

CURRICULUM MAPS FOR GRADE 4**CONTENTS:**

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Subject:	Religion	Grade:	4
Unit:	Title:	Come And See	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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The Church hands on the good news				
	To experience the joy and enthusiasm of new beginnings	1-5	Hope	Motivation Initiative
	To enter into the Pentecost story and to remember the work of the Holy Spirit in the following of Jesus	1-9	Faith	Courage
	To experience family stories as signs of belonging	4-8	Faith	Cooperation
	To learn that the new testament is a testimonial of faith handed on to us by the first Christians	1-7	Faith	Integrity
	To explore the new testament and to learn how to use it	4-3	Justice	Work, perseverance
	To reverence the Bible as the word of God	4-2	Fortitude	Integrity
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The Good news about Jesus Christ		Task:	Virtue:	Value:
	To recognize the importance of memories	4-6	Charity	Respect
	To enter into the memories of the first disciples of Jesus	1-7	Fortitude	Kindness Empathy
	To reflect on the experience of meeting a special person	1-4	Charity	Friendship
	To enter into the experiences of the first encounters with Jesus	2-8	Faith	Courage
	To discover how Jesus attracted great crowds to follow him	2-9	Hope	Kindness Empathy
	To encourage a desire to know Jesus better	4-7	Hope	Motivation Initiative
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Jesus tells us about the reign of God		Task:	Virtue:	Value:
	To appreciate the storyteller in our midst	4-2	Hope	Respect
	To see Jesus as a storyteller	1-7	Faith	Friendship
	To enter into and enjoy the parables of Jesus	1-7	Justice	Courage
	To understand that Jesus uses ordinary images to bring the message of God's reign of love into people's lives	4-4	Charity	Friendship
	To inspire wonder and delight in God's unconditional love	1-1	Hope	Respect
	To learn the Good Shepherd psalm as an expression of trust in God's loving care	1-5	Faith	Self discipline

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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A light shines in the darkness		Task:	Virtue:	Value:
	To explore the experience of darkness and light in our lives	2-1 1-1	Faith	Courage
	To discover the promise of light in the message of John The Baptist	2-1 2-2	Faith	Courage
	To hear and reflect on the message of John The Baptist	3-5	Faith	Courage
	To recognize how people bear witness to Jesus	2-5	Faith	Self-discipline Honesty
	To savour a special story tree – the stump of Jesse	3-1	Faith,	Integrity Respect
	To celebrate all those who have witnessed to the light of Christ in our lives	1-7 2-6,7	Faith Charity	Integrity
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Jesus, “born of a woman”		Task:	Virtue:	Value:
	To appreciate the symbol of light in the celebration of the nativity	1-6	Hope	Friendship
	To explore the celebration of Epiphany	1-7	Hope	Respect
	To explore the meaning of the presentation of Jesus in the Temple	3-4 3-5	Hope	Integrity
	To celebrate Epiphany	1-6	Hope	Friendship Respect
	To recognize in Jesus someone eager to learn about the Jewish Religious tradition	1-10	Hope	Motivation Initiative
	To situate Jesus in his own land, among his own people	1-10	Hope	Stewardship
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Jesus reveals the compassion of God		Task:	Virtue:	Value:
	To see how Jesus was filled with the power of God’s Spirit	3-1 1-4	Faith Hope Charity	friendship
	To understand Jesus’ mission as the sign of God’s kingdom	2-5	Faith, Hope, Charity	Work Perseverance
	To learn the many ways in which Jesus brings hope and healing to people	2-8 1-7	Charity	Courage
	To recognize our call to share in Jesus’ work for the kingdom	3-6	Charity Hope	Courage
	To evoke a sense of awe and wonder in the presence of all that Jesus said and did	1-7	Faith	Courage Integrity
	To celebrate the good news of Jesus in praise and thanksgiving	4-1 1-7	Faith Hope	Respect

