals that your community uses to celebrate the first moose killed by a young hunter.</li> </ul> <p>Share knowledge about moose with others.</p>
<b>Moose:</b> Moose meat and moose hides are prized by the Dene. Students will assist in hunting and skinning a moose. In learning these skills, students are also carrying on the knowledge and wisdom of a particular teacher, and taking part in an important Dene tradition. Students must also become familiar with the spiritual relationship of the Dene to the moose, and learn how to respect the moose. Respect means preservation of the moose; lack of respect means its extinction.	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the diet of the moose includes a wide variety of vegetation. This diet differs in summer and winter (e.g. in summer they eat a lot of plants not available in winter such as grasses and aquatic plants). They also eat certain kinds of willows, which gives their meat a different flavour than caribou meat. Also, it is not as filling.</li> <li>• See the need for preserving the environment and the population of moose for future generations.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the special ways and rituals that your community uses to celebrate the first moose killed by a young hunter.</li> <li>• Share knowledge about moose with others.</li> <li>• Be familiar with the special ways and rituals that your community uses to celebrate the first moose killed by a young hunter.</li> <li>• Share knowledge about moose with others.</li> </ul>
<b>Muskox:</b> The Dene have depended on the muskox for food and clothing for thousands of years. Careful study by the students will encourage ways to preserve the traditional use of the muskox. The muskox is respected as having the special power of being able to understand Dene. People can talk to them.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the legends about muskox <ul style="list-style-type: none"> <li>◦ The mystical ways of the muskox</li> <li>◦ Muskox can understand Dene. People can talk to them.</li> </ul> </li> </ul>

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Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p><b>Rabbit:</b> The student will respect the rabbit as being a gift from the Creator. It was the rabbit that gave the gift of dance to the Dene. The student will appreciate the rabbit for being an important source of food when large game could not be found. The student will obtain the skills required to snare and prepare rabbit for its many uses. People who go on the land bring fixings for rabbit snaring as a matter of course (like bringing matches). This is survival that children can learn at a very early age because of the safeness of the equipment.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Show respect to the rabbit <ul style="list-style-type: none"> <li>◦ To the blood and carcass of rabbit.</li> <li>◦ Must not allow a rabbit to suffer.</li> <li>◦ Must never hit with a stick</li> </ul> </li> <li>• Be familiar with local stories and beliefs about the rabbit. <ul style="list-style-type: none"> <li>◦ Rabbits travel with the wind. When a large wind comes, the rabbits may disappear. (Gwich'in)</li> <li>◦ Rabbits can be snared if they are sung to.(Gwich'in)</li> <li>◦ If you can put your finger through the hole of the thigh bone of a rabbit, you wish will come true. (Gwich'in)</li> <li>◦ The rabbit's feet were rubbed and, as a result, they are smooth and pink today. (Gwich'in)</li> <li>◦ When the Creator provided the rabbit as a gift in times of food shortage, there was always a loud bang. (N.Slavey)</li> <li>◦ The rabbit gave the Dene the gift of dance. (Gwich'in belief: the rabbit joined the spruce grouse to dance in unison because it was a good dancer.</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that rabbits were a main source of food for the Dene when caribou were not available.</li> <li>• Know habits and habitat of the rabbit: trails, plant eater, not a swimmer, 7 year cycle, 2-4 litters a year, creatures of the dark, enjoy playing, use of special breeding grounds. In the darkest months, the rabbit lives alongside the willows rather than in the bush because it is cold, and because they use the moonlight to get around.</li> <li>• Know what other animals depend on the rabbit as a major source of food.</li> <li>• Know how to skin a rabbit.</li> <li>• Know how to prepare rabbit meat for food. Brains for baby food, bone grease made by chopping up leg bones and boiling</li> <li>• Know how to use the skin and bones for thing (clothing, duffels, blankets, necklaces, and sinews for snares).</li> <li>• Know that a tribe of people named Hareskin because of the clothing worn.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Share rabbit meat with others.</li> <li>• Learn about rabbits and about snaring from resource people in the community.</li> <li>• Learn respectful behaviour toward those who teach or share knowledge.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know that sharing brings respect from others and results in feelings of increased self-worth.</li> <li>• Know that the rabbit's character is worthy of copying.</li> <li>• Understand that the rabbit is more than a cute cartoon-like animal. The rabbit is a gift from the Creator to enable people to survive, and is a creature which is given certain kind of respected.</li> <li>• Be willing to share rabbit stories and songs with others.</li> </ul>

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### ANIMALS

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p><b>Raven:</b> Raven stories can help students understand themselves and their behaviour better. Raven stories are also a good example of how things are perceived quite differently by the Dene and other cultures. Children are exposed to a lot of raven stories.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about the raven.</li> <li>• Know that ravens, seagulls and flies are germ killers</li> <li>• Know that ravens are believed to have special powers: bearing bad news when crowing at night, a source of healing, able to calm windy weather, bring good luck.</li> <li>• Know that the raven's character is a reflection of human beings: independent, generous, kind, helpful, vain, mischievous, conniving and manipulative.</li> <li>• Know that even in today's world the raven deserves respect, because it is our connection with the past and the Real People. It is the only person who still speaks the language of the time when the world was first created. It was the only animal which can change into human form. Because it still exists, we can say that all the other animal creatures are our brothers.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know this lesson from the raven: it was once a powerful bird who lost its position in the world because it was arrogant. People are bound to make mistakes and be imperfect but we must understand our place and take our skills and gifts seriously.</li> <li>• Give recognition to the Dene story tellers in the community. Recognize special talents that some students may have in telling a story.</li> <li>• Recognize the various ways that ravens play.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Identify with the raven's character and reflect on how this might change oneself or help one appreciate oneself or help one appreciate oneself more</li> <li>• Acknowledge personal talent in storytelling and set goals in becoming better by spending time with story tellers and by telling stories to others.</li> </ul>
<p><b>Shrews and Mice:</b> Students should understand that all living things, no matter what the size, have a purpose and special qualities. Individual worth, inner strength and determination do not depend on size and outward appearance. Always maintain respect for others regardless of how they look and are perceived.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the characteristics of shrews and mice as described in legends. <ul style="list-style-type: none"> <li>◦ The shrew is very powerful but assumed an insignificant body. Stands guard over the earth. Many times in history, shrews and mice, seemingly the most insignificants of creatures, helped the Dene when there was nobody else to help them. Many times the powerful must depend on the small and seemingly insignificant creatures for help.</li> <li>◦ The shrew is referred to as the rescuer and the one with very quick hands.</li> </ul> </li> <li>• Know that shrews and mice teach us that, no matter what the size, all living things must be respected.</li> <li>• Know that shrews and mice are thought to come from the same family and are considered very clean animals.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize the differences between shrews and mice.</li> <li>• Know the eating habits of the shrew and how it stores food for winter.</li> <li>• Know where and how the shrew lives.</li> <li>• Know that bears feed on shrews.</li> <li>• Mice bones were used to create a "telephone" by the Dene long ago.</li> </ul>

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Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p>(Continued) Shrews and Mice</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene accept and appreciate one another without considering bodily beauty or size. Instead, they look for special qualities or talents in people.</li> <li>• Recognize in themselves or in others the possibility that, though their physical size may not be great, their power could very well be.</li> </ul> <p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the spider's contribution to the Dene is its net. As an animal it was a capable fisherman who cold net ducks and other waterfowl. The spider has power beyond the earth. The leader of the spiders set its net in the universe and can capture the rain and make it stop. The rainbow is created when it does this. During the last flood, the spider set its net and stopped the rain to help the Dene survive. Because it is so highly respected the spider is called Grandfather. People with medicine for spider webs are very powerful. When found in the house, the spider will prolong the life of those in it. The spider is a future seeker and thus it is a gift to you. It is a good sign if it sits on your body.</li> <li>• Be willing to observe a spider and understand its habits.</li> <li>• Be able to describe the spider and its parts, its habits and habitats. Be able to describe the web and how it is made and the kinds of things that the spider eats.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that elders have been given spider legends from generation before.</li> <li>• Be willing and able to listen to the stories told by elders about the spider and tell others the stories that are heard.</li> <li>• Be willing and able to approach and elder for stories about the spider.</li> <li>• </li> <li>• </li> </ul>
<p><b>Muskrat:</b> From a spiritual perspective, the students will learn to appreciate the value of the muskrat to the Dene as a person who reconstructed land and gave it back to the people. The muskrat is also a behavioural model for the students: he is persistent and determined. Students must understand and appreciate the role and place of the muskrat in the Dene world. Students must be given the knowledge and skills to be able to hunt the muskrat. Trapping muskrat is an important part of being a trapper. Learning to hunt muskrat is important because the meat is an important part of food and excellent in terms of nutritional value. Also, by learning how to work with muskrat hides, the students will have skills that can later be used in craftwork or in the fur business. Learning about the muskrat will also help the students to appreciate the muskrat's role in keeping the rivers and lakes flowing.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that muskrats are the animal that restored the land after a flood. They used just a tiny piece of land to begin with.</li> <li>• Muskrats and beavers are brothers. A wise beaver will send its brother, the muskrat, up to the surface to detect danger. They will often share a beaver lodge.</li> <li>• Know that each community has beliefs about the use of the parts of a muskrat. The students should learn those of their community. <ul style="list-style-type: none"> <li>◦ Muskrat skins around the wrist of babies will help prevent colic. (Dogrib)</li> <li>◦ Muskrat feet on the wrist of a baby will ensure that it grows to be good with its hands. (Gwich'in)</li> <li>◦ Muskrat mouths wrapped around a rock will calm rough waters. (South Slavey)</li> </ul> </li> <li>• Know that muskrat bones should be disposed of respectfully. (on scaffolding)</li> </ul>

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Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<b>(Continued) Muskrat</b>	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know characteristics of the muskrat. <ul style="list-style-type: none"> <li>◦ The powerful teeth of the muskrat can cut through 20 cm of ice and are very difficult to pry open once they get hold of something. (If a muskrat bites you, throw a glove or hat at it to distract it.)</li> <li>◦ They eat various kinds of pond vegetation.</li> <li>◦ They live under the shoreline banks throughout the winter.</li> </ul> </li> <li>• Know how muskrats help the land. <ul style="list-style-type: none"> <li>◦ They keep the rivers and lakes flowing.</li> </ul> </li> <li>• Know how muskrats differ by age and sex.</li> <li>• Know the seasonal habits of muskrat and how this affects hunting techniques. <ul style="list-style-type: none"> <li>◦ In early spring, muskrat are trapped under the ice. In spring, their houses disintegrate and are rebuilt so they traps must be reset.</li> <li>◦ In late spring, muskrats are hunted by boat in open water.</li> <li>◦ In late spring, the hides usually have holes resulting from fights.</li> </ul> </li> <li>• Recognize landmarks that indicate good muskrat locations.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to learn new skills and knowledge related to the muskrat.</li> <li>• Reflect on one's character and compare it with that of the muskrat.</li> </ul>
<p><b>Wolverine:</b> The Dene respect the wolverine as a small, fierce and strong animal. Students familiar with the wolverine, and with Dene ways of showing respect for it, will help to support its continued existence in the future and, if they wish, will have the opportunity of trapping it. The wolverine's fur was valued by the Dene traditionally for its use as trim and for its trading value.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about the wolverine.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that people who can trap the wolverine are respected trappers because the wolverine is difficult to trap.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Learn something about his or her own personality by learning about the wolverine's personality (i.e. the tenacity of the wolverine teaches us that, with perseverance and steady work, goals are accomplished).</li> </ul>
<p><b>Trapping:</b> Trapping has always been a way of life for the Dene. Trapping can be a means of earning or supplementing an income in the North. There are Dene who have trapping skills and knowledge which can be passed on to students so that they too can take advantage of this kind of living if they wish to or have to in the future.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that local beliefs and customs regarding the trapping of certain animals and how to deal with the carcasses, skins, etc. <ul style="list-style-type: none"> <li>◦ Certain animals must not be dispatched by clubbing on the head. Stretchers should not be stepped over. Carcasses must be hung in the bush. (Dehcho)</li> </ul> </li> <li>• Know the kinds of animals that are trapped, know their habits and characteristics, and what their skins or fur are used for. (See section on various furbearers.) <ul style="list-style-type: none"> <li>◦ Identify by the quality of the fur in what season it was harvested.</li> <li>◦ Identify the seasonal difference of fur</li> </ul> </li> <li>• Know what to pack to take on a trapping trip, and how to care for traps.</li> <li>• Know that there are cycles in populations of fur bearing animals. They tend to become fewer in number and become plentiful again after several years.</li> </ul>

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Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Trapping	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>Understand ways in which trapping is important to the local economy. How many people trap? How much fur is sold, and how much is kept for personal use?</li> <li>Be familiar with how trapping began in the local area and in the North generally. Understand the kinds of changes that affected the Dene with the introduction of trapping. (Dehcho: In the beginning of the fur trade, there was no money. Fur was traded for food supplies or materials such as guns and tea).</li> </ul>

### PEOPLE

<p><b>Family:</b> Traditionally, the extended family was the basic unit of survival in Dene culture. The extended family is still important to the Dene today. Students will develop a clearer understanding of the role the family plays in shaping the identity of individuals. This will also help them understand their own role as family members. Knowing bloodlines is important because it enables people to avoid marrying close relations.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>Understand that each of us belongs to our own family as well as to bigger families made by the Creator: community, tribe, Dene Nation, world.</li> <li>Understand that members of families have special talents that are given them from the Creator.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>Know that the Dene were able to survive on the land by working together as a family. Family members helped each other.</li> <li>Know that the family members trusted each other and put the family needs ahead of their own needs.</li> <li>Know that family members helped each other.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>Know members of one's nuclear and extended family.</li> <li>Identify proudly with one's family.</li> <li>Know that family members should work together to make the work easier.</li> <li>Know that family members must share and support one another: that in order to receive, one must give.</li> <li>Teach things to younger members of the family.</li> <li>Learn things from other members of the family.</li> <li>Know that the family is also part of a larger community. A community is made up of family groups which work together and enjoy one another.</li> <li>Know how to deal with children who have lost their families.</li> <li>Know how people in the past survived by working together and trusting one another as a family unit.</li> <li>Accept traditional names with pride.</li> <li>Understand that historic events impacted significantly on the lives of the Dene (i.e. flu epidemic, TB epidemic).</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>Students will articulate the value of belonging to their own family.</li> <li>Students will come to understand how important it is for them to take their role in their families responsibly.</li> <li>Accept that they are an important part of their own families.</li> <li>Realize that the actions/attitudes of one member of a family will reflect on the entire family.</li> </ul>
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## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p><b>Grandparents:</b> Students should know about the traditional role of grandparents in Dene cultures, and how important they are for transmitting the knowledge, skills and attitudes of our ancestors. Our importance comes from the grandparents and because of them our minds become stronger and stronger. Students should learn correct behaviour with grandparents and know the importance of having a good relationship with them.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Respect grandparents as transmitters of knowledge from great grandparents and ancestors. Their words are strong because they come to us from very long ago.</li> <li>• Know that grandparents teach good living habits.</li> <li>• Know the spiritual value of preserving the cultural activities of their ancestors as learned from their grandparents: <ul style="list-style-type: none"> <li>◦ Identity</li> <li>◦ Spiritual strength given by the land</li> <li>◦ Replacing fear of or indifference to the land</li> <li>◦ Spiritual powers through knowledge of ancestors</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Realize and appreciate how much grandparents know the language of the land.</li> <li>• Realize and appreciate how much grandparents know about the history of the land.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know how Dene views grandparents. <ul style="list-style-type: none"> <li>◦ Known as æehsée (The “nicest” old man)</li> </ul> </li> <li>• Be familiar with and appreciate the ways of oral tradition as practised by grandparents. <ul style="list-style-type: none"> <li>◦ Good storytellers</li> <li>◦ Take their time in telling a whole complete story</li> </ul> </li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to behave properly in the presence of grandparents.</li> <li>• Be willing to be with and care for grandparents. <ul style="list-style-type: none"> <li>◦ Cook and clean for them and help in any way.</li> <li>◦ Enjoy their company.</li> </ul> </li> <li>• Recognize the value of the advice of grandparents on matters which concern the student.</li> </ul>
<p><b>Parents:</b> Parenting is an important part of a Dene child's development. From the Dene parents come the values, teaching and perspective of a Dene society. Students will learn about the traditional Dene way of parenting, and also begin to explore new ways of parenting based on today's needs. Before students can choose the way they will be parents, they have to know the way it used to be.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Respect and honour their parents</li> <li>• Learn ancestral values, teachings and perspective of Dene society form parents. Learn these through stories and legends.</li> <li>• Learn prayers from parents.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the traditional role of parents was to teach survival on the land.</li> <li>• Know what traditional discipline consisted of. <ul style="list-style-type: none"> <li>◦ What parents expected of their children.</li> <li>◦ What children expected of their parents.</li> </ul> </li> <li>• Know consequences of obedience and disobedience. <ul style="list-style-type: none"> <li>◦ Survival in the world</li> <li>◦ Avoid trouble</li> <li>◦ Happy life</li> </ul> </li> </ul>

## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p><b>(Continued) Parents</b></p>	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Parents were not always available because they were very busy getting food.</li> <li>• Children learned from others in the camp who had special skills.</li> <li>• Know that traditionally, the father was in charge of the training of sons. The mother would not get involved when the father disciplined his son.</li> <li>• Understand that speaking in the Dene language enables better communication with parents and grandparents</li> <li>• After parents have raised their children, there is an expectation that children will care for their parents.</li> <li>• Know that families in storybooks are not necessarily what Dene families are like, and that the ways of Dene families are not wrong.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Show respect by helping parents and grandparents in various ways, listening to their advice and hearing their stories, learning their language.</li> <li>• Show respect for other parents and elders.</li> <li>• Accept parental discipline more readily.</li> <li>• Make an attempt to speak in the Dene language to facilitate communication between self and parents or grandparents.</li> </ul>
<p><b>The Child:</b> It is hoped that through the development of this curriculum the children will realize how valuable they are to the Dene culture, elders and people. Students should learn how children were viewed and brought up traditionally. They should evaluate child-rearing methods in the past, and compare them with present methods. They will understand the importance of sharing, being self-disciplined, and learning from their elders.</p>	<p><b>Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene believe that children are a direct link to the Creator.</li> <li>• Know that children are born complete and perfect.</li> <li>• Know that elders refer to children as extensions of their walking sticks.</li> <li>• Know that it is the job of each child to become what he or she was meant to be upon birth. Each child is born with a definite personality and talents.</li> <li>• Know that grandparents traditionally named a child and gave it a song based on what they perceived the child's personality to be. <ul style="list-style-type: none"> <li>◦ Be familiar with local beliefs about babies and children.</li> <li>◦ Children should not be kissed on the palm of their hand or they become lazy.</li> <li>◦ Caps left on children slow down their development.</li> <li>◦ Children do not have a clear perception of danger.</li> </ul> </li> <li>• If a child has growing pains during periods of rapid growth, coal marks are put on the bottom of its feet and they are placed next to a fire to remove pain <ul style="list-style-type: none"> <li>◦ Children should not be kissed on the soles of their feet as it affects the feelings in their bones.</li> </ul> </li> <li>• Know that a willow placed in a sled/boat on a child's first ride, ensures that they sleep or remain calm on the journey.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that traditionally, babies were kept in bags which restricted movement to prevent overactive children. Toddlers' snowsuits were made with the wrists and ankles sewn shut to restrict movement.</li> <li>• Know that traditionally, moss was gathered by men and women in the fall, enough to last the winter. This was used for diapers.</li> <li>• Know the levels of skill and kinds of work traditionally done by children of their age.</li> </ul>

## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p><b>(Continued) The Child</b></p>	<ul style="list-style-type: none"> <li>• Know that traditionally discipline was important. Children were not spoiled for fear they would become disobedient.</li> <li>• Know that young people were traditionally given rigid and stringent training. <ul style="list-style-type: none"> <li>◦ Young people were pushed to their limit to achieve their best.</li> <li>◦ Young men lived about 1 km from camp until they were married. They spent their leisure hours engaged in traditional games of strength or skill such as running at -50 C without footwear.</li> </ul> </li> <li>• Know that they should help their parents with routine household duties.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that children were taught skills as soon as they could talk.</li> <li>• Know that young children were traditionally brought up by their grandparents because the parents were kept very busy with the daily chores of survival. <ul style="list-style-type: none"> <li>◦ Grandparents taught daily camp skills to children (gathering wood, spruce boughs, getting water, cleaning fish, snaring rabbits).</li> <li>◦ Boys slept with grandfathers, girls with grandmothers to encourage visions.</li> <li>◦ Grandparents tended to be patient because they had more time. They taught children to be patient and to finish a task.</li> <li>◦ Grandparents encouraged children to learn skills but also to use their minds in whatever they were doing.</li> </ul> </li> <li>• Begin to interact more frequently with elders or grandparents. Behave in an appropriate way in the company of elders.</li> <li>• Be aware that what is considered appropriate behaviour for children in other cultures is not necessarily applicable to the Dene (Focusing attention on oneself by raising one's hand in school).</li> <li>• Understand their roles in the family and participate in house hold or camp chores.</li> <li>• Know that they should spend time with parents to hear stories or learn language.</li> <li>• Know that they should show affection and respect to parents</li> <li>• Listen to the advice given by parents without talking back.</li> <li>• Be familiar with missionary schooling and the hardship experienced by children: being separated from their families, not allowed to speak their native language, etc.</li> <li>• Be familiar with how orphaned children were handled.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Become aware how much children are valued by their parents and other adults.</li> <li>• Be familiar with various circumstances where personal needs must come second to group needs.</li> <li>• Know the kinds of skills or talents that are helpful to the family or community, and try to develop those skills for the sake of the group, not just for personal profit.</li> <li>• Understand and be willing to accept personal responsibility in learning Dene ways from elders.</li> </ul>

## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p><b>(Continued) The Child</b></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <ul style="list-style-type: none"> <li>• Judge for themselves time well spent.</li> <li>• Accept and feel good about their own bodies.</li> <li>• Be aware of personal feelings and be able to share these with others.</li> </ul>
<p><b>Tribes:</b> The Dene tribes together have used one land since time immemorial. They and the Inuit are the indigenous peoples of the Northwest Territories. The Dene tribes, though different in many ways, have had very similar lifestyles and all consider themselves a part of the Dene Nation. Students should understand the long history of their people as told by their elders.</p>	<p><b>Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with stories about how the tribes began.</li> <li>• Know how to pay respect when entering the land of another tribe.</li> <li>• Be familiar with and appreciate the craft forms and design concepts of other tribes.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that today, because of intermarriage; tribes are no longer as distinct as they once were.</li> <li>• Know that children from different tribes are brought up believing and learning in slightly different ways, but that all ways are good.</li> <li>• Know that when tribes come together they celebrate their reunion.</li> <li>• Be involved in projects which bring people of different tribes together.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Identify someone from another tribe that students can befriend and from whom they can learn something about the other tribe.</li> </ul>
<p><b>Birth and Death:</b> Understanding that the Dene believes that life in its beginning has integrity. Students will understand the Dene way of understanding life, birth and death.</p>	<p><b>Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Understand that the Dene believe that life is a gift from the Creator; therefore, pregnant women are given special respect, and every precaution is taken when a woman is expecting a baby. Birth is a joyous occasion. (See the theme "Children" for more on babies)</li> <li>• Be familiar with customs for those that have died. <ul style="list-style-type: none"> <li>◦ Body prepared in fetal position</li> <li>◦ Fire</li> <li>◦ Feast</li> <li>◦ Mass at graveyard</li> <li>◦ Clean and repair grave site annually</li> <li>◦ Cut hair to mourn</li> <li>◦ When people die, the person is mourned by others. Traditionally people screamed and then did not sleep for 3 days and a very large fire was made. It was not uncommon for people to mourn for 2-3 years.</li> </ul> </li> <li>• Be familiar with the custom of burning discarded hair and nails because of the belief that before one journeys to Creator one must collect all belongings on earth.</li> <li>• Be familiar with local beliefs about babies. <ul style="list-style-type: none"> <li>◦ Child's hair and nails are not cut.</li> <li>◦ Child's cradle is its nourishment.</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Be familiar with traditional ways of birthing and taking care of babies. <ul style="list-style-type: none"> <li>◦ Preparation for birth: warm rocks, moss, cloth, warm sand after delivery.</li> <li>◦ Rattles and toys</li> <li>◦ Moss diapers</li> <li>◦ Baby bags and swings</li> <li>◦ Baby straps</li> </ul> </li> </ul>

## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
	<ul style="list-style-type: none"> <li>○ Baby food and soothers: masticated rabbit brains were used as baby food. It was believed that it was food which would stay in the stomach longer and prevent starvation during lean times. Babies were also given broth rather than cold water.</li> <li>○ Baby clothing using baby caribou skin, not smoked skins.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Help women who are pregnant.</li> <li>• Be able to sing songs or lullabies meant for babies</li> <li>• Be familiar with how local people deal with birth and death.</li> <li>• Know that the Dene traditionally did not bury their dead but placed them on platforms.</li> <li>• Be familiar with the practice that people always address the deceased before burial and on different occasions following.</li> <li>• Be of assistance to families who have had someone die. Know that the Dene help families of those who have died not only because they care, but also because they see the need for life to continue.</li> <li>• Understand that walking is discouraged the evening following a death, because it might lead you to cross paths with the deceased spirit which is retracing its steps.</li> <li>• When helping prepare a body, like washing the body, you must not sleep for a night following that event.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Express personal feelings about birth or death as students have experienced them in their families.</li> <li>• Seek personal opportunities to help new mothers or people who have had death in their families.</li> <li>• Understand that if you led a good life, you will have no fear of dying.</li> </ul>
<p><b>Men and Women:</b> Students should understand that men and women rely on each other and share work equally. Students will recognize that Dene can still follow traditional ways and that this is essential to survive in today's world. Students should understand and respect the modern and traditional roles of men and women, and realize that they themselves will need these skills in order to teach future generations.</p>	<p><b>Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be aware that men and women play special roles in spiritual ceremonies (e.g. drumming and burial ceremonies).</li> <li>• Know that the Creator placed men and women on earth to prolong human life.</li> <li>• Know that traditional roles of men and women and how people relied on each other's skills to survive on the land.</li> <li>• Know that men and women must restore the land to its original state once used by them.</li> <li>• Know that it is believed by the Dene that men who make a kill on hunting trips return to their animal state and must cleanse themselves upon their return.</li> <li>• Know that it is expected that men and women should be able to perform basic household maintenance functions e.g. women should be able to get wood and check the nets; men should be able to sew and cook.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Understand the ways in which the traditional family and groups worked together, and relied on one another.</li> </ul>

## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p><b>(Continued) Men and Women</b></p>	<p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to help with household or camp activities by being thoughtful and attentive.</li> <li>• Be willing to experience and maintain traditional activities and roles by: <ul style="list-style-type: none"> <li>◦ Participating in new experiences with others or on their own.</li> <li>◦ Trying their best and asking for help if needed.</li> </ul> </li> <li>• Commit themselves to becoming increasingly self-reliant and self-confident by learning traditional skills.</li> </ul>
<p><b>Friends:</b> Students must learn to respect the value of friendship, and the Dene perspective of friendship. Friends can mean many different things: nature is a friend (wood, food, weather, ants, etc.). To succeed in life and to maintain a livelihood, it is important to have friends and to be a friend.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that, among the Dene, friendship is very serious relationship. Friends call each other séhâée: one who is one with me.</li> <li>• Know that the Dene value friendship and encourage friendship.</li> <li>• Know that in order to succeed in life, you must be a friend.</li> <li>• Friends can be of any age.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Survival on the land has often meant being able to trust and rely on a friend</li> <li>• To ensure the survival of the Dene, the land has been a friend.</li> <li>• To ensure the survival of the Dene, the animals have been friends.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know why friends are important: <ul style="list-style-type: none"> <li>◦ Friends can help you survive physically and emotionally.</li> </ul> </li> <li>• Know what being a friend means according to Dene custom: <ul style="list-style-type: none"> <li>◦ Friendship involves love, kindness, trust, and respect.</li> <li>◦ Friends teach one another, practise things together, help one another.</li> <li>◦ Friends share thoughts, ideas, and things.</li> <li>◦ Friends please one another, respect one another's expectations.</li> <li>◦ Friends do big favours.</li> <li>◦ Friends help each other go through rough times.</li> <li>◦ Money is not important between friends.</li> <li>◦ Friends agree on things. They have few conflicting interests.</li> <li>◦ Friends support each other in times of sorrow. E.g. death in the family</li> <li>◦ Friends have patience with each other.</li> <li>◦ Recognize a friend's kills and talents. Do not be jealous.</li> <li>◦ You are intuitive about our friend's feelings.</li> </ul> </li> <li>• Work to gain friends by being nice, kind, friendly.</li> <li>• Know the difference between a real friend and someone who is not. <ul style="list-style-type: none"> <li>◦ Peer pressure to do wrong things.</li> <li>◦ Knowing how to say no.</li> <li>◦ Work to achieve the special bond between friends.</li> <li>◦ Friends do not betray friends.</li> </ul> </li> <li>• Work to build good friendships.</li> <li>• Recognize self as best friend. <ul style="list-style-type: none"> <li>◦ Be comfortable with self</li> <li>◦ Be able to enjoy time spent alone.</li> <li>◦ Identify qualities in self that could make friends</li> </ul> </li> </ul>

## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p><b>Elders:</b> The primary objective is to enable students to appreciate the older members of the community as well as the elders. To become an elder in the Dene community, one must earn the right. The elders are those who possess Dene knowledge. They are the primary source of all knowledge which has been accumulated by the Dene, generation after generation. Because of their life experience, they have the wisdom to advise new generations as to how to deal with life and its problems. It is hoped that students will become aware of their role or responsibility in ensuring the succession of knowledge and therefore the culture. Whatever is not obtained from our elders is gone forever. This is the only way to ensure that the culture continues to exist and the connection with the past can be maintained.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with beliefs about elders such as: <ul style="list-style-type: none"> <li>◦ Caring for an elder will bring happiness.</li> <li>◦ Be familiar with the belief that to acquire the knowledge and words of an elder will prolong one's life.</li> <li>◦ Elders have within them the power to direct decisions and events.</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that elders are a rich source of information about the land.</li> <li>• Know that elders usually have their own area of expertise, that is, their own unique and special talents and knowledge about the land.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that some older people are given special recognition for their knowledge, wisdom and contribution to the Dene in the past. These people are the recognized elders. Know how to behave with these elders.</li> <li>• Be able to sit comfortably with an elder, and listen attentively for longer and longer periods.</li> <li>• Be able to receive and elder.</li> <li>• Be familiar with different terminology for "forefathers", "old people", "elders" and "grandparents" (if appropriate to local dialect).</li> <li>• Know that traditional knowledge has always been passed down from generation to generation of Dene, orally rather than through the use of books.</li> <li>• Elders use their skills and knowledge to: <ul style="list-style-type: none"> <li>◦ Give names</li> <li>◦ Teach</li> </ul> </li> <li>• Be familiar with stories of famous elders of the past.</li> <li>• Know cultural rules (for your own community) for showing respect to elders, and behaviour around elders.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Become familiar with particular elders, and feel comfortable in their presence, and enjoy their time together.</li> <li>• Be willing to attend to the needs of elders both in and out of school</li> <li>• Use the knowledge and information received from elders to help students in their personal lives.</li> <li>• Express negative or confused feelings that students may have about particular older members of the community.</li> </ul>

## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p><b>Leaders:</b> Students will learn about traditional leadership and apply it to their own lives in order to prepare them to provide Dene-style leadership in the future. Traditional leadership models were very effective in getting people to work together to survive and this is required for the future. Also, the students will learn about past and present Dene leaders. This will provide the students with good role models and also give them a new sense of pride in their people and students with good role models and also give them a new sense of pride in their people and in their history.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that traditionally leaders were greatly influenced by medicine men.</li> <li>• Know that leaders were role models.</li> <li>• Know that leaders need to have a very strong min, and must withstand the demands of others.</li> <li>• Dene leader is not a 9-5 job. It is a 24 hour job.</li> <li>• As a leader your life is not your own.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be able to identify characteristics of those who were leaders traditionally. <ul style="list-style-type: none"> <li>◦ Were very capable in some area or skill</li> <li>◦ Listened to people and heard about their needs</li> <li>◦ Got consensus from people through negotiation</li> <li>◦ Made decisions which were fair</li> <li>◦ Took on additional responsibilities</li> <li>◦ Got advice from elders</li> <li>◦ Were humble and mannerly</li> <li>◦ Were good speakers, communicators or teachers</li> <li>◦ Were rational and even-tempered</li> <li>◦ Used foresight and good planning, were organized in their works, and were good at organizing others</li> </ul> </li> <li>• Be familiar with community leadership <ul style="list-style-type: none"> <li>◦ Identify community leaders</li> <li>◦ Identify the kinds of work that community leaders are responsible for</li> <li>◦ Recognize and support community leaders</li> </ul> </li> <li>• Be familiar with recognized tribal or northern leaders, their accomplishments and their characteristics.</li> <li>• Know that though men were usually the leaders, the women would take over in their absence, and some became great leaders.</li> <li>• Know how traditional leaders or chiefs were chosen and how they lost their position.</li> <li>• Know that leaders were the ones whom others tended to follow. If people did not agree with the leadership they would not stay with them.</li> <li>• Know that leaders did not have to boast about themselves. People knew their record.</li> <li>• Identify ways in which traditional leaders were different from the leaders chosen today.</li> </ul>

## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p><b>Clothing:</b> Traditionally, Dene clothing was made only of materials from nature. The clothing was designed to enable survival in the most severe winters or the warmest summers. It is important that this knowledge and skill not be lost. People are beginning to discover that the materials and design of traditional clothing are better for colder temperatures than clothing imported from the south. If students can be given this knowledge and the skills to sew the basic items of clothing in the traditional styles with traditional materials, they will come to appreciate the beautiful and creative skills of their culture and their people. In the process of gaining these skills, the students will acquire patience and self-esteem. The skills can be the basis for future economic development projects for communities.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that certain materials were used for ceremonial dress (e.g. eagle feathers).</li> <li>• Know that certain materials were used to promote certain characteristics in people. (Dehcho: if a narrow strip of beaver fur was placed around a child's wrist, the child would be a good sewer or wood worker.)</li> <li>• Know that men's clothing was protected from breast milk or children's urine so that the medicine of the men would not be affected. (Déliné)</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the names for different kinds of clothing (parkas, jackets, coats, dress, pants, leggings, footwear).</li> <li>• Boys should be able to demonstrate basic sewing skills such as sewing on buttons and straight stitching for repair work.</li> <li>• Know the materials used for traditional clothing and why. <ul style="list-style-type: none"> <li>◦ Mainly moose and caribou but also rabbit, wolverine, muskrat, beaver</li> <li>◦ Light caribou hides for pants and hats</li> <li>◦ Light caribou skins and furs for shirts and mitts</li> <li>◦ Caribou for tipis and boats</li> <li>◦ Young caribou for children's clothing</li> </ul> </li> <li>• Know characteristics of different hides, their uses, and what parts of hides to use for what.</li> <li>• Be familiar with local decorative design concepts if any. Be able to interpret designs. Be familiar with local and natural materials used in decoration.</li> <li>• Be familiar with regional variations in clothing design.</li> <li>• Be familiar with tricks used by traditional Dene, such as putting ptarmigan feathers in mitts or footwear to prevent freezing. The feathers of ptarmigan, which are cold-weather birds, provide good insulation.</li> <li>• Be able to care for and clean clothing.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that women were given much respect based on their ability to sew. A woman's ability to sew was essential for her survival as well as for the survival of her tribe. Women were able to find husbands according to how well they sewed. Tribes made alliances based on some of these marriages.</li> <li>• Identify and acknowledge people in the community who are respected for their sewing skills.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Take pride in traditional clothing and be willing to take good care of it.</li> <li>• Be willing to care for their own clothes, hanging them up, cleaning properly, repairing.</li> <li>• Be willing to begin and finish a sewing project.</li> <li>• Evaluate their own work and set goals for learning new skills</li> <li>• Take pride in their own work and in the work of other Dene</li> <li>• Learn from others.</li> </ul>

## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p><b>The Arrival of the Non-Dene:</b> Before spending time with this theme, the students should know that the Dene were the original occupants of this land, and had learned to live and survive as a people for thousands of years prior to the coming of the Non-Dene. The study of the changes which occurred in the Dene culture as a result of the coming of the Non-Dene will enable students to better understand and control change in the future.</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene were the original occupants of the land and had learned to survive on the land for thousands of years.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be familiar with stories about first encounters with the Non-Dene.</li> </ul>
<p><b>Traditional Games:</b> It was important traditionally for the Dene to be mentally and physically fit to survive on the land. Traditional games were played to test their physical strength, mental capabilities, and to build character. It is to expose students to the games from the traditional Dene culture, and to have students value the games for what they provided: fun, entertainment, enjoyment and friendship. The competition is with oneself. It is hoped that the games will be revived.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Understand spiritual meaning of certain games and play them.</li> <li>• Know that spirituality is present when there is balance in the mental and physical well being of a person.</li> <li>• Be familiar with how equipment for games is made using only things from the land.</li> <li>• Be familiar with the laws associated with the equipment used in the games, ego handgames sticks never used twice.</li> <li>• Be familiar with the land areas where traditionally games were played.</li> <li>• Be familiar with the appropriate land sites to play these games.</li> <li>• Be familiar with the seasons in which these games are played.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Play and enjoy the games.</li> <li>• Exercise safety in playing the games.</li> <li>• Enjoy watching</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to play the games both at school and outside of school and encourage others to play.</li> <li>• Be aware of own physical abilities and accept them.</li> <li>• Recognize superior abilities of others. Accept gracefully.</li> <li>• Challenge oneself to greater degrees of physical, mental, emotional, and social development while playing games.</li> </ul>
<p><b>Play Learning Aids:</b> Play is a crucial developmental part of the Dene child's development, and is essential to the acquisition of language. Through play, children find friendship, learn leadership skills, and develop mentally, physically, creatively and spiritually. Play is considered an important process for a child in need of healing. Learning how to make traditional toys is one way to learn about the past, and to gain knowledge and skills which can be passed to the next generation. Students will learn that traditional learning aids were often models of the real thing, such as smaller versions of bows and arrows and other tools, and they will need to learn to exercise safe handling of these types of toys.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the kinds of learning aids that were made by the Dene traditionally.</li> <li>• Know that many of the learning aids that were made by the Dene for their children were smaller replicas of the real thing. They were imitations of true life experiences. Many of the learning aids were a form of training for skills and building strength required later in life.</li> <li>• Know that the Dene learning aids require skill and care in their use. Children must not be irresponsible in handling or using the toys because they have been made with much care, attention and time by Dene who still have the knowledge.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that traditional learning aids were all related to life activities.</li> <li>• Know that the Dene children observed adults with real objects, and then tried using them themselves.</li> <li>• Be willing to learn by observation.</li> <li>• Be willing to share the learning aids and care for the learning aids.</li> </ul>

## DENE KEDE - GRADE 4

### PEOPLE

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Play Learning Aids	<ul style="list-style-type: none"> <li>• Be willing to help each other in making learning aids.</li> <li>• In competitions, be graceful in loss.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Become aware of the fact that, long ago, there were children just as there are today, and that they liked to play as much as children do today.</li> <li>• Appreciate the sophistication and skill of Dene youngsters long ago in being able to handle some of the learning aids.</li> <li>• Appreciate and be proud of the Dene learning aids.</li> </ul>
<b>Eating and Food:</b> Students will understand that the land has provided the Dene with everything they needed to survive for thousands of years. All kinds of animals, plants and fish were available. The Dene have developed their own system of food gathering, preparation and preservation. Food is a source of wealth for the Dene. It must be shared to be replenished. One must never deny another food.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be able to give thanks for food by feeding the fire.</li> <li>• Know the types of land foods available in the area.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the taste of different Dene foods           <ul style="list-style-type: none"> <li>◦ Drymeat and fish</li> <li>◦ Smoked meat or fish</li> <li>◦ Fish eggs</li> </ul> </li> <li>• Know how to prepare Dene foods.           <ul style="list-style-type: none"> <li>◦ Cutting meat or fish for drying and smoking.</li> <li>◦ Identify what type of wood is used to smoke meat and fish.</li> <li>◦ Techniques of making fat - pounding, boiling.</li> </ul> </li> </ul>

## ELA GRADE 4

**GO #1** Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Compare own and others' understandings to reflect upon personal understandings 1.1.1	<ul style="list-style-type: none"> <li>• Uses questions and conversations to <b>compare</b> own and others' ideas and responses (in oral, print, and other media texts)</li> <li>• Reflects upon personal understanding to <b>reach tentative conclusions</b></li> <li>• Begins to seek others' <b>points of view</b> through oral, print, and other media texts</li> </ul>
Explain preferences for particular forms and genres of oral, print, and other media texts 1.1.2	<ul style="list-style-type: none"> <li>• <b>Chooses</b> appropriate texts of personal interest (oral, print and other media)</li> <li>• <b>Discusses</b> preferences for particular author, genre, medium, and / or form (oral, print, or other media)</li> </ul>
Identify areas of personal accomplishment and areas for enhancement in language learning and use 1.1.3	<ul style="list-style-type: none"> <li>• Uses strengths and challenges to set goals to improve reading, writing, viewing, representing, listening, and/or speaking (behaviours, skills, and strategies)</li> <li>• <b>Reviews goals</b> set to improve reading, listening, and/or viewing (behaviours, skills, and strategies)</li> <li>• <b>Reviews goals</b> set to improve writing, speaking and/or representing (behaviours, skills, and strategies)</li> </ul>
Connect new information and experiences with prior knowledge to construct meaning in different contexts 1.2.1	<ul style="list-style-type: none"> <li>• Begins to reach <b>tentative conclusions</b>, based on the connections between prior and new experiences, observations ,information, ideas and/or knowledge</li> <li>• Formulates new questions to clarify new understandings (ideas, information, and experiences)</li> </ul>
Express new concepts and understanding in own words and explain their opinions 1.2.2	<ul style="list-style-type: none"> <li>• Explains personal opinions, understandings, and ideas (concepts)</li> <li>• Begins to compare own and others' opinions and ideas (in oral, print, and other media texts)</li> <li>• Begins to adjust personal opinion based on personal observations and descriptions</li> </ul>
<b>GO #2</b> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.	
Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding 2.1.1	<ul style="list-style-type: none"> <li>• Represents the connections that evolve from conversations and the exploration of texts (oral, print, and other media)</li> <li>• Begins to integrate and describe new ideas and information into personal understanding</li> <li>• Begins to seek to understand, through discussion, the connections others have identified</li> </ul>
Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding 2.1.2 *using texts with an appropriate complexity of content and sophistication of style	<ul style="list-style-type: none"> <li>• Reflects upon own reading behaviours</li> <li>• Uses the key thinking and/or comprehension strategies to construct and confirm understanding</li> <li>• Understands what is read</li> <li>• Revises understanding of text, based on new information</li> <li>• Sets a purpose for listening, viewing or reading to anticipate meaning</li> </ul>
Use textual cues to construct and confirm meaning 2.1.3	<ul style="list-style-type: none"> <li>• Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from <b>narrative</b> text (add: logical organization: problem-solution)</li> <li>• Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from <b>expository</b> text (add: logical organization: comparison-contrast, problem – solution, descriptive, punctuation and pauses, hot links, subheadings, indices)</li> <li>• Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from <b>poetic</b> text (add: poems organized by formula poems)</li> </ul>

