

The British Columbia Curriculum

GRADE 1

checklist format

compiled by: [The Canadian Homeschooler](#)
using the 2020 B.C. Curriculum



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Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In British Columbia, the full curriculum outline is freely available through the British Columbia Education website (<https://curriculum.gov.bc.ca/curriculum/search>) however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade One Mathematics, English Language Arts, Science, Social Studies, Arts Education, Career Education, Physical and Health Education & Applied Design, Skills and Technologies in British Columbia.

French as a second language isn't technically required until about the 5th grade, which is why I haven't included it in this Grade 1 checklist.

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the B.C. Education website for the most up-to-date information.

Thank you to Alaina K. for her help in compiling this resource.

Happy learning!



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Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Mathematics

Content

Section	Specific Expectations
<i>Counting</i>	
Students are expected to know the following to 20:	<input type="checkbox"/> counting on and counting back
	<input type="checkbox"/> skip-counting by 2 and 5
	<input type="checkbox"/> sequencing numbers to 20
	<input type="checkbox"/> comparing and ordering numbers to 20
	<input type="checkbox"/> Numbers to 20 can be arranged and recognized.
	<input type="checkbox"/> subitizing
	<input type="checkbox"/> base 10
	<input type="checkbox"/> 10 and some more
	<input type="checkbox"/> books published by Native Northwest: Learn to Count, by various artists; Counting Wild Bears, by Gryn White; We All Count, by Jason Adair; We All Count, by Julie Flett (nativenorthwest.com) using counting collections made of local materials; counting in different languages; different First Peoples counting systems (e.g., Tsimshian)
	<input type="checkbox"/> Tlingit Math Book (yukon-ed-show-me-your-math.wikispaces.com/file/detail/Tlingit Math Book.pdf)
<i>Ways to make 10</i>	
Students are expected to know the following:	<input type="checkbox"/> decomposing 10 into parts
	<input type="checkbox"/> Numbers to 10 can be arranged and recognized.
	<input type="checkbox"/> benchmarks of 10 and 20
	<input type="checkbox"/> Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5
	<input type="checkbox"/> traditional songs/singing and stories
<i>Addition and Subtraction to 20 (understanding of operation and process)</i>	
Students are expected to know the following:	<input type="checkbox"/> decomposing 20 into parts
	<input type="checkbox"/> mental math strategies:
	<input type="checkbox"/> counting on

	<input type="checkbox"/> making 10 <input type="checkbox"/> doubles
	<input type="checkbox"/> Addition and subtraction are related.
	<input type="checkbox"/> whole-class number talks
	<input type="checkbox"/> nature scavenger hunt in Kaska Counting Book (yukon-ed-show-me-your-math.wikispaces.com/file/detail/Kaska Counting Book.pdf)
	<i>Repeating Patterns with multiple elements and attributes</i>
Students are expected to know the following:	<input type="checkbox"/> identifying sorting rules
	<input type="checkbox"/> repeating patterns with multiple elements/attributes
	<input type="checkbox"/> translating patterns from one representation to another (e.g., an orange-blue pattern could be translated to a circle-square pattern)
	<input type="checkbox"/> letter coding of pattern
	<input type="checkbox"/> predicting an element in repeating patterns using a variety of strategies
	<input type="checkbox"/> patterns using visuals (ten-frames, hundred charts)
	<input type="checkbox"/> investigating numerical patterns (e.g., skip-counting by 2s or 5s on a hundred chart)
	<input type="checkbox"/> beading using 3–5 colours
<i>Change in quantity to 20 concretely and verbally</i>	
Students are expected to know the following:	<input type="checkbox"/> verbally describing a change in quantity (e.g., I can build 7 and make it 10 by adding 3)
<i>Meaning of equality and inequality</i>	
Students are expected to know the following:	<input type="checkbox"/> demonstrating and explaining the meaning of equality and inequality
	<input type="checkbox"/> recording equations symbolically, using = and \neq
<i>Direct measurement with non standard units (non-uniform and uniform)</i>	
Students are expected to know the following:	<input type="checkbox"/> Non-uniform units are not consistent in size (e.g., children's hands, pencils); uniform units are consistent in size (e.g., interlocking cubes, standard paper clips).
	<input type="checkbox"/> understanding the importance of using a baseline for direct comparison in linear measurement

