

**BIG IDEAS**

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

**Stories** and other **texts** connect us to ourselves, our families, and our communities.

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> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• <b>Read fluently at grade level</b></li> <li>• Use sources of information and <b>prior knowledge</b> to make meaning</li> <li>• Use developmentally appropriate <b>reading, listening, and viewing strategies</b> to make meaning</li> <li>• Recognize how different <b>text structures</b> reflect different purposes.</li> <li>• <b>Engage actively as listeners, viewers, and readers</b>, as appropriate, to develop understanding of self, identity, and community</li> <li>• Demonstrate awareness of the role that <b>story</b> plays in personal, family, and community identity</li> <li>• Use personal experience and knowledge to connect to <b>stories</b> and other <b>texts</b> to make meaning</li> <li>• Recognize the structure and elements of <b>story</b></li> <li>• Show awareness of how <b>story in First Peoples cultures</b> connects people to family and community</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Exchange ideas and perspectives</b> to build shared understanding</li> <li>• Create <b>stories</b> and other <b>texts</b> to deepen awareness of self, family, and community</li> <li>• Plan and create a variety of <b>communication forms</b> for different purposes and audiences</li> <li>• Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</li> <li>• Explore <b>oral storytelling processes</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story/text</b></p> <ul style="list-style-type: none"> <li>• <b>elements of story</b></li> <li>• <b>literary elements and devices</b></li> <li>• <b>text features</b></li> <li>• <b>vocabulary associated with texts</b></li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• word patterns, word families</li> <li>• <b>letter formation</b></li> <li>• <b>sentence structure</b></li> <li>• <b>conventions</b></li> </ul>

**BIG IDEAS**

**Numbers** to 100 represent quantities that can be decomposed into 10s and 1s.

Development of computational **fluency** in addition and subtraction with numbers to 100 requires an understanding of place value.

The regular change in increasing **patterns** can be identified and used to make generalizations.

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

Concrete items can be represented, compared, and interpreted pictorially in **graphs**.

**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 to 100</b></li> <li>• <b>benchmarks</b> of 25, 50, and 100 and personal referents</li> <li>• addition and subtraction <b>facts to 20</b> (introduction of computational strategies)</li> <li>• <b>addition and subtraction to 100</b></li> <li>• repeating and increasing <b>patterns</b></li> <li>• <b>change in quantity</b>, using pictorial and symbolic representation</li> <li>• symbolic representation of equality and inequality</li> <li>• <b>direct linear measurement</b>, introducing standard metric units</li> <li>• multiple attributes of <b>2D shapes and 3D objects</b></li> <li>• <b>pictorial representation</b> of concrete graphs, using one-to-one correspondence</li> <li>• likelihood of <b>familiar life events</b>, using comparative language</li> <li>• <b>financial literacy</b> — coin combinations to 100 cents, and spending and saving</li> </ul>

**BIG IDEAS**

Living things have life cycles adapted to their environment.

Materials can be changed through physical and chemical processes.

Forces influence the motion of an object.

Water is essential to all living things, and it cycles through the environment.

**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 questions about familiar objects and events</li> <li>• Make simple predictions about familiar objects and events</li> </ul> <p><b>Planning and conducting</b></p> <ul style="list-style-type: none"> <li>• Make and record observations</li> <li>• Safely manipulate materials to test ideas and predictions</li> <li>• Make and record simple measurements using informal or non-standard methods</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>• Sort and classify data and information using drawings, pictographs and provided tables</li> <li>• Compare observations with predictions through discussion</li> <li>• Identify simple patterns and connections</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Compare observations with those of others</li> <li>• Consider some environmental consequences of their actions</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>metamorphic</b> and <b>non-metamorphic</b> life cycles of different organisms</li> <li>• similarities and differences between <b>offspring and parent</b></li> <li>• <b>First Peoples use of their knowledge</b> of life cycles</li> <li>• <b>physical</b> ways of changing materials</li> <li>• <b>chemical</b> ways of changing materials</li> <li>• types of <b>forces</b></li> <li>• <b>water sources</b> including local watersheds</li> <li>• <b>water conservation</b></li> <li>• the <b>water cycle</b></li> <li>• local First People’s knowledge of water:             <ul style="list-style-type: none"> <li>– water cycles</li> <li>– conservation</li> <li>– <b>connection to other systems</b></li> </ul> </li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<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>• Communicate observations and ideas using oral or written language, drawing, or role-play</li><li>• Express and reflect on personal experiences of <b>place</b></li></ul>	

**BIG IDEAS**

Local actions have global consequences, and global actions have local consequences.