## ELA GRADE 4

**GO #2** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>Use vocabulary, language structure and context to construct meaning of a text 2.1.4</p>	<ul style="list-style-type: none"> <li>• Reads for meaning; monitors, and self corrects</li> <li>• Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity) (accuracy, expression, automaticity) (Intonation, pace, rate, volume, attending to punctuation, attending to context)</li> <li>• Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context</li> <li>• Selects and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words</li> <li>• Identifies and describes text structures, punctuation, and word order used in texts</li> <li>• Infers author's/creator's purpose, audience and choice of structure or form, in support of personal interpretations of text</li> </ul>
<p>Explore a variety of oral, print, and other media texts 2.2.1</p>	<ul style="list-style-type: none"> <li>• Listens to/reads/views stories represented through oral, print, and other media texts from <b>diverse cultures</b></li> <li>• Sets a <b>purpose</b> for reading</li> <li>• Explores a variety of <b>narrative</b> texts (<b>Required for GR 4:</b> sequenced pictures, illustrations and/or videos; oral stories [audio representation]; story books [ high proportion of text and increasingly sophisticated themes]; stories and picture books written by classmates; predictable books; play [scripts]; improvisations and dramatization, plays [scripts]; traditional tales: fairy talks, fables, legends, tall tales, folk tales, myths; novelettes [ often in a series, chapters are short [5-10 pages] with an increasing amount of text on each page, with few or no illustrations, featuring action but less dialogue and increasing description, often written in the first person, each chapter usually presents and solves a problem; range 80-120 pages; narratives where: main and minor characters are predictable, concrete, close to learner's experiences and often stereotypical; where: setting [time/place] is obvious and singular; where: plot includes clear sequence [BME], action, problem is solved and there may be a simple twist at the end, clear cause-effect pattern; where: ideas, content, vocabulary, and theme are grade appropriate)</li> <li>• Explores a variety of <b>expository</b> texts (<b>Required for GR 4:</b> book reviews, observations, histories, prologues, news and weather reports; letters [to officials or editors]; autobiographies; speeches; varied forms of data collections; thesauri; brochures, pamphlets; newspapers; science experiments; book jackets; DVD covers; magazines; newsletters; surveys; board games; agendas, itineraries, schedules; trivia)</li> <li>• Explores a variety of <b>poetic</b> texts (<b>Required for GR 4:</b> poems with: lots of repetition [refrain, lines, phrases], strong rhythm, description [grade appropriate vocabulary / qualifiers], rhyming pattern, and some simple figurative language [often includes onomatopoeia [sounds], alliteration, simile and/or comparison, personification], free verse)</li> </ul>
<p>Respond to texts creatively and critically 2.2.2</p>	<ul style="list-style-type: none"> <li>• Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning</li> </ul>

## ELA GRADE 4

**GO #2** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe how groups are portrayed in texts (oral, print, and other media) from other communities 2.2.3	<ul style="list-style-type: none"> <li>• Talks about how groups of people are portrayed in texts</li> <li>• Begins to compare and contrast oneself / one's culture to various characters, communities and / or cultures portrayed in texts</li> <li>• Begins to reflect upon personal perspective of cultural representations in texts</li> </ul>
Talk about the purposes of the genres and their corresponding forms 2.3.1	<ul style="list-style-type: none"> <li>• Talks about the differences among the genres: narrative, expository, and poetic</li> <li>• Sorts forms according to genres (narrative, expository, and poetic) and their purposes</li> <li>• Talks about literature in reference to sub-genres</li> <li>• Identifies the audience in form or genre</li> <li>• Identifies the same information and ideas in a variety of forms and genres of texts</li> </ul>
Listen, read, and view texts to understand how the <b>techniques</b> and <b>elements</b> interact to create effects 2.3.2	<ul style="list-style-type: none"> <li>• Talks about and identifies the <b>elements of narrative</b> texts to explore their connections (add: problem – rising action-climax-falling action –resolution)</li> <li>• Talks about and identifies <b>elements of expository</b> texts that guide an inquiry (add: content paragraphing - topic sentence, supporting sentences or details, conclusions, summaries – main idea, supporting ideas or details, conclusions, related vocabulary, logical organization – comparison/contrast, problem – solution, descriptive)</li> <li>• Talks about and identifies <b>elements of poetic</b> texts to explore their effectiveness (add: metaphor)</li> <li>• Talks about and identifies <b>techniques</b> used to support texts (narrative, expository, poetic) ) (add: graphics, including – figures, tables, timelines)</li> </ul>
Talk about the author's use of <b>voice</b> , vocabulary, elements or techniques in a variety of oral, print, and other media texts 2.3.3	<ul style="list-style-type: none"> <li>• Extends vocabulary while speaking, reading, and writing</li> <li>• Talks about how an author expresses his / her voice in oral print, and other media texts, with guidance (add: attending to internal punctuation when reading, discussing author's point of view, discussing leads – strong and weak)</li> <li>• Begins to explain how an author uses words, techniques, or elements to create sounds or images (oral, print, and other media texts) (exploring descriptive and figurative language)</li> <li>• Begins to describe how humour is created using language and visual imagery (humour – physical, situational, visual)</li> </ul>
<b>GO #3</b> Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.	
Categorize personal knowledge of a topic to determine information needs in own and group inquiry 3.1.1	<ul style="list-style-type: none"> <li>• Categorizes and organizes personal knowledge of a topic of inquiry or research to determine information needs</li> <li>• Identifies missing categories and information gaps in personal knowledge of a topic of inquiry or research</li> <li>• Continues to use self-questioning to focus information needs</li> </ul>
Ask general and specific questions on topics using predetermined categories in own and group inquiry 3.1.2	<ul style="list-style-type: none"> <li>• Develop a variety of broad inquiry-based questions</li> <li>• Begins to formulate questions for predetermined categories</li> </ul>

## ELA GRADE 4

**GO #3** Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Select and use a plan for gathering information for own and group inquiry 3.1.3	<ul style="list-style-type: none"> <li>• Identifies a <b>purpose and audience</b> for an inquiry</li> <li>• <b>Records</b> information using the selected method</li> <li>• Reflects on <b>choice of strategies</b> and method for accessing and recording information</li> <li>• Adapts a <b>plan</b> for an inquiry</li> <li>• Adapts a <b>time line</b> for completing specific steps in an inquiry project</li> <li>• Uses appropriate forms of expression to connect purpose and audience</li> <li>• Begins to <b>suggest</b> strategies for accessing and gathering information and ideas</li> <li>• Begins to <b>select</b> appropriate strategy for <b>accessing</b> and <b>gathering</b> information</li> <li>• Begins to suggest ways to <b>record</b> information</li> </ul>
Use relevant information from a variety of sources to answer inquiry or research questions 3.2.1	<ul style="list-style-type: none"> <li>• Uses relevant information from a variety of <b>primary</b> (experiential or firsthand account) sources to answer inquiry or research questions (add: guest presenters, elders from the community, storytellers, experts, field trips and excursions, first hand experiences, firsthand accounts)</li> <li>• Uses relevant information from a variety of <b>secondary</b> (text based and/or secondhand accounts) sources to answer inquiry or research questions (newspapers, information text, CD ROMS, web sites, almanacs, encyclopaedias, text books, atlases,)</li> </ul>
Assess the usefulness of information for inquiry or research needs using pre-established criteria 3.2.2	<ul style="list-style-type: none"> <li>• Sets criteria (collaboratively or independently) to evaluate sources</li> <li>• Evaluates the relevance of source / information using the pre-established criteria (teacher directed, student directed, or group directed)</li> </ul>
Use a variety of tools to access information and ideas; use visual and auditory cues to identify important information 3.2.3	<ul style="list-style-type: none"> <li>• Expands repertoire of <b>visual</b> cues to guide the search for information</li> <li>• Expands repertoire of <b>auditory</b> cues to guide the search for information</li> <li>• Expands repertoire of <b>textual cues</b> to access information</li> <li>• Uses the <b>library's organizational</b> system to locate information</li> <li>• Uses the <b>computer</b> to access information</li> <li>• Accesses information from <b>reference materials</b></li> </ul>
Determine <b>main and supporting ideas</b> using prior knowledge, predictions, connections, inferences, and context cues 3.2.4	<ul style="list-style-type: none"> <li>• Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media text) (Before-During-After [BDA], cloze activities, retelling/restating, pause and predict)</li> <li>• Continues to use text and textual cues to confirm understanding of information (oral, print, and other media text)</li> <li>• Identifies <b>main and supporting ideas</b> in information (oral, print, and other media text)</li> </ul>
Organize information and ideas in logical sequences using a variety of strategies 3.3.1	<ul style="list-style-type: none"> <li>• Sequences information and ideas</li> <li>• Uses graphic organizers with guidance</li> <li>• Chooses appropriate graphic organizer for the task (audience and purpose), from a selection, and explains the choice</li> <li>• Explains information and ideas using the selected graphic organizer</li> <li>• Chooses appropriate strategies from a selection</li> </ul>
Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically 3.3.2	<ul style="list-style-type: none"> <li>• Uses <b>note making strategies</b> to record <b>key information</b>, in <b>own words</b>, by sub-topics</li> <li>• Begins to select and use the appropriate method to <b>record</b> information</li> <li>• Begins to <b>cite references</b> using authors names in alphabetical order and titles</li> </ul>

## ELA GRADE 4

**GO #3** Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:
Examine collected information to identify categories or aspects of a topic that need more information 3.3.3	<ul style="list-style-type: none"> <li>Recognizes when more information is needed to complete the task</li> <li>Begins to <b>determine relevance</b> of information and ideas within subtopics</li> </ul>
Review gathered information and questions and add to knowledge gained from inquiry or research process 3.3.4	<ul style="list-style-type: none"> <li>Continues to ask and answer questions about personal strengths and challenges related to the research or inquiry process</li> <li>Begins to <b>integrate</b> new ideas and information into personal understanding</li> <li>Begins to <b>draw conclusions</b> based on new understanding</li> </ul>
<b>GO #4</b> Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.	
Generate and focus ideas on a topic, using a variety of Strategies 4.1.1	<ul style="list-style-type: none"> <li>Begins to focus a topic by integrating multiple ideas from a variety of sources, for an oral, print, or other media text</li> </ul>
Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas 4.1.2	<ul style="list-style-type: none"> <li>Chooses and begins to experiment with forms, appropriate for a variety of audiences and purposes, to create oral, print, or media texts</li> <li>Identifies an <b>audience</b> and sets a <b>purpose</b> when creating texts (oral, print, and other media) with guidance</li> <li>Begins to <b>differentiate key ideas from supporting details</b> when organizing ideas in oral, print, or media texts</li> <li>Begins to organize and reorganize same ideas and information in a variety of forms and genres with guidance</li> <li>Organizes ideas into <b>paragraphs</b>, with guidance</li> </ul>
Create original texts (oral, print, and other media) 4.1.3	<ul style="list-style-type: none"> <li>Creates original <b>narrative</b> texts (oral, print, and other media) applying familiar narrative forms</li> <li>Applies understanding of <b>elements</b> of <b>narrative</b> texts when creating texts (oral, print, and other media) (<b>BME, cause &amp; effect – problem &amp; solution, characters – main &amp; minor</b>)</li> <li>Creates original <b>expository</b> texts (oral, print, and other media) applying familiar expository forms</li> <li>Applies understanding of <b>elements</b> of <b>expository</b> texts when creating texts (oral, print, and other media) (<b>graphics – charts, maps, diagrams, publication information</b>)</li> <li>Creates original <b>poetic</b> texts (oral, print, and other media) applying familiar expository forms</li> <li>Applies understanding of <b>elements</b> of <b>poetic</b> texts when creating texts (oral, print, and other media) (<b>descriptions –senses, alliteration, rhyme, repetition, rhythm, similes, line breaks, onomatopoeia, white space, alliteration</b>)</li> <li>Creates texts using a computer</li> </ul>
Participate in developing the criteria for focussed conversations about own and others' texts and representations 4.2.1	<ul style="list-style-type: none"> <li>Participates in <b>development of criteria</b> to respond to own and others' draft texts and representations</li> <li><b>Uses criteria</b> when suggesting <b>revisions</b> to own and others' draft texts and representations</li> <li><b>Uses criteria</b> when asking for <b>feedback</b> about own and others' draft texts and representations</li> </ul>

## ELA GRADE 4

**GO #4** Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:
Clarify and extend ideas and revise organization to match intended purpose 4.2.2	<ul style="list-style-type: none"> <li>• Clarifies and extends ideas by incorporating one or two <b><i>supporting details</i></b></li> <li>• Revises content to meet pre-established criteria using a <u>personal revision process</u> (add: incorporates one or two supporting details)</li> <li>• Revises content to meet pre-established criteria using feedback from conferencing with others (with guidance)</li> <li>• Begins to experiment with the sequence or organization of ideas and information to match intended purposes</li> </ul>
Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary 4.2.3	<ul style="list-style-type: none"> <li>• <b>Uses handwriting regularly</b>, improving legibility and fluency</li> <li>• Uses word <b>boundaries</b> (spacing) <b>consistently</b> on a page and on an electronic screen</li> <li>• Begins to develop <b>proficiency with keyboarding</b> and <b>word processing</b> when composing, revising, formatting, and publishing texts (add: spaces sentences, uses spell check, cuts and pastes, varies font, varies type size)</li> <li>• Develops an expanding repertoire of vocabulary associated with keyboarding and word processing</li> </ul>
Experiment with language to create desired effect in oral, print, and other media text 4.2.4	<ul style="list-style-type: none"> <li>• Experiments with <b>descriptive</b> and <b>figurative</b> language in personal representations to create desired effect <b>The distinction between grade levels is the sophistication of vocabulary</b></li> <li>• Uses <b>new and accurate vocabulary</b> in personal representations (related to personal interests or topics of study) <b>The distinction between grade levels is the sophistication of vocabulary</b></li> <li>• Uses <b>simple</b> and <b>compound</b> sentence patterns</li> <li>• Experiments with using a <b>voice</b> that is <u>individual, expressive, and engaging</u> with an awareness of and respect for the audience and intended purpose (in oral, print, and other media text) (add: individual writing that is expressive and engaging, elicits emotional response from audience, creates tone that is easy to describe [funny, joyful etc], uses simple and compound sentence patterns, uses new and accurate vocabulary, repeats words only for emphasis, uses writing/phrase/expressions that ‘sound’ like the character, directs comments to the intended audience, chooses suitable vocabulary for intended audience and purpose)</li> </ul>
Use an editing process to enhance communication 4.3.1	<ul style="list-style-type: none"> <li>• Uses an editing process, with guidance (add: to check for appropriate prepositions [including: on, under, in, over, beside, between, near, after, by])</li> <li>• Discusses the function of the parts of speech in a sentence (add: preposition)</li> </ul>
Increase conventional <b>spelling</b> when writing; participates in an <b>editing process</b> using a variety of strategies and resources 4.3.2	<ul style="list-style-type: none"> <li>• Continues to decrease reliance on approximated spelling and <b>increases</b> reliance on <b>conventional spelling</b></li> <li>• Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words</li> <li>• Uses spelling <b>references</b></li> <li>• Uses spelling <b>strategies</b></li> <li>• Participates in an <b>editing process</b> to <b>check spelling</b>, with guidance</li> <li>• Uses spell check, dictionaries, or thesauri on the computer</li> </ul>

## ELA GRADE 4

**GO #4** Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:
Use an editing process to check for punctuation and Capitalization 4.3.3	<ul style="list-style-type: none"> <li>• Applies rules of <b>capitalization</b> in personal representations (add: first word within quotation marks)</li> <li>• Applies rules for <b>punctuation</b> in personal representations (add: quotation marks: including new paragraph for new speaker, commas – in a series, dates, addresses, before quotation marks, after salutations in personal letters and after closings in letters; apostrophes – possessives and contractions)</li> <li>• Participates in an <u>editing process</u> to edit for <b>punctuation</b> and <b>capitalization</b>, with guidance</li> <li>• Edits for punctuation and capitalization <b>with computer</b></li> </ul>
Present and/or publish texts (oral, print, and media) 4.4.1	<ul style="list-style-type: none"> <li>• Experiments with <b>techniques</b> used to enhance presentation of texts (oral, print, and media), with guidance (add: tables, timelines)</li> <li>• Engages (attracts and sustains) the audience (Required in GR 4: introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures)</li> <li>• Talks about how multiple media can enhance presentation of texts (oral, print and media), with guidance</li> <li>• Begins to <b>evaluate the effectiveness</b> of presentation of texts (oral, print, and media) on audience, with guidance</li> </ul>
<b>GO #5</b> Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.	
Work in a variety of partnerships and groups to follow pre-established group processes by resolving conflicts 5.1.1	<ul style="list-style-type: none"> <li>• Follows pre-established group processes when collaborating with a peer to accomplish a task (add: resolving conflicts)</li> <li>• Experiments with a variety of roles and responsibilities in small / whole group activities</li> </ul>
Adjust listening, viewing, speaking behaviours according to the situation 51.2	<ul style="list-style-type: none"> <li>• Speaks, listens and views respectfully (add: listening to opposing opinions, acknowledging others' comments, ideas, perspectives, and questions, giving positive feedback)</li> <li>• Adjusts language to fit the context (audience, purpose, and situation)</li> <li>• Begins to discuss differences in language use in a variety of school and community contexts</li> </ul>
Show appreciation to peers and seek support from group members 51.3 *the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections	<ul style="list-style-type: none"> <li>• Participates in the <b>development of the criteria</b> to evaluate group process</li> <li>• <b>Assesses the effectiveness</b> of the group process using the set criteria</li> <li>• Reflects on personal behaviours and learning style</li> <li>• Reflects on personal behaviours that contribute to group success to set personal and/or group goals</li> <li>• Applies peer and / or group feedback about group processes</li> </ul>
Describe relationships between own and others' ideas and experiences 5.2.1	<ul style="list-style-type: none"> <li>• Describes similarities and differences between own and others' experiences</li> <li>• Begins to offer constructive feedback</li> <li>• Begins to describe similarities and differences between own and others' ideas</li> </ul>

## ELA GRADE 4

**GO #5** Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:
Develop an awareness of diversity 5.2.2	<ul style="list-style-type: none"><li>• Shows respect of others' talents, strengths, interests, feelings and ideas to strengthen the community</li><li>• Expresses and explores own identity through, talents, strengths, feelings and ideas</li><li>• Uses questions and conversations to develop an awareness of own and other cultures and ways of life</li><li>• Begins to describe how cultures, ideas, and diversity are honoured and celebrated</li></ul>
Select and use appropriate language and form to celebrate within and beyond the classroom 5.2.3	<ul style="list-style-type: none"><li>• Selects and uses appropriate language and form to celebrate others, special events, and accomplishments</li><li>• Begins to offer personal and academic strengths to others within and beyond the classroom communities</li></ul>

## MATH GRADE 4

### Strand: Number

#### General Outcome: Develop number sense

Outcomes	Achievement indicators – measurable outcomes
Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
1. Represent and describe whole numbers to 10 000, pictorially and symbolically. [C, CN, V]	<ul style="list-style-type: none"> <li>• Read a given four-digit numeral without using the word “and,” e.g., 5321 is five thousand three hundred twenty one, NOT five thousand three hundred AND twenty one.</li> <li>• Write a given numeral using proper spacing without commas, e.g., 4567 or 4 567, 10 000.</li> <li>• Write a given numeral 0 – 10 000 in words.</li> <li>• Represent a given numeral using a place value chart or diagrams.</li> <li>• Describe the meaning of each digit in a given numeral.</li> <li>• Express a given numeral in expanded notation, e.g., <math>321 = 300 + 20 + 1</math>.</li> <li>• Write the numeral represented by a given expanded notation.</li> <li>• Explain and show the meaning of each digit in a given 4-digit numeral with all digits the same, e.g., for the numeral 2222, the first digit represents two thousands, the second digit two hundreds, the third digit two tens and the fourth digit two ones</li> </ul>
2. Compare and order numbers to 10 000. (C, CN)	<ul style="list-style-type: none"> <li>• Order a given set of numbers in ascending or descending order and explain the order by making references to place value.</li> <li>• Create and order three different 4-digit numerals.</li> <li>• Identify the missing numbers in an ordered sequence or on a number line.</li> <li>• Identify incorrectly placed numbers in an ordered sequence or on a number line</li> </ul>
3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by: <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting</li> <li>• estimating sums and differences</li> <li>• solving problems involving addition and subtraction.</li> </ul> [C, CN, ME, PS, R]	<ul style="list-style-type: none"> <li>• Explain how to keep track of digits that have the same place value when adding numbers, limited to 3- and 4-digit numerals.</li> <li>• Explain how to keep track of digits that have the same place value when subtracting numbers, limited to 3- and 4-digit numerals.</li> <li>• Describe a situation in which an estimate rather than an exact answer is sufficient.</li> <li>• Estimate sums and differences using different strategies, e.g., front-end estimation and compensation.</li> <li>• Solve problems that involve addition and subtraction of more than 2 numbers.</li> </ul>
4. Explain the properties of 0 and 1 for multiplication, and the property of 1 for division. [C, CN, R]	<ul style="list-style-type: none"> <li>• Explain the property for determining the answer when multiplying numbers by one.</li> <li>• Explain the property for determining the answer when multiplying numbers by zero.</li> <li>• Explain the property for determining the answer when dividing numbers by one.</li> </ul>