	<input type="checkbox"/> using multiple copies of a unit
	<input type="checkbox"/> iterating a single unit for measuring (e.g., to measure the length of a string with only one cube, a student iterates the cube over and over, keeping track of how many cubes long the string is)
	<input type="checkbox"/> tiling an area
	<input type="checkbox"/> rope knots at intervals
	<input type="checkbox"/> using body parts to measure
	<input type="checkbox"/> book: An Anishnaabe Look at Measurement, by Rhonda Hopkins and Robin King-Stonefish
	<input type="checkbox"/> hand/foot tracing for mitten/moccasin making
<i>Comparison of 2D shapes and 3D objects</i>	
Students are expected to know the following:	<input type="checkbox"/> sorting 3D objects and 2D shapes using one attribute, and explaining the sorting rule
	<input type="checkbox"/> comparing 2D shapes and 3D objects in the environment
	<input type="checkbox"/> describing relative positions, using positional language (e.g., up and down, in and out)
	<input type="checkbox"/> replicating composite 2D shapes and 3D objects (e.g., putting two triangles together to make a square)
<i>Concrete graphs using one to one correspondence</i>	
Students are expected to know the following:	<input type="checkbox"/> creating, describing, and comparing concrete graphs
<i>Likelihood of familiar life events -using comparative language</i>	
Students are expected to know the following:	<input type="checkbox"/> using the language of probability (e.g., never, sometimes, always, more likely, less likely)
	<input type="checkbox"/> cycles (Elder or knowledge keeper to speak about ceremonies and life events)
<i>Financial literacy- values of coins, and monetary exchanges</i>	
Students are expected to know the following:	<input type="checkbox"/> identifying values of coins (nickels, dimes, quarters, loonies, and toonies)
	<input type="checkbox"/> counting multiples of the same denomination (nickels, dimes, loonies, and toonies)

	<input type="checkbox"/> Money is a medium of exchange.
	<input type="checkbox"/> role-playing financial transactions (e.g., using coins and whole numbers), integrating the concept of wants and needs
	<input type="checkbox"/> trade games, with understanding that objects have variable value or worth (shells, beads, furs, tools)

Curricular Competency

Section	Specific Expectations
<i>Reasoning and Analyzing</i>	
<p>Students are expected to be able to do the following:</p> <p>Use reasoning to explore and make connections</p> <p>Estimate Reasonably</p>	<input type="checkbox"/> estimating by comparing to something familiar (e.g., more than 5, taller than me) <input type="checkbox"/> First Peoples people used specific estimating and measuring techniques in daily life (e.g., estimating time using environmental references and natural daily/seasonal cycles, estimating temperatures based on weather systems).
<p>Students are expected to be able to do the following:</p> <p>Develop mental math strategies and abilities to make sense of quantities</p>	<input type="checkbox"/> working toward developing fluent and flexible thinking about number
<p>Students are expected to be able to do the following:</p> <p>Use technology to explore mathematics</p>	<input type="checkbox"/> calculators, virtual manipulatives, concept-based apps
<p>Students are expected to be able to do the following:</p>	<input type="checkbox"/> acting it out, using concrete materials, drawing pictures

Model mathematics in contextualized experiences	
<i>Understanding and Solving</i>	
<p>Students are expected to be able to do the following:</p> <p>Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</p> <p>Visualize to explore mathematical concepts</p> <p>Develop and use multiple strategies to engage in problem solving</p>	<ul style="list-style-type: none"> □ visual, oral, play, experimental, written, symbolic
<p>Students are expected to be able to do the following:</p> <p>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>	<ul style="list-style-type: none"> □ in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration
	<ul style="list-style-type: none"> □ Patterns are important in First Peoples technology, architecture, and artwork.
	<ul style="list-style-type: none"> □ Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.
<i>Communicating and representing</i>	

<p>Students are expected to be able to do the following:</p> <p>Communicate mathematical thinking in many ways</p> <p>Use mathematical vocabulary and language to contribute to mathematical discussions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, justify, and apply mathematical ideas <input type="checkbox"/> using technology such as screencasting apps, digital photos
<p>Students are expected to be able to do the following:</p> <p>Explain and justify mathematical ideas and decisions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> using mathematical arguments <input type="checkbox"/> “Prove it!”
<p>Students are expected to be able to do the following:</p> <p>Represent mathematical ideas in concrete, pictorial, and symbolic forms</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use local materials gathered outside for concrete and pictorial representations.
<p><i>Connecting and reflecting</i></p>	

<p>Students are expected to be able to do the following:</p> <p>Reflect on mathematical thinking</p>	<ul style="list-style-type: none"> □ sharing the mathematical thinking of self and others, including evaluating strategies and solutions, extending, and posing new problems and questions
<p>Students are expected to be able to do the following:</p> <p>Connect mathematical concepts to each other and to other areas and personal interests</p>	<ul style="list-style-type: none"> □ to develop a sense of how mathematics helps us understand ourselves and the world around us (e.g., daily activities, local and traditional practices, the environment, popular media and news events, social justice, and cross-curricular integration)
<p>Students are expected to be able to do the following:</p> <p>Incorporate:</p>	<ul style="list-style-type: none"> □ how an ovoid has a different look to represent different animal parts □ Invite local First Peoples Elders and knowledge keepers to share their knowledge.
<p>Students are expected to be able to do the following:</p> <p>First Peoples worldviews and perspectives to make connections to mathematical concepts</p>	<ul style="list-style-type: none"> □ Bishop's cultural practices: counting, measuring, locating, designing, playing, explaining (csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm) □ aboriginaleducation.ca □ Teaching Mathematics in a First Nations Context, FNEESC fnesc.ca/k-7/

English Language Arts

Content

General Outcome	Specific Expectations
<i>Story/Text</i>	
Students are expected to know the following: Elements of Story	<input type="checkbox"/> setting
	<input type="checkbox"/> character
	<input type="checkbox"/> Events (few details)
Students are expected to know the following: Literary elements and devices	<input type="checkbox"/> poetic language images, colour, symbols
	<input type="checkbox"/> figurative language,
	<input type="checkbox"/> sound play
	<input type="checkbox"/> images
	<input type="checkbox"/> colour
	<input type="checkbox"/> symbols
Students are expected to know the following: Vocabulary to talk about texts:	<input type="checkbox"/> book
	<input type="checkbox"/> page
	<input type="checkbox"/> chapter
	<input type="checkbox"/> author
	<input type="checkbox"/> title
	<input type="checkbox"/> illustrator
	<input type="checkbox"/> pictures
	<input type="checkbox"/> Web page
	<input type="checkbox"/> Web site
	<input type="checkbox"/> Search box
<i>Strategies and processes</i>	
Students are expected to know the following: Reading strategies:	<input type="checkbox"/> using illustrations and prior knowledge to predict meaning
	<input type="checkbox"/> rereading
	<input type="checkbox"/> retelling in own words
	<input type="checkbox"/> locating the main idea and details

	<input type="checkbox"/> using knowledge of language patterns and phonics to decode words
	<input type="checkbox"/> identifying familiar and “sight” words
	<input type="checkbox"/> monitoring (asking: Does it look right? Sound right? Make sense?)
	<input type="checkbox"/> self-correcting errors consistently using three cueing systems: meaning, structure, and visual
Students are expected to know the following: oral language strategies	<input type="checkbox"/> adjusting volume, pace, tone, and articulation
	<input type="checkbox"/> focusing on the speaker
	<input type="checkbox"/> taking turns
	<input type="checkbox"/> asking questions related to the topic
	<input type="checkbox"/> making personal connections
	<input type="checkbox"/> and making relevant contributions to discussion
Students are expected to know the following: Metacognitive strategies	<input type="checkbox"/> talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
Students are expected to know the following: Writing processes	<input type="checkbox"/> may include revising, editing, considering audience
<i>Language features, structures, and conventions</i>	
Students are expected to know the following: Concepts of print-the conventional features of written English, such as:	<input type="checkbox"/> the symbolic nature of writing
	<input type="checkbox"/> the correspondence of spoken words to printed words (one-to-one matching)
	the association of letters and sounds
	<input type="checkbox"/> the distinctive features of letters and words
	<input type="checkbox"/> the correspondence between uppercase and lowercase letters
	<input type="checkbox"/> left-to-right directionality
	<input type="checkbox"/> the use of space to mark word boundaries
	<input type="checkbox"/> the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark)
Students are expected to	<input type="checkbox"/> understanding the nature and uses of print, including letters

