

**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><b>Applied Design</b></p> <p><b>Ideating</b></p> <ul style="list-style-type: none"> <li>• Identify needs and opportunities for designing, through exploration</li> <li>• Generate ideas from their experiences and interests</li> <li>• Add to others’ ideas</li> <li>• Choose an idea to pursue</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Choose tools and materials</li> <li>• Make a <b>product</b> using known procedures or through modelling of others</li> <li>• Use trial and error to make changes, solve problems, or incorporate new ideas from self or others</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Decide on how and with whom to <b>share</b> their product</li> <li>• 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</li> <li>• Use personal preferences to evaluate the success of their design solutions</li> <li>• Reflect on their ability to work effectively both as individuals and collaboratively in a group</li> </ul> <p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Use materials, tools, and technologies in a safe manner in both physical and digital environments</li> <li>• Develop their skills and add new ones through play and collaborative work</li> </ul> <p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• Explore the use of simple, available tools and <b>technologies</b> to extend their capabilities</li> </ul>	<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><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Explore <b>elements</b>, processes, materials, movements, technologies, tools, and techniques of the arts</li> <li>• Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>• Explore artistic expressions of themselves and community through <b>creative processes</b></li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Observe and share how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li> <li>• Develop processes and technical skills in a <b>variety of art forms</b> to nurture motivation, development, and imagination</li> <li>• Reflect on creative processes and make connections to other experiences</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Interpret how symbols are used through the arts</li> <li>• Express feelings, ideas, stories, observations, and experiences through the arts</li> <li>• Describe and respond to works of art</li> <li>• Experience, <b>document</b> and <b>share</b> creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• elements in the arts, including but not limited to: <ul style="list-style-type: none"> <li>– <b>dance: body, space, dynamics, time, relationships, form</b></li> <li>– drama: <b>character</b>, time, place, plot</li> <li>– music: beat/pulse, <b>rhythm, tempo, pitch, dynamics</b></li> <li>– visual arts: elements of design: <b>line, shape, texture, colour; principles of design: pattern, repetition</b></li> </ul> </li> <li>• processes, materials, movements, <b>technologies</b>, tools and techniques to support arts activities</li> <li>• <b>notation</b> to represent sounds, ideas and movement</li> <li>• a variety of <b>dramatic forms</b></li> <li>• <b>symbolism</b> as expressions of meaning</li> <li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>• variety of local <b>works of art</b> and artistic traditions</li> <li>• <b>personal and collective responsibility</b> associated with creating, experiencing, or <b>sharing</b> in a safe learning environment</li> </ul>

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

## BIG IDEAS

Language and **story** can be a source of creativity and joy.

**Stories** and other **texts** help us learn about ourselves and our families.

**Stories** and other **texts** can be shared through pictures and words.

Everyone has a unique **story** to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <ul style="list-style-type: none"> <li> <p><b>Comprehend and connect (reading, listening, viewing)</b>            Use sources of information and <b>prior knowledge</b> to make meaning            Use developmentally appropriate <b>reading, listening, and viewing strategies</b> to make meaning            Explore <b>foundational concepts of print, oral, and visual texts</b>  <b>Engage actively as listeners, viewers, and readers</b>, as appropriate, to develop understanding of self, identity, and community            Recognize the importance of <b>story</b> in personal, family, and community identity            Use personal experience and knowledge to connect to <b>stories</b> and other <b>texts</b> to make meaning            Recognize the <b>structure of story</b></p> </li> <li> <p><b>Create and communicate (writing, speaking, representing)</b>  <b>Exchange ideas and perspectives</b> to build shared understanding            Use language to identify, create, and share ideas, feelings, opinions, and preferences            Create <b>stories</b> and other <b>texts</b> to deepen awareness of self, family, and community  <b>Plan and create stories and other texts</b> for different purposes and audiences            Explore <b>oral storytelling processes</b></p> </li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li> <p><b>Story</b>  <b>structure of story</b>  <b>literary elements and devices</b></p> </li> <li> <p><b>Strategies and processes</b>  <b>reading strategies</b>  <b>oral language strategies</b>  <b>metacognitive strategies</b>            writing processes</p> </li> <li> <p><b>Language features, structures, and conventions</b>  <b>concepts of print</b>  <b>letter knowledge</b>  <b>phonemic and phonological awareness</b>  <b>letter formation</b>            the relationship between reading, writing, and oral language</p> </li> </ul>

## BIG IDEAS

**Numbers** represent quantities that can be decomposed into smaller parts.

One-to-one correspondence and a sense of 5 and 10 are essential for **fluency** with numbers.

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

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

**Familiar events** can be described as likely or unlikely and compared.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Reasoning and analyzing</b></p> <ul style="list-style-type: none"> <li>Use reasoning to explore and make connections</li> <li><b>Estimate reasonably</b></li> <li>Develop <b>mental math strategies</b> and abilities to make sense of quantities</li> <li>Use <b>technology</b> to explore mathematics</li> <li><b>Model</b> mathematics in contextualized experiences</li> </ul> <p><b>Understanding and solving</b></p> <ul style="list-style-type: none"> <li>Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li> <li>Visualize to explore mathematical concepts</li> <li>Develop and use <b>multiple strategies</b> to engage in problem solving</li> <li>Engage in problem-solving experiences that are <b>connected</b> to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</li> </ul> <p><b>Communicating and representing</b></p> <ul style="list-style-type: none"> <li><b>Communicate</b> mathematical thinking in many ways</li> <li>Use mathematical vocabulary and language to contribute to mathematical discussions</li> <li><b>Explain and justify</b> mathematical ideas and decisions</li> <li>Represent mathematical ideas in <b>concrete, pictorial, and symbolic forms</b></li> </ul> <p><b>Connecting and reflecting</b></p> <ul style="list-style-type: none"> <li><b>Reflect</b> on mathematical thinking</li> <li>Connect mathematical concepts to each other and to <b>other areas and personal interests</b></li> <li><b>Incorporate</b> First Peoples worldviews and perspectives to <b>make connections</b> to mathematical concepts</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>number concepts</b> to 10</li> <li><b>ways to make 5</b></li> <li><b>decomposition</b> of numbers to 10</li> <li><b>repeating patterns</b> with two or three elements</li> <li><b>change in quantity to 10</b>, using concrete materials</li> <li><b>equality as a balance</b> and inequality as an imbalance</li> <li><b>direct comparative measurement</b> (e.g., linear, mass, capacity)</li> <li><b>single attributes</b> of 2D shapes and 3D objects</li> <li>concrete or pictorial <b>graphs</b> as a visual tool</li> <li>likelihood of <b>familiar life events</b></li> <li><b>financial literacy</b> — attributes of coins, and financial role-play</li> </ul>

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

## BIG IDEAS

Plants and animals have observable features.

Humans interact with matter every day through familiar materials.

The motion of objects depends on their properties.

Daily and seasonal changes affect all living things.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Questioning and predicting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate curiosity and a sense of wonder about the world</li> <li>• Observe objects and events in familiar contexts</li> <li>• Ask simple questions about familiar objects and events</li> </ul> <p><b>Planning and conducting</b></p> <ul style="list-style-type: none"> <li>• Make exploratory observations using their senses</li> <li>• Safely manipulate materials</li> <li>• Make simple measurements using non-standard units</li> </ul> <p><b>Processing and analyzing data and information</b></p> <ul style="list-style-type: none"> <li>• Experience and interpret the local environment</li> <li>• Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge</li> <li>• Discuss observations</li> <li>• Represent observations and ideas by drawing charts and simple pictographs</li> </ul> <p><b>Applying and innovating</b></p> <ul style="list-style-type: none"> <li>• Take part in caring for self, family, classroom and school through personal approaches</li> <li>• Transfer and apply learning to new situations</li> <li>• Generate and introduce new or refined ideas when problem solving</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Share observations and ideas orally</li> <li>• Express and reflect on personal experiences of <b>place</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>basic needs</b> of plants and animals</li> <li>• <b>adaptations</b> of local <b>plants</b> and <b>animals</b></li> <li>• <b>local First Peoples uses</b> of plants and animals</li> <li>• <b>properties of familiar materials</b></li> <li>• <b>effects of pushes/pulls</b> on movement</li> <li>• effects of size, shape, and materials on movement</li> <li>• <b>weather</b> changes</li> <li>• <b>seasonal changes</b></li> <li>• <b>living things make changes</b> to accommodate daily and seasonal cycles</li> <li>• First Peoples knowledge of seasonal changes</li> </ul>

## BIG IDEAS

Our communities are diverse and made up of individuals who have a lot in common.

Stories and traditions about ourselves and our families reflect who we are and where we are from.

Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

## 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"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Explain the significance of personal or local events, objects, people, or places (significance)</li> <li>• Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</li> <li>• Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)</li> <li>• Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)</li> <li>• Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</li> <li>• Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• ways in which individuals and families differ and are the same</li> <li>• personal and family history and traditions</li> <li>• needs and wants of individuals and families</li> <li>• rights, roles, and responsibilities of individuals and groups</li> <li>• people, places, and events in the local community, and in local First Peoples communities</li> </ul>