## MATH GRADE 4

### Strand: Number

#### General Outcome: Develop number sense

Outcomes	Achievement indicators – measurable outcomes
Outcomes	Achievement Indicators
<p><i>It is expected that students will:</i></p> <p>5. Describe and apply mental mathematics strategies, such as:</p> <ul style="list-style-type: none"> <li>• skip counting from a known fact</li> <li>• using doubling or halving</li> <li>• using doubling or halving and adding or subtracting one more group</li> <li>• using patterns in the 9s facts</li> <li>• using repeated doubling</li> </ul> <p>to determine basic multiplication facts to <math>9 \times 9</math> and related division facts.</p> <p>[C, CN, ME, PS, R]</p>	<p><i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i></p> <ul style="list-style-type: none"> <li>• Provide examples for applying mental mathematics strategies: <ul style="list-style-type: none"> <li>◦ doubling, e.g., for <math>4 \times 3</math>, think <math>2 \times 3 = 6</math>, and <math>4 \times 3 = 6 + 6</math></li> <li>◦ doubling and adding one more group, e.g., for <math>3 \times 7</math>, think <math>2 \times 7 = 14</math>, and <math>14 + 7 = 21</math></li> <li>◦ use ten facts when multiplying by 9, e.g., for <math>9 \times 6</math>, think <math>10 \times 6 = 60</math>, and <math>60 - 6 = 54</math>; for <math>7 \times 9</math>, think <math>7 \times 10 = 70</math>, and <math>70 - 7 = 63</math></li> <li>◦ halving, e.g., if <math>4 \times 6</math> is equal to 24, then <math>2 \times 6</math> is equal to 12</li> <li>◦ relating division to multiplication, e.g., for <math>64 \div 8</math>, think <math>8 \times \square = 64</math>.</li> </ul> </li> </ul>
<p>6. Demonstrate an understanding of multiplication (2-or 3-digit by 1-digit) to solve problems by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for multiplication with and without concrete materials</li> <li>• using arrays to represent multiplication</li> <li>• connecting concrete representations to symbolic representations</li> <li>• estimating products.</li> </ul> <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <li>• Model a given multiplication problem using the distributive property, e.g., <math>8 \times 365 = (8 \times 300) + (8 \times 60) + (8 \times 5)</math>.</li> <li>• Use concrete materials, such as base ten blocks or their pictorial representations, to represent multiplication and record the process symbolically.</li> <li>• Create and solve a multiplication problem that is limited to 2- or 3-digits by 1-digit.</li> <li>• Estimate a product using a personal strategy, e.g., <math>2 \times 243</math> is close to or a little more than <math>2 \times 200</math>, or close to or a little less than <math>2 \times 250</math>.</li> <li>• Model and solve a given multiplication problem using an array and record the process.</li> <li>• Solve a given multiplication problem and record the process.</li> </ul>
<p>7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for dividing with and</li> <li>• without concrete materials</li> <li>• estimating quotient</li> <li>• relating division to multiplication.</li> </ul> <p>[C, CN, ME, PS, R, V]</p>	<p>(It is not intended that remainders be expressed as decimals or fractions.)</p> <ul style="list-style-type: none"> <li>• Solve a given division problem without a remainder using arrays or base ten materials.</li> <li>• Solve a given division problem with a remainder using arrays or base ten materials.</li> <li>• Solve a given division problem using a personal strategy and record the process.</li> <li>• Create and solve a word problem involving a 1- or 2-digit dividend.</li> <li>• Estimate a quotient using a personal strategy, e.g., <math>86 \div 4</math> is close to <math>80 \div 4</math> or close to <math>80 \div 5</math>.</li> </ul>

## MATH GRADE 4

### Strand: Number

#### General Outcome: Develop number sense

Outcomes	Achievement indicators – measurable outcomes
Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
<p>8. Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to:</p> <ul style="list-style-type: none"> <li>• name and record fractions for the parts of a whole or a set</li> <li>• compare and order fractions</li> <li>• model and explain that for different wholes, two identical fractions may not represent the same quantity</li> <li>• provide examples of where fractions are used. [C, CN, PS, R, V]</li> </ul>	<ul style="list-style-type: none"> <li>• Represent a given fraction using concrete materials.</li> <li>• Identify a fraction from its given concrete representation.</li> <li>• Name and record the shaded and non-shaded parts of a given set.</li> <li>• Name and record the shaded and non-shaded parts of a given whole.</li> <li>• Represent a given fraction pictorially by shading parts of a given set.</li> <li>• Represent a given fraction pictorially by shading parts of a given whole.</li> <li>• Explain how denominators can be used to compare two given unit fractions with numerator 1.</li> <li>• Order a given set of fractions that have same numerator and explain the ordering.</li> <li>• Order a given set of fractions that have same denominator and explain ordering.</li> <li>• Identify which of the benchmarks <math>0, \frac{1}{2}</math> or 1 is closer to a given fraction.</li> <li>• Name fractions between two given benchmarks on a number line.</li> <li>• Order a given set of fractions by placing them on a number line with given benchmarks.</li> <li>• Provide examples of when two identical fractions may not represent the same quantity, e.g., half of a large apple is not equivalent to half of a small apple; half of ten cloudberry is not equivalent to half of sixteen cloudberry.</li> <li>• Provide an example of a fraction that represents part of a set and a fraction that represents part of a whole from everyday contexts.</li> </ul>
<p>9. Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically. [C, CN, R, V]</p>	<ul style="list-style-type: none"> <li>• Write the decimal for a given concrete or pictorial representation of part of a set, part of a region or part of a unit of measure.</li> <li>• Represent a given decimal using concrete materials or a pictorial representation.</li> <li>• Explain the meaning of each digit in a given decimal with all digits the same.</li> <li>• Represent a given decimal using money values (dimes and pennies).</li> <li>• Record a given money value using decimals.</li> <li>• Provide examples of everyday contexts in which tenths and hundredths are used.</li> <li>• Model, using manipulatives or pictures that a given tenth can be expressed as hundredths, e.g., 0.9 is equivalent to 0.90 or 9 dimes is equivalent to 90 pennies.</li> </ul>
<p>10. Relate decimals to fractions (to hundredths). [CN, R, ]</p>	<ul style="list-style-type: none"> <li>• Read decimals as fractions, e.g., 0.5 is zero and five tenths.</li> <li>• Express orally and in written form a given decimal in fractional form.</li> <li>• Express orally and in written form a given fraction with a denominator of 10 or 100 as a decimal.</li> <li>• Express a given pictorial or concrete representation as a fraction or decimal, e.g., 15 shaded squares on a hundred grid can be expressed as 0.15 or <math>\frac{15}{100}</math>.</li> <li>• Express orally and in written form the decimal equivalent for a given fraction, e.g., <math>\frac{50}{100}</math> can be expressed as 0.50.</li> </ul>
<p>11. Demonstrate understanding of addition and subtraction of decimals (limited to hundredths) by:</p> <ul style="list-style-type: none"> <li>• using compatible numbers</li> <li>• estimating sums and differences</li> <li>• using mental math strategies to solve problems. [C, ME, PS, R, V]</li> </ul>	<ul style="list-style-type: none"> <li>• Predict sums and differences of decimals using estimation strategies.</li> <li>• Solve problems, including money problems, which involve addition and subtraction of decimals, limited to hundredths.</li> <li>• Determine approximate solution of a given problem not requiring an exact answer.</li> <li>• Estimate a sum or difference using compatible numbers.</li> <li>• Count back change for a given purchase.</li> </ul>

## MATH GRADE 4

### **Strand:** Patterns and Relations (Patterns)

**General Outcome:** Use patterns to describe the world and solve problems

Outcomes	Achievement indicators – measurable outcomes
Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
1. Identify and describe patterns found in tables and charts, including a multiplication chart. [C, CN, PS, V]	<ul style="list-style-type: none"> <li>Identify and describe a variety of patterns in a multiplication chart.</li> <li>Determine the missing element(s) in a given table or chart.</li> <li>Identify error(s) in a given table or chart.</li> <li>Describe the pattern found in a given table or chart.</li> </ul>
2. Reproduce a pattern shown in a table or chart using concrete materials. [C, CN, V]	<ul style="list-style-type: none"> <li>Create a concrete representation of a given pattern displayed in a table or chart.</li> <li>Explain why the same relationship exists between the pattern in a table and its concrete representation.</li> </ul>
3. Represent and describe patterns and relationships using charts and tables to solve problems. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>Extend patterns found in a table or chart to solve a given problem.</li> <li>Translate the information provided in a given problem into a table or chart.</li> <li>Identify and extend the patterns in a table or chart to solve a given problem.</li> </ul>
4. Identify and explain mathematical relationships using charts and diagrams to solve problems. [CN, PS, R, V]	<ul style="list-style-type: none"> <li>Complete a Carroll diagram by entering given data into correct squares to solve a given problem.</li> <li>Determine where new elements belong in a given Carroll diagram.</li> <li>Solve a given problem using a Carroll diagram.</li> <li>Identify a sorting rule for a given Venn diagram.</li> <li>Describe the relationship shown in a given Venn diagram when the circles intersect, when one circle is contained in the other and when the circles are separate.</li> <li>Determine where new elements belong in a given Venn diagram.</li> <li>Solve a given problem by using a chart or diagram to identify mathematical relationships.</li> </ul>

### **Strand:** Patterns and Relations (Variables and Equations)

**General Outcome:** Represent algebraic expressions in multiple ways.

5. Express a given problem as an equation in which a symbol is used to represent an unknown number. [CN, PS, R]	<ul style="list-style-type: none"> <li>Explain the purpose of the symbol, such as a triangle or circle, in a given addition, subtraction, multiplication or division equation with one unknown, e.g. <math>36 + \square = 6</math></li> <li>Express a given pictorial or concrete representation of an equation in symbolic form.</li> <li>Identify the unknown in a story problem, represent the problem with an equation and solve the problem concretely, pictorially or symbolically</li> <li>Create a problem in context for a given equation with one unknown.</li> </ul>
6. Solve one-step equations involving a symbol to represent an unknown number. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>Solve a given one-step equation using manipulatives.</li> <li>Solve a given one-step equation using guess and test.</li> <li>Describe, orally, the meaning of a given one-step equation with one unknown.</li> <li>Solve a given equation when the unknown is on the left or right side of the equation.</li> <li>Represent and solve a given addition or subtraction problem involving a “part-part-whole” or comparison context using a symbol to represent the unknown.</li> <li>Represent and solve a given multiplication or division problem involving equal grouping or partitioning (equal sharing) using symbols to represent the unknown.</li> </ul>

## MATH GRADE 4

### Strand: Shape and Space (Measurement)

**General Outcome:** Use direct or indirect measurement to solve problems

Outcomes	Achievement indicators – measurable outcomes
<b>Outcomes</b> <i>It is expected that students will:</i>	<b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
1. Read and record time using digital and analog clocks, including 24-hour clocks. [C, CN, V]	<ul style="list-style-type: none"> <li>State the number of hours in a day.</li> <li>Express the time orally and numerically from a 12-hour analog clock.</li> <li>Express the time orally and numerically from a 24-hour analog clock.</li> <li>Express the time orally and numerically from a 12-hour digital clock.</li> <li>Describe time orally and numerically from a 24-hour digital clock.</li> <li>Describe time orally as “minutes to” or “minutes after” the hour.</li> <li>Explain the meaning of AM and PM, and provide an example of an activity that occurs during the AM and another that occurs during the PM.</li> </ul>
2. Read and record calendar dates in a variety of formats. [C, V]	<ul style="list-style-type: none"> <li>Write dates in a variety of formats, e.g., yyyy/mm/dd, dd/mm/yyyy, March 21, 2006, dd/mm/yy.</li> <li>Relate dates written in the format yyyy/mm/dd to dates on a calendar.</li> <li>Identify possible interpretations of a given date, e.g., 06/03/04.</li> </ul>
3. Demonstrate an understanding of area of regular and irregular 2-D shapes by: <ul style="list-style-type: none"> <li>recognizing that area is measured in square units</li> <li>selecting and justifying referents for the units <math>\text{cm}^2</math> or <math>\text{m}^2</math></li> <li>estimating area by using referents for <math>\text{cm}^2</math> or <math>\text{m}^2</math></li> <li>determining and recording area (<math>\text{cm}^2</math> or <math>\text{m}^2</math>)</li> <li>constructing different rectangles for a given area (<math>\text{cm}^2</math> or <math>\text{m}^2</math>) in order to demonstrate that many different rectangles may have the same area.</li> </ul> [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> <li>Describe area as the measure of surface recorded in square units.</li> <li>Identify and explain why the square is the most efficient unit for measuring area.</li> <li>Provide a referent for a square centimetre and explain the choice.</li> <li>Provide a referent for a square metre and explain the choice.</li> <li>Determine which standard square unit is represented by a given referent.</li> <li>Estimate the area of a given 2-D shape using personal referents.</li> <li>Determine the area of a regular 2-D shape and explain the strategy.</li> <li>Determine the area of an irregular 2-D shape and explain the strategy.</li> <li>Construct a rectangle for a given area.</li> <li>Demonstrate that many rectangles are possible for a given area by drawing at least two different rectangles for the same given area.</li> </ul>
<b>Strand: Shape and Space (3-D Objects and 2-D Shapes)</b>	
<b>General Outcome:</b> Describe characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.	
4. Describe and construct rectangular and triangular prisms. [C, CN, R, V]	<ul style="list-style-type: none"> <li>Identify and name common attributes of rectangular prisms from given sets of rectangular prisms.</li> <li>Identify and name common attributes of triangular prisms from given sets of triangular prisms.</li> <li>Sort a given set of rectangular and triangular prisms using the shape of the base.</li> <li>Construct and describe a model of rectangular and triangular prisms using materials, such as pattern blocks or modelling clay.</li> <li>Construct rectangular prisms from their nets.</li> <li>Construct triangular prisms from their nets.</li> <li>Identify examples of rectangular and triangular prisms found in the environment.</li> </ul>

## MATH GRADE 4

### **Strand: Shape and Space (Transformations)**

**General Outcome:** Describe and analyze position and motion of objects and shapes.

Outcomes	Achievement indicators – measurable outcomes
Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i></p> <p>5.Demonstrate an understanding of line symmetry by:            • identifying symmetrical 2-d shapes            • creating symmetrical 2-d shapes            • drawing one or more lines of symmetry in a 2-D shape. [C, CN, V]</p> <ul style="list-style-type: none"> <li>• Identify the characteristics of given symmetrical and non-symmetrical 2-D shapes.</li> <li>• Sort a given set of 2-D shapes as symmetrical and non-symmetrical.</li> <li>• Complete a symmetrical 2-D shape given half the shape and its line of symmetry.</li> <li>• Identify lines of symmetry of a given set of 2-D shapes and explain why each shape is symmetrical.</li> <li>• Determine whether or not a given 2-D shape is symmetrical by using a Mira or by folding and superimposing.</li> <li>• Create a symmetrical shape with and without manipulatives.</li> <li>• Provide examples of symmetrical shapes found in the environment and identify the line(s) of symmetry.</li> <li>• Sort a given set of 2-D shapes as those that have no lines of symmetry, one line of symmetry or more than one line of symmetry.</li> </ul>

### **Strand: Statistics and Probability (Data Analysis)**

**General Outcome:** Collect, display and analyze data to solve problems.

1. Demonstrate an understanding of many-to-one correspondence. [C, R, T, V]	<ul style="list-style-type: none"> <li>• Compare graphs in which different intervals or correspondences are used and explain why the interval or correspondence was used.</li> <li>• Compare graphs in which the same data has been displayed using one-to-one and many-to-one correspondences, and explain how they are the same and different.</li> <li>• Explain why many-to-one correspondence is sometimes used rather than one-to-one correspondence.</li> <li>• Find examples of graphs in which many-to-one correspondence is used in print and electronic media, such as newspapers, magazines and the Internet, and describe the correspondence used.</li> </ul>
2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions. [C, PS, R, V]	<ul style="list-style-type: none"> <li>• Identify an interval and correspondence for displaying a given set of data in a graph and justify the choice.</li> <li>• Create and label (with categories, title and legend) a pictograph to display a given set of data using many-to-one correspondence, and justify the choice of correspondence used.</li> <li>• Create and label (with axes and title) a bar graph to display a given set of data using many-to-one correspondence, and justify the choice of interval used.</li> <li>• Answer a given question using a given graph in which data is displayed using many-to-one correspondence.</li> </ul>

## SCIENCE GRADE 4

### LIFE SYSTEMS: Habitats and Communities

**Big Idea:** Habitats and communities are groups of interdependent plants and animals living together in order to survive.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of the concepts of habitat and community and identify some factors that could affect habitats and communities of plants and animals.	<ul style="list-style-type: none"> <li>• Identify, through observation, various factors that affect plants and animals in specific habitat (e.g., availability of water, food sources, light, ground features, weather and seasonal conditions)</li> <li>• Classify organisms according to their role in a food chain (e.g., producer, consumer)</li> <li>• Demonstrate an understanding of a food chain as a system in which energy from the sun is transferred eventually to animals. Be able to construct food chains of different plant and animal species (egg, grass – arctic hare - fox), and classify animals as omnivore, carnivore, or herbivore</li> <li>• Describe structural adaptations of plants and animals that demonstrate a response to their environment (e.g., the height of a plant depends on the amount of sunlight the plant gets; many animals that live in the Arctic have white camouflage)</li> <li>• Recognize that animals and plants live in specific habitats because they are dependent on those habitats and have adapted to them (e.g., duck/geese live in marshes because they provide food, water, shelter, and a place to nest)</li> <li>• Classify plants and animals that students have observed in local habitats according to similarities and differences (bogs/swamps/marsh mosses and moose and barren grounds caribou).</li> </ul>
<b>SKILLS OUTCOMES</b>	
Investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat.	<ul style="list-style-type: none"> <li>• Formulate questions about and identify the needs of animals and plants in a particular habitat, and explore possible answers to these questions and ways of meeting these needs. Predict the structural adaptations that help plants/animals survive in their environment (e.g., do webbed feet help ducks and geese survive in a marsh? Do hooves help caribou move around the tundra? Do river otters, muskrat, beavers, or birch/pine/spruce trees share similar characteristics)</li> <li>• Plan investigations for some of these answers and solutions, identify variables that need to be held constant to ensure a fair test, and identify criteria for assessing solutions</li> <li>• Use appropriate vocabulary, including correct science and technology terms, in describing their investigations, explorations, and observations (e.g., habitat, population, ecological niche, community, food chain)</li> <li>• Compile data gathered through investigation in order to record and present results, using tally charts, tables, and labeled graphs produced by hand or with a computer (e.g., display data gathered in a population simulation exercise, using a labeled graph; classify species of insects in the neighbourhood according to habitat, using a chart or table)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences using electronic media, oral presentations, written notes and descriptions, drawings, pictograms and charts (e.g., prepare a poster illustrating the components of a local habitat; trace a food chain in an illustrated chart, using the sun as the starting point).</li> </ul>

## SCIENCE GRADE 4

### **Life Systems: Habitats and Communities**

**Big Idea:** Habitats and communities are groups of interdependent plants and animals living together in order to survive.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats.	<ul style="list-style-type: none"> <li>• Describe ways in which humans are dependent on plants and animals (e.g., for food products, medicine, heat, lumber, other building materials, and clothing (e.g., moose/caribou hides, cotton)</li> <li>• Describe ways in which humans can affect the natural world (e.g., over harvesting of wild populations, urban development, mines, pipelines, etc. forces some species to go elsewhere and enables other species left behind to multiply too rapidly or starve; conservation areas can be established to protect specific habitats, harvesting can be regulated or stopped for a specific length of time, laws and technology can be used to minimize impacts)</li> <li>• Construct food chains that include different plant and animal species and humans (e.g., moss – caribou – humans; aquatic plants –geese – humans)</li> <li>• Show the effects on plants and animals of the loss of their natural habitat (e.g., nesting sites for ducks can be destroyed if a road acts as a dam, global warming);</li> <li>• Investigate ways in which the extinction of a plant or animal species affects the rest of the natural community and humans (e.g., chart the distribution of wolves or beluga whales on a world map and predict the effects if they were to become extinct. Use a software program such as Sim-Earth to simulate specific environmental effects and their projected consequences.</li> </ul>
<b>Matter and Materials: Materials That Transmit, Reflect, or Absorb Light or Sound</b>	
<b>Big Idea:</b> Different materials can transmit, reflect, refract or absorb light and sound based on their properties.	
Demonstrate understanding that certain materials can transmit, reflect, refract or absorb light or sound	<ul style="list-style-type: none"> <li>• Recognize and describe how different materials affect light (e.g., water and prisms bend light as it passes through them; mirrors and polished metals reflect light)</li> <li>• Classify materials as transparent (e.g., glass, clear acrylic), translucent (e.g., frosted glass, white plastic shopping bags, tissue paper), or opaque (e.g., wood, metal)</li> <li>• Demonstrate how opaque materials absorb light and thereby cast shadows</li> <li>• Investigate, through explorations, ways in which different properties of materials, including their shape, affect the nature of sound (e.g., compare the sound produced by striking solid wood and hollow materials such as a drum)</li> <li>• Identify and describe, using their observations, physical changes (stretch or compression) in a material that can alter the sound it makes (e.g., the differences in sound when a loose rubber band and a stretched rubber band are plucked)</li> <li>• Identify, using their observations, a variety of materials through which sound can travel (e.g., ringing a bell underwater, sending a message along a string can telephone).</li> </ul>
<b>SKILLS OUTCOMES</b>	
Investigate materials that transmit, reflect, refract or absorb light or sound and use their findings in designing objects and choosing materials from which to construct them	<ul style="list-style-type: none"> <li>• Design and make instruments for a specific purpose or function (e.g., make magnifiers from glass jars half filled with water; make a drum from boxes or metal cans, wooden hoops or recycled plastic containers)</li> </ul>

## SCIENCE GRADE 4

### **Matter and Materials: Materials That Transmit, Reflect, or Absorb Light or Sound**

**Big Idea:** Different materials can transmit, reflect, refract or absorb light and sound based on their properties

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Investigate materials that transmit, reflect, refract or absorb light or sound and use their findings in designing objects and choosing materials from which to construct them	<ul style="list-style-type: none"> <li>• Formulate questions about and identify problems related to the ways in which materials transmit, reflect, refract or absorb sound or light, and explore possible answers or solutions (e.g., predict and verify the size shape, location, and type of materials for shadows and transmission from a given light source and the types of materials that will make ringing sounds when struck)</li> <li>• Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions</li> <li>• Use appropriate vocabulary, including correct science and technology terminology, in describing their investigations, explorations, and observations (e.g., use terms such as translucent, opaque, reflection, refraction, absorption, and conductivity to describe properties of materials in relation to light and sound)</li> <li>• Compile data gathered through investigation in order to record and present results, using tally charts, tables, and labeled graphs produced by hand or with a computer (e.g., create a table to show the types of sounds made by hollow and solid objects, and the degree of translucence of objects, the degree of reflection/absorption of light by various objects)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using oral presentations, written notes and descriptions, drawings, and charts (e.g., create a shade chart of a selected colour, make a spinning colour wheel to demonstrate how "white" light is composed of all colours).</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Explain why materials that transmit, reflect, refract or absorb light and/or sound are used in a variety of consumer products	<ul style="list-style-type: none"> <li>• Classify materials that transmit, absorb, or reflect energy from natural or human-made materials (e.g., wood, metal, clay, plastic, fabric, hides)</li> <li>• Identify transparent, translucent, and opaque materials used in objects in the immediate environment, and evaluate whether the ability of these materials to transmit, reflect, or absorb light enhances the objects' usefulness (e.g., usefulness of translucent white plastic shopping bags versus opaque paper shopping bags; use of coloured glass to preserve food and drink from light)</li> <li>• Describe, using their observations, how substances employed in finishing processes can alter a material's ability to transmit, absorb, refract or reflect light and sound (e.g., paint on wall, fabric curtains, frosted glass, shapes of rooms)</li> <li>• Describe and demonstrate using different materials, ways of mixing colours to create new colours (e.g., overlapping different colour acetates, mixing pigmented paints)</li> <li>• Compare the intensity of light passing through different materials and identify how the differences might determine the use of these materials</li> </ul>