know the following:	and print symbols
print awareness	<input type="checkbox"/> includes awareness of the differences between letters, words, and sentences
Students are expected to know the following:	<input type="checkbox"/> Phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (e.g., c / a / t) and to blend phonemes into words indicates a developing phonemic awareness.
phonemic and phonological awareness (Phonological refers to the sounds of words (as opposed to their meanings):	<input type="checkbox"/> Phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words.
Students are expected to know the following:	<input type="checkbox"/> legible printing with spacing between letters and words
letter formation	
Students are expected to know the following:	<input type="checkbox"/> the structure of simple sentences
sentence structure	
Students are expected to know the following:	<input type="checkbox"/> common practices in punctuation (e.g., the use of a period or question mark at end of sentence)
conventions	<input type="checkbox"/> common practices in capitalization (e.g., capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun I)

Curricular Competency

General Outcome	Specific Expectations
<i>Comprehend and connect (reading, listening, viewing)</i>	
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	<input type="checkbox"/> reading with comprehension
	<input type="checkbox"/> reading with phrasing,
	<input type="checkbox"/> reading with attention to punctuation
Read fluently at grade	

level	
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Use sources of information and prior knowledge to make meaning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> personal stories and experiences
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Use developmentally appropriate reading, listening, and viewing strategies to make meaning</p>	<input type="checkbox"/> Example: making predictions
	<input type="checkbox"/> Example: making connections
	<input type="checkbox"/> Example: simple inferences
	<input type="checkbox"/> Example: asking questions
	<input type="checkbox"/> Example: engaging in conversation with peers and adults
	<input type="checkbox"/> Example: showing respect for the contribution of others
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Use foundational concepts of print, oral, and visual texts</p>	<input type="checkbox"/> directionality of print,
	<input type="checkbox"/> difference between letter and word
	<input type="checkbox"/> difference between writing and drawing
	<input type="checkbox"/> spacing
	<input type="checkbox"/> letter-sound relationship
	<input type="checkbox"/> understanding that pictures convey meaning
	<input type="checkbox"/> taking turns
	<input type="checkbox"/> expressing ideas and needs
	<input type="checkbox"/> role-playing
	<input type="checkbox"/> phonological awareness

<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Engage actively as listeners, viewers, and readers as appropriate, to develop understanding of self, identity, and community</p>	<input type="checkbox"/> connecting to personal knowledge, experiences, and traditions
	<input type="checkbox"/> participating in community and cultural traditions and practices
	<input type="checkbox"/> asking questions related to the topic at hand
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Recognize the importance of story in personal, family, and community identity</p>	<input type="checkbox"/> narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Use personal experience and knowledge to connect to stories</p>	<input type="checkbox"/> narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Use personal experience</p>	<input type="checkbox"/> Oral texts include speeches, poems, plays, and oral stories.
	<input type="checkbox"/> Written texts include novels, articles, and short stories.
	<input type="checkbox"/> Visual texts include posters, photographs, and other images.

and knowledge to connect to other texts to make meaning. Text and texts are generic terms referring all forms of oral, written, visual, and digital communication:	<input type="checkbox"/> Digital texts include electronic forms of all the above
	<input type="checkbox"/> Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Recognize the structure and elements of the story.	<input type="checkbox"/> use the vocabulary needed to talk about a story, such as beginning, middle, end, and; and can
	<input type="checkbox"/> use the vocabulary needed to talk about a main character
	<input type="checkbox"/> follow events in sequence.
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Show awareness of how story in First Peoples cultures connects people to family and community	<input type="checkbox"/> Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes: <input type="checkbox"/> teaching (e.g., life lessons, community responsibilities, rites of passage) <input type="checkbox"/> sharing creation stories <input type="checkbox"/> recording personal, family, and community histories <input type="checkbox"/> “mapping” the geography and resources of an area <input type="checkbox"/> ensuring cultural continuity (e.g., knowledge of ancestors, language) <input type="checkbox"/> healing <input type="checkbox"/> entertainment (from In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom, FNESC/FNSA, 2012)
<i>Create and communicate (writing, speaking, representing)</i>	
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	<input type="checkbox"/> taking turns in offering ideas related to the topic at hand
	<input type="checkbox"/> focusing on the speaker without interrupting
	<input type="checkbox"/> generally contributing to the discussion

