

# The Travelling Museum

## Curriculum Expectations: Grades 4-6

### Social Studies

Grade	Curriculum Expectations
4	<p><b>A. Heritage and Identity: Early Societies, 3000 BCE-1500 CE</b></p> <p><b>Inquiry: Ways of Life and Relationships with the Environment</b>            -gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources in both print and electronic formats            -interpret and analyse information relevant to their investigations, using a variety of tools            -communicate the results of their inquiries, using appropriate vocabulary</p> <p><b>Understanding Context: Characteristics of Early Societies</b>            -Demonstrate the ability to extract information on daily life in early societies from visual evidence</p>
5	<p><b>A. Heritage and Identity: First Nations and Europeans in New France and Early Canada</b></p> <p><b>Inquiry: Perspectives on Interactions</b>            -interpret and analyse information and evidence relevant to their investigations, using a variety of tools            -communicate the results of their inquiries using appropriate vocabulary</p>
6	<p><b>A. Heritage and Identity: Communities in Canada, Past and Present</b></p> <p><b>Application: Diversity, Inclusiveness, and Canadian Identity</b>            -explain how various features that characterize a community can contribute to the identity and image of a country and assess the contribution of some of these features to Canada's image and identity</p> <p><b>Inquiry: The Perspectives of Diverse Communities</b>            -formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada            -gather and organize information from a variety of primary and secondary sources using various technologies            -interpret and analyse information and evidence relevant to their</p>

	<p>investigations, using a variety of tools</p> <p>-communicate the results of their inquires using appropriate vocabulary</p>
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## Language Arts

Grade	Curriculum Expectations
4	<p style="text-align: center;"><b>A. Oral Communication</b></p> <p><b>Listening to Understand</b></p> <ul style="list-style-type: none"> <li>-identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks</li> <li>-demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a variety of situations, including group work</li> </ul> <p><b>Speaking to Communicate</b></p> <ul style="list-style-type: none"> <li>-demonstrate an understanding of appropriate behavior in a variety of situations, including paired sharing and small – and large-group discussions</li> <li>-communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</li> <li>-use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</li> </ul> <p style="text-align: center;"><b>B. Writing</b></p> <p><b>Developing and Organizing Content</b></p> <ul style="list-style-type: none"> <li>-generate ideas about a potential topic using a variety of strategies</li> <li>-sort and classify ideas and information for their writing in a variety of ways</li> <li>-determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary</li> </ul>
5	<p style="text-align: center;"><b>A. Oral Communication</b></p> <p><b>Listening to Understand</b></p> <ul style="list-style-type: none"> <li>-identify a range of purposes for listening in a variety of situation, formal and informal, and set goals related to specific listening tasks</li> <li>-demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a range of situations, including work in groups.</li> <li>-identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts</li> </ul>

	<p>-make inferences about oral texts using stated and implied ideas in the texts as evidence</p> <p><b>Speaking to Communicate</b></p> <p>-demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing, dialogue, and small – and large-group discussions</p> <p>-communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>-use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience</p> <p><b>B. Writing</b></p> <p><b>Developing and Organizing Content</b></p> <p>-sort and classify ideas and information for their writing in a variety of ways</p> <p>-determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary</p>
6	<p><b>A. Oral Communication</b></p> <p><b>Listening to Understand</b></p> <p>-identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks</p> <p>-demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a variety of situations, including work in groups.</p> <p><b>Speaking to Communicate</b></p> <p>-demonstrate an increasingly sophisticated understanding of appropriate behavior in a variety of situations, including paired sharing, dialogue, and small – and large-group discussions</p> <p>-communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information</p> <p>-use appropriate words or phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience</p> <p><b>B. Writing</b></p> <p><b>Developing and Organizing Content</b></p> <p>-determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary</p>

## Science and Technology

Grade	Curriculum Expectations
5	<p style="text-align: center;"><b>A. Understanding Structures and Mechanisms: Forces Acting on Structures and Mechanisms</b></p> <p><b>Understanding Basic Concepts</b>            -identify external forces acting on a structure and describe their effects on the structure, using diagrams</p> <p style="text-align: center;"><b>B. Understanding Matter and Energy: Properties of and Changes in Matter</b></p> <p><b>Understanding Basic Concepts</b>            -describe chemical changes in matter as changes that are irreversible</p>

## The Arts

Grade	Curriculum Expectations
4	<p style="text-align: center;"><b>D. Visual Arts</b></p> <p><b>Creating and Presenting</b>            -create two and three-dimensional works of art that express feelings and ideas inspired by their interests            -demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic</p>
5	<p style="text-align: center;"><b>D. Visual Arts</b></p> <p><b>Creating and Presenting</b>            -create two and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view            -use a variety of materials, tools, and techniques to determine solutions to design challenges</p>
6	<p style="text-align: center;"><b>D. Visual Arts</b></p> <p><b>Creating and Presenting</b>            -create two and three-dimensional and multimedia art works that explore feelings, ideas, and issues from a variety of points of view            -use elements of design in art works to communicate ideas, messages, and understandings            -use a variety of materials, tools, techniques, and technologies to determine solutions to challenges</p>