## SCIENCE GRADE 4

### **Matter and Materials: Materials That Transmit, Reflect, or Absorb Light or Sound**

**Big Idea:** Different materials can transmit, reflect, refract or absorb light and sound based on their properties

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p> <p>(Continued) Explain why materials that transmit, reflect, refract or absorb light and/or sound are used in a variety of consumer products</p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p> <ul style="list-style-type: none"> <li>• Identify different types of light observed in the immediate environment and compare them with respect to colour, intensity and uses (e.g., fluorescent tube, incandescent light bulb, neon street light, rainbow, flashing store/sign light)</li> <li>• Compare materials in terms of the sounds that they can be made to produce (e.g., beating a drum, rubber bands plucked, tapping of different glasses, air blowing over a tube)</li> <li>• Investigate objects in the home and community that are designed and made to produce sounds (e.g., doorbells, telephones, microwaves, drums, fiddles, smoke detectors, etc.)</li> <li>• Describe some ways in which materials that absorb sound are used (e.g., acoustic tiles in community halls, theatres, gymnasiums, music rooms, ear plugs in loud sound areas)</li> <li>• Describe practices that ensure their safety and that of others when using light and sound (e.g., ear plugs when around loud noises such as hunting, music concerts, machinery, safety glasses; wearing sunglasses; not looking directly at strong light sources).</li> </ul>

### **Energy and Control: Light and Sound Energy**

**Big Idea:** Light and sound are produced and transmitted in different ways.

<p>Demonstrate an understanding of the characteristics and properties of light and sound as they travel through a substance</p>	<ul style="list-style-type: none"> <li>• Identify a variety of natural and artificial light sources (e.g., the sun, a candle, different types of light bulbs, oil/gas lamps)</li> <li>• Describe the behaviour of light/sound, using observations, and identify some of its basic characteristics (e.g., they travel in a straight path, light bends as it passes from one medium to another, and reflects off shiny surfaces, sound must travel through a medium and bends around/reflects off objects)</li> <li>• Distinguish between objects that produce their own light and those that reflect light from another source (e.g., candles and the sun emit their own light; the moon reflects light from the sun; bike reflectors; dogs/cats/caribou eyes reflect light)</li> <li>• Identify through observation, colour as a property of light (e.g., use prisms, water in a jar, crystals in the window, water droplets on an overhead projector and show that white light can be separated into colours, ROY G BIV)</li> <li>• Predict the location, shape and size of a shadow when a light source is placed in a given location relative to an object</li> <li>• Investigate and compare how light interacts with a variety of optical devices (e.g., kaleidoscopes, periscopes, telescopes magnifying glasses)</li> <li>• Recognize, using their observations that most luminescent objects give off both light and heat (e.g., the sun, a candle, a light bulb), and identify some objects that give off light, but produce little or no heat (e.g., chemical light sticks, fireflies, arctic jelly fish, phosphorescent lichens)</li> <li>• Recognize, using their observations, that sound can travel through a substance (e.g., place a vibrating tuning fork in a shallow dish of water and describe what happens to the water; place rice on a drum and describe what happens to the rice when the drum is tapped or a tuning fork is place on the head of a drum)</li> <li>•</li> </ul>
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## SCIENCE GRADE 4

### Energy and Control: Light and Sound Energy

#### Big Idea: Light and sound are produced and transmitted in different ways.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Demonstrate an understanding of the characteristics and properties of light and sound as they travel through a substance	<ul style="list-style-type: none"> <li>• Group a variety of sounds according to pitch and loudness and demonstrate how the sounds can be modified (e.g., drinking glasses filled with different levels of water)</li> <li>• Compare the range of sounds that humans can hear with the range of sounds that other animals can hear (e.g., dogs, bats, mice, lemmings, caribou, and whales, can hear different frequencies than humans)</li> <li>• Recognize that sounds are caused by vibrations of an object; and describe how the human ear is designed to detect vibrations (e.g., pinna, ear canal, ear drum, middle ear, inner ear; draw analogy to the ear drum and a musical drum).</li> </ul>
<b>SKILLS OUTCOMES</b>	
Investigate different ways in which light and sound are produced and transmitted, and design and make devices that use these forms of energy	<ul style="list-style-type: none"> <li>• Formulate questions about and identify needs and problems related to their own experiences with light and sound, and explore possible answers and solutions (e.g., identify different sources and types of light and sounds in their environment)</li> <li>• Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessment</li> <li>• Use appropriate vocabulary, including correct science and technology terminology, in describing their investigations and observations (e.g., use terms such as source, artificial, beam of light, refraction, intensity of light, reflection in describing the behaviour of light; or pitch, loudness, vibrations in describing sounds)</li> <li>• Compile data gathering through investigations in order to record and present results, using tally charts, tables, and labeled graphs produced by hand or with the a computer (e.g., investigate different sources/types of light used in a house, school or out camping, create a sound diary to record the sounds encountered over a period of time)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences using electronic media, oral presentations written notes and descriptions, drawings and charts (e.g., draw diagrams showing the position of the light source and location of the shadow; create a chart showing how devices that rely on or produce light and sound contribute to user's quality of life)</li> <li>• Design, make and test an optical device (e.g., periscope, kaleidoscope)</li> <li>• Design and make musical instruments and explain the relationship between the sounds they make and their shapes (e.g., recorders, small/large drums, fiddles)</li> <li>• Follow safe work procedures in all investigations (e.g., direct mirrors away from the sun to ensure that the sun's rays are not reflected into their eyes or the eyes of others; avoid producing excessive loud sounds).</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Identify technological innovations related to light and sound energy and how they are used and controlled at home and in the community, and determine how our quality of life has been affected by these innovations.	<ul style="list-style-type: none"> <li>• Identify various uses of sounds encountered daily, (e.g., warning sounds such alarms, microwave bells, school bells, car horns)</li> <li>• Describe the harmful effects of high noise levels and identify potential noise hazards at home or in the community (e.g., snow blowers, ATV's, chain saws, motor bikes, generators, airplanes)</li> <li>• Describe, using their observations, how sounds are produced in a variety of musical instruments (e.g., wind, string, percussion instruments) and identify those they like listening to best</li> </ul>

## SCIENCE GRADE 4

### **Energy and Control: Light and Sound Energy**

**Big Idea:** Light and sound are produced and transmitted in different ways.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
	<ul style="list-style-type: none"> <li>• Identify sound related jobs (e.g., tuning pianos, musicians, song bird surveys, forensics, occupational sound specialist, medical technicians) and the role of sound in different jobs (e.g., the beep that warns us equipment is backing up; the noise of jackhammers as an occupational hazard; hunters shooting rifles)</li> <li>• Describe devices that extend our ability to see and hear (e.g., a telescope, a magnifying glass, an optical microscope, a hearing aid, a microphone or megaphone)</li> <li>• Identify different uses of light at home, at school, or in the community, and explain how their brightness and colour are related to their purpose (e.g., vivid neon lights are used for advertising; blue lights are used to identify snow-removal vehicles; dim lighting is used to create a soothing atmosphere in restaurants)</li> <li>• Describe the effect on the quality of life if light and sound could not be used as forms of energy</li> <li>• Identify common phenomena related to light and sound (e.g., rainbows, shadows, echoes, sun dogs, shadows) and describe the conditions that create them</li> <li>• Identify systems that use light or sound sensors to detect movement (e.g., motion detectors, check-out scanners, the eye, the ear, electronic tuners, automatic sink/faucet sensors, automated door openers).</li> </ul>

### **Structures and Mechanisms: Pulleys and Gears**

**Big Idea:** Pulleys and gears transfer energy and direction of motion.

Demonstrate an understanding of the characteristics of pulleys and gears	<ul style="list-style-type: none"> <li>• Describe, using their observations, the functions of pulley systems and gear systems (e.g., they make changes in direction, speed, and force possible)</li> <li>• Describe, using their observations, how rotary motion in one system (e.g., a system of pulleys of different sizes) is transferred to rotary motion in another (e.g., a system of various gears) in the same structure</li> <li>• Describe, using their observations, how gears operate in one plane (e.g., spur gears, idle gears) and in two planes (e.g., crown bevel, or worm gears)</li> <li>• Demonstrate an awareness of the concept of mechanical advantage by using a variety of pulleys and gears.</li> </ul>
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### **SKILLS OUTCOMES**

Design and make pulley systems and gear systems, to investigate how motion is transferred from one system to another	<ul style="list-style-type: none"> <li>• Formulate questions about and identify needs and problems related to structures and mechanisms in their environment and explore possible answers and solutions (e.g., test the effort required by different gear or pulley system to lift the same load)</li> <li>• Plan investigations for some of these answers and solutions, identify variables that need to be held constant to ensure a fair test and identify criteria for assessing solutions</li> <li>• Use appropriate vocabulary, including correct science and technology terms, to describe their investigations (e.g., use terms such as block and tackle in describing pulley systems and gear train in describing gear systems)</li> <li>• Compile data gathered through investigation in order to record and present results, using tally charts, tables, and labeled graphs produced by hand or with a computer (e.g., create a table recording how the action of a pulley system is altered by changing tension of the band connecting two pulleys)</li> </ul>
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## SCIENCE GRADE 4

### Structures and Mechanisms: Pulleys and Gears

**Big Idea:** Pulleys and gears transfer energy and direction of motion.

Outcomes	Achievement indicators – measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
(Continued) Design and make pulley systems and gear systems, to investigate how motion is transferred from one system to another	<ul style="list-style-type: none"> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using electronic media, written notes and descriptions, drawings, charts, and oral presentations (e.g., draw a diagram of a proposed object and a diagram of the finished product)</li> <li>• Design, make, and use a pulley system that performs a specific task (e.g., a pulley system that closes a door or carries an object from one place to another)</li> <li>• Design and make a system of pulleys and/or gears for a structure (e.g., a potter's wheel), that moves in a prescribed and controlled way, (e.g., fast, straight) and performs a specific function</li> <li>• Manipulate pliable and rigid materials (e.g., modeling clay, straws, string, wood) as required by a specific design task.</li> </ul>

### RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL

Identify ways in which different systems function, and appropriate criteria to be considered when designing and making such systems.	<ul style="list-style-type: none"> <li>• Demonstrate awareness that most mechanical systems are fixed and dependent on structures for support (e.g., elevator system)</li> <li>• Compare in qualitative terms the performance of various mechanical systems (e.g., a block-and-tackle system vs. a single pulley system), and describe how and when they are used</li> <li>• Identify and make modifications to their own pulley and gear systems to improve the way they move a load (e.g., change the size or number of pulleys or gears used; use gears that change direction through a right angle)</li> <li>• Evaluate in general terms (e.g., as more or less effective), the performance of a system that they have made and the performance of another system designed to do the same task</li> <li>• Explain how various mechanisms on a bicycle function (e.g., levers for breaking, gears and a chain for changing speed)</li> <li>• Demonstrate awareness that finishing techniques can adversely affect the performance of a mechanical system (e.g., problems result if paint gets into a gear system; oil lubricate)</li> <li>• Identify the properties of materials (e.g., pliability, rigidity) that are best suited for use in a structure that contains a mechanical system</li> <li>• Describe the consequences of having a limited choice of materials when making a device or a structure</li> <li>• Identify common devices and systems that incorporate pulleys (e.g., cloth lines, flag poles, cranes) and/or gears (e.g., bicycles, hand drills, wind-up clocks).</li> </ul>
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### Earth and Space Systems: Grade 4 - Rocks, Minerals, and Erosion

**Big Idea:** Rocks and minerals have unique characteristics and the landscape is affected by erosion.

Demonstrate an understanding of the physical properties of rocks and minerals and the effects of erosion on the landscape	<ul style="list-style-type: none"> <li>• Describe the difference between minerals (composed of the same substance throughout) and rocks (composed of two or more minerals)</li> <li>• Classify rocks and minerals according to chosen criteria, relying on their observations (e.g., colour, texture, shape)</li> <li>• Recognize that there are three classes of rocks: igneous, sedimentary, and metamorphic</li> <li>• Compare different rocks and minerals from the local environment with rocks and minerals from other places</li> </ul>
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## SCIENCE GRADE 4

### Earth and Space Systems: Grade 4 - Rocks, Minerals, and Erosion

**Big Idea:** Rocks and minerals have unique characteristics and the landscape is affected by erosion.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Demonstrate an understanding of the physical properties of rocks and minerals and the effects of erosion on the landscape	<ul style="list-style-type: none"> <li>• Describe the effects of wind, water, and ice on the landscape (e.g., ice breaking rocks into soil), and identify natural phenomena that cause rapid and significant changes in the landscape (e.g., floods, tornadoes, heavy rain storms)</li> <li>• Investigate and describe ways in which soil formed from rocks; and Identify and describe rocks that contain records of the Earth's history (e.g., fossils, layer of rock strata), and explain how they were formed.</li> </ul>
<b>SKILLS OUTCOMES</b>	
Investigate, test, and compare the physical properties of rocks and minerals and investigate the factors that cause erosion of the landscape	<ul style="list-style-type: none"> <li>• Follow procedures that ensure their safety by covering rock samples with a cloth when chipping and by wearing safety goggles</li> <li>• Test and compare the physical properties of minerals (e.g., scratch test for hardness, streak test for colour)</li> <li>• Formulate questions about and identify needs and problems related to objects and events in the environment, and explore possible answers and solutions (e.g., design and carry out an investigation using different colour sand layers to show the relationship between volume of water and erosion)</li> <li>• Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing a solution</li> <li>• Use appropriate vocabulary, including correct science and technology terms, in describing their investigations and observations (e.g., use terms such as hardness, colour, luster, and texture when discussing the physical properties of rocks and minerals)</li> <li>• Compile data gathered through investigation in order to record and present results, using tally charts, tables, and labeled graphs produced by hand or with a computer (e.g., use a chart to record findings obtained through a mineral hardness test)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using electronic media, oral presentations, written notes and descriptions, drawings, and charts (e.g., put together a labeled exhibit of rocks found in the local environment; create a chart of the physical characteristics of different types of rocks and minerals).</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Describe the effects of human activity (e.g., land development, building of dams, mine development, erosion preventing measures) on physical features of the landscape, and examine the use of rocks and minerals in making consumer products.	<ul style="list-style-type: none"> <li>• Distinguish between natural features of the landscape and those that are the result of human activity (e.g., Virginia Falls, pingos, rapids, farm land, vineyards, mountains, valleys, dunes and dykes)</li> <li>• Determine positive and negative effects of human alteration of the landscape (e.g., use of farmland for housing developments; use of wilderness areas for mining, pipeline development; creation of parks)</li> <li>• Identify ways in which soil erosion can be controlled or minimized (e.g., by planting trees, by building retaining walls, water control systems), and create a plan for reducing erosion of soil in the local field or a ditch alongside a road</li> <li>• Design, build and test a system to control the effects of soil erosion</li> <li>• Identify the many uses of rocks and minerals in manufacturing, and in arts and crafts (e.g., china, iron fences, soapstone carvings, jewellery, coins)</li> <li>• </li> </ul>

## SCIENCE GRADE 4

### Earth and Space Systems: Grade 4 - Rocks, Minerals, and Erosion

**Big Idea:** Rocks and minerals have unique characteristics and the landscape is affected by erosion.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Describe the effects of human activity (e.g., land development, building of dams, mine development, erosion preventing measures) on physical features of the landscape, and examine the use of rocks and minerals in making consumer products.	<ul style="list-style-type: none"><li>Conduct their investigations of the outdoor environment in a responsible way and with respect for the environment (e.g., leave the site of the investigation as they found it, putting back objects examined where they found them and taking away all equipment brought to the site).</li></ul>

## SOCIAL STUDIES GRADE 4

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>SKILLS OUTCOMES (EMBED THROUGHOUT ALL UNITS OF STUDY)</b>	
<b>Social Participation:</b> develop good relations with others, work in cooperative ways toward common goals, and collaborate with others for the well-being of their communities.	<ul style="list-style-type: none"> <li>• Assume a variety of roles and responsibilities in groups 4-S-001</li> <li>• Participate in making and carrying out group decisions 4-S-002</li> <li>• Accept and offer constructive suggestions in order to build consensus and compromise 4-S-003</li> <li>• Collaborate with others to devise strategies for dealing with problems and issues 4-S-004</li> </ul>
<b>Communication:</b> develop oral, visual, textual, and media literacy, and use information and communication technologies for the exchange of information and ideas.	<ul style="list-style-type: none"> <li>• Listen respectfully to the accounts and points of view of others 4-S-007</li> <li>• Listen respectfully to stories and points of view of Elders S-007A</li> <li>• Use language that is respectful of human diversity 4-S-008</li> <li>• Express reasons for their ideas and opinions 4-S-009</li> <li>• Present information and ideas using oral, visual, material, print or electronic media (appropriate to specific audience) 4-S-010</li> <li>• Use a variety of communication technologies to interact with others 4-S-011</li> <li>• Take notes on graphic organizers 4-S-012</li> <li>• Use illustrations, charts and graphs to support written work 4-S-013</li> <li>• Edit and revise written work. 4-S-014</li> </ul>
<b>Creative and Critical Thinking:</b> make observations and decisions and to solve problems; generate ideas and possibilities, and explore diverse approaches to questions; use criteria and evidence to make reasoned judgements.	<ul style="list-style-type: none"> <li>• Formulate questions for inquiry 4-S-015</li> <li>• Distinguish fact from fiction in stories 4-S-016</li> <li>• Observe &amp; describe material and visual evidence for research, e.g. Artifacts 4-S-017</li> <li>• Consider advantages and disadvantages of solutions to problems, e.g. Environmental impact of resource development 4-S-018</li> <li>• Draw conclusions based on information from a variety of sources 4-S-019</li> <li>• Evaluate personal assumptions based on new information and ideas 4-S-020</li> <li>• Reflect on how stories of other times and places connect to their personal experience 4-S-021</li> <li>• Identify values that underlie lifestyles. Demonstrate an understanding that ways of living reflect values 4-S-022</li> </ul>
<b>Managing Ideas and Information:</b> access, select, organize, and record information and ideas using diverse sources, tools, and technologies.	<ul style="list-style-type: none"> <li>• Organize and record information and information sources using a variety of formats, e.g. Charts, maps, concept maps, bibliographies 4-s-023</li> <li>• Create timelines or other visual organizers to sequence and represent historical figures, relationships or events – explain historical context of key events of a given time period 4-s-024</li> <li>• Use cardinal and intermediate directions, colour contour maps and simple grids to locate and describe places, resources and regions on maps of the nwt, canada, and the world, including globes. 4-s-025</li> <li>• Construct and interpret maps that include a title, a legend, a scale, a compass rose and grids 4-s-026</li> <li>• Orient themselves by observing the landscape, by using traditional knowledge, or by using a compass or other technology, e.g. Sun, moon or stars, inuksuk, global positioning system 4-s-027</li> <li>• Identify on a variety of maps the location of sources of non-renewable resources (fossil fuels, minerals etc). 4-s-028</li> </ul>

## SOCIAL STUDIES GRADE 4

### Theme 1 Canada and the NWT – The Land and People

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>CORE OUTCOMES (EMBED THROUGHOUT ALL UNITS OF STUDY)</b>	
Values and Attitudes	<ul style="list-style-type: none"> <li>Appreciate what citizenship means in the Canadian and the NWT context. 4-V-C-001</li> </ul>
<b>Citizenship</b> Illustrate the ability and willingness to contribute to collective well-being through personal and collective decisions and actions	<ul style="list-style-type: none"> <li>Demonstrate awareness of democratic ideas in Canadian society (ie: equality, freedom, citizen participation in government) 4-K-C-001</li> <li>Describe personal experiences, events, or places that have made them feel connected to Canada 4-K-C-002</li> <li>Identify days important to Canadians and people from the NWT. (ie: Canada Day, Remembrance Day, National Aboriginal Day, St. Jean Baptiste Day, Treaty Days.) 4-K-C-003</li> </ul>
<b>The Land, People and Places</b> Explore and explain the dynamic relationships of people with the land, places, and environments.	<ul style="list-style-type: none"> <li>Identify on a map the territories, provinces, and capital cities of Canada 4-K-L-004</li> <li>Identify on a map or globe the equator, the prime meridian, and the hemispheres 4-K-L-005</li> <li>Describe the location of our territory in relation to Canada and the world using cardinal directions, hemispheres. 4-K-L-006</li> <li>Identify on a map key physical features of our territory (ie: sink holes, vegetation zones, pingoes, taiga, tundra, mountains) 4-K-L-007</li> <li>Identify on a map the major lakes, rivers and communities of the NWT 4-K-L-008</li> <li>Locate traditional areas of Aboriginal peoples and language groups on a map of the NWT 4-K-L-009</li> </ul>

### Theme 2 – Beginnings and Traditions

<b>Culture and Community</b> Students will explore and describe the influences of culture and community on individuals and societies.	<ul style="list-style-type: none"> <li>Demonstrate fairness and respect in their interactions with others 4-V-C-002</li> <li>Demonstrate respect in their interactions with others and their world 4-V-C-002A</li> </ul>
<b>Identity</b> Demonstrate their understanding of who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.	<ul style="list-style-type: none"> <li>Describe how they value their cultural, social and Northern identities. 4-V-I-003</li> <li>Explain ways that they value the First Peoples of this land 4-V-I-004</li> <li>Illustrate how value is apparent in Dene, Inuvialuit or Inuinnait identities 4-V-I-004A</li> <li>Demonstrate understanding of the teachings of Elders about culture and identity. 4-K-I-010</li> <li>Demonstrate understanding of the teachings of Elders about <i>their</i> culture and identity. 4-K-I-010A</li> <li>Demonstrate an understanding of a variety of stories related to the origins of people in the NWT 4-K-I-011</li> </ul>
<b>The Land: Places and People</b> Explore and explain the dynamic relationships of people with the land, places, and environments.	<ul style="list-style-type: none"> <li>Demonstrate an appreciation of how stories both reflect and foster a connection to the land in which one lives 4-V-L-005</li> <li>Demonstrate awareness of Aboriginal peoples' traditional relationships with the land and each other 4-K-L-012</li> <li>Demonstrate understanding of how the land determined the roles, identities, values, beliefs, traditions, activities, customs, art, transportation, technologies, shelters and clothing of First Peoples 4-K-L-012 A</li> <li>Demonstrate understanding of the origins, meanings and stories connected to a variety of places in their territory 4-K-L-013</li> <li>Demonstrate an understanding of traditional stories related to First Peoples, the land and animals of the North 4-K-L-014</li> </ul>