Exchange ideas and perspectives to build shared understanding	
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Identify, organize, and present ideas in a variety of forms</p> <p>Create stories</p>	<ul style="list-style-type: none"> □ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Create other texts to deepen awareness of self, family, and community</p>	<ul style="list-style-type: none"> □ Text and texts are generic terms referring all forms of oral, written, visual, and digital communication: □ Oral texts include speeches, poems, plays, and oral stories. □ Written texts include novels, articles, and short stories. □ Visual texts include posters, photographs, and other images. □ Digital texts include electronic forms of all the above. □ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Plan and create a variety of communication forms for different purposes and audiences</p>	□ Example: lists
	□ Example: journals
	□ Example: notes
	□ Example: simple stories
	□ Example: digital presentations
	□ Example: oral presentations
	□ Example: pictures

	<ul style="list-style-type: none"> □ Example: drama (e.g., puppet shows, dance, plays, storyboards) used to communicate ideas and information
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</p>	<ul style="list-style-type: none"> □ common practices in writing, such as capitals and small letters printed legibly
	<ul style="list-style-type: none"> □ familiar words spelled correctly
	<ul style="list-style-type: none"> □ correct use of periods, question marks, and capitals (including capitalized I)
	<ul style="list-style-type: none"> □ introduction to Canadian spelling
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Explore oral storytelling processes</p>	<ul style="list-style-type: none"> □ creating an original story or finding an existing story (with permission)
	<ul style="list-style-type: none"> □ sharing the story from memory with others
	<ul style="list-style-type: none"> □ using vocal expression to clarify the meaning of the text

Science

Content

Section	Specific Expectations
<i>Classification of living and non-living things</i>	
Students are expected to know the following:	<input type="checkbox"/> Is it living or non-living? Is it a plant, animal or something else?
	<input type="checkbox"/> differences between conventional scientific and indigenous ways of classifying
<i>Names</i>	
Students are expected to know the following:	<input type="checkbox"/> Names of local plants and animals e.g., common, indigenous and scientific
<i>Structural Features of living things in the local environment</i>	
Students are expected to know the following:	<input type="checkbox"/> How do stems, roots, leaves, skeleton or no skeleton or exoskeleton, lots of legs, few legs, eyes, etc. help us understand organisms?
<i>Behavioural adaptations of animals in the local environment</i>	
Students are expected to know the following:	<input type="checkbox"/> dormancy
	<input type="checkbox"/> hibernation
	<input type="checkbox"/> nesting
	<input type="checkbox"/> migration
	<input type="checkbox"/> catching food
	<input type="checkbox"/> camouflage (stick bugs)
	<input type="checkbox"/> mimicry (fly that looks like bee),
	<input type="checkbox"/> territorialism (squirrels fighting),
<i>Specific properties of materials allow us to use them in different ways</i>	
Students are expected to know the following:	<input type="checkbox"/> solids keep shape; liquids and gases flow
	<input type="checkbox"/> properties of local materials determine use by First Peoples (local examples: cedar for canoes, mountain goat horns used as spoons, etc.)

<i>Natural and artificial sources of light</i>	
Students are expected to know the following:	<input type="checkbox"/> natural sources include the sun; artificial sources include light bulbs
<i>Natural and artificial sources of sound</i>	
Students are expected to know the following:	<input type="checkbox"/> natural sources include crickets; artificial sources include car horns
<i>Properties of light</i>	
Students are expected to know the following:	<input type="checkbox"/> examples: brightness, colour
	<input type="checkbox"/> objects are made visible by radiating their own light or being illuminated by reflected light
	<input type="checkbox"/> interactions of light with different objects create images and shadows
	<input type="checkbox"/> light interactions can make plants grow, make shadows, or cause sunburn, depending on the source and location (seasons depend on light from the sun and how spread out the sun's rays are)
	<input type="checkbox"/> plants grow toward light
<i>Properties of sound depend on their source and the objects with which they interact</i>	
Students are expected to know the following:	<input type="checkbox"/> examples: pitch, tone, volume
	<input type="checkbox"/> ways of making, recording, and transmitting sound, etc.
<i>Common objects in the sky</i>	
Students are expected to know the following:	<input type="checkbox"/> the appearance of the moon and stars at night
	<input type="checkbox"/> sunrise/set, moonrise/set
	<input type="checkbox"/> the sun and the moon are important in different cultures, with respect to customs and traditions
<i>Shared First Peoples knowledge of the sky</i>	
Students are expected to know the following:	<input type="checkbox"/> e.g., may include oral history with Elder—origins and local stories
<i>Local First Peoples understanding and use of seasonal rounds</i>	
Students are expected to know the following:	<input type="checkbox"/> Seasonal rounds refers to a pattern of movement from one resource-gathering area to another in a cycle that is followed each year

