

# Grade 4 Outcomes

## Treaty Education: Understanding How Treaty Promises Have Not Been Kept

**Treaty Relationships 4<sup>1</sup>:** Analyze how relationships are affected when treaty promises are kept or broken. Indicators: Represent examples of promises experienced in their families, classrooms and communities. Discuss the impact on relationships when promises are kept or broken. Identify treaty promises from the local treaty territory and the extent to which those treaty promises have been fulfilled Discuss the effect of unfulfilled treaty promises on relationships. Spirit and Intent of Treaties

**Spirit and Intent of Treaties 4<sup>2</sup>:** Examine the intent of treaty in relation to education. Indicators: Discuss why First Nations signatories believed there was a benefit to both European education and traditional ways of learning. Research the forms of education that First Nations people have experienced since the treaties were signed. Discuss why some First Nations peoples refer to “education is our new buffalo” (i.e., the means to survive in the new world with the newcomers).

**Historical Context 4<sup>3</sup>:** Explore the historical reasons why people entered into treaty. Indicators: Examine how the disappearance of the buffalo and the loss of traditional hunting and trapping territories created a need for First Nations to enter into treaties. Explore how people used the land before the community students are living in was formed. Recognize that treaties provided opportunity for newcomers to live on and share the land of what is now Saskatchewan.