## SOCIAL STUDIES GRADE 4

### Theme 2 Canada and the NWT – Beginnings and Traditions

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Time, Continuity and Change</b> Students will explore and explain how people, relationships, events, and ideas of the past shape the present and influence the future.	<ul style="list-style-type: none"> <li>• Demonstrate respect oral tradition as a source of historical information. 4-v-t-006             <ul style="list-style-type: none"> <li>◦ Through elders telling stories</li> <li>◦ Through legends that are told or written</li> <li>◦ Through cultural activities</li> </ul> </li> <li>• Demonstrate understanding of how shared stories of Aboriginal groups, families and Elders enrich personal and family histories 4-K-T-015</li> <li>• Demonstrate understanding of different periods of time using appropriate terms or languages. (ie., dene, inuvialuit seasons, decade, generation, century, when the earth was new, in the time of our ancestors) 4-k-t-016</li> <li>• Demonstrate an understanding of traditional ways of life (including roles and approaches to learning) 4-K-T - 017</li> </ul>
<b>Power and Authority</b> Students will explore and describe the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.	<ul style="list-style-type: none"> <li>• Demonstrate willingness to take on leadership roles and responsibilities 4-V-P-007</li> <li>• Demonstrate understanding of traditional decision making, leadership, roles and responsibilities 4-K-P-018</li> </ul>
<b>Economics and Resources</b> Students will explore the use and distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.	<ul style="list-style-type: none"> <li>• Demonstrate respect for the land 4-V-E-008</li> <li>• Demonstrate respectful relationship with the land 4-V-E-008A</li> <li>• Demonstrate understanding of how the land was traditionally used by the people of the NWT and where particular resources were found in your region (fish, caribou, medicines, tool materials, etc) 4-K-E-019</li> </ul>
<b>Theme 3 Canada and the NWT – Continuity and Change in the NWT</b>	
<b>Culture and Community</b> Students will explore and describe the influences of culture and community on individuals and societies.	<ul style="list-style-type: none"> <li>• Explain ways in which they value artistic and cultural practices in their region and territory 4-V-CC-009</li> <li>• Give examples of traditional artistic and cultural practices in their region and in the NWT 4-K-CC-020</li> <li>• Demonstrate understanding of how the education of young people in the NWT changed after contact between Aboriginal and European societies, particularly the nature and impact of residential schools 4-K-CC-021.</li> </ul>
<b>The Land: Places and People</b> Explore and explain the dynamic relationships of people with the land, places, and environments.	<ul style="list-style-type: none"> <li>• Describe their appreciation of how changing ways of relating to the land affected the way people lived (ie: animals which had been used primarily for food, clothing and shelter becoming a source of income) 4-V-L-010</li> <li>• Demonstrate an understanding of how the fur trade represented both continuity and change for the way people lived in the North 4-K-L-022</li> <li>• Explain the significance of the renaming of places in northern Canada 4-KL-023</li> </ul>
<b>Time, Continuity and Change</b> Students will explore and explain how people, relationships, events, and ideas of the past shape the present and influence the future.	<ul style="list-style-type: none"> <li>• Demonstrate awareness of key people , events and processes that shaped their territory 4-K-T-024</li> <li>• Demonstrate understanding of how shared stories of Aboriginal groups, families and Elders enrich personal and family histories. 4-K-T-025</li> <li>• Demonstrate awareness that accounts of the past may vary according to different perspectives 4-K-T-026</li> <li>• Give examples of how technology has changed ways of life in the NWT 4-K-T-027</li> <li>• Demonstrate awareness of the stories of people who participated in exploring the NWT (ie: Hearne, Matonabbee, Mackenzie, Franklin, Rae, Akaitcho, Aw-gee-nah, Beaulieu) 4-K-T-028</li> </ul>

## SOCIAL STUDIES GRADE 4

### Theme 3 Canada and the NWT – Continuity and Change in the NWT

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>(Continued) Time, Continuity and Change</b>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the stories of people who participated in the fur trade (ie: Thanadalthur, Knight, Steinbruck, trading chiefs, Nuligak) 4-K-T-029</li> <li>• Demonstrate awareness of the stories of people who participated in whaling (ie: traditional whaling, Nuligak, commercial industry of Herschell Island) 4-K-T-030</li> <li>• Demonstrate awareness of the changing modes of transportation (ie: skin boats, spruce canoe, birch canoe, skidoo, float plane, motor boat) 4-K-T-031</li> <li>• Demonstrate awareness of the stories of people who participated in schools and churches in the NWT 4-K-T-032</li> <li>• Demonstrate awareness of the existence of residential schools in the NWT and some of the impacts these schools have had. 4-K-T-033</li> <li>• Demonstrate awareness of the stories of people who participated in the political evolution of the NWT (ie: Berger, Cournoyea, Sikyea, Paulette, Parker, Kakfwi) 4-K-T-034</li> <li>• Demonstrate awareness of the stories of people who participated in resource discovery and development in the NWT (ie: Nineye, Phipke, labine, Angulalik, Baker) 4-K-T-035</li> </ul>
<b>Global Connections</b> Students will explore and explain the global interdependence of people, communities, societies, nations, and environments.	<ul style="list-style-type: none"> <li>• Identify ways in which the peoples of our territory were and are connected to other peoples and other parts of the world, (ie: circumpolar peoples and countries, languages, travel, jobs, resources) 4-K-G-036</li> <li>• Appreciate how different kinds of decision-making and leadership have been valued in the NWT 4-V-P-011</li> <li>• Demonstrate understanding that different types of leadership exist and have existed in the NWT. (ie: consensus decision-making and government, territorial government coming to the NWT, historical and contemporary leaders). 4-K-P-037</li> </ul>

### Theme 4 Canada and the NWT – Living in the NWT

<b>Citizenship</b> Illustrate the ability and willingness to contribute to collective well-being through personal and collective decisions and actions	<ul style="list-style-type: none"> <li>• Explain from a personal perspective what it means to be a citizen in the NWT and Canada 4-K-C-038</li> <li>• Explain from a personal perspective what it means to be a francophone in the NWT 4-K-C-038F</li> <li>• Explain from a personal perspective what it means to live in the NWT as a member of a First Nation, Inuit or Métis community. 4-K-C-038A</li> <li>• Identify days and times of the year that are important to people in the NWT (ie: solstice, equinox, Dene and Inuvialuit seasons) 4-K-C039</li> </ul>
<b>Identity</b> Demonstrate their understanding of who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.	<ul style="list-style-type: none"> <li>• Value their identity as citizens of the NWT 4-V-I-012</li> <li>• Value their First Nations, Inuit, or Métis identities 4-V-I-012A</li> <li>• Value their identities as francophones. 4-V-I-012F</li> <li>• Demonstrate awareness of the importance of culture and community in shaping who they are 4-K-I-040</li> <li>• Demonstrate awareness of the influence of francophone cultural heritage on their identities 4-K-I-040F</li> </ul>

## SOCIAL STUDIES GRADE 4

### Theme 4 Canada and the NWT – Living in the NWT

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>(Continued) Identity</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding that their identities are connected to the history of their First Nation, Inuit, or Métis communities. 4-K-I-040 A</li> <li>• Demonstrate understanding that their identities are shaped by living in a Northern environment (i.e.: climate, housing, clothing, recreation, transportation, food, relationships with the land, treaties) 4-K-I-041</li> <li>• Demonstrate awareness that belonging to more than one culture or community can affect identity. 4-K-I-042</li> <li>• Describe how being Francophones in the NWT, in a minority context, affects their identities 4-K-I-042F</li> <li>• Describe how being an Aboriginal person in the NWT affects their identities 4-K-I-042A</li> </ul>
<b>Culture and Community</b> Students will explore and describe the influences of culture and community on individuals and societies.	<ul style="list-style-type: none"> <li>• Appreciate the cultural diversity now present within our territory 4-V-CC-013</li> <li>• Nurture openness and a welcoming attitude within your NWT community 4-V-CC-014A</li> <li>• Give examples of artistic and cultural achievements in our territory 4-K-CC-043</li> <li>• Demonstrate awareness of francophone artistic and cultural achievements and organizations in our territory 4-K-CC-043F</li> <li>• Demonstrate awareness of Aboriginal artistic and cultural achievements and organizations in our territory 4-K-CC-043A</li> <li>• Describe how First Nations, Inuit, Métis and other peoples have helped shape our territory 4-K-CC-044</li> <li>• Identify connections between their community and other First Nations, Inuit, or Métis communities 4-K-CC-045A</li> <li>• Describe how francophone communities have helped shape our territory 4-K-CC-046</li> <li>• Identify connections between their local francophone community and other francophone communities in our territory 4-K-CC-046F</li> <li>• Identify contemporary diverse cultural communities and describe how they have helped shape our territory 4-K-CC-047</li> <li>• Demonstrate an understanding of how education in the NWT has changed 4-K-CC-048</li> </ul>
<b>The Land, People and Places</b> Students will explore the dynamic relationships of people with the land, places, and environments.	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of different perspectives on land use in the NWT ( ie: traditional relationship with the land as provider; economic understanding of land as resource) 4-K-L-049</li> <li>• Demonstrate an understanding of why certain places have been designated as Protected Areas in the NWT (ecological, species, cultural/historical,) 4-K-L-050</li> <li>• Demonstrate an understanding of how certain places have been designated as Protected Areas in the NWT (traditional knowledge, land use plans, land claims, national parks, NWTPAS) 4-K-L-051</li> </ul>
<b>Economics and Resources</b> Students will explore the use and distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.	<ul style="list-style-type: none"> <li>• Appreciate how the choices people make about the way they want to live affect the kinds of work they do 4-V-E-015</li> <li>• Identify NWT renewable and non-renewable resources 4-K-L-052</li> <li>• Demonstrate an understanding of both the positive and negative impacts of resource development on the NWT in regards to economic, social, environmental, educational, technological and global connections 4-K-L-053</li> <li>• Explore different ways that people earn their 4-K-E- 054</li> </ul>

## HEALTH GRADE 4

### **Mental and Emotional Well Being**

**Big Ideas:** self awareness, relationships, decision-making

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe/demonstrate awareness of strengths and weaknesses affects how people feel about themselves	<ul style="list-style-type: none"> <li>Identify personal strengths and weaknesses</li> <li>Accept personal strengths and weaknesses</li> </ul>
Discuss/describe how activities people choose affect how they feel	<ul style="list-style-type: none"> <li>Identify activities that make them feel good</li> </ul>
Identify ways that caring behaviour helps build and maintain relationships	<ul style="list-style-type: none"> <li>Identify caring behaviours</li> <li>Demonstrate caring behaviours</li> <li>Describe the importance of caring</li> </ul>
Explain how better decisions can be made by considering the possible effects of various choices	<ul style="list-style-type: none"> <li>Identify the possible effects of various choices</li> <li>Identify reasons for individual decisions</li> </ul>
Peers influence decisions	<ul style="list-style-type: none"> <li>Identify decisions that peers may influence</li> <li>Identify ways peers influence them</li> <li>Identify methods of resisting peer influence</li> <li>Demonstrate methods of resisting peer influence</li> </ul>

### **Growth and Development**

**Big Ideas:** Body Systems, Disease Prevention, Environmental Health, Health Care System

Describe how the digestive system provides the fuel the body needs	<ul style="list-style-type: none"> <li>Name and locate the main parts of the digestive system</li> <li>Describe the functions of the digestive system</li> <li>State the importance of the digestive system</li> <li>Name common problem conditions of the digestive system</li> <li>Describe ways to care for the digestive system</li> </ul>
Explain ways that diseases are caused by a variety of factors	<ul style="list-style-type: none"> <li>Explain what communicable diseases are</li> <li>Explain what non-communicable diseases are</li> <li>Distinguish between communicable and non-communicable diseases</li> </ul>
Describe why safe drinking water is essential for maintaining health	<ul style="list-style-type: none"> <li>Identify sources of polluted water</li> <li>Name health problems caused by unsafe drinking water</li> <li>Identify ways to ensure safe drinking water</li> </ul>
Describe ways in which health care supports are available to promote individual and community Health	<ul style="list-style-type: none"> <li>Identify all health care supports available</li> <li>Describe the services provided by health care supports</li> <li>Describe how to contact the health care supports available</li> </ul>

### **Family Life**

**Big Ideas:** human development and reproduction, families

Tell ways that families provide for the physical, emotional, social, intellectual and spiritual needs of their members	<ul style="list-style-type: none"> <li>Explain that families provide for the needs of their members</li> <li>Identify the importance of families</li> </ul>
Describe how family traditions are a product of fulfilling the physical, emotional, social, intellectual and spiritual needs of the family	<ul style="list-style-type: none"> <li>Identify family traditions</li> <li>Identify the importance of traditions</li> </ul>
Explain that puberty is one stage of development in everyone's life	<ul style="list-style-type: none"> <li>Describe characteristic changes that begin in boys at puberty</li> <li>Describe characteristic changes that begin in girls at puberty</li> </ul>
Tell how the reproductive system enables human life to begin	<ul style="list-style-type: none"> <li>Name and locate the major male reproductive parts</li> <li>Name and locate the major female reproductive parts</li> </ul>

## HEALTH GRADE 4

### **Family Life**

**Big Ideas:** human development and reproduction, families

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe that menstruation is a natural occurrence in females, which enables reproduction	<ul style="list-style-type: none"> <li>• Identify menstruation as a natural occurrence</li> <li>• Describe body hygiene and personal products related to menstruation</li> </ul>
Explain ways that touch produces different feelings	<ul style="list-style-type: none"> <li>• Identify feelings associated with touch</li> <li>• Identify how to deal with touches that produce negative or confused feelings</li> <li>• Identify trusted people in the community who can help</li> </ul>

### **Nutrition**

**Big Ideas:** classification, appreciation selection

Identify that foods are classified into four food groups on the basis of nutrient content	<ul style="list-style-type: none"> <li>• Identify six major nutrients found in foods and their functions</li> <li>• Test for the presence of major nutrients in the four food groups</li> <li>• Identify a variety of foods which are excellent sources of major nutrients</li> </ul>
Explain how nutritious snacks are high in nutrient content and low in sugar, salt and fat	<ul style="list-style-type: none"> <li>• Classify a variety of snacks as nutritious or non-nutritious</li> <li>• Explain how nutritious snacks contribute to health</li> </ul>
Describe how various factors affect food choices	<ul style="list-style-type: none"> <li>• Describe some factors that affect food choices</li> </ul>
Demonstrate a willingness to taste nutritious snacks promotes food appreciation and health	<ul style="list-style-type: none"> <li>• Prepare nutritious snacks</li> <li>• Demonstrate a willingness to taste nutritious snacks</li> <li>• State the importance of nutritious snacks</li> </ul>

### **Dental Health**

**Big Ideas:** structure and function, oral hygiene

Explain how the structure of a tooth is related to its function	<ul style="list-style-type: none"> <li>• Label the structure of a tooth</li> <li>• State the functions of each part of a tooth</li> <li>• Name the four tooth groups and their functions in a mixed set of teeth</li> </ul>
Demonstrate how regular practice of effective oral hygiene skills promotes dental health	<ul style="list-style-type: none"> <li>• Illustrate how effective oral hygiene skills promote dental health</li> <li>• Identify behaviours that promote healthy teeth for a lifetime</li> </ul>
Describe how positive behaviours around hazards can prevent dental injuries	<ul style="list-style-type: none"> <li>• Identify dental health hazards at home, at school and in the community</li> <li>• Explain safe behaviours that prevent dental injuries at home, at school and in the community</li> </ul>
Explain ways in which tooth decay is a dental disease that can be prevented	<ul style="list-style-type: none"> <li>• Describe the process of tooth decay</li> <li>• Describe the importance of fluoride</li> </ul>
Describe how dental health workers play an important role in dental health care	<ul style="list-style-type: none"> <li>• Describe how dental health workers treat tooth decay and remove plaque</li> </ul>

### **Safety and First Aid**

**Big ideas:** burn prevention, bike, fire vehicle safety,

Explain how bicycle safety involves bicycle maintenance	<ul style="list-style-type: none"> <li>• Name parts of a bicycle</li> <li>• Describe how to maintain a bike</li> </ul>
Describe ways that bike safety involves obeying traffic laws and bike safety rules	<ul style="list-style-type: none"> <li>• Identify traffic laws and signs important to cyclists</li> <li>• Identify bike safety rules</li> <li>• Demonstrate safe bicycle practices</li> </ul>
Identify how following ATV safety rules prevents injuries	<ul style="list-style-type: none"> <li>• Identify various ATVs and their uses</li> <li>• Identify common accidents/injuries related to ATVs</li> <li>• Identify behaviours related to ATVs to prevent accidents and injuries</li> </ul>

## HEALTH GRADE 4

### Safety and First Aid

Big ideas: burn prevention, bike, fire vehicle safety,

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Explain ways that following snowmobile safety rules prevents injuries	<ul style="list-style-type: none"> <li>Identify various snowmobiles and their uses</li> <li>Identify common accidents/injuries related to snowmobiles</li> <li>Identify behaviours related to snowmobiles to prevent accidents and injuries</li> </ul>
Identify ways in which frostbite can be prevented by following safety rules and minimized by first aid	<ul style="list-style-type: none"> <li>Describe the two types of frostbite</li> <li>Explain the causes and prevention of frostbite</li> <li>Describe first aid for frostbite</li> </ul>
Describe how hypothermia can be prevented by following safety rules and minimized by first aid	<ul style="list-style-type: none"> <li>Describe hypothermia</li> <li>Explain the causes and prevention of hypothermia</li> <li>Describe first aid for hypothermia</li> </ul>

### Alcohol and other Drugs

Big Ideas: drugs, caffeine, tobacco, solvents

Identify drugs as anything that is put into the body that makes it work differently	<ul style="list-style-type: none"> <li>Identify commonly used substances which contain drugs</li> <li>Identify the specific drugs in certain commonly used substances</li> </ul>
Explain the difference between medical and non-medical drugs	<ul style="list-style-type: none"> <li>Identify the two categories of drugs</li> <li>Classify familiar drugs into medical and non-medical</li> </ul>
Describe ways that drugs affect the body	<ul style="list-style-type: none"> <li>Demonstrate that when the brain is affected, other parts of the body are affected too</li> </ul>
Identify different reasons for people to use drugs	<ul style="list-style-type: none"> <li>Identify reasons why people use and do not use drugs</li> </ul>
Explain ways that everyone is responsible for the decisions made regarding drug usage	<ul style="list-style-type: none"> <li>Explain that everything a person does involves making a decision</li> <li>Explain that each person is responsible for their own decisions</li> <li>Explain that some decisions involve the use of drugs</li> </ul>
Describe how drugs may be misused	<ul style="list-style-type: none"> <li>Define use and misuse of a drug</li> <li>Identify use and misuse of a drug in a given situation</li> <li>Explain that the decision to use or misuse a drug is their responsibility</li> </ul>
Identify everyday food and drinks that contain caffeine	<ul style="list-style-type: none"> <li>Identify caffeine as a drug</li> <li>Identify everyday food and drinks which contain caffeine</li> <li>Identify some effects of caffeine</li> </ul>
Describe some tobacco products that contain a drug called nicotine and how it is harmful to the health	<ul style="list-style-type: none"> <li>Identify nicotine as a drug</li> <li>Identify substances containing nicotine</li> <li>Identify the effects of nicotine on the body</li> </ul>
Identify how substances that are unsafe to smell can harm the body	<ul style="list-style-type: none"> <li>Identify some substances that are unsafe to smell</li> <li>Identify the effects of smelling unsafe substances</li> </ul>
Explain how alcohol affects the body	<ul style="list-style-type: none"> <li>Identify alcohol as a drug</li> <li>Identify substances which contain alcohol</li> <li>Describe the movement of alcohol through the body</li> <li>Identify the parts of the body which are affected by alcohol</li> </ul>
Describe different factors which determine the effect alcohol has on a person	<ul style="list-style-type: none"> <li>Explain that the affects of alcohol are related to a person's size</li> </ul>
Describe reasons why some people use alcohol and why some people do not	<ul style="list-style-type: none"> <li>Identify reasons why some people use and do not use alcohol</li> </ul>

## HEALTH GRADE 4

### Alcohol and other Drugs

Big Ideas: drugs, caffeine, tobacco, solvents

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Explain ways that alcohol can be misused	<ul style="list-style-type: none"><li>• Explain that alcohol can be misused</li><li>• Identify three types of behaviour related to alcohol</li><li>• Identify the resources available in the community to help someone with an alcohol problem</li></ul>
Explore and describe numerous ways to feel good without using drugs	<ul style="list-style-type: none"><li>• Identify ways to feel good</li></ul>

## CAREER DEVELOPMENT GRADE 4

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<b><i>It is expected that students will:</i></b>	<b><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></b>
<b>Build and maintain a positive self-image</b>	<ul style="list-style-type: none"> <li>• Understand the concept of personal characteristics such as interests, dislikes, personal qualities, strengths and weaknesses 1.1.1</li> <li>• Discover how positive characteristics are the basis of a positive self-image 1.1.2</li> <li>• Understand how self-image influences behaviours 1.1.3</li> <li>• Understand how personal behaviours influence the feelings and behaviours of others 1.1.4</li> <li>• Identify positive characteristics about self as seen by self and others 1.1.5</li> <li>• Demonstrate behaviours and attitudes reflective of a positive self-image 1.1.6</li> <li>• Assess one's self-image and evaluate its impact on self and others 1.1.7</li> <li>• Transform behaviours and attitudes in order to improve one's self-image 1.1.8</li> </ul>
<b>Interact positively and effectively with others</b>	<ul style="list-style-type: none"> <li>• Discover the unique character of individuals 2.1.1</li> <li>• Explore sources and effects of peer pressure 2.1.2</li> <li>• Explore implications, effects and consequences of helping others 2.1.3</li> <li>• Explore interpersonal and group communication skills 2.1.4</li> <li>• Demonstrate effective skills, knowledge and attitudes for interacting with others 2.1.5</li> <li>• Demonstrate appropriate behaviours and attitudes when peer pressures are contrary to one's beliefs 2.1.7</li> <li>• Demonstrate openness to the diversity of cultures, lifestyles as well as mental and physical abilities 2.1.8</li> <li>• Demonstrate a willingness to help others 2.1.9</li> <li>• Adopt behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings 2.1.10</li> <li>• Acknowledge and appreciate the unique character of one's self 2.1.11</li> <li>• Re-examine one's behaviours and attitudes in interpersonal and group communication contexts and determine those that contribute to positive and effective interactions with others 2.1.12</li> <li>• Improve one's interpersonal and group communication skills in order to build positive relationships in one's life 2.1.13</li> </ul>
<b>Change and grow throughout one's life</b>	<ul style="list-style-type: none"> <li>• Explore the concept of change and growth as part of life 3.1.1</li> <li>• Understand that change and growth impact on one's mental and physical health 3.1.2</li> <li>• Explore personal feelings (mental and physical) 3.1.3</li> <li>• Explore ways to express feelings 3.1.4</li> <li>• Explore good health habits 3.1.5</li> <li>• Express feelings 3.1.7</li> <li>• Demonstrate good health habits 3.1.8</li> <li>• Acknowledge the positive effects of expressing one's feelings 3.1.9</li> <li>• Acknowledge the positive effects of expressing one's feelings 3.1.10</li> <li>• Re-examine one's health habits and adopt those that contribute positively to one's growth 3.1.12</li> <li>• Engage in good health habits 3.1.13</li> </ul>

## CAREER DEVELOPMENT GRADE 4

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Participate in life-long learning supportive of life/work goals</b>	<ul style="list-style-type: none"> <li>• Discover how different levels of work require different combinations of acquired skills, knowledge and attitudes 4.1.5</li> <li>• Explore multiple work types and alternatives, both paid and unpaid 4.1.6</li> <li>• Demonstrate effective information gathering strategies 4.1.9</li> </ul>
<b>Locate and understand life/work information</b>	<ul style="list-style-type: none"> <li>• Explore work of family members, school personnel and community workers/employers 5.1.1</li> <li>• Explore work roles and settings of interest to oneself 5.1.2</li> <li>• Explore the concept of work information and how parents, relatives, adult friends and neighbours can provide this information 5.1.3</li> <li>• Discover how interests, knowledge, skills, beliefs and attitudes relate to work roles 5.1.4</li> <li>• Explore various working conditions of work roles 5.1.5</li> <li>• Understand how self-employment differs from working for others 5.1.6</li> <li>• Explore various sources of work information 5.1.7</li> <li>• Use various sources of information (e.g. Internet, television, newspapers) 5.1.8</li> <li>• Express one's opinion on work information that has been explored 5.1.9</li> <li>• Improve one's strategies for locating and using work information 5.1.10</li> </ul>
<b>Understand the relationship between Work and society/economy</b>	<ul style="list-style-type: none"> <li>• Understand how work can satisfy personal needs 6.1.1</li> <li>• Understand how work can contribute positively to society 6.1.2</li> <li>• Explore the impact of work on personal, social, economic and environmental problems 6.1.4</li> <li>• Demonstrate how work can satisfy one's personal needs 6.1.5</li> <li>• Demonstrate how work might solve personal, social, economic and environmental problems 6.1.6</li> <li>• Demonstrate the value of work for oneself 6.1.7</li> <li>• Engage in work experiences that satisfy one's needs as well as contribute to one's community 6.1.8</li> </ul>
<b>Secure/create and maintain work</b>	<ul style="list-style-type: none"> <li>• Understand the importance that personal qualities have on creating, getting and keeping work 7.1.1</li> <li>• Understand how cooperation among workers can help accomplish a task 7.1.3</li> <li>• Experience cooperation in order to accomplish a task 7.1.8</li> <li>• Demonstrate the ability to take responsibility for one's actions 7.1.9</li> <li>• Re-examine one's experience while performing work activities and determine for oneself which abilities and attitudes contributed positively or negatively to the experience 7.1.10</li> </ul>

## CAREER DEVELOPMENT GRADE 4

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Make life/work enhancing decisions</b>	<ul style="list-style-type: none"> <li>• Understand how choices are made 8.1.1</li> <li>• Explore what can be learned from experiences 8.1.2</li> <li>• Explore what might interfere with attaining goals 8.1.3</li> <li>• Explore alternatives in decision-making situations 8.1.5</li> <li>• Understand how personal beliefs and attitudes influence decision-making 8.1.6</li> <li>• Understand how decisions affect self and others 8.1.7</li> <li>• Assess what might interfere with attaining one's goals 8.1.8</li> <li>• Make decisions and take responsibility for them 8.1.10</li> <li>• Evaluate the impact of personal decisions on self and others 8.1.12</li> <li>• Engage in a responsible decision-making process 8.1.13</li> </ul>
<b>Maintain balanced life and work roles</b>	<ul style="list-style-type: none"> <li>• Explore the various roles an individual may have 9.1.1.</li> <li>• Understand how family members depend on one another, work together and share responsibilities 9.1.3</li> <li>• Demonstrate how one works with other family members and shares family responsibilities 9.1.6</li> <li>• Examine one's different life roles and evaluate one's responsibilities within each of them 9.1.8</li> </ul>
<b>Understand the changing nature of life/work roles</b>	<ul style="list-style-type: none"> <li>• Understand the positive impact of work on people 10.1.1</li> <li>• Discover the changing life roles of men and women in work and family settings 10.1.2</li> <li>• Understand how contributions of individuals both inside and outside the home are important to family and community 10.1.3</li> <li>• Outline the life roles of males and females in one's own family setting 10.1.4</li> </ul>
<b>Understand, engage in and manage one's own life/work building process</b>	<ul style="list-style-type: none"> <li>• Explore the concept of change is constant and its relation to life and work 11.1.1</li> <li>• Explore the concept of following one's own heart and its relation to life and work 11.1.3</li> <li>• Explore the concept of goal setting as a source of inspiration and motivation in life and work 11.1.4</li> <li>• Understand the value of focusing on the journey in life and work 11.1.5</li> <li>• Discover the benefits of strong relationships to life and work 11.1.6</li> <li>• Recognize situations of change and transformation in one's environment 11.1.7</li> <li>• Try new experiences according to one's dreams, personal values and interests 11.1.9</li> <li>• Engage in experiences that expose one to change, continuous learning, personal values and dreams, goal setting, journeys and networking 11.1.13</li> </ul>

## ARTS GRADE 4

### Dance

Outcomes	Achievement Indicators – Measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<b>Creative/Productive (CP) K-12 Goal:</b> Students will inquire, create, and communicate through dance, drama, music, and visual art.	
Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving CP4.1	<ul style="list-style-type: none"> <li>• Collaborate on the creation of dance compositions using stimuli drawn from Saskatchewan sources such as local stories, personal experience, land and geography, feelings, memories, music, observation, imagination, or movement itself (e.g., How could we represent what life is like in rural Saskatchewan or an urban inner city? How could we represent through dance the timelines or immigration patterns of Saskatchewan peoples? In what ways could we show people arriving and leaving?).</li> <li>• Select, or negotiate with other students, specific stimuli as starting points for dance compositions.</li> <li>• Use research, including guided Internet searches, as part of the dance-making process (e.g., access Statistics Canada information about historic migration patterns in Saskatchewan, analyze dances of cultural groups).</li> <li>• Improvise to generate and develop movement ideas.</li> <li>• Select movements from explorations, with increasing discernment, to create dance phrases.</li> <li>• Engage in movement problem solving, and sequence repeating and contrasting dance phrases.</li> <li>• Record dance and movement ideas in reflective records such as journals, drawings, or videos.</li> <li>• Appraise how own dance compositions have meaning and are unique expressions.</li> <li>• Reflect upon choices made during and after dance-making process.</li> </ul>
Express ideas using the elements of dance including: <ul style="list-style-type: none"> <li>• actions (identify basic dance steps such as schottische, polka, grapevine, and step hop)</li> <li>• body (body parts leading movements)</li> <li>• dynamics (duration, speed, and force continuum)</li> <li>• relationships (alone, partner, small groups)</li> <li>• Space (asymmetrical and symmetrical shapes, creating and recalling pathways). CP4.2</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use the elements of dance (actions, body, dynamics, relationships, and space) to express ideas.</li> <li>• Demonstrate various ways that body parts may initiate (lead) a movement.</li> <li>• Explore and identify basic dance steps such as schottische, polka, grapevine, and step hop.</li> <li>• Copy movement phrases as demonstrated, and create own movement phrases.</li> <li>• Move with varying speeds (fast to slow), duration (short to long), and force (strong to light).</li> <li>• Move expressively in time to different time signatures such as 4/4 and 3/4.</li> <li>• Create a variety of dance relationships, alone (e.g., body parts to body parts, using a prop), with a partner (e.g., mirroring, beside), and in small groups (e.g., meeting and parting).</li> <li>• Recognize that alignment means the relationship of body parts to each other, and practise proper alignment.</li> <li>• Create asymmetrical and symmetrical shapes in dance expressions.</li> <li>• Create and recall pathways on the floor and through the air.</li> <li>• Use a wide range of movements considering personal expression, strength, and balance.</li> </ul>

## ARTS GRADE 4

### Drama

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration. CP4.3	<ul style="list-style-type: none"> <li>• Generate ideas for potential topics and dramatic contexts related to Saskatchewan sources such as local stories, personal experience, land and geography, observations, and current or historical events.</li> <li>• Sustain belief in own roles and the fictional situation of the drama.</li> <li>• Accept and respond imaginatively and thoughtfully to others in role.</li> <li>• Devise a variety of roles, improvisations, and dramatic episodes drawing on imagination and own observations and experiences of life in Saskatchewan.</li> <li>• Demonstrate confidence in using a variety of strategies (e.g., flashback, flashforward, structured improvisation) within dramatic situations.</li> <li>• Use language purposefully when speaking and writing in role.</li> <li>• Reflect on, and discuss, how roles function within a drama.</li> <li>• h. Recall and respond to the drama work, both in and out of role (e.g., fictional diary entries in role; discussion or learning logs out of role).</li> <li>• Examine connections between personal experiences and own contributions to the work.</li> </ul>
Contribute ideas, when in and out of role, and further the development of the drama by participating in consensus building, choice of strategies, and selection of dramatic alternatives. CP4.4	<ul style="list-style-type: none"> <li>• Use imagination when contributing ideas and when developing or extending the dramatic context.</li> <li>• Actively participate in an inquiry process in drama, asking questions, researching, and investigating dramatic possibilities arising from the questions (e.g., What if this recent event were to inspire a huge change in our community? What might be the consequences of those actions?).</li> <li>• Document the inquiry process in drama journals or other means.</li> <li>• Listen at all times within a drama and recognize the value of doing so.</li> <li>• Work co-operatively within dramatic contexts, demonstrate respect for the contributions of others, and appreciate the responsibilities and satisfaction of doing so.</li> <li>• Choose specific alternatives in order to further the drama's development.</li> <li>• Build on new or surprise information as a way to make the drama more interesting.</li> <li>• Contribute to problem solving within the dramatic context.</li> <li>• Use research, including guided Internet searches, as part of drama work.</li> <li>• Refine and develop the drama through reflection and constructive feedback.</li> </ul>
Music	
Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration. CP4.5	<ul style="list-style-type: none"> <li>• Sing in tune and begin to develop the ability to sing harmony.</li> <li>• Distinguish between the head voice and the chest voice in singing.</li> <li>• Recognize different voice classifications in singing and own voice qualities (e.g., soprano, alto).</li> <li>• Sing expressively, using proper breath support, vowel sounds, consonants, and tone production.</li> <li>• Demonstrate increasing independence when playing various sound objects and instruments.</li> <li>• Experiment with sounds and music concepts to express ideas derived from Saskatchewan sources such as local stories, poems, visual art works, photos, land and geography, observations, and current or historical events.</li> <li>• Select and organize sounds, instruments, and ideas for composition.</li> </ul>

## ARTS GRADE 4

### Music

Outcomes	Achievement Indicators – Measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>CP4.5 (continued)</p> <p>Create and perform music (voice and instrumental) that demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• form (e.g., round, call/response, verse/chorus, rondo)</li> <li>• rhythm, beat, and metre (e.g., triplets, 3/4 metre, syncopation; expressive use of tempo and dynamics)</li> <li>• pitch, melody, and pentatonic scale (do, re, mi, sol, la, do)</li> <li>• harmony and texture (e.g., layers of sound and patterns, partner songs)</li> <li>• timbre (e.g., instrument classifications)</li> </ul> <p>CP4.6</p>	<ul style="list-style-type: none"> <li>• Analyze and describe decisions made and problems solved in own and group compositions (e.g., choice of instruments, and organization of form, tempo, and dynamics).</li> <li>• Keep a record of sound/music ideas (e.g., invented and traditional notation, audio recording, learning logs).</li> <li>• Recognize accidental discoveries in own compositions and put them to use where appropriate.</li> </ul> <ul style="list-style-type: none"> <li>• Sing, play, and identify common music forms (e.g., four bar phrase, round, call and response, verse/chorus/bridge, rondo).</li> <li>• Investigate how the elements of music are used to establish form in music.</li> <li>• Ask questions to initiate inquiry into use of the elements and other music concepts under study (e.g., What might happen if we play this section together and then take turns playing each phrase by ourselves? How can we record these ideas using a combination of invented and traditional notation?).</li> <li>• Use research, including guided Internet searches, to investigate how professional composers use the elements of music and concepts currently under study (e.g., when creating own call and response patterns, when comparing a pop song call and response with a gospel song call and response).</li> <li>• Incorporate triplets and syncopation into own music compositions.</li> <li>• Investigate how tempo, dynamics, tone colour, and silence can be used expressively.</li> <li>• Investigate shape/contours of melody by exploring pitches and rhythms in songs and music, and arranging pitches and rhythms in own compositions.</li> <li>• Sing partner songs and experiment with layering two or more pitches to create harmony.</li> <li>• Investigate and analyze the arrangement of ascending and descending pitch patterns/scales.</li> <li>• Classify and distinguish between various instruments and their sound characteristics.</li> </ul>

### Visual Art

<p>Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan. CP4.7</p>	<ul style="list-style-type: none"> <li>• Pose questions about Saskatchewan and determine ways to investigate the questions individually and/or collectively through visual art (e.g., How could we use the land or geography of Saskatchewan, or our neighbourhood, as inspiration for our art work? Where will we find our research information? How have other artists represented similar ideas?).</li> <li>• Collaborate with other students to plan, document, and share the results of the visual art inquiry (e.g., portfolios of works in progress, photographs, art exhibitions).</li> <li>• Use research, including guided Internet searches, as part of the inquiry process.</li> <li>• Discuss how artists are often influenced by cultural and artistic traditions, and consider incorporating heritage or artistic conventions in own work.</li> <li>• Create the illusion of three dimensions through drawing observations of the Saskatchewan environment.</li> <li>• Describe various sources of ideas for visual art such as memory, research, observation, feelings, or imagination.</li> </ul>
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## ARTS GRADE 4

### Visual Art

Outcomes	Achievement Indicators – Measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>CP4.7 (continued)</p> <p>Create art works using a variety of visual art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood, wire, and found objects). CP4.8</p>	<ul style="list-style-type: none"> <li>• Record ideas for visual art to use as research &amp; inspiration for own work (e.g., visual journals, sketchbooks, scanning favourite images on computer).</li> <li>• Recognize accidental discoveries in own work and put them to use, where appropriate.</li> <li>• Discuss how own art works express ideas about self and Saskatchewan in unique ways, and describe how problem solving and personal reflection are important parts of the creative process.</li>   <li>• Demonstrate imaginative use of the elements of art including line, colour, texture, shape, form, and space.</li> <li>• Recognize complementary colours as being opposite each other on the colour wheel.</li> <li>• Recognize analogous colours as those that share a common hue.</li> <li>• Create many different textures within various classifications (e.g., rough, smooth).</li> <li>• Identify and use geometric and organic shapes and forms; symmetrical and asymmetrical shapes and forms.</li> <li>• Investigate the use and effects of formal and informal patterns, and create patterns through techniques such as repetition.</li> <li>• Demonstrate the ability to perceive visual details, and include details to enhance depictions of plants, animals, people, and objects.</li> <li>• Apply knowledge of size relationships in own drawings.</li> <li>• Investigate how the illusion of three dimensions is created through drawing.</li> <li>• Use contour lines to draw people, animals, and objects.</li> <li>• Demonstrate understanding that overlapping objects is a way to show their placement in space.</li> <li>• Analyze and reflect on own decision making about methods and materials.</li> <li>• Expand skills and abilities in using various visual art tools and materials.</li> </ul>

**Critical/Responsive (CR) K-12 Goal:** Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, creativity, research, and collaborative inquiry.

### Dance, Drama, Music, Visual Art

<p>Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives. CR4.1</p>	<ul style="list-style-type: none"> <li>• Discuss a variety of arts expressions comparing similarities (e.g., similar styles from specific movements or eras) and unique characteristics (e.g., individual artist's style or perspective).</li> <li>• Analyze and describe how various arts elements and techniques are applied in own and others' arts expressions.</li> <li>• Evaluate how arts expressions reflect and affect the daily lives of people (e.g., graphic designs, cultural events, popular music, music videos, drama and films, architecture) and apply this understanding in own work.</li> </ul>
<p>Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions CR4.2</p>	<ul style="list-style-type: none"> <li>• Demonstrate critical and creative thinking when responding to dance, drama, music, and visual art expressions.</li> <li>• Express personal responses in various ways (e.g., written critique, using presentation software, through own arts expressions).</li> <li>• Describe why it is important to support opinions of arts expressions with reasons related to the work itself.</li> <li>• Assess the role and influence of the arts (including mass media and popular culture) in own daily lives and communities.</li> </ul>

## ARTS GRADE 4

### Dance, Drama, Music Visual Art

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Cultural/Historical (CH) K-12 Goal:</b> Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.	
Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry. CH4.1.	<ul style="list-style-type: none"> <li>• Ask questions about Saskatchewan arts expressions to initiate, develop, and document inquiry learning.</li> <li>• Research, using the Internet and other methods, and report on the careers and contributions of Saskatchewan artists.</li> <li>• Practise and perform music and dances of various styles and cultural groups represented in Saskatchewan, and discuss what the work tells about the cultural heritages of Saskatchewan people.</li> <li>• Describe how the arts tell something about the society in which they are created.</li> <li>• Research and discuss why people become involved with artistic production in own community.</li> </ul>
Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists CH4.2	<ul style="list-style-type: none"> <li>• Demonstrate awareness that arts expressions (e.g., drum groups, birchbark biting, beadwork, powwow dances, quilts, storytelling) from different First Nations often have strong foundations in traditional lifestyles and worldviews.</li> <li>• Investigate, analyze, and describe features (e.g., media, techniques, use of symbols and imagery) of traditional and evolving First Nations and Métis arts expressions.</li> <li>• Discuss the effects that unfulfilled treaty promises had, and continue to have, upon arts expressions and daily lives of First Nations people (e.g., respond to work of First Nations artists whose arts expressions reflect these issues).</li> </ul>

## PHYSICAL EDUCATION GRADE 4

### Activity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
Select, perform and refine simple locomotor sequences A4–1	<ul style="list-style-type: none"> <li>• Plan and take part in a treasure hunt, using basic orienteering skills; e.g., map reading and symbol identification, which requires the use of various forms of locomotion to find objects in various locations; e.g., under, on top of, or in other objects such as trees, benches, rocks. (Alternate Environments)</li> <li>• Work with locomotor patterns and combinations, with emphasis on pathways used, relationships; e.g., matching, following and passing, and timing; e.g., start four beats after the previous person. (Dance)</li> </ul>
Consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance A4–2	<ul style="list-style-type: none"> <li>• Perform locomotor actions, with several foci; e.g., for the stimulus “tornado,” explore related words, such as whirl, rush, toss and pause. Explore change of levels, pathways, contrast in weight and time, body shape and group work (Dance)</li> <li>• Students are introduced to track and field events with appropriate modified equipment, distances and techniques. In small groups, they rotate through stations for running, jumping and throwing activities. (Individual Activities)</li> </ul>
Select, perform and refine simple nonlocomotor sequences A4–3	<ul style="list-style-type: none"> <li>• Play/create a variety of tag games that require you to freeze in a particular shape when tagged; e.g., leapfrog tag, bridge tag, stork tag. (Games)</li> </ul>
Consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance A4–4	<ul style="list-style-type: none"> <li>• Demonstrate a variety of partner balances according to task card instructions; e.g., one partner must be above the apparatus and the other below. (Types of Gymnastics)</li> </ul>
Select, perform and refine ways to receive, retain and send an object with control A4–5	<ul style="list-style-type: none"> <li>• Practise kicking a foam-filled soccer-sized ball to the wall and see how far you can make it rebound. Your partner observes and gives feedback about the following key elements, one at a time: a) a fluid approach to the ball b) the non-kicking foot is placed beside the ball c) the kicker’s eyes are on the ball d) the kicking leg stays bent e) arms swing in opposition. (Games)</li> </ul>
Consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship A4–6.	<ul style="list-style-type: none"> <li>• Take part in juggling or hacky sack.(Individual Activities)</li> </ul>
Select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming A4–7	<ul style="list-style-type: none"> <li>• Tie one end of a piece of string to a pencil or stick and the other end to a cup. Hold the stick and toss the cup. Try to catch the cup on the end of the stick. (Alternate Environments)</li> </ul>
Select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others A4–8	<ul style="list-style-type: none"> <li>• Work on traditional folk dances individually, with a partner and in small groups; and develop patterns that can then be put into a new dance.(Dance)</li> </ul>
Demonstrate a creative process to develop dance sequences alone and with others A4–9	<ul style="list-style-type: none"> <li>• Work through the processes of individual exploration of new concepts and development of a sequence before working in small groups to develop a dance; e.g., using your sequences, start away from each other, but finish as a group to show a contrast in levels. (Dance)</li> </ul>
Demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes A4–10	<ul style="list-style-type: none"> <li>• Play a net and wall game and afterward give one modification; e.g., change a rule, boundaries or skill. Explain how that modification changes the game. (Games)</li> </ul>

