

## GRADE FOUR SHORT RANGE / CHAPTER PLANNING (CHAPTER ONE)

**A. Grade Specific Rationale:** As they reflect upon the people, places and stories of Alberta, Grade 4 students will develop a sense of place, identity and belonging within Alberta.

**B. General Outcome:** 4.1 Alberta: A Sense of the Land, 4.2 The Stories, Histories and People of Alberta, & 4.3 Alberta: Celebrations and Challenges  
**Strand Focus: LPP**

**C. Resources/Materials:**

- Alberta Program of Studies and Online Guide
- Pearson Voices of Alberta Chapter #1
- Pearson Voices of Alberta Program components
- Literature- fiction and Non-fiction
- Web Sites, other media resources
- Guest Speakers

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><u>Values and Attitudes:</u>                      4.1.1.1 – Appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta. (LPP)                      4.2.1.2 – Recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture, and history. (CC,TCC)</p> <p><u>Knowledge and Understanding:</u>                      4.1.2.2 – What are the major geographical and natural vegetation regions, landforms, and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP)                      4.1.2.3 – What are the factors which determine climate in the diverse regions of Alberta (e.g., latitude, mountains)? (LPP)                      4.1.3.2 – What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? (LPP)</p>	<p><u>Instructional Strategies Supporting Integration of the Strands:</u>                      Think Aloud                      Read and Connect</p> <p><u>Instructional Strategies Supporting Effective Reading Skills:</u>                      Photo Walk                      Shared Reading                      Listen and Read Along                      Listen and Visualize                      Paired Reading                      Independent Reading                      Read and Connect                      Jigsaw</p> <p><u>Instructional Strategies Supporting Effective Writing Skills:</u>                      Modeled Writing                      Interactive/Shared Writing</p>	<p>Learning and Reflection Logs(Inquiry questions from ST,TR &amp; students)</p> <p>Teacher Observation – Listen to student’s prior knowledge and student responses in class.                      -5W’s,H and I (LM p.438 And LM p.439)</p> <p>Teacher Observation - KWL’s and other graphic organizers (Research as a process) Transfer key ideas into written text.</p> <p>Mapping Activities- observation of students demonstrating</p>	<p>Small group research-project on geographical features/regions.</p> <p>Written paragraph on perspective (tourism vs conservation).</p> <p>Landscape drawing or presentation.</p> <p>Written response activities in students’ notebooks</p>

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
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<p>4.1.4.1 – In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)</p> <p>4.3.2.3 – In what ways have occupations and commerce been impacted by geography, climate, and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC)</p> <p>4.3.4.2- How do physical geography and climate affect seasonal activities throughout Alberta? (ER, LPP)</p> <p><b>Skills and Processes:</b></p> <p>4.S.1.2 – Critically evaluate ideas, information, and positions from multiple perspectives.</p> <p>4.S.3.1 – Use a scale to determine the distance between places on maps of Alberta.</p> <p>4.S.3.2 – Construct graphs, tables, charts and maps to interpret information.</p> <p>4.S.3.4 – Use cardinal and intermediate directions to locate places on maps and globes.</p> <p>4.S.4.6 – Use graphic organizers, such as mind mapping/webbing, flow charting, and outlining, to present connections between ideas and information in a problem solving environment.</p> <p>4.S.5.4 – Work collaboratively with others to complete a group task.</p> <p>4.S.5.5 – Share information collected from electronic sources to add to a group task.</p> <p>4.S.7.2 – Organize and synthesize information from a variety of sources.</p>	<p><b>Instructional Strategies for Sharing Information:</b> Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><b>Instructional Strategies for Organizing Information:</b> Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart</p> <p><b>Additional Teacher Modeled Lessons:</b></p> <p>Critical and Creative Thinking Skills – Higher Level thinking skills (5W’s,H and I, Blooms Taxonomy, Level #3 questions)- Questions for Inquiry and for Guest Speakers. (Supporting visual literacy- Photo Walks)</p> <p>Geographical Thinking Skills – model proper use of compass rose, scale, and support the proper interpretation of physical, political and thematic maps.</p> <p>Content Vocabulary Support – Students create a personal dictionary LMp.388</p>	<p>Geographical Thinking skills. (LM p.399, 401, self assessment LM p.445/446 and maps found in ST)</p> <p>Teacher Observation of students cooperation and interaction in class LM p.447</p> <p>Teacher Observation of student’s work assignments – include LM p.401, paragraph “Why there are seasons.”</p> <p>Student Debates, conservation vs tourism</p> <p>Analysis of Natural Regions Activities</p> <p>Self Assessment rubrics ALM p.540-542</p>	<p>Student Self Assessment ALM p.540-542</p> <p>Mini quiz on Alberta (emphasis on compass rose, scale. Location of physical regions and some political cities</p> <p>Teacher Observation (anecdotal records, rubrics and check lists of skills ALM p.447, 451,456, 532, and 533).</p> <p>Teacher Observation of students demonstrating Values and Attitude outcomes. ALM p.534-539.</p>

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<p>4.S.7.3 – Use graphic organizers, such as webbing or Venn diagrams, to make meaning of information.</p> <p>4.S.7.6 – Cite references as part of research.</p> <p>4.S.7.8 – Navigate within a document, compact disc or software application that connects links.</p> <p>4.S.8.1 – Organize and present information, taking particular audiences and purposed into consideration.</p> <p>4.S.8.3 – Listen to others in order to understand their perspectives.</p> <p>4.S.84 – Create visual images for particular audiences and purposes.</p> <p>4.S.8.5 – Use selected presentation tools to demonstrate connections among various pieces of information.</p> <p><a href="#">Other Curricula:</a></p>	<p>Model and review ICT skills of utilizing and retrieving data from the Internet and other software. Record data from research into graphic organizers. Model utilizing the Bibliography and Sources Record Sheets. (LM IJP5 &amp;6 p.379 and 380)</p> <p>Model connecting new information to the key concepts of Citizenship, Identity and the 6 Strands.</p>	<p>Evaluating Viewpoints opinions vs fact discussions and reflections ALM p.448 &amp; 449</p> <p>Placemat and Jigsaw activities to emphasize key concepts.</p> <p>Mini postcard activity (Use like a KWL)</p>	<p>Written response – news article/interview on the effects of climate change. ALM p.450</p> <p>Chapter #1 Explore the Land chapter test. ALM p.452-455</p> <p>Individual Alberta Project highlighting ICT outcomes utilizing the Multimedia CD</p>

**D. Anticipated Timeline: Approximately 2 weeks (12 lessons)**

**E. Essential Questions for Understanding/Inquiry:**

- How do the land and its natural resources affect quality of life for people in Alberta?
- How do stories, history and culture give people in Alberta a sense of identity and belonging?
- How do people and events help to change Alberta over time?
- How have the unique land features of Alberta been shaped over time?

**F. Unit Vocabulary:**

Specific geographical feature terms (flora/fauna etc., paleontology terms, climate (and specific terms related to climate and weather), landforms, natural regions, latitude