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Jesus says "I am the way"		Task:	Virtue:	Value:
	To enter more deeply into the movement of the Holy Spirit in us	1-9	Faith	Perseverance
	To appreciate God's intimate involvement in our lives	2-1 4-4	Charity	Respect
	To explore our thirst for life	4-1	Hope	Motivation Initiative
	To celebrate Jesus as God's gift of living water	2-8 3-4	Charity	Respect
	To join Phillip in his longing to know the Father	4-4 3-5	Hope	Friendship
	To grow in our understanding that Jesus and the Father are one	1-3 4-2	Faith	Perseverance
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Jesus gives his life for us		Task:	Virtue:	Value:
	To discover that Jesus had enemies	1-5 2-8	Justice	Courage
	To witness the faithfulness of Jesus in the face of opposition	3-5	Fortitude	Integrity
	To see how the last supper helps us understand the meaning of Jesus' life and death	1-8	Charity	Integrity Empathy
	To learn that the Eucharist is an invitation to live a life of love and service	3-5	Justice	Honesty Friendship
	To deepen our understanding of the meaning of Jesus' death	3-5	Charity	Responsibility
	To ritualize Jesus' freeing act of forgiveness	3-2	Fortitude Justice	Respect Honesty
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"My Lord and my God!"		Task:	Virtue:	Value:
	To share the disciples' joy in discovering that Jesus is risen	1-8	Faith Hope	Forgiveness
	To learn what the presence of the risen Lord means to his friends and to us	1-7	Hope	Perseverance
	To enter into Thomas' profession of Jesus as Lord and God	1-10	Faith Justice	Courage
	To ponder the question "Who do you say that I am?"	1-2	Faith	Integrity
	To understand more fully how deeply Jesus trusted his Father	1-7	Charity	Honesty Friendship
	To recognize that we too are invited into a relationship of trust with God	4-4	Faith	Honesty Friendship
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Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Jesus' Spirit is with us		Task: Virtue: Value:		
	To understand that the Holy Spirit continues the work of Jesus Christ in us	1-3 1-9	Fortitude Prudence	All
	To recognize the role of Baptism, Confirmation, and Eucharist in our initiation into the life of Jesus Christ	1-8 3-5	Faith	Responsibility Motivation
	To see how people, empowered by the Spirit, are witnesses to Jesus	1-8	Faith Fortitude	Responsibility Integrity
	To remember Jesus in the formulation of a Creed	1-4 1-8	Faith	Courage Integrity
	To savour our memories of the year	3-3	Hope	Integrity
	To celebrate our story	3-3	Faith Hope	Responsibility Integrity

Subject:	English Language Arts	Grade:	4
Unit:	Title:		
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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General Outcome 1				
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences				
1.1 Discover and Explore				
Express ideas and develop understanding		Task:	Virtue:	Value:
	compare new ideas, information and experiences to prior knowledge and experiences	4-6 1-2	Faith Prudence	Responsibility Integrity
	ask questions, paraphrase and discuss to explore ideas and understand new concepts	4-6 1-5	Faith Charity	Courage Respect Cooperation
	share personal responses to explore and develop understanding of oral, print and other media texts	4-6	Justice	Courage Honesty
Experiment with language and forms				
	discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts	2-10	Justice	Integrity Courage
Express preferences				
	select preferred forms from a variety of oral, print and other media texts	2-10 1-2	Prudence Temperance	Self Discipline Integrity
Set goals				
	identify areas of personal accomplishment and areas for enhancement in language learning and use	2-1	Prudence Fortitude	Integrity Honesty Self Discipline
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1.2 Clarify and Extend				
Consider others' ideas		Task:	Virtue:	Value:
	identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts	2-1 2-3	Faith Justice	Cooperation Empathy
Combine ideas				
	use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences	4-6 2-5	Prudence Justice	Responsibility
Extend understanding				
	explore ways to find additional ideas and information to extend understanding	1-6 4-4	Charity	Responsibility
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General Outcome 2				
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts				

2.1 Use Strategies and Cues				
Use prior knowledge		Task:	Virtue:	Value:
	use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information	1-6 2-1 2-3	Charity Temperance	Honesty Empathy
	explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning	1-3 1-10	Prudence Faith	Integrity
Use comprehension strategies		Task:	Virtue:	Value:
	preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate	1-3 1-10	Prudence Faith	Integrity
	comprehend new ideas and information by responding personally and discussing ideas with others	1-2 2-6	Charity	Cooperation Friendship
	extend sight vocabulary to include words frequently used in other subject areas	1-1	Faith Hope	Motivation & Initiative
	monitor understanding by confirming or revising inferences and predictions based on information in text	3-3 4-2	Faith Prudence	Responsibility
Use textual cues				
	use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information	3-3 3-5 3-6	Temperance Fortitude	Self Discipline
	distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information	3-5 1-1	Temperance Fortitude	Self Discipline Respect Integrity
Use phonics and structural analysis		Task:	Virtue:	Value:
	identify and know the meaning of some frequently used prefixes and suffixes	1-1	Faith Hope	Motivation & Initiative
	apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context	1-1	Faith Hope	Motivation & Initiative
	integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context	1-1 2-9 4-7	Faith Hope	Motivation & Initiative
Use references				
	use alphabetical order by first and second letter to locate information in reference materials	1-1	Faith Hope	Motivation & Initiative
	use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	1-1	Faith Hope	Motivation & Initiative
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2.2 Respond to Texts				
Experience various texts		Task:	Virtue:	Value:
	experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs	1-4 2-3	Prudence Justice	Friendship Stewardship
	identify and discuss favourite authors, topics and kinds of oral, print and other media texts	2-9	Fortitude	Integrity Honesty

Subject:	Science	Grade:	4
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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SKILLS				
4-1 Investigate the nature of things, demonstrating purposeful action that leads to inferences supported by observations				
4-2 Identify patterns and order in objects and events studied; and record observations, using pictures, words and charts, with guidance in the construction of charts; and make predictions and generalizations, based on observations		Task:	Virtue:	Value:
Focus	ask questions that lead to exploration and investigation	1-1 2-9	prudence	initiative motivation
	identify one or more possible answers to questions by stating a prediction or a hypothesis	2-9	prudence	initiative justice
Explore and Investigate	identify, with guidance, ways of finding answers to given questions	2-3 2-4	justice	work perseverance fortitude stewardship
	carry out, with guidance, procedures that comprise a fair test	2-3 2-4	justice	integrity work perseverance
	identify materials and how they are used	2-2	prudence fortitude	stewardship
	work independently or with others to carry out the identified procedures	2-3 3-3	temperance justice	cooperation
	identify, with guidance, sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources	1-5 4-6	prudence	responsibility
Reflect and Interpret	communicate with group members, showing ability to contribute and receive ideas	1-3	justice	cooperation
	record observations and measurements accurately, using captioned pictures and charts, with guidance in the construction of charts. Computer resources may be used for record keeping and for display and interpretation of data	1-6	fortitude	honesty
	state an inference, based on observations	6-9	prudence	integrity
	identify possible applications of what was learned	3-9	fortitude	stewardship
	identify new questions that arise from what was learned	5-4	prudence	motivation initiative
4-3 Investigate a practical problem, and develop a possible solution		Task:	Virtue:	Value:
Focus	identify the purpose of problem-solving and construction activities: What problem do we need to solve? What needs must be met?	5-4	prudence	work perseverance
	identify steps followed in completing the task and in	3-2	fortitude	integrity

Explore and Investigate	testing the product		prudence	stewardship
	identify materials and how they are used	2-2	prudence	stewardship
	attempt a variety of strategies and modify procedures, as needed (troubleshoot problems)	1-5 2-10	prudence fortitude	motivation initiative
	engage in all parts of the task and support the efforts of others	2-5 2-4	charity temperance	respect cooperation
	identify, with guidance, sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources	1-5 2-2	prudence justice	stewardship
Reflect and Interpret	communicate with group members, showing ability to contribute and receive ideas	2-4 2-8	temperance	cooperation kindness empathy
	evaluate a product, based on a given set of questions or criteria. The criteria/questions may be provided by the teacher or developed by the students. Example criteria include: ~ effectiveness—Does it work? ~ reliability—Does it work every time? ~ durability—Does it stand up to repeated use? ~ effort—Is it easy to construct? Is it easy to use? ~ safety—Are there any risks of hurting oneself in making it or using it? ~ use of materials—Can it be made cheaply with available materials? Does it use recycled materials, and can the materials be used again?	2-9 4-7	prudence	responsibility self-discipline
	identify possible improvements to the product	4-7	fortitude	courage
	identify new applications for the design or method of construction.	2-9	prudence	integrity
	ATTITUDES			
4-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways		Task:	Virtue:	Value:
<i>Students will show growth in acquiring and applying the following traits:</i>	curiosity	2-1 2-2	fortitude	motivation initiative
	confidence in personal ability to explore materials and learn by direct study	2-5 2-1	fortitude	courage
	inventiveness and willingness to consider new ideas	2-5	prudence	work perseverance
	perseverance in the search for understandings and for solutions to problems	2-4 2-9	fortitude	work perseverance
	a willingness to base their conclusions and actions on the evidence of their own experiences	2-4 2-9	prudence	integrity
	a willingness to work with others in shared activities and in sharing of experiences	2-3 2-4	fortitude	cooperation
	appreciation of the benefits gained from shared effort and cooperation	2-4 4-4	prudence	praise & celebration
	a sense of responsibility for personal and group actions	2-3	justice	responsibility
	respect for living things and environments, and commitment for their care	2-1 2-2 2-3	charity	respect
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Topic A: Waste and Our World				
4-5 Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials		Task:	Virtue:	Value:
	Identify plant and animal wastes, and describe how they are recycled in nature. For example, plant leaves serve as a source of food for soil insects, worms and other creatures. The wastes of these animals may then be further broken down by molds, fungi and bacteria	1-1 1-2 2-9	faith justice	respect integrity
	Identify and classify wastes that result from human activity.	2-9	charity prudence	respect integrity
	Describe alternative methods of disposal, and identify possible advantages and disadvantages of each	4-6 2-9	temperance	responsibility honesty integrity stewardship
	Distinguish between wastes that are readily biodegradable and those that are not	2-9	justice	integrity
	Compare different kinds of packaging, and infer the relative advantages and disadvantages of that packaging. In evaluating different forms of packaging, students should demonstrate the ability to consider a consumer perspective as well as an environmental perspective	4-6 2-9	prudence fortitude temperance	self-discipline respect responsibility courage integrity stewardship
	Identify methods of waste disposal currently used within the local community	2-2 4-6	fortitude	respect responsibility integrity
	Identify kinds of wastes that may be toxic to people and to the environment.	2-2 4-6	justice	self-discipline honesty courage integrity stewardship
	Identify alternative materials and processes that may decrease the amount of waste produced; e.g., reducing wastage of food, using both sides of a sheet of paper	2-2 1-5	fortitude temperance faith	self-discipline respect responsibility honesty courage integrity stewardship
	Identify ways in which materials can be reused or recycled, including examples of things that the student has done	1-5 2-2	fortitude temperance	respect stewardship integrity self-discipline
	Develop a flow chart for a consumer product that indicates the source materials, final product, its use and method of disposal	4-6 2-4	prudence	stewardship
	Identify actions that individuals and groups can take to minimize the production of wastes, to recycle or reuse wastes and to ensure the safe handling and disposal of wastes	1-5 2-2	justice fortitude hope	self-discipline respect responsibility honesty courage integrity

