

BIG IDEAS

Designs grow out of natural curiosity.

Skills can be developed through play.

Technologies are tools that extend human capabilities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design</p> <p>Ideating</p> <ul style="list-style-type: none"> • Identify needs and opportunities for designing, through exploration • Generate ideas from their experiences and interests • Add to others' ideas • Choose an idea to pursue <p>Making</p> <ul style="list-style-type: none"> • Choose tools and materials • Make a product using known procedures or through modelling of others • Use trial and error to make changes, solve problems, or incorporate new ideas from self or others <p>Sharing</p> <ul style="list-style-type: none"> • Decide on how and with whom to share their product • Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment • Use personal preferences to evaluate the success of their design solutions • Reflect on their ability to work effectively both as individuals and collaboratively in a group <p>Applied Skills</p> <ul style="list-style-type: none"> • Use materials, tools, and technologies in a safe manner in both physical and digital environments • Develop their skills and add new ones through play and collaborative work <p>Applied Technologies</p> <ul style="list-style-type: none"> • Explore the use of simple, available tools and technologies to extend their capabilities 	<p><i>Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K–3 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.</i></p>

BIG IDEAS

People create art to express who they are as individuals and community.

Engagement in the **arts** creates opportunities for **inquiry** through purposeful play.

Dance, drama, music, and visual arts express meaning in unique ways.

People connect to others and share ideas through the **arts**.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play Explore artistic expressions of themselves and community through creative processes <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination Reflect on creative processes and make connections to other experiences <p>Communicating and documenting</p> <ul style="list-style-type: none"> Interpret symbols and how they can be used to express meaning through the arts Express feelings, ideas, stories, observations, and experiences through the arts Describe and respond to works of art Experience, document and share creative works in a variety of ways Demonstrate increasingly sophisticated application and/or engagement of curricular content 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> elements in the arts, including but not limited to: <ul style="list-style-type: none"> dance: body, space, dynamics, time, relationships, form drama: character, time, place, plot music: beat/pulse, rhythm, tempo, pitch, dynamics, form visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition processes, materials, movements, technologies, tools and techniques to support arts activities notation to represent sounds, ideas and movement a variety of dramatic forms symbolism as a means of expressing specific meaning traditional and contemporary Aboriginal arts and arts-making processes a variety of local works of art and artistic traditions from diverse cultures and communities personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

BIG IDEAS

Confidence develops through the process of self-discovery.

Strong communities are the result of being connected to family and community and working together toward common goals.

Effective collaboration relies on clear, respectful communication.

Everything we learn helps us to develop skills.

Communities include many different roles requiring many different skills.

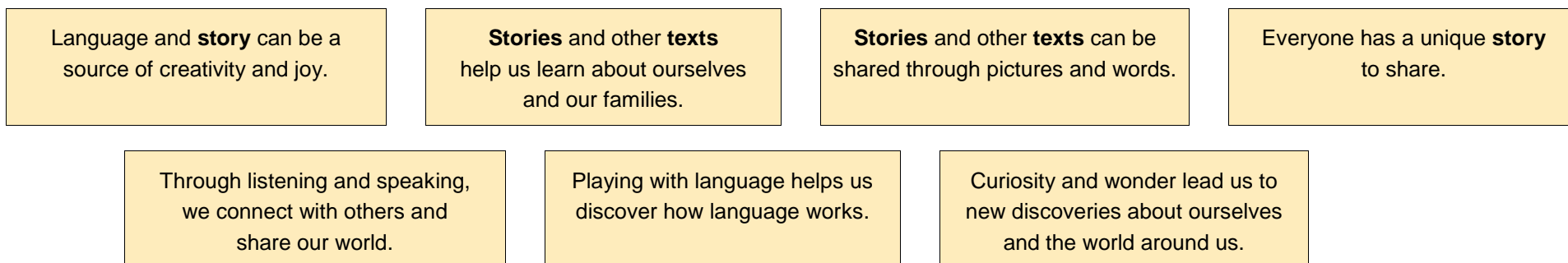
Learning is a lifelong enterprise.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Identify and appreciate their personal attributes, skills, interests, and accomplishments • Recognize the importance of positive relationships in their lives • Share ideas, information, personal feelings, and knowledge with others • Work respectfully and constructively with others to achieve common goals • Recognize the importance of learning in their lives and future careers • Set and achieve realistic learning goals for themselves • Identify and appreciate the roles and responsibilities of people in their schools, families, and communities • Demonstrate effective work habits and organizational skills appropriate to their level of development • Recognize the basic skills required in a variety of jobs in the community 	<p><i>Students are expected to know the following:</i></p> <p>Personal Development</p> <ul style="list-style-type: none"> • goal-setting strategies • risk taking and its role in self-exploration <p>Connections to Community</p> <ul style="list-style-type: none"> • cultural and social awareness • roles and responsibilities at home, at school, and in the local community • jobs in the local community



BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read fluently at grade level • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Use foundational concepts of print, oral, and visual texts • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of story in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Recognize the structure and elements of story • Show awareness of how story in First Peoples cultures connects people to family and community <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Identify, organize, and present ideas in a variety of forms • Create stories and other texts to deepen awareness of self, family, and community • Plan and create a variety of communication forms for different purposes and audiences • Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation • Explore oral storytelling processes 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • elements of story • literary elements and devices • vocabulary to talk about texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • concepts of print • print awareness • phonemic and phonological awareness • letter formation • sentence structure • conventions

BIG IDEAS

Numbers to 20 represent quantities that can be decomposed into 10s and 1s.

Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational **fluency**.

Repeating elements in **patterns** can be identified.

Objects and shapes have **attributes** that can be described, measured, and compared.

Concrete graphs help us to compare and interpret **data** and show one-to-one correspondence.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> Use reasoning to explore and make connections Estimate reasonably Develop mental math strategies and abilities to make sense of quantities Use technology to explore mathematics Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving Visualize to explore mathematical concepts Develop and use multiple strategies to engage in problem solving Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> Communicate mathematical thinking in many ways Use mathematical vocabulary and language to contribute to mathematical discussions Explain and justify mathematical ideas and decisions Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> Reflect on mathematical thinking Connect mathematical concepts to each other and to other areas and personal interests Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> number concepts to 20 ways to make 10 addition and subtraction to 20 (understanding of operation and process) repeating patterns with multiple elements and attributes change in quantity to 20, concretely and verbally meaning of equality and inequality direct measurement with non-standard units (non-uniform and uniform) comparison of 2D shapes and 3D objects concrete graphs, using one-to-one correspondence likelihood of familiar life events, using comparative language financial literacy — values of coins, and monetary exchanges

BIG IDEAS

Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Knowing about our bodies and making healthy choices helps us look after ourselves.

Good health comprises physical, mental, and emotional well-being.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments Describe the body's reaction to participating in physical activity in a variety of environments Develop and demonstrate safety, fair play, and leadership in physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> Participate daily in physical activity at moderate to vigorous intensity levels Identify opportunities to be physically active at school, at home, and in the community Identify and explore a variety of foods and describe how they contribute to health Identify opportunities to make choices that contribute to health and well-being Recognize basic health information from a variety of sources <p>Social and community health</p> <ul style="list-style-type: none"> Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations Develop and demonstrate respectful behaviour when participating in activities with others Identify caring behaviours among classmates and within families <p>Mental well-being</p> <ul style="list-style-type: none"> Identify and describe practices that promote mental well-being Identify and describe feelings and worries Identify personal skills, interests, and preferences 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games relationships between food, hydration, and health effects of different activities on the body practices that promote health and well-being names for parts of the body, including male and female private parts appropriate and inappropriate ways of being touched different types of substances and how to safely use or avoid them hazards and potentially unsafe situations caring behaviours in groups and families emotions and their causes and effects reliable sources of health information

BIG IDEAS

Living things have features and behaviours that help them survive in their environment.

Matter is useful because of its properties.

Light and sound can be produced and their properties can be changed.

Observable patterns and cycles occur in the local sky and landscape.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events <p>Planning and conducting</p> <ul style="list-style-type: none"> • Make and record observations • Safely manipulate materials to test ideas and predictions • Make and record simple measurements using informal or non-standard methods <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge • Sort and classify data and information using drawings, pictographs and provided tables • Compare observations with predictions through discussion • Identify simple patterns and connections <p>Evaluating</p> <ul style="list-style-type: none"> • Compare observations with those of others • Consider some environmental consequences of their actions <p>Applying and innovating</p> <ul style="list-style-type: none"> • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving <p>Communicating</p> <ul style="list-style-type: none"> • Communicate observations and ideas using oral or written language, drawing, or role-play • Express and reflect on personal experiences of place 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • classification of living and non-living things • names of local plants and animals • structural features of living things in the local environment • behavioural adaptations of animals in the local environment • specific properties of materials allow us to use them in different ways • natural and artificial sources of light and sound • properties of light and sound depend on their source and the objects with which they interact • common objects in the sky • the knowledge of First Peoples <ul style="list-style-type: none"> – shared First Peoples knowledge of the sky – local First Peoples knowledge of the local landscape, plants and animals – local First Peoples understanding and use of seasonal rounds • local patterns that occur on Earth and in the sky

BIG IDEAS

We shape the local environment, and the local environment shapes who we are and how we live.

Our rights, roles, and responsibilities are important for building strong communities.

Healthy communities recognize and respect the diversity of individuals and care for the local environment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Explain the significance of personal or local events, objects, people, or places (significance) • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) • Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change) • Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) • Explore different perspectives on people, places, issues, or events in their lives (perspective) • Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • characteristics of the local community that provide organization and meet the needs of the community • diverse cultures, backgrounds, and perspectives within the local and other communities • relationships between a community and its environment • roles, rights, and responsibilities in the local community • key events and developments in the local community, and in local First Peoples communities • natural and human-made features of the local environment