GRADE FOUR SHORT RANGE / CHAPTER PLANNING (CHAPTER NINE)

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 & 4.3 Alberta: Celebrations and Challenges
Strand Focus: ER and LPP

C. Resources/Materials:

- Alberta Program of Studies and Online Guide
- **Pearson Voices of Alberta Chapter #9**
- Pearson Voices of Alberta Program components
- Literature- fiction and Non-fiction
- Web Sites, other media resources
- Guest Speakers

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENITATED INSTRUCTION	Assessment	
		For Learning	Of Learning
Values and Attitudes: **4.1.1.4 – appreciate the environmental significance of national and provincial parks and protected areas in Alberta. (ER, LPP)** **4.1.1.6 – Demonstrate care and concern for the environment through their choices and actions. (LPP)** **Knowledge and Understanding:** **4.1.2.5 – How are Alberta's provincial parks, protected areas, and the national parks in Alberta important to the sustainability of Alberta's natural environment? (ER, LPP)** **4.1.4.3 – How do Albertans deal with competing demands on land use in Alberta (e.g., conversation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP)**	**Instructional Strategies Supporting Integration of the Strands:** **Think Aloud** **Read and Connect** **Instructional Strategies Supporting Effective Reading Skills:** **Photo Walk** **Shared Reading** **Listen and Read Along** **Listen and Visualize** **Paired Reading** **Independent Reading** **Read and Connect** **Jigsaw** **Instructional Strategies Supporting Effective Writing Skills:** **Modeled Writing** **Interactive/Shared Writing**		

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENITATED INSTRUCTION	Assessment	
		For Learning	Of Learning
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) **4.3.4.3 – To what extent do recreation and tourism foster appreciation of Alberta's natural regions and environment? (ER, LPP)** **Skills and Processes:** **4.S.1.2 – Critically evaluate ideas, information, and positions from multiple perspectives.** **4.S.3.1 – Use a scale to determine the distance between places on maps of Alberta.** **4.S.3.4 – Use cardinal and intermediate directions to locate places on maps and globes.** **4.S.4.2 – Identify situations where a decision needs to be made and a problem requires attention.** **4.S.5.3 – Consider the needs and points of view of others.** **4.S.5.4 – Work collaboratively with others to complete a group task.** **4.S.7.3 – Use graphic organizers, such as webbing or Venn diagrams, to make meaning of information.** **4.S.7.5 – Formulate new questions as research progresses.** **4.S.7.10 – Organize information using tools such as databases, spreadsheets, or electronic webbing.** **4.S.8.4 – Create visual images for particular audiences and purposes.**	**Instructional Strategies for Sharing Information:** **Think Aloud** **Think, Pair, Share** **Read For Information** **Placemat** **Group Summaries** **Instructional Strategies for Organizing Information:** **Venn Diagram** **KWL Chart** **Webbing or Concept Mapping** **T-Chart** **Additional Teacher Modeled Lessons;**		.

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENITATED INSTRUCTION	Assessment	
		For Learning	Of Learning
4.S.8.5 – Use selected presentation tools to demonstrate connections among various pieces of information. **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.** **4.S.9.1 – Compare information on the same issue or topic from print media, television, photographs, and the Internet.** **Other Curricula:**			

D. Anticipated Timeline: Approximately 3 weeks

E. Essential Questions for Understanding/Inquiry:

- **Why are provincial parks, protected areas and national parks important?**
- **How do we protect Alberta's land and heritage?**

F. Unit Vocabulary: