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|  | **Grade 4** |
| **Curricular Competencies (Do)**Curricular competencies are the skills, strategies, and processes that students develop over time. While curricular competencies are more subject- specific they are connected to the core competencies.  |  | **Big Ideas (Understand)** |
| Public identity is influenced by personal choices and decisions. | Exploring our strengths and abilities can help us identify our goals. | Good learning and work habits contributes to short and long term personal and career success  | Leadership requires listening to and respecting the ideas of others.  | Family and community relationships can be a source of support and guidance when solving problems and making decisions. |
| **Content (Know)** |
| Personal Development | Connections to Community |
| Goal setting strategies  | Problem solving and decision making strategies | Emergent leadership skills | Cultural and social awareness. | Generational roles and responsibilities.  | Safety hazards and rules at school, at home, in the community. |
| **Thinking** | I can recognize the need for others who can support my learning and my personal growth.  |  |  |  |  |  |  |
| I can recognize the intersection of my personal and public digital identity and the potential for both positive and negative consequences. |  |  |  |  |  |  |
| I can use innovative thinking when solving problems. |  |  |  |  |  |  |
| **Personal and Social** | I can make connections between effective work habits and success. |  |  |  |  |  |  |
| I can set realistic short and longer term learning goals, define my path, and monitor my progress. |  |  |  |  |  |  |
| I can appreciate the influence of peer relationships, family, and community on my personal choices and goals. |  |  |  |  |  |  |
| I can identify and appreciate my personal attributes, skills, interests, and accomplishments and my growth over time. |  |  |  |  |  |  |
| **Communicating** | I can question myself and others about the role of technology in the changing work place. |  |  |  |  |  |  |
| I can demonstrate respect for differences in my classroom. |  |  |  |  |  |  |
| I can demonstrate safe behaviours in a variety of environments. |  |  |  |  |  |  |

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