















2020-21 Learning Framework -4		September-December			January-June			
English Language Arts	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	Reading, Listening and Viewing <ul style="list-style-type: none"> Language and text can be a source of creativity and joy Exploring stories and other texts helps us understand ourselves and make connections to others and to the world Texts can be understood from different perspectives Writing, Speaking and Representing <ul style="list-style-type: none"> Language and text can be a source of creativity and joy Using language in creative and playful ways helps us understand how language works 			Reading, Listening and Viewing <ul style="list-style-type: none"> Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens Texts can be understood from different perspectives Writing, Speaking and Representing <ul style="list-style-type: none"> Stories can be understood from different perspectives Using language in creative and playful ways helps us understand how language works 		
		Months	Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June	
		Students will do / know... <i>Learning Standards</i>	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Access and integrate information and ideas from a variety of sources and from prior knowledge to building understanding Use a variety of comprehension strategies before, during, and after reading to deepen their understand of text (<i>main ideas and supporting details</i>) Through writing, speaking and representing students will: <ul style="list-style-type: none"> Exchange ideas and perspectives to build shared understanding Use language in creative and playful ways to develop style Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation Develop expanding word knowledge (<i>using phonics and word structure</i>) 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Consider different purposes, audiences, and perspectives in exploring texts; (<i>visualizing; questioning; predicting; summarizing</i>) Use personal experience and knowledge to connect to text and deepen their understanding of self, community, and world (<i>predictions, connections, inferences</i>) Respond to text in personal and creative ways (<i>forms, functions and genres of stories</i>) Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use language in creative and playful ways to develop style Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (<i>paragraph structure</i>) Develop expanding word knowledge (<i>using phonics and word structure</i>) 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Use a variety of comprehension strategies before, during, and after reading to deepen their understand of text Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (<i>paragraph structure</i>) 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Use a variety of comprehension strategies before, during, and after reading to deepen their understand of text Apply a variety of thinking skills to gain meaning from texts Through writing, speaking and representing students will: <ul style="list-style-type: none"> Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (paragraph & sentence structure and grammar) Develop and apply expanding word knowledge (<i>morphology, including roots, affixes, and suffixes</i>) 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Use a variety of comprehension strategies before, during, and after reading to deepen their understand of text Apply a variety of thinking skills to gain meaning from texts Identify how differences in context, perspectives, and voice influence meaning in texts Through writing, speaking and representing students will: <ul style="list-style-type: none"> Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (paragraph structure and grammar) Develop and apply expanding word knowledge (<i>morphology, including roots, affixes, and suffixes</i>) 	
		Students will be... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>C Communication:</p> </div> <div style="text-align: center;">  <p>T Thinking:</p> </div> <div style="text-align: center;">  <p>PS Personal and Social:</p> </div> </div>					
	Communicating <ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way 	Collaborating <ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results 	Creative Thinking <ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can explore and ask open-ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and received feedback and set goals 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I can recognize my feelings and use strategies I can make choices that keep me happy, healthy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can describe who I am, and my positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself 	Social Awareness & Responsibility <ul style="list-style-type: none"> I can show respect, kindness and support for others I appreciate others' ideas and can stand up for what's right and fair I can use strategies to solve problems in peaceful ways I can contribute to my community and care for the environment 	

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Mathematics What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<p><u>Numbers:</u> Fractions and decimals are types of numbers that can represent quantities. <u>Computational Fluency:</u> Development of computational fluency in addition and subtraction of whole numbers requires flexible decomposing and composing. <u>Patterning:</u> Regular changes in patterns can be identified and represented using tools and tables.</p>			<p><u>Numbers:</u> Fractions and decimals are types of numbers that can represent quantities. <u>Computational Fluency:</u> Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. <u>Geometry & Measurement:</u> Polygons are closed shapes with similar attributes that can be described, measured, and compared. <u>Data & Probability:</u> Analyzing and interpreting experiments in data probability develops an understanding of chance.</p>		
	Months	Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June	
