

## Saskatchewan Curriculum Outcomes

*\*The text written in green represents ideas of how curricular outcomes could be carried out in tandem with SucSeed initiatives.*

### Grade 4

#### **Grade 4 Science**

##### **Outcomes and Indicators:**

##### **Life Science – Habitats and Communities (HC)**

**HC4.1** Investigate the interdependence of plants and animals, including humans, within habitats and communities.

- a. Identify the plants and animals which can be found in the communities (e.g., house, village, farm, reserve, and city) in which students live.
- c. Predict and research the populations of plants and animals that exist in various habitats (e.g., desert, farmland, meadow, tree, forest, rain puddle, seashore, lake, river, tropical forest, tundra, river delta, and mountains).
- d. Discuss stories that demonstrate the interdependence of land, water, animals, plants, and the sky in traditional worldviews.
- e. Draw upon facets of Indigenous worldviews, such as the Medicine Wheel or circle of life, to examine understanding about the interdependence of plants and animals in various habitats and communities.
- j. Conduct a simulation or role play to demonstrate the interdependence of plants and animals in a habitat or community.
- k. Predict how the removal of a specific plant or animal population may affect a community in the short- and long-term.

**HC4.2** Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.

- a. Generate questions to investigate about the structures (e.g., beak shape, colour markings, type of feet, and thorny branches) and behaviours (e.g., seasonal migration, living in groups, and growing towards light) of plants and animals that enable them to exist within various habitats (e.g., schoolyard, wildlife reserve area, and creek bank).
- b. Recognize that each plant and animal depends on a specific habitat to meet its needs.
- c. Identify factors (e.g., availability of food, water, and shelter, weather conditions, and available living space) that influence the ability of plants and animals to meet their needs within a specific habitat.

- d.** Develop and carry out a plan to investigate safely and respectfully the structures and behaviours of plants and animals within natural (e.g., school yard, meadow, forest, and park) and constructed (e.g., sports field, aquarium, and terrarium) habitats.
- e.** Record observations and information about plant and animal structures and behaviours within natural and constructed habitats using words, diagrams, graphs, photographs, audio and video recordings, and other appropriate technologies.
- f.** Compile and display data collected during a habitat study using tallies, tables, pictographs, and/or bar graphs; compare results obtained with those of other class members; and propose explanations for differences in results.
- g.** Use gathered information to explain how the structures and behaviours of animals and plants enable them to meet their basic needs (e.g., food, water, air, movement, nutrients, reproduction, and light) in their habitat.
- h.** Compare the structural features of plants that enable them to thrive in different kinds of habitats (e.g., bog, forest, grassland, school yard, garden, and sports field).

**HC4.3** Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.

- a.** Recognize and discuss the role of traditional knowledge in learning about, valuing, and caring for plants and animals within local habitats and communities.
- b.** Identify stakeholders who are likely to adopt different points of view on issues (e.g., sewage treatment, urban expansion, deforestation, water pollution, pipeline construction, grassland stewardship, climate change, and pesticide usage) that are highlighted in the media related to habitat protection, restoration, and management.
- c.** Categorize human activities by the effects they have or may have on habitats and communities.
- d.** Assess intended and unintended consequences of natural and human-caused changes to specific habitats.
- e.** Relate habitat loss to the endangerment and extinction of plants and animals within habitats and communities in Saskatchewan and elsewhere.
- g.** Investigate how both scientists' and traditional knowledge keepers' knowledge of plant growth and development has led to the development of agricultural methods and techniques (e.g., tillage, hydroponics, nutrient management, pest control, crop rotation, companion plants, and plant breeding) that affect habitats and communities.

## **Earth and Space Science**

### **Rocks, Minerals, and Erosion (RM)**

**RM4.1** Investigate physical properties of rocks and minerals, including those found in the local environment.

- a. Pose questions about the properties of rocks and minerals (e.g., What is the difference between rocks and minerals? Where do we find rocks and minerals? Do rocks become minerals?).

### **Grade 4 English Language Arts**

#### **Outcomes and Indicators:**

**Compose and Create (CC).** Students will develop their abilities to speak, write, and use other forms of representations to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

**CC4.3** Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.

- a. Adapt language and presentation style to the purpose and needs of the audience, and guide the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- b. Select and use pertinent before, during, and after strategies to construct meaning when speaking.
- j. Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with others to share ideas and opinions, ask for support, complete tasks, and explain concerns or problems.

*(\*Students can discuss their feelings on food insecurity and can propose ways to combat it through SucSeed initiatives)*

**CC4.4** Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.

- a. Work through the stages of a writing process (e.g., pre-writing, drafting, revising successive versions).
- e. Create compositions with an introductory paragraph that establishes a central idea in key sentence(s), supporting paragraphs with simple facts, details, and explanations, and a concluding paragraph that summarizes the points.
- g. Write information reports (3-5 paragraphs) that focus on a central question about an issue or situation, include facts and details, and draw from more than one source of information (e.g., speakers, books, newspapers, other sources).
- h. Write procedures with clear directions and explanations.

*(\*Students can write about their experiences planting gardens and provide instruction for others to do so)*

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