

CURRICULUM CONNECTIONS ATLANTIC CANADA Grade 4

SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

ARTS

- be part of a rights-respecting, compassionate, democratic learning environment that “allows all students regardless of ability, gender, lifestyle, values, social class, and racial and ethnocultural backgrounds to feel comfortable in taking learning risks to express their ideas, frustrations, and dreams. It is a community of ongoing inquiry based on trust and respect. It upholds the rights of each student and requires students to respect the rights of others. It values and nurtures different perceptions, diverse approaches, and open conversations.”
- be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

HEALTH AND PHYSICAL EDUCATION

Relationships (4.12)

- 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
- explain how positive self-image and self-esteem contribute to good health

LANGUAGE

- use their knowledge and skills in listening, speaking, reading, writing, viewing, and representing to understand, critically analyze, and communicate a broad range of information and ideas from and about their multicultural, multimedia environment.
- learn to identify and explore multiple perspectives, question the messages in texts, and look at issues related to fairness, equity, and social justice.
- analyze the structure and elements of a variety of text forms, and create a variety of oral, print, and media texts in order to communicate their own ideas and opinions for a variety of purposes and audiences.
- explore more complex topics or issues related to fairness, equity, and social justice, more subtle or abstract themes, and particular genres; that use a variety of organizational patterns and features; and that require inference and analysis.

MATHEMATICS

- develop, select, and apply problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.
- develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to make and investigate conjectures and construct and defend arguments.
- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thinking in a math journal).
- relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, sports).

LINKS TO GLOBAL CONCEPTS

CONVENTION ARTICLES

| INTERDEPENDENCE | IMAGES AND PERCEPTIONS | SOCIAL JUSTICE | CONFLICT AND CONFLICT RESOLUTION | CHANGE AND THE FUTURE | HUMAN RIGHTS |
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17, 28, 29

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27, 28, 29,
31, 42

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17, 29, 30

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SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

SCIENCE AND TECHNOLOGY

- investigate factors that alter various habitats and communities, including those factors that occur naturally and those that result from human action.
- identify and demonstrate an understanding of practice that ensures their own personal safety and the safety of others when designing, building, and testing devices that use pulleys and gears.
- look beyond their own place in the world and consider the opinions and feelings of others.

SOCIAL SCIENCE

- use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society.
- identify, analyze, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.

CONVENTION ARTICLES

LINKS TO GLOBAL CONCEPTS

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12, 13, 15, 17, 19, 24, 28, 29, 30

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