# Links to the Ontario Curriculum[[1]](#footnote-0)

**Grade 4:**

###### French Immersion

### Oral Communication, Reading, and Writing

#### **Overall Expectations**

* Express ideas, feelings, and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation;
* Read a variety of texts and media works and demonstrate understanding through oral and written responses;
* Produce short pieces of writing in a variety of forms for specific purposes;

#### **Specific Expectations**

**Speaking**

* Present ideas and information in logical sequence;
* Use simple and compound sentences to express feelings, opinions, and ideas;
* Prepare and give oral presentations (e.g., on a topic under study or of personal interest), incorporating descriptive vocabulary;

## Reading

**Comprehension and Response to Text**

* Read a variety of texts and media works (e.g., stories, short novels, myths, short articles) for different purposes (e.g., to expand knowledge of topics under study, to build knowledge of language structures);
* Begin to use research skills (e.g., formulate questions, locate information, clarify their understanding through discussion);

Writing

**Communication of Information and Ideas**

* Produce short written text (e.g., captions, labels) to accompany visual information (e.g., charts, diagrams, illustrations, computer graphics);
* Write a brief report, following a model, on a class research project.

**Visual Arts**

#### **Overall Expectations**

* Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;
* Identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;

###### Social Studies

### Canada and World Connections:

### Canada's Provinces, Territories, and Regions

#### **Overall Expectations**

* Use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories;
* Identify, analyse, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.

#### **Specific Expectations**

##### **Knowledge and Understanding**

* Explain how the St. Lawrence River and the Great Lakes systems shape or influence the human activity of their surrounding area (e.g., with respect to transportation, industry, recreation, commercial fishing);
* Identify Ontario's major natural resources and their uses and management (e.g., water, for hydroelectricity and recreation);
* Identify and describe types of communities in each physical region of Ontario (e.g., tourist, manufacturing, and agricultural communities in the St. Lawrence lowlands; First Nation communities in the Hudson Bay lowlands; forestry and mining communities in the Canadian Shield region);
* Describe a variety of exchanges that occur among the communities and regions of Ontario (e.g., fruit from the Niagara Peninsula, nickel from Sudbury, vehicles from Oshawa, wild rice from Kenora, cranberries from Wahta First Nation) and among the provinces and territories (e.g., potatoes from Prince Edward Island, fish from British Columbia, grain from Saskatchewan, Inuit artwork from Nunavut);
* Relate the physical environment to economic and cultural activities in the various provinces and territories (e.g., mountains/ skiing/British Columbia; the Grand Banks/ fishing/Newfoundland and Labrador; beaches/tourism/Prince Edward Island; temperate climate and fertile soil/orchards/ southern Ontario).

#### **Inquiry/Research and Communication Skills**

* Formulate questions to guide research and clarify information on study topics (e.g., What are the effects of physical features on land use? How are goods transported from one province or territory to another?);
* Use primary and secondary sources to locate information about natural resources and their uses (e.g., primary sources: interviews, classroom visitors, class trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);
* Use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions (e.g., use a pro-and-con chart to identify the effects of clear-cutting on a forest community; use a decision-making chart to consider the alternatives to and consequences of constructing dams on a river system; create a bar graph to show average temperature by province);
* Use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about the regions, provinces, and territories;
* Use appropriate vocabulary (e.g., regions, Canadian Shield, Great Lakes lowlands, St. Lawrence lowlands, Hudson Bay lowlands, interior plains, Arctic lowlands, cordilleras, physical features, boundaries, province, capital, territory, natural resources, grid) to describe their inquiries and observations.

#### **Application**

* Identify relationships, in a variety of fields, that link Ontario and the other provinces and territories (e.g., in art, literature, music, dance, technology, heritage, tourism, sports);
* Compare two or more regions (e.g., the Arctic and the Prairies), with respect to their physical environments and exchanges of goods and services;
* Identify and describe a cause-and-effect relationship between the environment and the economy in a province or territory (e.g., overfishing on the Grand Banks; changes to landscape resulting from open-pit mining or clear-cut logging);
* Describe how technology (e.g., in communications, transportation) affects the lives of people in an isolated community in Canada (e.g., the impact of snowmobiles on hunting in the Arctic; the effects of satellite television and the Internet on schoolchildren; the effect of air transport on the availability of products).

Mathematics

### Data Management and Probability

#### **Overall Expectations**

* Collect and organize data and identify their use;
* Predict the results of data collected;
* Interpret displays of data and present the information using mathematical terms;
* Demonstrate an understanding of probability and use language appropriate to situations involving probability experiments;

#### **Specific Expectations**

**Collecting and Organizing Data**

* Identify examples of the use of data in the world around them;
* Before gathering data, predict the possible results of a survey based on their experiences;
* Conduct surveys and record data on tally charts;
* Display data by hand and by using computer applications on horizontal and vertical bar graphs and on pictographs using many-to-one correspondence (e.g., if a picture of 1 car represents 4 cars, then a picture of 1.5 cars represents 6 actual cars);

**Analysing Data**

* Explain how data were collected and describe the results of a survey;
* Use conventional symbols, titles, and labels when displaying data;

**Concluding and Reporting**

* Read and interpret data presented on tables, charts, and graphs (e.g., circle graphs) and discuss the important features;

Science and Technology

### Life Systems:

### Habitats and Communities

#### **Overall Expectations**

* Demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals;
* Describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats.

**Relating Science and Technology to the World Outside the School**

* Describe ways in which humans are dependent on plants and animals (e.g., for food products, medicine, clothing, lumber);
* Describe ways in which humans can affect the natural world (e.g., urban development forces some species to go elsewhere and enables other species to multiply too rapidly; conservation areas can be established to protect specific habitats);
* 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 on a world map and predict the effects if wolves were to become extinct; use a software program that simulates a specific environment to track the effects of the loss of a plant species).
1. Original source for this document: ottawahistorica.org/Imgrade4.dom [↑](#footnote-ref-0)