				stewardship
	Develop and implement a plan to reduce waste, and monitor what happens over a period of time	1-5 2-2	charity fortitude	self-discipline respect cooperation responsibility honesty motivation initiative friendship courage work perseverance integrity stewardship
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Topic B: Wheels and Levers		2-2	temperance	integrity
4-6 Demonstrate a practical understanding of wheels, gears and levers by constructing devices in which energy is transferred to produce motion		4-1	prudence	stewardship
		Task:	Virtue:	Value:
	Explain how rollers can be used to move an object, and demonstrate the use of rollers in a practical situation	1-5	prudence	work perseverance
	Compare the wheel and the roller, and identify examples where each are used	2-9	temperance	work perseverance
	Construct devices that use wheels and axles, and demonstrate and describe their use in: <input type="checkbox"/> model vehicles <input type="checkbox"/> pulley systems <input type="checkbox"/> gear systems.	2-2 2-9	prudence temperance	stewardship responsibility
	Construct and explain the operation of a drive system that uses one or more of the following: <input type="checkbox"/> wheel-to-wheel contact <input type="checkbox"/> a belt or elastic <input type="checkbox"/> a chain <input type="checkbox"/> cogs or gears	2-2 2-9	prudence temperance	stewardship responsibility
	Construct and explain the operation of a drive system that transfers motion from one shaft to a second shaft, where the second shaft is: <input type="checkbox"/> parallel to the first <input type="checkbox"/> at a 90° angle to the first. Students who have achieved this expectation will be aware of changes in speed and direction that result from different ways of linking components. Introduction of gear ratios, however, is not recommended at this grade level. Students will have an opportunity to develop the concept of ratio as part of their junior high mathematics program	2-2 2-9	prudence temperance	stewardship responsibility courage
	Demonstrate ways to use a lever that: <input type="checkbox"/> applies a small force to create a large force <input type="checkbox"/> applies a small movement to create a large movement	2-9	temperance	work perseverance courage
	Predict how changes in the size of a lever or the position of the fulcrum will affect the forces and	4-6	fortitude	integrity courage

	movements involved			
	Construct models of levers; and explain how levers are involved in such devices as: teeter- totters, scissors, pliers, pry bars, tongs, nutcrackers, fishing rods, wheelbarrows	2-7 2-9	prudence hope	courage stewardship responsibility
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Topic C: Building Devices and Vehicles that Move				
4-7 Construct a mechanical device for a designated purpose, using materials and design suggestions provided		2-2 2-9	temperance prudence	self-discipline self-discipline
4-8 Explore and evaluate variations to the design of a mechanical device, demonstrating that control is an important element in the design and construction of that device		2-9 1-10	temperance	respect, self-discipline stewardship
		Task:	Virtue:	Value:
	Design and construct devices and vehicles that move or have moving parts—linkages, wheels and axles	4-7	faith temperance prudence	stewardship integrity cooperation
	Use simple forces to power or propel a device; e.g., direct pushes, pulls, cranking mechanisms, moving air, moving water and downhill motion	1-7	faith fortitude	work perseverance integrity
	Design and construct devices and vehicles that employ energy-storing or energy-consuming components that will cause motion; e.g., elastic bands, springs, gravity, wind, moving water	2-2	prudence faith	stewardship
	Recognize the need for control in mechanical devices, and apply control mechanisms where necessary	1-1	temperance	courage stewardship
	Compare two designs, identifying the relative strengths and weaknesses of each	2-4 2-2	prudence	integrity stewardship
	Identify steps to be used in constructing a device or vehicle, and work cooperatively with other students to construct the device or vehicle	4-6 2-2	love temperance	cooperation
	Design and construct several different models of a device and evaluate each model, working cooperatively with other students. Suggested evaluation criteria are identified under the Specific Learner Expectations, Reflect and Interpret	4-7 2-2	hope prudence	integrity
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Topic D: Light and Shadows				
4-9 Identify sources of light, describe the interaction of light with different materials, and infer the pathway of a light beam		Task:	Virtue:	Value:
	Recognize that eyes can be damaged by bright lights and that one should not look at the Sun—either directly or with binoculars or telescopes	2-2	prudence	responsibility self-discipline
	Identify a wide range of sources of light, including the Sun, various forms of electric lights, flames, and materials that glow (luminescent materials).	1-1 2-9	faith	integrity
	Distinguish objects that emit their own light from those that require an external source of light in order to be seen.	2-9	hope faith	integrity respect
	Demonstrate that light travels outward from a source and continues unless blocked by an opaque material	2-9	hope	integrity

