

ARTS EDUCATION

Creative/Productive: Dance

- CP 4.1 Create dance compositions that express ideas about Saskatchewan.
- CP 4.2 Express ideas using the elements of dance.

Creative/Productive: Drama

- CP 4.3 Assume roles and strategies in drama work.
- CP 4.4 Contribute ideas and further the development of drama.

Creative/Productive: Music

- CP 4.5 Demonstrate increased skills and abilities in the use of voice and instruments using Saskatchewan as inspiration.
- CP 4.6 Create and perform music.

Creative/Productive: Visual Art

- CP 4.7 Create visual art works that express own ideas that are inspired by Saskatchewan.
- CP 4.8 Create art works using a variety of visual art concepts, forms, and media.

Critical/Responsive

- CR 4.1 Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.
- CR 4.2 Respond to a variety of contemporary Saskatchewan arts expressions.

Cultural/Historical

- CH 4.1 Investigate and share discoveries about the arts in Saskatchewan.
- CH 4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.

ENGLISH LANGUAGE ARTS

Comprehend and Respond

- CR 4.1 Understand and respond to a variety of grade-level texts.
- CR 4.2 View and respond to visual and multimedia texts, explaining the creator's technique and impact on viewers.
- CR 4.3 Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.
- CR 4.4 Read grade-appropriate text for various purposes, and demonstrate understanding.

Compose and Create

- CC 4.1 Compose and create a variety of texts.
- CC 4.2 Create a variety of clear representations that communicate straightforward ideas and relevant information.
- CC 4.3 Speak to present a variety of ideas and information for different audiences and purposes.
- CC 4.4 Use a writing process to create various compositions

Assess and Reflect

- AR 4.1 Reflect on and assess own viewing, listening, reading, speaking, writing, and representing experiences and explore ways to improve.
- AR 4.2 Set and pursue goals to improve tasks in viewing, listening, reading, speaking, writing, and representing.

HEALTH

Understanding, Skills, and Confidences

- USC 4.1 Assess what healthy eating and physical activity mean for pre-adolescence.
- USC 4.2 Illustrate how both traditional healing and current Western medical advances have influenced the prevention and/or management of health challenges.
- USC 4.3 Examine healthy skills and strategies to effectively develop new relationships and/or negotiate disagreements in relationships.
- USC 4.4 Determine personal responsibility for safety and protection.
- USC 4.5 Examine how identity is influenced by relationships.
- USC 4.6 Assess healthy stress management strategies.

Decision Making

- DM 4.1 Investigate the importance of personal responsibility and communication in making informed decisions.

Action Planning

- AP 4.1 Design and apply two four-day action plans.

MATH

Number

- N 4.1 Understand whole numbers 0 to 10 000
- N 4.2 Understand addition and subtraction of whole numbers (0 – 10 000).
- N 4.3 Understand multiplication of whole numbers (0-10).
- N 4.4 Understand multiplication of 2- or 3-digit numbers by a 1-digit number.
- N 4.5 Understand division of 1- or 2-digit numbers by a 1-digit number
- N 4.6 Understand fractions less than one using representations.
- N 4.7 Understand decimals (tenths and hundredths).
- N 4.8 Understand addition and subtraction of decimals (to hundredths).

Patterns and Relations

- P 4.1 Understand patterns and relations.
- P 4.2 Understand equations involving symbols to represent an unknown value.

Shape and Space

- SS 4.1 Understand time and dates.
- SS 4.2 Understand area of 2-D shapes.
- SS 4.3 Understand rectangular and triangular prisms.
- SS 4.4 Understand line symmetry.

Statistics and Probability

- SP 4.1 Understand many-to-one relationships.

PHYSICAL EDUCATION

Active Living, Skillful Movement, Relationships

- 4.1 Make decisions about and apply fitness improvement strategies and principles to determine and positively affect own level of health-related fitness.
- 4.2 Understand body systems that are related to and affected by health-related components of fitness.
- 4.3 Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills.
- 4.4 Skillfully perform locomotor skills while participating in movement activities.
- 4.5 Select and apply performance cues to combine and refine non-locomotor skills into increasingly complex movement skills.
- 4.6 Explore, express, and apply a variety of ways to skillfully move objects while participating in movement activities.
- 4.7 Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities.
- 4.8 Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others.
- 4.9 Select and use effective movement skills, tactics, and strategies while participating in games and activities.
- 4.10 Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities.
- 4.11 Incorporate safe practices for the prevention of injury and investigate basic first aid.
- 4.12 Create and apply a personal understanding of what it means to be a positive, inclusive team member.
- 4.13 Examine and communicate the contributions that various cultures have made to the development of games, sports, and activities.

SCIENCE

Life Science: Habitats and Communities

- HC 4.1 Investigate the interdependence of plants and animals.
- HC 4.2 Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.
- HC 4.3 Assess the effects of natural and human activities, and propose actions to maintain or restore habitats.

Physical Science: Light

- LI 4.1 Investigate the characteristics and physical properties of light.
- LI 4.2 Analyze how light interacts with different objects and materials.
- LI 4.3 Assess impacts of light-related technological innovations.

Physical Science: Sound

- SO 4.1 Explore sounds in the environment and how those sounds are detected.
- SO 4.2 Draw conclusions about the characteristics and physical properties of sound based on observation.
- SO 4.3 Assess impacts of sound-related technologies.

Earth and Space Science: Rocks, Minerals, and Erosion

- RM 4.1 Investigate physical properties of rocks and minerals.
- RM 4.2 Assess the impact of human uses of rocks and minerals.
- RM 4.3 Analyze how weathering, erosion, and fossils provide evidence to support human understanding of the formation of landforms.

SOCIAL STUDIES

Interactions and Interdependence

- IN 4.1 Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.
- IN 4.2 Describe the origins of the cultural diversity in Saskatchewan communities.
- IN 4.3 Determine the influence Saskatchewan people and programs have had on Canada.

Dynamic Relationships

- DR 4.1 Link the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.
- DR 4.2 Explain the relationship of First Nations and Métis peoples with the land.
- DR 4.3 Analyze the implications of the Treaty relationship in Saskatchewan.

Power and Authority

- PA 4.1 Analyze the ways government structures influence the quality of life of its citizens.
- PA 4.2 Understand the provincial system of government.
- PA 4.3 Understand the First Nations system of governance.
- PA 4.4 Understand the Métis governance system.

Resources and Wealth

- RW 4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges of the natural environment.
- RW 4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.
- RW 4.3 Assess the impact of Saskatchewan resources and technological innovations.