	Students will do / know... <i>Learning Standards</i>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> number concepts to ten thousand - comparing, ordering, estimating, place value addition and subtraction facts to 20 (developing computational fluency) addition and subtraction to 10 000 decimals to hundredths how to tell time with analog and digital clocks, using 12- and 24-hour clocks 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> addition and subtraction of decimals to hundredths one-step equations with an unknown number, using all operations multiplication and division facts to 100 (introductory computational strategies) increasing and decreasing patterns, using tables and charts 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> multiplication and division of two- or three-digit numbers by one-digit numbers multiplication and division facts to 100 (introductory computational strategies) one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> ordering and comparing fractions financial literacy – monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions regular and irregular polygons perimeter of regular and irregular shapes line symmetry 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> algebraic relationships among quantities probability experiments 	
	Students will be... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Communication: </div> <div style="text-align: center;">  Thinking: </div> <div style="text-align: center;">  Personal and Social: <small>Cultural Identity Social Awareness and</small> </div> </div>					
	Communicating <ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way 	Collaborating <ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results 	Creative Thinking <ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively	Critical & Reflective Thinking <ul style="list-style-type: none"> I can explore and ask open-ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and received feedback and set goals 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I can recognize my feelings and use strategies I can make choices that keep me happy, healthy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can describe who I am, and my positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself 	Social Awareness & Responsibility <ul style="list-style-type: none"> I can show respect, kindness and support for others I appreciate others' ideas and can stand up for what's right and fair I can use strategies to solve problems in peaceful ways I can contribute to my community and care for the environment

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Socials	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<ul style="list-style-type: none"> Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada 				<ul style="list-style-type: none"> Demographic changes in North America created shifts in economic and political power British Columbia followed a unique path in becoming a part of Canada 		
		Months	Sept-Oct	Nov-Dec		Jan-Feb	March-April	May-June	
		Students will do / know... <i>Learning Standards</i>	<ul style="list-style-type: none"> Sequence objects, images, or events, and determine continuities and changes between different time periods or places 	<ul style="list-style-type: none"> Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (<i>demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities</i>) Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes 		<ul style="list-style-type: none"> Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (<i>the impact of colonization on First Peoples societies in British Columbia and Canada</i>) 	<ul style="list-style-type: none"> Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (<i>the history of the local community and of local First Peoples communities</i>) 	<ul style="list-style-type: none"> Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (<i>early contact, trade, co-operation, and conflict between First Peoples and European peoples</i>) 	
		Students will be... <i>Core Competencies</i>	 Communication:  Thinking:  Personal and Social:						
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Science	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<ul style="list-style-type: none"> All living things sense and respond to their environment The motions of Earth and the moon cause observable patterns that affect living and non-living systems 			<ul style="list-style-type: none"> Matter has mass, takes up space, and can change phase Energy can be transformed 	
		Students will ... <i>Learning Standards</i>	<ul style="list-style-type: none"> Question & Predict: demonstrate curiosity, observe, identify questions that can be investigated scientifically, make predictions Plan & Conduct: suggest ways to conduct an inquiry to find answers to questions, consider ethical responsibilities, make observations about living and non-living things in the local environment, collect simple data Analyze: experience & interpret the local environment, identify First Peoples perspectives, sort and classify data, use tables / graphs to represent patterns and trends, compare results with predictions and suggest possible reasons for findings Communicate: represent and communicate ideas and findings in a variety of ways, express and reflect on personal or shared experiences of place 			<ul style="list-style-type: none"> Question & Predict: demonstrate curiosity, observe, identify questions that can be investigated scientifically, make predictions Analyze: experience & interpret the local environment, identify First Peoples perspectives, sort and classify data, use tables / simple bar graphs etc to represent patterns and trends, compare results with predictions and suggest possible reasons for findings Evaluate: make simple inferences based on results and prior knowledge, reflect on whether an investigation was a fair test, demonstrate an understanding / appreciation of evidence Apply and Innovate: contribute in caring for self, family, classroom and school through individual / collaborative approaches, cooperatively design projects, transfer and apply learning to new situations, generate and introduce new ideas when problem solving Communicate: represent and communicate ideas and findings in a variety of ways, express and reflect on personal or shared experiences of place 	
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2020-21 Cadre pédagogique – 4 ^e année		Septembre-Décembre		Janvier-Juin			
Français langue seconde - immersion <i>Qu' est-ce que les élèves doivent savoir, savoir faire et comprendre?</i>	Les élèves comprendront... <i>Grandes idées</i>	<ul style="list-style-type: none"> Une image de soi-même se révèle par le choix du message et la manière dont il est communiqué. Un personnage se définit par qui il est mais aussi par le regard que les autres portent sur lui. 		<ul style="list-style-type: none"> Les subtilités dans un texte peuvent être découvertes en faisant des inférences. La diversité des éléments culturels dans les textes reflète la diversité des cultures au sein de la société. L'emploi d'outils stylistiques et d'un vocabulaire spécifique crée des effets uniques. 			
