

GRADE FOUR SHORT RANGE / CHAPTER PLANNING (CHAPTER TEN)

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: CC, TCC and C

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- Pearson Voices of Alberta Chapter #10
- 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> 4.1.1.6 – Demonstrate care and concern for the environment through their choices and actions. (LPP) 4.2.1.7 – demonstrate respect for places and objects of historical significance. (I, LPP, TCC) 4.3.1.1 – Value and respect their own and other cultural identities. (C, I) 4.3.1.2 – Demonstrate respect for the rights, opinions, and perspectives of others. (C, I) 4.3.1.3 – demonstrate respect for the cultural and linguistic diversity in Alberta. (C,I) <u>Knowledge and Understanding:</u> 4.3.3.3 – How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) 4.3.3.4 – How has the Alberta Francophone become increasingly multicultural? (CC, I, GC)</p>	<p><u>Instructional Strategies Supporting Integration of the Strands:</u> Think Aloud Read and Connect <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 <u>Instructional Strategies Supporting Effective Writing Skills:</u> Modeled Writing Interactive/Shared Writing</p>		

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<p>4.3.3.5 – How do buildings, historic sites, and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Provincial Museum of Alberta, Head-Smashed-In –Buffalo- Jump, Writing-on- Stone Provincial Park, Father Lacombe Chapel Provincial Historical Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC)</p> <p>4.3.3.7 – In what ways have music, art, narratives and literature contributed to the vitality of the culture, language, and identity of diverse Alberta communities over time? (I, CC, LPP, TCC)</p> <p>4.3.4.1 – How do recreational sites and activities reflect Alberta’s heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)? (C, CC, I, ER)</p> <p><u>Skills and Processes:</u></p> <p>4.S.1.1 - Evaluate significant local and current affairs, distinguishing between fact and opinion.</p> <p>4.S.1.2 – Critically evaluate ideas, information, and positions from multiple perspectives.</p> <p>4.S.1.3 – Re-evaluate opinions to broaden understanding of a topic or an issue.</p> <p>4.S.3.2 – Construct graphs, tables, charts and maps to interpret information.</p> <p>4.S.4.1 – Contribute and apply new ideas and strategies to decision making and problem solving, supported with facts and reasons.</p> <p>4.S.4.2 – Identify situations where a decision needs to be made and a problem requires attention.</p> <p>4.S.5.4 – Work collaboratively with others to complete a group task.</p>	<p><u>Instructional Strategies for Sharing Information:</u></p> <p>Think Aloud Think, Pair, Share Read For Information Placemat Group Summaries</p> <p><u>Instructional Strategies for Organizing Information:</u></p> <p>Venn Diagram KWL Chart Webbing or Concept Mapping T-Chart</p> <p><u>Additional Teacher Modeled Lessons:</u></p>		

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		For Learning	Of Learning
<p>4.S.7.8 – Navigate within a document, compact disc or software application that connects links.</p> <p>4.S.8.2 – Respond appropriately to comments and questions, using language respectful of human diversity.</p> <p>4.S.8.4 – Create visual images for particular audiences and purposes.</p> <p>4.S.8.6 - Communicate effectively through appropriate forms, such as speeches, reports, and multimedia presentations, applying information technologies that serve particular audiences and purposes.</p> <p><u>Other Curricula:</u></p>			

D. Anticipated Timeline: Approximately 3.5 weeks

E. Essential Questions for Understanding/Inquiry:

- How have people of many cultures helped to make Alberta what it is today?
- What difference can I make to Alberta?

F. Unit Vocabulary: