

**LESSON:** Student Survey. Module A, Lesson 2

**GRADE LEVEL:** Grade 4

**PAGE(S):** 253-259

**LEARNING OUTCOMES** (This lesson can be used to help students achieve the following general and/or specific provincial curriculum outcomes):

**Language Arts**

***Speaking and Listening***

- explore and discuss their thoughts, ideas, and experiences and consider those of their peers

***Reading and Viewing***

- use their background knowledge to question information presented in print and visual texts
- respond critically to texts by
  - identifying instances of prejudice and stereotyping

***Writing and other Ways of Representing***

- use strategies in writing and other ways of representing to
  - discover and express personal attitudes, feelings, and opinions
  - describe feelings, reactions, values, and attitudes
  - record experiences

**Health**

***Mental Health***

- understand the behaviours associated with jealousy and explore ways to modify them
- identify some of the factors which affect our feelings

***Relationships***

- realize that one's decisions may affect other people
- understand that every right has a corresponding responsibility
- understand that adults are responsible for the physical needs of young people
- understand the nature of physical abuse
- explain how decisions can have long-term effects
- identify some advantages of similarities and differences in people

**Visual Arts**

***Creating, Making and Presenting: Visual Arts***

- students will be expected to explore, challenge, develop, and express ideas, using the skills, techniques, and processes of the arts
- students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

***Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts***

- students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture

- students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression
- students will be expected to examine the relationship among the arts, societies, and environments

*Perceiving and Responding: Visual Arts*

- students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
- students will be expected to analyse the relationship between artistic intent and the expressive work

**Music**

*Creating, Making and Presenting*

- students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts
- sing or play, demonstrating an ability to maintain their part within simple textures
- experiment with the elements of rhythm, melody, and expression to represent thoughts, images, and feelings in classroom repertoire
- students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
- improvise and compose, using the voice, instruments, and movement

*Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts*

- students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture
- demonstrate an awareness of how music is used in their school and community
- students will be expected to examine the relationship among the arts, societies, and environments
- identify a variety of purposes for creating music in a variety of environments
- describe and make connections between music and other arts

*Perceiving and Responding: Visual Arts*

- students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
- identify problems related to creating and performing music and explore possible solutions

**Physical Education**

- demonstrate basic safe practices and fair play when engaging in physical activity
- demonstrate the ability to cooperate and work with others
- demonstrate concern for the safety of self and others
- demonstrate respect for the personal space of others
- demonstrate an understanding of the effectiveness of group cooperation