

**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 updated.

**Grade 4**

<b>Big Idea</b>	<b>Pop Out</b>
<b>Language Arts</b>	
Language and text can be a source of creativity and joy.	(text) Oral, written, visual , or digital communication <ul style="list-style-type: none"> <li>• Oral texts include speeches, poems, plays, and oral stories</li> <li>• Written texts include novels, articles, and short stories</li> <li>• Visual texts include posters, photographs, and other images</li> <li>• Digital texts include electronic forms of all the above</li> <li>• Oral, written, and visual elements can be combines (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)</li> </ul>
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.	
<b>Mathematics</b>	
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.	

<b>Science</b>	
All living things and their environment are interdependent.	<p>Questions to support inquiry with student:</p> <ul style="list-style-type: none"> <li>• How do living things sense, respond, and adapt to stimuli in their environment?</li> <li>• What evidence is there of interdependence between living and non-living things in ecosystems?</li> </ul>
Matter has mass, takes up space, and can change phase.	<p>Questions to support inquiry with students:</p> <ul style="list-style-type: none"> <li>• How can you explore the phases of matter?</li> <li>• How does matter change phases?</li> <li>• How does heating and cooling affect phase changes?</li> </ul>
Energy comes in a variety of forms that can be transferred from one object to another.	<p>Questions to support inquiry with students:</p> <ul style="list-style-type: none"> <li>• What is energy input and energy output?</li> <li>• What is energy conservation?</li> <li>• What is the relationship between energy input, output, and conservation?</li> </ul>
The motion of Earth and the moon cause observable patterns that affect living and non-living systems.	<p>Questions to support inquiry with students:</p> <ul style="list-style-type: none"> <li>• How do seasons and tides affect living and non-living things?</li> <li>• What changes are caused by the movements of Earth and the moon?</li> </ul>
<b>Social Studies</b>	
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.	
<b>Career Education</b>	
<p>Main focus is on Awareness and Exploration. Understanding deepens through Awareness and Exploration of:</p> <ul style="list-style-type: none"> <li>• Decision-making and planning processes</li> <li>• Learning styles</li> <li>• Information acquisition and analysis</li> <li>• Leadership</li> <li>• Role of mentors in the learning journey</li> </ul>	
<b>Physical and Health Education</b>	
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.	
<b>Arts Education</b>	
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.