## PHYSICAL EDUCATION GRADE 4

### Activity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
Demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games A4–11	<ul style="list-style-type: none"> <li>Play a game where the objective is to complete five passes without the other team intercepting. When on offence, focus on using v-cuts to create open space, and give a target for teammates. On defence, concentrate on positioning and visual focus. (Games)</li> </ul>
Select, perform and refine the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence A4–12	<ul style="list-style-type: none"> <li>Explore many ways of travelling on, over and through equipment; e.g., hoops, chairs, beams, horizontal poles.(Types of Gymnastics)</li> </ul>
Select, perform and refine basic skills in individual activities; e.g., cross-country running A4–13	<ul style="list-style-type: none"> <li>Run a short, interesting/varied route for cross-country running. Record finish times to beat your own record (Individual Activities)</li> </ul>
Benefits Health	
Identify the nutritional needs related to physical activity B4–1	<ul style="list-style-type: none"> <li>Plan and bring healthy snacks and lunch for a day trip (Alternate Environments)</li> </ul>
Demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity B4–2	<ul style="list-style-type: none"> <li>Select an enjoyable out-of-school activity, and keep a log/diary of the time spent on the activity and the places visited during the activity. Note personal improvements and feelings. (Individual Activities)</li> </ul>
Experience movement, involving components of fitness B4–3	<ul style="list-style-type: none"> <li>Skate vigorously for 15 minutes, noting the distance covered. Over time, increase the time and distance, and chart the results. (Alternate Environments)</li> <li>Identify elements of dance movements involving cardio-respiratory endurance, muscular endurance, strength, flexibility and dynamic balance; e.g., the exploration and development of dance ideas involving a variety of action words. (Dance)</li> <li>Play tag games to increase specific components of fitness; e.g., endurance or strength. (Games)</li> </ul>
Recognize and personally acknowledge individual and other attributes that contribute to physical activity B4–4	<ul style="list-style-type: none"> <li>List ways to show respect and appreciation for others and their work, and then demonstrate this when playing games. One or two students and the teacher record names and the positive comments they heard during the game. (Games)</li> <li>Identify a muscle of the week and brainstorm activities that will use this muscle. For example, the gastrocnemius (calf muscle) is used in jumping, landing and sprinting activities. (Individual Activities)</li> </ul>
Describe positive benefits gained from physical activity; e.g., physically, emotionally, socially B4–6	<ul style="list-style-type: none"> <li>Explore and refine a dance idea, then discuss and write about it in relation to its physical, social and emotional attributes. (Dance)</li> <li>Perform partner balances, and identify and appreciate the importance of trusting a partner. Discuss the social benefits of building trust in classmates. (Types of Gymnastics)</li> </ul>
Demonstrate changes that take place in the body during physical activity B4–7	<ul style="list-style-type: none"> <li>Take weight on your hands; e.g., monkey stand—head and two hands are in contact with the floor, and knees are supported on elbows—and describe the strength requirements needed to succeed. (Types of Gymnastics)</li> </ul>
Understand the connection between physical activity, stress management and relaxation B4–8	<ul style="list-style-type: none"> <li>Brainstorm and identify individual activities that can be done if feeling restless; e.g., inline skating, street hockey. (Individual Activities)</li> </ul>

## PHYSICAL EDUCATION GRADE 4

### Cooperation

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
Articulate and demonstrate respectful communication skills appropriate to context C4–1	<ul style="list-style-type: none"> <li>In groups of five or six, brainstorm activities to determine five activities all group members enjoy. Show understanding and respect for individual similarities and differences. (Alternate Environments)</li> <li>Discuss, in small groups, what plays or tactics to use in a game. Practise listening to each other’s suggestions, acknowledge group members’ contributions and collectively agree to try one suggestion and evaluate it. Ensure that the focus of the evaluation is on the activity, not the person who suggested it. (Games)</li> </ul>
Identify and demonstrate etiquette and fair play C4–3	<ul style="list-style-type: none"> <li>Generate a list of fair-play rules, by brainstorming what being a good sport looks and sounds like. Practise fair play in a game where the teacher monitors and later acknowledges what was observed. (Games)</li> </ul>
Select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences C4–4	<ul style="list-style-type: none"> <li>Play a predator-prey type game, and take turns playing various roles; e.g., carnivore, rodent, with the teacher monitoring and acknowledging students who take their role seriously and those that respect the role that others are taking. (Alternate Environments)</li> <li>Take turns to lead and follow while learning new dances; e.g., cowboy/sheriff, policeman/robber. (Dance)</li> <li>Discuss and then demonstrate positive feedback regarding the performance and behaviour of peers during movement sequences. (Types of Gymnastics)</li> <li>Randomly pick a card with an aspect of a sequence to observe and upon which to give feedback; e.g., flow, changes of levels, contrasting effort, relationships. (Types of Gymnastics)</li> </ul>
Participate cooperatively in group activities C4–5	<ul style="list-style-type: none"> <li>Work with a partner or small group to create a movement sequence that demonstrates active living and necessitates the sharing and adaptation of ideas among students. (Dance)</li> </ul>
Identify and demonstrate positive behaviours that show respect for self and others C4–6	<ul style="list-style-type: none"> <li>Discuss and then demonstrate ways to show respect and appreciation for others and their work; e.g., clapping, positive comments. (Types of Gymnastics)</li> <li>Participate positively in Aboriginal ball juggling by using small stones or clay balls. Keep two balls in the air by tossing from one hand to the other. Build to four balls (Individual Activities)</li> </ul>

### Do it Daily...For Life!

Demonstrate a willingness to participate regularly in physical education class D4–1	<ul style="list-style-type: none"> <li>Perform routines for partners and small and large groups. One half of the students in the class demonstrate their movement sequences while the other half observes. (Types of Gymnastics)</li> <li>Participate in activities from three dimensions for a period of time; e.g., two weeks. Provide feedback on motivation levels with increased variety of activity. (Individual Activities)</li> </ul>
Demonstrate factors that encourage movement D4–2	<ul style="list-style-type: none"> <li>Create a dance without music, then include music to demonstrate how that stimulus can encourage movement (Dance)</li> </ul>
Follow rules, routines and procedures for safety in a variety of activities D4–3	<ul style="list-style-type: none"> <li>Review how to check for the safe use of equipment, including setting it up and taking it down. Then set up different stations. Review the safety features at each station. Make modifications for safety, if necessary. (Types of Gymnastics)</li> </ul>
Participate in, and identify the benefits of, safe warm-up and cool-down activities D4–4	<ul style="list-style-type: none"> <li>Make a suggestion for the start/close of a lesson; e.g., which locomotor sequence you would like to use as an introductory/ closing activity (Dance)</li> </ul>
Describe how to move safely in various environments; e.g., skating rink D4–5	<ul style="list-style-type: none"> <li>Develop a safety checklist related to games and post it in the gymnasium. Create a game, and review the checklist to ensure it is safe.(Games)</li> </ul>

## PHYSICAL EDUCATION GRADE 4

### Do it Daily...For Life!

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
Set and achieve a long-term goal to increase effort and participation in one area of physical activity D4–6	<ul style="list-style-type: none"> <li>Discuss the type of activity that you enjoy the most, and look at possible reasons for your preference. Set goals to extend effort and participation (Individual Activities)</li> </ul>
Demonstrate different ways to achieve an activity goal that is personally challenging D4–7	<ul style="list-style-type: none"> <li>Record a sport-/game-related goal in a journal or logbook; e.g., improving accuracy in striking a puck at a target, and identify the supports and strategies needed to attain the goal. (Games)</li> </ul>
Identify how people, facilities and communities influence physical activity D4–8	<ul style="list-style-type: none"> <li>Contrast leisure activities available in the local community with those of a different geographic region of the province; e.g., activities done in parks, recreational facilities, mountainous areas, lake communities (Alternate Environments)</li> </ul>
Make decisions to be active within group activities or individually D4–9	<ul style="list-style-type: none"> <li>Identify activities and conditions that lead to enjoyable participation. Based on this, set a realistic activity goal. (Alternate Environments)</li> </ul>

## ICT - GRADE 4 - TRANSITIONING (GRADE 4 - 7)

### Cognitive Domain

Outcomes	Achievement indicators – measurable outcomes	
	<i>It is expected that students will:</i>  The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:	
	Plan and Question	Supporting Skills
<b>Knows – Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Recalls and or records prior knowledge and asks topic-related questions</li> <li>• Follows given plans</li> </ul>	<ul style="list-style-type: none"> <li>• </li> </ul>
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>• Constructs how and why questions, predictions, hunches, educated guesses and hypotheses and identifies information needs</li> </ul>	<ul style="list-style-type: none"> <li>• </li> </ul>
	<ul style="list-style-type: none"> <li>• Adapts given electronic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Moves text and images</li> <li>• Inserts and edits text, data, images, sound, video and or formulas</li> <li>• Formats text, images, graphs, and tables using toolbar icons, menu options, and or keyboard shortcuts</li> <li>• Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes</li> <li>• Formats page layout</li> <li>• Customizes the template of a graphic organizer, table, multimedia presentation, spreadsheet, and/or database</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Evaluates original inquiry questions and creates new questions for future inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• </li> </ul>
	<ul style="list-style-type: none"> <li>• Designs own electronic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Manages electronic files and folders</li> <li>• Moves data between applications</li> <li>• Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>

## ICT - GRADE 4 - TRANSITIONING (GRADE 4-7)

### Cognitive Domain

Outcomes	Achievement indicators – measurable outcomes	
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
<b>Knows – Comprehends (Become aware)</b>	• Gather and Make Sense	• Supporting Skills
	• Finds and collects information from given media sources	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Prints files</li> <li>• Browses multimedia</li> <li>• Searches the Internet using teacher-selected search engines and keywords</li> <li>• Sends and receives text messages and electronic files using rules of etiquette</li> <li>• Manipulates input devices</li> <li>• Selects and uses peripherals to find, record, manipulate, save, print, and/or display information</li> </ul>
	• Identifies sources of information and provides bibliographic/reference data	<ul style="list-style-type: none"> <li>• Recognizes and presses keys on the keyboard</li> <li>• Inserts hyperlinks to electronic sources</li> </ul>
	• Records data or makes notes on gathered information and ideas using given categories and given ICT	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Navigates within an application</li> <li>• Moves data between applications</li> <li>• Recognizes and presses keys on the keyboard</li> <li>• Inserts and edits text, data, images, sound video and/or formulas</li> </ul>
	• Collects primary data using electronic devices	• Captures digital data
	• Questions whether information from media sources is real, useful, and/or distracting	
<b>Analyze – Apply (Believe)</b>	• Refines information searches using a variety of media sources	<ul style="list-style-type: none"> <li>• Navigates within an application</li> <li>• Browses the Internet</li> <li>• Chooses /uses search engines &amp; own keywords</li> <li>• Refines searches using Boolean logic</li> </ul>
	• Analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria	• Investigates currency, authorship of electronic sources such as websites, email, CD-ROMs, syndications, blogs, wikis, podcasts, and broadcast media
	• Categorizes information using the ICT suitable for the purpose	<ul style="list-style-type: none"> <li>• Navigates within an application</li> <li>• Moves data between applications</li> <li>• Transfers ICT knowledge to new applications</li> </ul>
	• Analyzes if info from media sources is sufficient, suitable for purpose/audience	
	• Analyzes whether information from media sources has been manipulated	
<b>Synthesize Evaluate (Value)</b>	• Incorporates new information with prior knowledge and adjusts inquiry strategies	
	• Assesses textual, numerical, aural, and visual info, and sources of the media, to verify context, perspective, bias, motive	

## ICT - GRADE 4 - TRANSITIONING (GRADE 4-7)

### Cognitive Domain

Outcomes	Achievement indicators – measurable outcomes	
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
	Produce to Show Understanding	Supporting Skills
<b>Knows – Comprehends</b> <i>(Become aware)</i>	<ul style="list-style-type: none"> <li>Participates in establishing criteria for student – created electronic work</li> <li>Composes text, records, sound, sketches images, graphs, data, and/or creates video</li> </ul>	<ul style="list-style-type: none"> <li>Logs on and off ICT devices</li> <li>Opens applications and files</li> <li>Saves files</li> <li>Navigates within an application</li> <li>Manipulates input devices</li> <li>Recognizes and presses keys on the keyboard</li> <li>Moves text and images</li> <li>Draws images using electronic tools</li> <li>Inserts and edits texts, data, images, sound, video, and/or formulas</li> <li>Recalls ICT vocabulary in context</li> <li>Uses ICT vocabulary in context</li> </ul>
	<ul style="list-style-type: none"> <li>Edits electronic work according to established criteria, conventions, and/or standards</li> </ul>	<ul style="list-style-type: none"> <li>Prints files</li> <li>Navigates between applications</li> <li>Sends and receives text messages and electronic files using rules of etiquette</li> <li>Transfers ICT knowledge to new applications</li> <li>Inserts and edits texts, data, images, sound, video, and/or formulas</li> <li>Formats text, images, graphs, tables using toolbar icons, menu options, keyboard shortcuts</li> <li>Edits text using spell check, dictionary, thesaurus, grammar check, and/or track changes</li> <li>Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>
<b>Analyze – Apply</b> <i>(Believe)</i>	<ul style="list-style-type: none"> <li>Selects suitable ICT application and/or device to create electronic work and explains the selection</li> <li>Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback and personal preferences</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and presses keys on the keyboard</li> <li>Logs on and off ICT devices</li> <li>Opens applications and files</li> <li>Saves files</li> <li>Formats text, images, graphs, and tables using toolbar icons, menu options, and/or keyboard shortcuts</li> <li>Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes</li> <li>Inserts hyperlinks to electronic sources</li> <li>Formats page layout</li> <li>Customizes template of graphic organizer, table, multimedia presentation, spreadsheet, database</li> <li>Analyzes the intended use of images/video, and edits images/video using photo/video-editing software</li> <li>Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>

## ICT - GRADE 4 - TRANSITIONING (GRADE 4-7)

### Cognitive Domain

Outcomes	Achievement indicators – measurable outcomes	
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
<b>Produce to Show Understanding</b>		<b>Supporting Skills</b>
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> <li>Solves problems, reaches conclusions, makes decisions, and/or proposes answers to questions by analyzing data/information and concepts using ICT devices and/or applications</li> </ul>	<ul style="list-style-type: none"> <li>Navigates within an application</li> <li>Moves data between applications</li> <li>Transfers ICT knowledge to new applications</li> </ul>
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> <li>Designs and creates non-sequenced ICT representations</li> <li>Self-assesses ICT representations to go beyond established criteria by enhancing meaning and/or artistry, according to topic, audience, purpose and occasion</li> </ul>	<ul style="list-style-type: none"> <li>Moves data between applications</li> </ul>
<b>Communicate</b>		<b>Supporting Skills</b>
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> <li>Displays and/or discusses electronic work</li> </ul>	<ul style="list-style-type: none"> <li>Logs on and off ICT devices</li> <li>Opens applications and files</li> <li>Navigates within an application</li> <li>Manages electronic files and folders</li> <li>Manipulates input devices</li> <li>Recognizes and presses keys on the keyboard</li> <li>Selects and uses peripherals to find, record, manipulate, save, print, and/or display information</li> </ul>
Analyze – Apply (Believe)	<ul style="list-style-type: none"> <li>Discusses information, ideas, and/or electronic work using tools for electronic communication</li> </ul>	<ul style="list-style-type: none"> <li>Sends and receives text messages and electronic files using rules of etiquette</li> </ul>
Synthesize Evaluate (Value)	<ul style="list-style-type: none"> <li>Adjusts communication based on self-evaluation and feedback from a global audience</li> </ul>	
<b>Reflect</b>		<b>Supporting Skills</b>
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> <li>Participates in guided conferences to think about using ICT to learn</li> </ul>	<ul style="list-style-type: none"> <li>Uses ICT vocabulary in context</li> </ul>
Analyze – Apply (Believe)	<ul style="list-style-type: none"> <li>Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn</li> </ul>	
Synthesize - Evaluate (Value)	<ul style="list-style-type: none"> <li>Self-monitors learning goals, reflects on the value of ICT to complete learning tasks, and sets personal goals for using ICT to learn</li> </ul>	

## ICT - GRADE 4 - TRANSITIONING (GRADE 4-7)

### Affective Domain

Outcomes		Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>		<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Ethics and Responsibility</b>		
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Respects ICT equipment and personal technology space of other ICT users</li> <li>• Recognizes guidelines for safety and security</li> <li>• Recognizes the need to acknowledge authorship of intellectual property</li> <li>• Identifies possible health issues associated with using ICT</li> </ul>	
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Applies school division's acceptable-use policy for ICT</li> <li>• Applies safety guidelines when communicating electronically</li> <li>• Explains consequences of unethical behaviour</li> <li>• Applies guidelines for ethical and responsible use of ICT</li> </ul>	
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Evaluates effects of personal ICT behaviour on others</li> <li>• Weights personal benefits and risks of using ICT</li> </ul>	
<b>Social Implications</b>		
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Identifies uses of ICT at home, at school, at work, and in the community</li> <li>• Relates societal consequences of ethical and unethical use of ICT</li> <li>• Chooses appropriate times and places to use wireless games and/or communication devices</li> </ul>	
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Analyzes current trends in ICT to predict effects of emerging technologies</li> <li>• Analyzes various ICT skill and competency requirements' for personal career choices</li> <li>• Analyzes advantages and disadvantages of ICT use in society</li> </ul>	
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Weighs society's right to information access against right to individual privacy</li> <li>• Weighs benefits versus risks to society of creating new ICTs</li> </ul>	
<b>Collaboration</b>		
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Works with others in teacher-directed learning tasks using ICT and assists others with ICT knowledge and procedures</li> </ul>	
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Collaborates with peers to accomplish self-directed learning with ICT in various settings</li> <li>• Collaborates with others over distance using ICT</li> </ul>	
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Leads a group in the process of collaborative learning</li> <li>• Weighs benefits and challenges of collaborating on learning with ICT</li> </ul>	
<b>Motivation and Confidence</b>		
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Demonstrates confidence and self-motivation while doing ICT tasks alone and with others</li> <li>• Recognizes ICT problems and seeks assistance to solve them</li> <li>• Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems</li> </ul>	
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Investigates ICT problems and applies strategies to solve them</li> <li>• Preserves in working through complex ICT problems using higher-level thinking skills</li> </ul>	
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Synthesizes knowledge and information to solve unique ICT problems</li> </ul>	

## AAT WRITING GRADE 6

### AAT Part "A" Narrative Writing -Test Blueprint

Reporting Category	Looking For...	Description of Writing Assignments
<b>Content*</b> (respond to a picture prompt by writing a narrative.)	Students establish their purpose, select ideas and supporting details to achieve the purpose, and communicate in a manner appropriate to their audience.	
<b>Organization*</b> (organizing ideas and details into a coherent whole)	Students organize their ideas to produce a unified and coherent narrative that links events, details, sentences, and paragraphs.	
<b>Sentence Structure</b> (structuring sentences effectively)	Students control sentence structure and use a variety of sentence types, sentence beginnings, and sentence lengths to enhance communication.	
<b>Vocabulary</b> (selecting and using words and expressions correctly and effectively)	Students choose specific words and expressions that are accurate and effective, and enhance the student's voice.	
<b>Conventions</b> (using the conventions of written language correctly and effectively)	Students use conventions accurately and effectively to communicate.	

- Content and Organization are weighted to be worth twice as much as each of the other categories

### AAT Part "A" Functional Writing -Test Blueprint

Reporting Category	Looking For...	Description of Writing Assignments
<b>Content*</b> (thought and detail)	Students organize and develop ideas for a specified purpose and audience.	
<b>Content Management*</b> (using the conventions of written language correctly and effectively)	Students communicate accurately and effectively by selecting words and phrases appropriate to their purpose. Students demonstrate control of sentence structure, usage, mechanics, and format.	

## AAT READING GRADE 6

### AAT Part B Reading – Grade 6: Test Blueprint (same as grade 3)

Reporting Category	Looking For...	Types of Reading Passages
<b>Understanding Main Ideas / Details</b>	The students should be able to identify key details and main ideas, differentiate between main and supporting characters, recognize character motivation and explicit relationships between events and characters, and categorize ideas.	
<b>Organization of Ideas and Relationships Between Form and Content</b>	The student should be able to identify genre (stories, poetry, plays, reports, and articles), organize features of story structure, use text and typographical features, recognize authors' techniques, and determine an author's purpose.	
<b>Associating Meaning</b>	The student should be able to associate meanings of words, expressions, and literary devices from prior knowledge and contextual clues.	
<b>Synthesizing Ideas</b>	The student should be able to draw conclusions by relating what is known to new information, add assess the plausibility of ideas and situations in literature.	<p>There are two types of reading passages on the AAT: informational texts and narrative/poetic texts. Stories and poems comprise almost 68% of the test.</p>

**AAT MATH GRADE 6  
TEST BLUEPRINT**

<b>Multiple Choice (MC) and Numerical Response (NR)</b>			
<b>Item Type</b>	<b>Number of Items</b>	<b>Number of Marks</b>	<b>Percentage of Test</b>
<b>MC</b>	40	40	80%
<b>NR</b>	10	10	20%
<b>TOTAL</b>	50	50	100%

<b>Content Domain of Test</b>	
<b>Strand</b>	<b>Percentage of Items on Test</b>
Number	25 – 35%
Patterns and Relations	25 – 35%
Shape and Space	20 – 30%
Statistics and Probability	10 – 20%

<b>Cognitive Domain of Test</b>	
<b>Complexity Level</b>	<b>Percentage of Items on Test</b>
Low	30 – 40%
Moderate	40 – 50%
High	15 – 25%