	Mois	Sept-Oct	Nov-Déc	Jan-Fév	Mars-Avril	Mai-Juin	
	Les élèves pourront faire / sauront... <i>Normes d'apprentissage</i>	Explorer et réfléchir: <ul style="list-style-type: none"> Identifier l'idée principale et les détails d'un texte Savoir différencier et utiliser des outils de référence de définition et de traduction Créer et communiquer: <ul style="list-style-type: none"> Exprimer son opinion et tenir compte de l'opinion des autres lors de discussions Lire un texte avec fluidité et intonation en faisant les liaisons entre les mots 	Explorer et réfléchir: <ul style="list-style-type: none"> Identifier l'idée principale et les détails d'un texte Savoir différencier et utiliser des outils de référence de définition et de traduction Identifier le rôle des personnages dans le récit Créer et communiquer: <ul style="list-style-type: none"> Exprimer son opinion et tenir compte de l'opinion des autres lors de discussions Lire un texte avec fluidité et intonation en faisant les liaisons entre les mots Réagir à un texte en posant des questions spontanées 	Explorer et réfléchir: <ul style="list-style-type: none"> Identifier le rôle des personnages dans le récit Formuler des hypothèses en se basant sur des indices textuels Créer et communiquer: <ul style="list-style-type: none"> Réagir à un texte en posant des questions spontanées Respecter dans ses productions orales et écrites les règles d'orthographe grammaticale et lexicale apprises 	Explorer et réfléchir: <ul style="list-style-type: none"> Formuler des hypothèses en se basant sur des indices textuels Faire des inférences à partir d'un texte Reconnaître la diversité des éléments culturels, y compris ceux des cultures autochtones, au sein d'une même société Créer et communiquer: <ul style="list-style-type: none"> Planifier le contenu de son message en fonction de son public Employer des éléments stylistiques pour créer un effet unique Respecter dans ses productions orales et écrites les règles d'orthographe grammaticale et lexicale apprises 	Explorer et réfléchir: <ul style="list-style-type: none"> Faire des inférences à partir d'un texte Reconnaître la diversité des éléments culturels, y compris ceux des cultures autochtones, au sein d'une même société Créer et communiquer: <ul style="list-style-type: none"> Planifier le contenu de son message en fonction de son public Employer des éléments stylistiques pour créer un effet unique Respecter dans ses productions orales et écrites les règles d'orthographe grammaticale et lexicale apprises 	
	Les élèves seront... <i>Compétences essentielles</i>	 La compétence de communication		 La compétence de réflexion		 La compétence personnelle et sociale	
	Interaction <ul style="list-style-type: none"> J'écoute les autres et je réagis à leurs suggestions. Je pose des questions pour obtenir l'information dont j'ai besoin. J'exprime mes idées clairement et d'une façon organisée. 	Collaboration <ul style="list-style-type: none"> Je suis capable de travailler avec les autres pour atteindre un but commun. Je participe activement dans un groupe. Je peux évaluer la démarche et les résultats de notre groupe. 	Pensée créatrice <ul style="list-style-type: none"> Je trouve de nouvelles idées lorsque je fais des choses qui m'intéressent. J'approfondis les idées des autres ou je les combine en de nouvelles idées. J'utilise des stratégies pour stimuler ma créativité. 	Pensée critique et réflexive <ul style="list-style-type: none"> Je pose des questions ouvertes pour rassembler de l'information. Je peux utiliser des critères et des observations pour porter un jugement. Je peux examiner et développer différentes solutions. J'exprime et reçois des commentaires constructifs et me fixe des objectifs. 	Conscience de soi et responsabilité personnelle <ul style="list-style-type: none"> Je me fixe des objectifs réalistes, emploie des stratégies pour les réaliser et persévère dans les tâches difficiles. Je défends mes intérêts et mes idées. Je reconnais mes émotions et j'utilise des stratégies pour les gérer. Je fais des choix positifs pour mon bien-être. 	Identité personnelle et Culturelle positive <ul style="list-style-type: none"> Je peux décrire mes qualités, mes caractéristiques ou mes habiletés, et en être fier. Je suis capable d'expliquer la raison pour laquelle je fais certains choix. Je peux représenter certains aspects de ma culture et les groupes auxquels j'appartiens. 	Responsabilité sociale <ul style="list-style-type: none"> Je peux tisser des liens et je suis un ami attentionné et qui soutient les autres. Je suis capable d'expliquer les raisons pour lesquelles une situation est juste ou injuste. Je peux utiliser des stratégies pacifiques pour résoudre des problèmes. Je contribue à ma communauté et prend soin de l'environnement.