	Describe changes in the size and location of Sun shadows during the day—early morning, to midday, to late afternoon	2-9	hope	integrity
	Recognize that opaque materials cast shadows, and predict changes in the size and location of shadows resulting from the movement of a light source or from the movement of a shade-casting object	2-9	fortitude justice	integrity
	Distinguish transparent materials from opaque materials by determining if light passes through them and by examining their shadows	2-9	prudence	integrity respect
	Classify materials as transparent, partly transparent (translucent) or opaque	2-9	justice	integrity
	Recognize that light can be reflected and that shiny surfaces, such as polished metals and mirrors, are good reflectors	2-9 2-5	justice faith	integrity
	Recognize that light can be bent (refracted) and that such objects as aquaria, prisms and lenses can be used to show that light beams can be bent	2-9	faith	integrity
	Recognize that light can be broken into colours and that different colours of light can be combined to form a new colour	2-9 2-3 2-4	faith hope	integrity
	Demonstrate the ability to use a variety of optical devices, describe how they are used, and describe their general structure. Suggested examples include: hand lens, telescope, microscope, pinhole camera, light-sensitive paper, camera, kaleidoscope. Students meeting this expectation will be able to provide practical descriptions of the operation of such devices, but are not required to provide theoretical explanations of how the devices work	2-9	prudence hope faith	self-discipline respect cooperation responsibility friendship kindness empathy work perseverance integrity stewardship praise & celebration



Topic E: Plant Growth and Changes

4–10 Demonstrate knowledge and skills for the study, interpretation, propagation and enhancement of plant growth		Task:	Virtue:	Value:
	Describe the importance of plants to humans and their importance to the natural environment. Students who meet this expectation should be able to give examples of plants being used as a source of food or shelter, and be aware of the role plants play in the environment; e.g., preventing erosion, maintaining oxygen	4-4 4-6	faith fortitude temperance	respect responsibility integrity stewardship
	Identify and describe the general purpose of plant roots, stems, leaves and flowers	1-1 2-9	hope	respect integrity
	Describe common plants, and classify them on the basis of their characteristics and uses	1-1 2-9	fortitude	respect integrity
	Recognize that plant requirements for growth; i.e., air, light energy, water, nutrients and space; vary from plant to plant and that other conditions; e.g.,	2-2 1-4	justice hope	respect integrity stewardship

	temperature and humidity; may also be important to the growth of particular plants			motivation initiative
	Identify examples of plants that have special needs	2-2 2-7	faith	integrity

Subject:	Social Studies		Grade:	4
Unit:	Topic 1	Title:		
Topic:	4.1 Alberta: A Sense of the Land			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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4.1.1	value Alberta’s physical geography and natural environment:	Task:	Virtue:	Value:
	appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP)			
	appreciate how Alberta’s fossil heritage contributes to the province’s unique character (LPP)			
	appreciate the variety and abundance of natural resources in Alberta (ER, LPP)			
	appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP)			
	appreciate how land sustains communities and quality of life (ER, LPP)			
	demonstrate care and concern for the environment through their choices and actions (LPP)			
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4.1.2	critically examine the physical geography of Alberta by exploring and reflecting upon the following questions and issues:	Task:	Virtue:	Value:
	Where is Alberta located in relation to the other provinces and territories of Canada? (LPP)			
	What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP)			
	What are the factors which determine climate in the diverse regions of Alberta (e.g., latitude, mountains)? (LPP)			
	What are the significant natural resources in Alberta and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)? (ER, LPP)			
	How are Alberta’s provincial parks, protected areas and the national parks in Alberta important to the sustainability of Alberta’s natural environment? (ER, LPP)			
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4.1.3	critically examine how geology and paleontology contribute to knowledge of Alberta’s physical geography by exploring and reflecting upon the following questions and issues:	Task:	Virtue:	Value:
	How did archeologists and paleontologists discover the presence of dinosaurs in Alberta? (LPP, TCC)			
	What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? (LPP)			
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4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)			
	How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP)			
	How do Albertans deal with competing demands on land use in Alberta (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP)			
	In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta's fossil heritage? (ER, LPP, TCC)			
	How can ownership of a discovered artifact be determined? (C, ER, PADM)			
	Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta? (C, LPP, PADM)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	4
Unit:	Topic 2	Title:		
Topic:	4.2 The Stories, Histories and People of Alberta			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their sense of belonging and identity:		Task:	Virtue:	Value:
	recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC)			
	recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC)			
	recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (CC, I, TCC)			
	recognize the history of the French language and the vitality of Francophone communities as an integral part			