**Treaty Promises and Provisions 4<sup>4</sup>:** Examine the objectives of the First Nations and British Crown’s representatives in negotiating treaty. Indicators: Examine the benefits each signatory hoped to achieve. Analyze the challenges and opportunities associated with negotiating treaties (e.g., communication among groups, transportation, participation, preservation of language and cultural practices). Identify how each of the signatories to treaty recorded the events.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p><b>CP4.1</b> Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving.</p> <p><b>CP4.2</b> Express ideas using the elements of dance including: actions (identify basic dance steps such as schottische, polka, grapevine, and step hop)</p> <ul style="list-style-type: none"><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).</li></ul> <p><b>CP4.3</b> Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.</p> <p><b>CP4.3</b> Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.</p> <p><b>CP4.4</b> 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.</p> <p><b>CP4.5</b> Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration.</p> <p><b>CP4.6</b> 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><b>CP4.7</b> Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.</p> <p><b>CP4.8</b> 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).</p> <p><b>CR4.1</b> Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.</p> <p><b>CR4.2</b> Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.</p> <p><b>CH4.1</b> Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.</p> <p><b>CH4.2</b> Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.</p>	<p><b>CR4.1</b> Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g., Expressing Myself) community (e.g., Building Community) social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.</p> <p><b>CR4.2</b> View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator’s technique and the impact on viewers.</p> <p><b>CR4.3</b> Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.</p> <p><b>CR4.4</b> Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).</p> <p><b>CC4.1</b> Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Expressing Myself) community (e.g., Celebrating and Honouring Others) social responsibility (e.g., Within My Circle) through personal experiences and inquiry.</p> <p><b>CC4.2</b> Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.</p> <p><b>CC4.3</b> Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.</p> <p><b>CC4.4</b> Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.</p> <p><b>AR4.1</b> Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve.</p> <p><b>AR4.2</b> Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively.</p>	<p><b>USC4.1</b> Assess what healthy eating and physical activity mean for pre/adolescence.</p> <p><b>USC4.2</b> Illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).</p> <p><b>USC4.3</b> Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.</p> <p><b>USC4.4</b> Determine basic personal responsibility for safety and protection in various environments/situations.</p> <p><b>USC4.5</b> Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.</p> <p><b>USC4.6</b> Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).</p> <p><b>DM4.1</b> Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.</p> <p><b>AP4.1</b> Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.</p>	<p><b>N4.1</b> Demonstrate an understanding of whole numbers to 10,000 by representing, describing, comparing two numbers, and ordering three or more numbers.</p> <p><b>N4.2</b> Demonstrate an understanding of addition of whole numbers with answers to 10,000 and their corresponding subtractions by using personal strategies for adding and subtracting, estimating sums and differences, and solving problems involving addition and subtraction.</p> <p><b>N4.3</b> Demonstrate an understanding of multiplication of whole numbers by applying mental mathematics strategies, and explaining the results of multiplying by 0 and 1.</p> <p><b>N4.4</b> Demonstrate an understanding of multiplication by using personal strategies for multiplication, with and without concrete materials, using arrays to represent multiplication, connecting concrete representations to symbolic representations, estimating products, and solving problems.</p> <p><b>N4.5</b> Demonstrate an understanding of division to solve problems by using personal strategies for dividing with and without concrete materials, estimating quotients, explaining the results of dividing by 1, solving problems involving division of whole numbers, and relating division to multiplication.</p> <p><b>N4.6</b> Demonstrate an understanding of fractions <math>\leq 1</math> by using concrete and pictorial representations to name and record fractions for the parts of a whole or a set, compare and order fractions, model and explain that for different wholes, two identical fractions may not represent the same quantity, and provide examples of where fractions are used.</p> <p><b>N4.7</b> Demonstrate an understanding of decimal numbers in tenths and hundredths by describing, representing, and relating to fractions</p> <p><b>N4.8</b> Demonstrate an understanding of addition and subtraction of decimals limited to hundredths (concretely, pictorially, and symbolically) by: using compatible numbers, estimating sums and differences, using mental math strategies, and solving problems.</p> <p><b>P4.1</b> Demonstrate an understanding of patterns and relations by identifying, describing, and reproducing patterns and relations in a chart, table or diagram, using manipulatives, creating charts, tables, or diagrams to represent patterns and relations, and solving problems involving patterns and relations</p> <p><b>P4.2</b> Demonstrate an understanding of equations involving symbols to represent an unknown value by writing an equation to represent a problem, and solving one step equations.</p> <p><b>SS4.1</b> Demonstrate an understanding of time by reading and recording time using digital and analog clocks, reading and recording calendar dates in a variety of formats.</p> <p><b>SS4.2</b> Demonstrate an understanding of area of regular and irregular 2-D shapes by: recognizing that area is measured in square units, selecting and justifying referents for the units <math>\text{cm}^2</math> or <math>\text{m}^2</math>, estimating area by using referents for <math>\text{cm}^2</math> or <math>\text{m}^2</math>, determining and recording area, constructing different rectangles for a given area in order to demonstrate that many different rectangles may have the same area.</p> <p><b>SS4.3</b> Demonstrate an understanding of rectangular and triangular prisms by identifying common attributes, comparing and constructing models.</p> <p><b>SS4.4</b> 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.</p> <p><b>SP4.1</b> Demonstrate an understanding of many-to-one correspondence by comparing correspondences on graphs, justifying the use of many-to-one correspondences, interpreting data shown using a many-to-one correspondence, creating bar graphs and pictographs using many-to-one correspondence.</p>	<p><b>PE4.1</b> Make decisions about and apply, with guidance, strategies and principles related to fitness improvement to determine own level of health-related fitness, and to positively affect own level of health-related fitness.</p> <p><b>PE4.2</b> Demonstrate an understanding of the body systems that are directly related to, and affected by, the development of the health-related components of fitness.</p> <p><b>PE4.3</b> Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field.</p> <p><b>PE4.4</b> Apply, with guidance, how to skillfully perform locomotor skills while participating in movement activities, including at a utilization level of skill when rolling backward.</p> <p><b>PE4.5</b> Select and apply performance cues to combine and refine non-locomotor skills: balancing, jumping and landing on the spot on feet and hands, into increasingly complex movement skills while participating in body management activities.</p> <p><b>PE4.6</b> Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a utilization level of skill when: hand dribbling, foot dribbling, striking objects with hands and/ or short-handled implements (racquets and paddles), and control level of skill when: volleying (to send an object in the air before it comes to rest), striking objects with long-handled implements (bats, golf clubs, hockey sticks), and progressing-towards-control level of skill when: punting.</p> <p><b>PE4.7</b> Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such as lead-up games, including: throwing, catching (gathering, collecting), and kicking.</p> <p><b>PE4.8</b> Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others.</p> <p><b>PE4.9</b> Select and use effective movement skills, tactics, and strategies while participating in: small-sided and lead-up net/wall games, and refine selected movement skills, tactics, and strategies while participating in: low-organizational, inventive, and cooperative games, small-sided and lead-up target games, striking/fielding games, invasion/territorial games, and alternate environment activities.</p> <p><b>PE4.10</b> Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive lead-up games as well as alternate environment activities, when alone and with others.</p> <p><b>PE4.11</b> Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class.</p> <p><b>PE4.12</b> Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play.</p> <p><b>PE4.13</b> Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities.</p>	<p><b>HC4.1</b> Investigate the interdependence of plants and animals, including humans, within habitats and communities.</p> <p><b>HC4.2</b> Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.</p> <p><b>HC4.3</b> Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.</p> <p><b>LI4.1</b> Investigate the characteristics and physical properties of natural and artificial sources of light in the environment.</p> <p><b>LI4.2</b> Analyze how light interacts with different objects and materials to create phenomena such as shadows, reflection, refraction, and dispersion.</p> <p><b>LI4.3</b> Assess personal, societal, and environmental impacts of light-related technological innovations including optical devices.</p> <p><b>SO4.1</b> Explore natural and artificial sources of sound in the environment and how those sounds are detected by humans and animals.</p> <p><b>SO4.2</b> Draw conclusions about the characteristics and physical properties of sound, including pitch and loudness, based on observation.</p> <p><b>SO4.3</b> Assess personal, societal, and environmental impacts of sound-related technologies.</p> <p><b>RM4.1</b> Investigate physical properties of rocks and minerals, including those found in the local environment.</p> <p><b>RM4.2</b> Assess how human uses of rocks and minerals impact self, society, and the environment.</p> <p><b>RM4.3</b> Analyze how weathering, erosion, and fossils provide evidence to support human understanding of the formation of landforms on Earth.</p>	<p><b>IN4.1</b> Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.</p> <p><b>IN4.2</b> Describe the origins of the cultural diversity in Saskatchewan communities.</p> <p><b>IN4.3</b> Determine the influence Saskatchewan people and programs have had on a national scale.</p> <p><b>DR4.1</b> Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.</p> <p><b>DR4.2</b> Explain the relationship of First Nations and Métis peoples with the land.</p> <p><b>DR4.3</b> Analyze the implications of the Treaty relationship in Saskatchewan.</p> <p><b>PA4.1</b> Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.</p> <p><b>PA4.2</b> Demonstrate an understanding of the provincial system of government.</p> <p><b>PA4.3</b> Demonstrate an understanding of the First Nations system of governance.</p> <p><b>PA4.4</b> Demonstrate an understanding of the Métis governance system.</p> <p><b>RW4.1</b> Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.</p> <p><b>RW4.2</b> Investigate the importance of agriculture to the economy and culture of Saskatchewan.</p> <p><b>RW4.3</b> Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.</p>