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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. | |  | | |  | |  |  | | |  | |  | |