	of Alberta’s heritage (CC, I, TCC)			
	recognize British institutions and peoples as an integral part of Alberta’s heritage (CC, I, TCC)			
	recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities (CC, I, TCC)			
	demonstrate respect for places and objects of historical significance (I, LPP, TCC)			
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4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC)			
	How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP)			
	What do the stories of the Aboriginal peoples tell us about their beliefs about the relationship between people and the land? (TCC)			
	What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC)			
	In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)? (CC, I, LPP, TCC)			
	How did the Métis Nation and Métis Settlements contribute to Alberta’s identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC)			
	How did French and English become the two languages most used in business and politics in Alberta during the 19 th and early 20 th centuries? (CC, I, PADM)			
	How did British institutions provide the structure for the settlement of newcomers to Alberta (i.e., NWMP, schools, lieutenant-governor, Assembly of the Northwest Territories)? (GC, I, PADM, TCC)			
	How did European immigration contribute to the establishment of communities in Alberta in late 19 th century and early 20 th century? (CC, GC, I, TCC)			
	How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)			
	How are agriculture and the establishment of communities interconnected? (ER, LPP)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	4
Unit:	Topic 3	Title:		
Topic:	4.3 Alberta: Celebrations and Challenges			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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4.3.1 appreciate the factors contributing to the quality of life in Alberta:		Task:	Virtue:	Value:
	value and respect their own and other cultural identities (C, I)			
	demonstrate respect for the rights, opinions and perspectives of others (C, I)			
	demonstrate respect for the cultural and linguistic diversity in Alberta (C, I)			
	recognize global affiliations within the Alberta Francophonie (GC)			
	appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP)			
	value and respect their relationships with the environment (C, ER, LPP)			
////////////////////////////////////				
4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	What led to Alberta’s joining Confederation? (TCC, PADM)			
	What key events have impacted the economy of Alberta (i.e., discovery of oil, drought of the 1930s)? (ER, LPP, TCC)			
	In what ways have occupations and commerce been impacted by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC)			
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4.3.3 critically examine Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC)			
	In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)			
	How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP)			
	How has the Alberta Francophonie become increasingly multicultural? (CC, I, GC)			
	How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities			

	in Alberta (i.e., Glenbow Museum, Provincial Museum of Alberta, Head-Smashed-In-Buffalo-Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historical Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC)			
	How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC)			
	In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC)			
	How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP)			

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4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues		Task:	Virtue:	Value:
	How do recreational sites and activities reflect Alberta’s heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)? (C, CC, I, ER)			
	How do physical geography and climate affect seasonal activities throughout Alberta? (ER, LPP)			
	To what extent do recreation and tourism foster appreciation of Alberta’s natural regions and environment? (ER, LPP)			
	In what ways do the interests of tourism and the natural environment conflict? (ER, LPP)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies	Grade:	4
Unit:		Title:	
Topic:	Skills and Processes		

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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4.S.1 develop skills of critical thinking and creative thinking:		Task:	Virtue:	Value:
	evaluate significant local and current affairs, distinguishing between fact and opinion			
	critically evaluate ideas, information and positions from multiple perspectives			
	re-evaluate opinions to broaden understanding of a			

	topic or an issue			
	generate original ideas and strategies in individual and group activities			
	seek responses to inquiries from various authorities through electronic media			
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4.S.2 develop skills of historical thinking:				
	use photographs and interviews to make meaning of historical information			
	use historical and community resources to understand and organize the sequence of local historical events			
	explain the historical context of key events of a given time period			
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4.S.3 develop skills of geographic thinking:		Task:	Virtue:	Value:
	use a scale to determine the distance between places on maps of Alberta			
	construct graphs, tables, charts and maps to interpret information			
	use historical maps to make meaning of historical events and issues			
	use cardinal and intermediate directions to locate places on maps and globes			
	identify the location of sources of non-renewable resources (e.g., fossil fuels, minerals)			
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4.S.4 demonstrate skills of decision making and problem solving:		Task:	Virtue:	Value:
	contribute and apply new ideas and strategies to decision making and problem solving, supported with facts and reasons			
	identify situations where a decision needs to be made and a problem requires attention			
	select and use technology to assist in problem solving			
	use data gathered from a variety of electronic sources to address identified problems solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology			
	use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment			
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4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:		Task:	Virtue:	Value:
	demonstrate an awareness of the skills required for compromise and consensus building			
	demonstrate the ability to deal constructively with diversity and disagreement			
	consider the needs and points of view of others			
	work collaboratively with others to complete a group task			

	share information collected from electronic sources to add to a group task			
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4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:		Task:	Virtue:	Value:
	initiate projects that meet the particular needs or expectations of their school or community			
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4.S.7 apply the research process:		Task:	Virtue:	Value:
	develop the skills of skimming and scanning to gather relevant information			
	organize and synthesize information gathered from a variety of sources			
	use graphic organizers, such as webbing or Venn diagrams, to make meaning of information			
	draw and support conclusions based on information gathered to answer a research question			
	formulate new questions as research progresses			
	cite references as part of research			
	access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)			
	navigate within a document, compact disc or software application that contains links organize information gathered from the Internet or electronic source, selecting and recording the data in logical files or categories			
	organize information using tools such as databases, spreadsheets or electronic webbing			
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4.S.8 demonstrate skills of oral, written and visual literacy:		Task:	Virtue:	Value:
	organize and present information, taking particular audiences and purposes into consideration			
	respond appropriately to comments and questions, using language respectful of human diversity			
	listen to others in order to understand their perspectives			
	create visual images for particular audiences and purposes			
	use selected presentation tools to demonstrate connections among various pieces of information			
	communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes			
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4.S.9 develop skills of media literacy:		Task:	Virtue:	Value:
	compare information on the same issue or topic from print media, television, photographs and the Internet			
	examine diverse perspectives regarding an issue presented in the media identify and distinguish points of view expressed in electronic sources on a particular topic			

