

Grade 4 Science Core Competencies

Curricular Competencies

Students are expected to be able to do the following:

Questioning and predicting

- Demonstrate curiosity about the natural world
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events that can be investigated scientifically
- Make predictions based on prior knowledge

Planning and conducting

- Suggest ways to plan and conduct an inquiry to find answers to their questions
- Consider ethical responsibilities when deciding how to conduct an experiment
- Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate
- Make observations about living and non-living things in the local environment
- Collect simple data

Processing and analyzing data and information

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information
- Sort and classify data and information using drawings or provided tables
- Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends
- Compare results with predictions, suggesting possible reasons for findings

Evaluating

- Make simple inferences based on their results and prior knowledge
- Reflect on whether an investigation was a fair test
- Demonstrate an understanding and appreciation of evidence
- Identify some simple environmental implications of their and others' actions

Applying and innovating

- Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches
- Co-operatively design projects
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

Communicating

- Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate
- Express and reflect on personal or shared experiences of **place**

Content

Students are expected to know the following:

- sensing and responding:
 - **humans**
 - **other animals**
 - **plants**
- **biomes** as large regions with similar environmental features
- phases of matter
- the **effect of temperature** on particle movement
- energy:
 - has **various forms**
 - is **conserved**
- **devices that transform energy**
- local changes caused by **Earth's axis, rotation, and orbit**
- **the effects of the relative positions of the sun, moon, and Earth** including **local First Peoples perspectives**

Grade 4 Social Core Competencies

Curricular Competencies

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)
- Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)
- Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)

Content Social

Students are expected to know the following:

- early contact, trade, co-operation, and conflict between First Peoples and European peoples
- the fur trade in pre-Confederation Canada and British Columbia
- demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities
- economic and political factors that influenced the colonization of British Columbia and its entry into Confederation
- the impact of colonization on First Peoples societies in British Columbia and Canada
- the history of the local community and of local First Peoples communities
- physiographic features and natural resources of Canada

Grade 4 Physical and Health Education Competencies

Curricular Competencies

Students are expected to be able to do the following:

Physical literacy

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
- Apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

Healthy and active living

- Participate daily in physical activity at moderate to vigorous intensity levels
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community
- Explain the relationship of healthy eating to overall health and well-being
- Identify and describe factors that influence healthy choices
- Examine and explain how health messages can influence behaviours and decisions
- Identify and apply strategies for pursuing personal healthy-living goals

Social and community health

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining positive relationships
- Describe and apply strategies that promote a safe and caring environment

Mental well-being

- Describe and assess strategies for promoting mental well-being
- Describe and assess strategies for managing problems related to mental well-being and substance use
- Explore and describe strategies for managing physical, emotional, and social changes during puberty
- Describe factors that positively influence mental well-being and self-identity

Content

Students are expected to know the following:

- proper technique for fundamental movement skills, including , **non-locomotor**, **locomotor**, and **manipulative** skills
- **movement concepts** and **strategies**
- ways to **monitor physical exertion levels**
- how to participate in different types of physical activities, including **individual and dual activities**, **rhythmic activities**, and **games**
- **benefits** of physical activity and exercise
- practices that promote health and well-being, including those relating to **physical activity**, **sleep**, **healthy eating**, and **illness prevention**
- food portion sizes and **number of servings**
- **communicable** and **non-communicable** illnesses
- **media messaging** and body image
- **strategies and skills to use in potentially hazardous, unsafe or abusive situations**, including identifying common **lures or tricks used by potential abusers**
- **strategies for responding to bullying, discrimination, and violence**
- potential effects of **psychoactive substance** use, and strategies for preventing personal harm
- factors that influence self-identity, including **body image** and **social media**
- **physical**, **emotional**, and **social** changes that occur during puberty, including those involving **sexuality** and **sexual identity**