Canada is made up of many diverse regions and communities.

Individuals have rights and responsibilities as global citizens.

**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 why people, events, or places are significant to various individuals and groups (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, and events, or explain why some aspects change and others stay the same (continuity and change)</li> <li>• Recognize causes and consequences of events, decisions, or developments (cause and consequence)</li> <li>• Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</li> <li>• Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</li> <li>• how people’s needs and wants are met in communities</li> <li>• relationships between people and the environment in different communities</li> <li>• diverse features of the environment in other parts of Canada and the world</li> <li>• rights and responsibilities of individuals regionally and globally</li> <li>• roles and responsibilities of regional governments</li> </ul>

**BIG IDEAS**

Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.

Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.

Adopting healthy personal practices and safety strategies protects ourselves and others.

Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

Our physical, emotional, and mental health are interconnected.

**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>• Apply methods of monitoring exertion levels in physical activity</li> <li>• Develop and demonstrate safety, fair play, and leadership in physical activities</li> <li>• Identify and explain factors that contribute to positive experiences in different 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 and describe opportunities to be physically active at school, at home, and in the community</li> <li>• Explore strategies for making healthy eating choices</li> <li>• Describe ways to access information on and support services for a variety of health topics</li> <li>• Explore and describe components of healthy living</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, locomotor, and manipulative</b> skills</li> <li>• ways to <b>monitor physical exertion levels</b></li> <li>• how to participate in different types of physical activities, including <b>individual and dual activities, rhythmic activities, and games</b></li> <li>• <b>effects</b> of physical activity on the body</li> <li>• practices that promote health and well-being, including those relating to <b>physical activity, nutrition, and illness prevention</b></li> <li>• <b>strategies for accessing health information</b></li> <li>• <b>strategies and skills to use in potentially hazardous, unsafe, or abusive situations</b></li> <li>• effects of different <b>substances</b>, and strategies for preventing personal harm</li> <li>• managing and expressing emotions</li> <li>• <b>factors that influence self-identity</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Social and community health</b></p> <ul style="list-style-type: none"> <li>• Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</li> <li>• Develop and demonstrate respectful behaviour when participating in activities with others</li> <li>• Identify and describe characteristics of positive relationships</li> <li>• Explain how participation in outdoor activities supports connections with the community and environment</li> </ul> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"> <li>• Identify and apply strategies that promote mental well-being</li> <li>• Identify and describe feelings and worries, and strategies for dealing with them</li> <li>• Identify personal skills, interests, and preferences and describe how they influence self-identity</li> </ul>	

### BIG IDEAS

The mind and body work together when creating **works of art**.

Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

Dance, drama, music, and visual arts are each unique languages for creating and communicating.

The **arts** connect our experiences to the experiences of others.

### 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>Choose <b>elements</b>, processes, materials, movements, technologies, tools, techniques, and environments 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 identity, place, culture, and belonging through arts experiences</li> <li>Explore relationships among cultures, communities, and the arts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>Observe, listen, describe, inquire, and predict how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li> <li>Refine ideas, processes, and technical skills in a <b>variety of art forms</b></li> <li>Reflect on <b>creative processes</b> and make connections to personal experiences</li> <li>Connect knowledge and skills from other <b>areas of learning</b> in planning, creating, and interpreting works for art</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>Apply learned skills, understandings, and processes in new contexts</li> <li>Interpret and communicate ideas using symbolism in the arts</li> <li>Express feelings, ideas, and experiences in creative ways</li> <li>Describe and respond to visual and performing art pieces and provide constructive feedback</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, tension</li> <li>music: beat/pulse, <b>duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li> <li>visual arts: elements of design: line, shape, space, texture, colour, <b>form; principles of design: pattern, repetition, rhythm</b>, contrast, emphasis</li> </ul> </li> <li>processes, materials, <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>image development strategies</b></li> <li><b>choreographic devices</b></li> <li><b>symbolism</b> as ways of creating and representing meaning</li> <li>traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>a variety of local <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li><b>personal and collective responsibility</b> associated with creating, experiencing, or sharing 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.

## 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> <p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• <b>goal-setting strategies</b></li> <li>• <b>risk taking</b> and its role in self-exploration</li> </ul> <p><b>Connections to Community</b></p> <ul style="list-style-type: none"> <li>• <b>cultural and social awareness</b></li> <li>• roles and responsibilities at home, at school, and in the local community</li> <li>• jobs in the local community</li> </ul>

## 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>