Glossary of Terms and Concepts—Grade 4

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Aboriginal	The descendants of the original inhabitants of North America. First Nations, Inuit and Métis peoples have unique heritages, languages, cultural practices and spiritual beliefs. Aboriginals is also a term used in other parts of the world to refer to the first inhabitants of a given area.
agriculture	The sector of the economy that deals with farming.
archeology	The study of the buildings, containers and other, usually buried, objects that belonged to people who lived in the past.
cultural heritage	The beliefs, customs, knowledge, values and historical experiences shared by a given group.
demographics	Information pertaining to the study of the population.
First Nations	Refers to the various governments of the first peoples of Canada. There are over 600 First Nations across Canada, with 46 First Nations in Alberta.
fossils	A remnant or trace of an organism (plant or animal) of a past geologic age, such as a skeleton embedded and preserved in the earth's crust.
Francophone	A person for whom French is the first language learned and/or still in use; a person of French language and culture.
Francophonie	Totality of the Francophone community in a given region, province, territory or country. On a global level, a group of 47 countries (150 million people) on five continents, for whom French is an official or commonly used language.
geology	The study of the origin, history and structure of the Earth.
Métis Nation	Métis Nation of Alberta Association; consists of an elected Provincial President and Vice-President and six elected Zone Presidents and six Vice-Presidents from each of six zones across Alberta. There are approximately 65 MNAA Locals across Alberta.
Métis settlements	Eight distinct geographic areas in northern Alberta, established in the 1930s as corporate entities, similar to municipal corporations, with broad self-governing powers. The settlements are governed locally by elected 5-member councils, and collectively by the Métis Settlements General Council.
multiculturalism	Policy consisting of recognizing and promoting the cultural diversity of a population sharing a common territory.
natural resources	Elements of the natural environment that are of use to humans. They include non-

renewable and renewable resources. Non-renewable resources, such as oil, natural gas and minerals, are limited in quantity; renewable resources, such as forests, water and fish, can be regenerated and can last indefinitely if used carefully.

paleontology	The study of the forms of life existing in prehistoric times.
protected areas	Areas identified and legislated by federal, provincial and municipal governments as needing particular care and protection for environmental and/or cultural reasons.
sustainability	The ability of land to maintain life and/or provide necessities or nourishment on a continued and renewed basis for the organisms interacting with it and depending on it.
treaties	Legal documents between government and a First Nation that confer rights and obligation on both parties. To First Nations peoples, the treaties are sacred documents made by the parties and often sealed by a pipe ceremony.

Subject:	Health	Grade:	Grade 4
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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WELLNESS CHOICES–General Outcome <i>Students will make responsible and informed choices to maintain health and to promote safety for self and others</i>				
1. Personal Health		Task:	Virtue:	Value:
	explore the connections among physical activity, emotional wellness and social wellness			
	examine the impact of environmental factors on personal health, and develop positive environmental health habits; e.g., exposure to the sun, second-hand smoke, noise, extreme cold/heat			
	<i>describe physical, emotional and social changes that occur during puberty; e.g., menstruation, secondary sexual characteristics, changing identity and moods</i>			
	examine the various factors that influence body image; e.g., culture, media, peers, role models, weight loss industry			
	analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins			
	examine and evaluate the health risks associated with smoking and various forms of tobacco			
2. Safety and Responsibility		Task:	Virtue:	Value:
	describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies			
	expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines			
	describe ways to respond appropriately to potentially dangerous situations related to environmental conditions; e.g., lightning, avalanches, tornadoes			
	describe and demonstrate ways to assist with the safety of others; e.g., helping younger children play safely and cross streets safely			
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RELATIONSHIP CHOICES–General Outcome <i>Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions</i>				
1. Understanding and Expressing Feelings		Task:	Virtue:	Value:
	recognize that individuals can have a positive and negative influence on the feelings of others			
	identify and use short-term strategies for managing feelings; e.g., dealing with excitement, anger, sadness, jealousy			
	recognize that management of positive/negative stress can affect health			

	demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others			
2. Interactions		Task:	Virtue:	Value:
	identify changes that may occur in friendships, and explore strategies to deal with changes			
	identify and describe ways to provide support to others; e.g., help a friend deal with loss			
	practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language			
3. Group Roles and Processes		Task:	Virtue:	Value:
	describe and accept roles and responsibilities within a group			
	assess how to act as important role models for others			
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LIFE LEARNING CHOICES–General Outcome <i>Students will use resources effectively to manage and explore life roles and career opportunities and challenges.</i>				
1. Learning Strategies		Task:	Virtue:	Value:
	develop and apply skills for personal organization/study; e.g., use an effective environment, implement a study plan			
	identify ways individuals continue to learn throughout their lives			
	demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results			
	distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals			
2. Life Roles and Career Development		Task:	Virtue:	Value:
	relate personal interests to various occupations			
	recognize that personal roles will change over time and circumstances			
3. Volunteerism		Task:	Virtue:	Value:
	describe the impact of service contributions on self; e.g., increase in self-worth, confidence and understanding of others			
	select, perform as a class and analyze volunteer accomplishments; e.g., participate in spring cleanup, collect used eyeglasses			

Subject:	Phys Ed / Health	Grade:	4
Unit:		Title:	Mapped Phys. Ed and Health curriculums
Topic:			

Concept / Values	Course outcomes	Permeation outcomes	Task:	Virtue:	Value:
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Physical Education Curriculum		Health Curriculum			
Benefits Health – Do It Daily!		Wellness Choices		Task:	Virtue: Value:
	B4–6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially	W4.1 explore the connections among physical activity, emotional wellness and social wellness			
	B4–1 identify the nutritional needs related to physical activity	W4.5 analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins			
	D4–5 describe how to move safely in various environments; e.g., skating rink	W4.10 describe and demonstrate ways to assist with the safety of others; e.g., helping younger children play safely and cross streets safely			
Physical Education Curriculum		Health Curriculum		Task:	Virtue: Value:
Benefits Health - Cooperation		Relationship Choices			
	B4–8 understand the connection between physical activity, stress management and relaxation	R4.3 recognize that management of positive/negative stress can affect health			
	C4–1 articulate and demonstrate respectful communication skills appropriate to context	R4.4 demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others			
	C4–6 identify and demonstrate positive behaviours that show respect for self and others	R4.7 practice effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language			
	C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences	R4.8 describe and accept roles and responsibilities within a group			
Physical Education Curriculum		Health Curriculum			
Do it daily!		Life Learning Choices		Task:	Virtue: Value:
	D4–6 set and achieve a long-term goal to increase effort and participation in one area of physical activity	L4.4 distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals			

	D4-7 demonstrate different ways to achieve an activity goal that is personally challenging				
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Subject:	Phys Ed	Grade:	4
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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	<i>Students will</i> acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits			
	Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water	Task:	Virtue:	Value:
	A4-1 select, perform and refine simple locomotor sequences			
	A4-2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance			
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	Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging	Task:	Virtue:	Value:
	A4-3 select, perform and refine simple nonlocomotor sequences			
	A4-4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance			
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	Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking	Task:	Virtue:	Value:
	A4-5 select, perform and refine ways to receive, retain and send an object with control			
	A4-6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship			
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	Application of Basic Skills in an Alternative Environment	Task:	Virtue:	Value:
	A4-7 select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming			
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	Application of Basic Skills in Dance	Task:	Virtue:	Value:
	A4-8 select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others			
	A4-9 demonstrate a creative process to develop dance sequences alone and with others			
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Application of Basic Skills in Games		Task:	Virtue:	Value:
	A4-10 demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes			
	A4-11 demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games			
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Application of Basic Skills in Types of Gymnastics		Task:	Virtue:	Value:
	A4-12 select, perform and refine the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence			
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Application of Basic Skills in Individual Activities		Task:	Virtue:	Value:
	A4-13 select, perform and refine basic skills in individual activities; e.g., cross country running			
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GENERAL OUTCOME B: <i>Students will understand, experience and appreciate the health benefits that result from physical activity</i>				
Functional Fitness		Task:	Virtue:	Value:
	B4-1 identify the nutritional needs related to physical activity			
	B4-2 demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity			
	B4-3 experience movement, involving components of fitness			
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Body Image		Task:	Virtue:	Value:
	B4-4 recognize and personally acknowledge individual and other attributes that contribute to physical activity			
	B4-5 N/A			
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Well-being		Task:	Virtue:	Value:
	B4-6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially			
	B4-7 demonstrate changes that take place in the body during physical activity			
	B4-8 understand the connection between physical activity, stress management and relaxation			
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GENERAL OUTCOME C: <i>Students will interact positively with others</i>				
Communication		Task:	Virtue:	Value:
	C4-1 articulate and demonstrate respectful communication skills appropriate to context			
	C4-2 N/A			
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Fair Play		Task:	Virtue:	Value:
	C4-3 identify and demonstrate etiquette and fair play			

////////////////////////////////////				
Leadership		Task:	Virtue:	Value:
	C4-4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences			
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Teamwork		Task:	Virtue:	Value:
	C4-5 participate cooperatively in group activities			
	C4-6 identify and demonstrate positive behaviours that show respect for self and others			
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GENERAL OUTCOME D: <i>Students will assume responsibility to lead an active way of life</i>				
Effort		Task:	Virtue:	Value:
	D4-1 demonstrate a willingness to participate regularly in physical education class			
	D4-2 demonstrate factors that encourage movement			
////////////////////////////////////				
Safety		Task:	Virtue:	Value:
	D4-3 follow rules, routines and procedures for safety in a variety of activities			
	D4-4 participate in, and identify the benefits of, safe warm-up and cool-down activities			
	D4-5 describe how to move safely in various environments; e.g., skating rink			
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Goal Setting/Personal Challenge		Task:	Virtue:	Value:
	D4-6 set and achieve a long-term goal to increase effort and participation in one area of physical activity			
	D4-7 demonstrate different ways to achieve an activity goal that is personally challenging			
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Active Living in the Community		Task:	Virtue:	Value:
	D4-8 identify how people, facilities and communities influence physical activity			
	D4-9 make decisions to be active within group activities or individually			