

Grade 4 Overall Expectations

Overall Expectations	
Language	<p>Writing</p> <ul style="list-style-type: none"> ❖ Generate, gather, and organize ideas and information to write for an intended purpose and audience. ❖ Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.
Math	<p>Data Management and Probability</p> <ul style="list-style-type: none"> ❖ Predict the results of a simple probability experiment, then conduct the experiment and compare the prediction to the results.
Science	<p>Understanding Life Systems: Habitats and Communities</p> <ul style="list-style-type: none"> ❖ Investigate the interdependence of plants and animals within specific habitats and communities. ❖ Analyse the effects of human activities on habitats and communities.
Social Studies	<p>People and Environments: The Role of Government and Responsible Citizenship</p> <ul style="list-style-type: none"> ❖ Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada.

Humans Actions Can Help or Harm the Environment

MATHEMATICS



CONSIDER

Many Indigenous communities in Ontario have not been provided with access to clean water by the government, because of injustice (unfairness). Some Ontarians take water for granted. Do you? Have you ever thought about how much water you use to brush your teeth?

How Much Water We Use to Brush Our Teeth

If you brush your teeth	Turning the tap off, you will use...	Leaving the tap on, you will use...
1 time	8 litres	12 litres
2 times	16 litres	24 litres
3 times	?	?
4 times	?	?
5 times	?	?



ACT

- ❖ This chart shows the average water usage. Complete the chart and then see how your family compares by calculating the amount of water that the people in your household use to brush their teeth for 5 days?
- ❖ When you brush your teeth, do you leave the tap on or turn it off? How would this affect your results? Explain using math language (e.g. solve, multiply, add).

SCIENCE



IMAGINE

There is treasure behind a wall at your school. *What would you have to do to the wall and the structures that support it to get to the prize? How might your actions impact your school environment, humans, insects, and animals?*



READ

Mining is the process of removing natural resources* from the earth.

- ❖ Read the article "Mining Earth's Resources" (p.4), consider how mining impacts stakeholders (people with interests or concerns related to mining) in different ways?
- ❖ To represent your understanding of the article, on a separate sheet of paper, draw a picture showing the relationship between mining, the environment, and humans. Be sure to include the perspectives of:
 - Indigenous Peoples
 - Mining company owners
 - Governments
 - Environmentalists

There are two types of natural resources from the earth: **renewable resources, which either never run out or can grow back if we use them, and **nonrenewable resources**, which can be used up and may never be available again.*



RESPOND

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SOCIAL STUDIES



READ

The article “*Idle No More Demands Justice*” (p.5) provides a brief look at a social movement.

- ❖ As you read, think about how community activism creates change.



RESPOND

In complete sentences, on a sheet of paper, answer the following questions:

- ❖ What is the conflict in this article?
- ❖ Who are the two sides involved in the conflict?
- ❖ *Idle No More* inspired the *Journey of Nishiyuu*. Have you ever felt inspired to participate in a positive event or activity because of someone else’s actions? Explain your response.
- ❖ How might *Idle No More* and *Journey of Nishiyuu* serve as good examples of taking action for something you believe in?

LANGUAGE



CONSIDER

Idle No More is using protests as a strategy to demand respect and raise awareness about the harm mining has done to the earth and Indigenous communities. Writing letters is another strategy activists can use.

- ❖ Find support to address the issue you identified (in the Social Studies assignment) by writing a letter to demand action from someone who can help (e.g. politician, principal).



WRITE

- ❖ Be sure to write in complete sentences and:
 - greet the recipient (e.g. Dear...);
 - identify yourself, the issue/problem, why it should change and why you care about it;
 - one thing you would do to address the issue and explain why it’s a good strategy;
 - close the letter (e.g. Sincerely...).

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Mining Earth's Resources

What is mining? Mining is the process of removing stone (like marble), minerals (like salt), metals (like iron, and fossil fuels like gas, coal, and oil from the Earth.

How do we mine? There are many different ways to remove resources from the Earth. Mining in open pits, drilling, and fracking are the most common.

Why do we mine? We need the minerals, metals, oil and coal that we remove from the Earth to create items that we use every day. For example, iron is used for clothes hangers, oil is used to run TTC buses and copper is used to make electrical wires. Companies mine from the earth to make products that they sell for a profit.

Where are mines located? Mines are all over the world! They may be close to where you live or really far away. Sometimes they are deep pits dug into the ground. Sometimes they're impossible to find. Mines can be in forests, mountains, deserts, lakes and oceans. Mining occurs in some of Earth's most precious lands which should be carefully protected.

What is the impact of mining? Mining often pollutes the land, air, and water near the area being mined. This destroys habitats for many living creatures, including humans.

Here's an example of the negative effects of mining:

Attawapiskat First Nation (Cree) is a community (approximately 2000 people) located near the Attawapiskat River on James Bay in Northern Ontario. An 18-month study conducted (done) by an environmental group found that De Beers, a company that had been mining the land, failed to monitor and report mercury contamination (poisoning) caused by their activities. The mercury levels accumulated in the river, contaminating the water that the people used for cooking, bathing, and drinking. It also contaminated the fish supply that feeds the community.

Sources:

We Need To Talk About Attawapiskat. Planet In Focus. (2017, January 20). <https://planetinfocus.org/we-need-to-talk-about-attawapiskat-2/>.

Mining our Earth. Kids for Saving Earth. <https://kidsforsavingearth.org/programs/action-programs/mining-our-earth/>.

Humans Actions Can Help or Harm the Environment

Idle No More Demands Justice!

(This article was originally written in January 2013)

In December, Theresa Spence, Chief of the community of Attawapiskat, began protesting the way Indigenous Peoples are treated in northern Ontario.

Spence has not been eating solid foods. She's only been drinking liquids, like water and soup broth because she has been on a "hunger strike." During a hunger strike, people stop eating in order to make a peaceful protest about something they believe in.

Spence said she will not end her hunger strike until Prime Minister Stephen Harper addresses the injustice (unfairness) Indigenous Peoples are facing. Last week, Harper said he will meet with Indigenous leaders on Jan. 11th.

To address injustice, Indigenous Peoples in Ontario began a protest movement called *Idle No More*. It calls on (asks) the federal government, which governs the whole country, to honour (obey) a treaty agreement that they made with Indigenous leaders in 2012. The treaty guaranteed Indigenous rights to land, clean water, and education.

The *Idle No More* movement has spread across Canada. Last weekend, Idle No More protesters—including First Nations, Metis and Inuit people, and their allies (non-Indigenous supporters) gathered in public spaces across the country where they danced and sang.

The *Idle No More* movement is a peaceful protest created by the people, with no specific leader.

Idle No More has inspired other protests and community action such as The "Journey of Nishiyuu" (a Cree word for "the people"). For this protest, six youth (all under 20) and a guide, walked 1,500 kilometres (sometimes through the rain and snow) to raise awareness about the lack of clean drinking water, poor housing, and lack of educational opportunities in Indigenous communities.

Sources:

Grant, J. (2013, March 27). First Nations Teens Walk 1,500 Km To Raise Awareness. Teaching Kids News. <https://teachingkidsnews.com/2013/03/27/1-first-nations-teens-walk-1500-km-to-raise-awareness/>.

Miller, N. (2013, January 8). "Idle No More" A Growing Movement. Teaching Kids News. <https://teachingkidsnews.com/2013/01/08/4-idle-no-more/>.