**New Curriculum Big Ideas  
Reference Document for Teacher Planning and Communicating Student Learning**

The following compilation is from the first draft of the new curriculum. It is a living document and as the Ministry of Education adds to the document this resource will be updated in the portal. Please contact [kdawson@sd71.bc.ca](mailto:kdawson@sd71.bc.ca) if you notice that this reference document has not been undated.

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| **Grade 4** | | |
| **Big Idea** | **Pop Out** | |
| **Language Arts** | | |
| Language and text can be a source of creativity and joy. | (text) Oral, written, visual , or digital communication   * Oral texts include speeches, poems, plays, and oral stories * Written texts include novels, articles, and short stories * Visual texts include posters, photographs, and other images * Digital texts include electronic forms of all the above * Oral, written, and visual elements can be combines (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements) | |
| Exploring text and story helps us understand ourselves and make connections to others and to the world. | (story) narrative texts that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire and entertain listeners and readers. |
| Listening carefully helps us learn. |  |
| Text can be understood from different perspectives |  |
| Using language in creative and playful ways helps us understand how language works. |  |
| Combining different texts and ideas allows us to create new understandings |  |
| Texts are created for different purposes and audiences. |  |
| **Mathematics** | |
| Number represents and describes quantity: Parts of wholes can be represented by fractions and decimals. |  |
| Developing computational fluency comes from a strong sense of number: Patterns and relations within multiplication and division develop multiplicative thinking. |  |
| We use patterns to represent identified regularities and to form generalizations: The regular change in patterns can be represented using tools and tables. |  |
| We can describe, measure, and compare spatial relationships: Polygons are closed shapes with similar attributes. |  |
| Analyzing data and chance help us to compare and interpret: Probability experiments develop an understanding of chance. |  |
| **Science** | |
| All living things and their environment are interdependent. | Questions to support inquiry with student:   * How do living things sense, respond, and adapt to stimuli in their environment? * What evidence is there of interdependence between living and non-living things in ecosystems? |
| Matter has mass, takes up space, and can change phase. | Questions to support inquiry with students:   * How can you explore the phases of matter? * How does matter change phases? * How does healing and cooling affect phase changes? |
| Energy comes in a variety of forms that can be transferred from one object to another. | Questions to support inquiry with students:   * What is energy input and energy output? * What is energy conservation? * What is the relationship between energy input, output, and conservation? |
| The motion of Earth and the moon cause observable patterns that affect living and non-living systems. | Questions to support inquiry with students:   * How do seasons and tides affect living and non-living things? * What changes are caused by the movements of Earth and the moon? |
| **Social Studies** | |
| The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. |  |
| Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity. |  |
| Demographic changes in North America created shifts in economic and political power. |  |
| British Columbia followed  a unique path in becoming a  part of Canada. |  |
| **Career Education** | |
| Main focus is on Awareness and Exploration.  Understanding deepens through Awareness and Exploration of:   * Decision-making and planning processes * Learning styles * Information acquisition and analysis * Leadership * Role of mentors in the learning journey |  |
| **Physical and Health Education** | |
| Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. |  |
| Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle. |  |
| Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. |  |
| Personal choices and social and environmental factors influence our health and well-being. |  |
| Developing healthy relationships helps us feel connected, supported, and valued. |  |
| **Arts Education** | |
| Creative expression is a means to explore and share one’s identity within a community. |  |
| Artists experiment in a variety of ways to discover new possibilities. | (Artists) People who create works in any of the arts disciplines (e.g. dancers, actors, musicians, visual artists); also means the students themselves. |
| Dance, drama, music, and visual arts are each unique languages for creating and communicating. |  |
| Exploring works of art exposes us to diverse values, knowledge, and perspectives. | (works of art) The results of creative processes in disciplines such as dance, drama, music, and visual arts. |