<i>Local patterns that occur on Earth and in the sky</i>	
Students are expected to know the following:	<input type="checkbox"/> the relationship of local weather to the four seasons in terms of temperature, cloud cover, precipitation, and wind

Curricular Competency

Section	Specific Expectations
<p>Students are expected to be able to do the following:</p> <p>Form and function: Form and function refer to something being designed, structured or shaped in a way that will help it perform a certain function or functions. For example, the fins of fish help them propel themselves through the water. The human skeleton provides protection for organs, and support for muscles, and allows people to stand upright. Science recognizes this important relationship between form and function.</p>	<input type="checkbox"/> Key questions about form and function:
	<input type="checkbox"/> What structural features of plants and animals in your local environment help those plants and animals to function well?
	<input type="checkbox"/> How do the properties of natural materials (e.g., wood) help determine useful functions for the materials?
	Demonstrate curiosity and a sense of wonder about the world
	<input type="checkbox"/> Observe objects and events in familiar contexts
	<input type="checkbox"/> Ask questions about familiar objects and events
	<input type="checkbox"/> Make simple predictions about familiar objects and events
<i>Planning and conducting</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Make and record observations
	<input type="checkbox"/> Safely manipulate materials to test ideas and predictions
	<input type="checkbox"/> Make and record simple measurements using informal or non-standard methods
<i>Processing and analyzing data and information</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Experience and interpret the local environment

	<input type="checkbox"/> Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge
	<input type="checkbox"/> Sort and classify data and information using drawings, pictographs and provided tables
	<input type="checkbox"/> Compare observations with predictions through discussion
	<input type="checkbox"/> Identify simple patterns and connections
<i>Evaluating</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Compare observations with those of others
	<input type="checkbox"/> Consider some environmental consequences of their actions
<i>Applying and innovating</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Take part in caring for self, family, classroom and school through personal approaches
	<input type="checkbox"/> Transfer and apply learning to new situations
	<input type="checkbox"/> Generate and introduce new or refined ideas when problem solving
<i>Communicating</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Communicate observations and ideas using oral or written language, drawing, or role-play
	<input type="checkbox"/> Express and reflect on personal experiences of place. Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world. Key questions about place: <ul style="list-style-type: none"> <input type="checkbox"/> What is place? <input type="checkbox"/> What are some ways in which people experience place? <input type="checkbox"/> How can you gain a sense of place in your local environment? <input type="checkbox"/> How can you share your observations and ideas about living things in your local environment to help someone else learn about place?

Social Studies

Content

Section	Specific Expectations
<p>Students are expected to know the following:</p> <p>Characteristics of the local community that provide organization and meet the needs of the community</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> local government <input type="checkbox"/> public utilities <input type="checkbox"/> emergency services <input type="checkbox"/> policing <input type="checkbox"/> transportation <input type="checkbox"/> stores
<p>Students are expected to know the following:</p> <p>Characteristics of the local community that provide organization and meet the needs of the community:</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> local government <input type="checkbox"/> public utilities <input type="checkbox"/> emergency services <input type="checkbox"/> policing <input type="checkbox"/> transportation <input type="checkbox"/> stores <input type="checkbox"/> parks and other recreational areas <input type="checkbox"/> financial services
<p>Students are expected to know the following:</p> <p>Diverse cultures, backgrounds, and perspectives within the local and other communities:</p>	<p>Sample topic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> different languages <input type="checkbox"/> Customs <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Traditions <input type="checkbox"/> Holidays <input type="checkbox"/> Food <input type="checkbox"/> Clothing <input type="checkbox"/> dress
<p>Students are expected to know the following:</p> <p>Relationships between a community and its environment:</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> natural resource industries <input type="checkbox"/> parks and other natural areas <input type="checkbox"/> population growth and new construction <input type="checkbox"/> water and sewage treatment

	<p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does your community depend on the local environment? <input type="checkbox"/> What effects do the activities in your community have on the environment?
<p>Students are expected to know the following:</p> <p>Roles, rights, and responsibilities in the local community:</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> individual rights and interests versus the “public interest” <input type="checkbox"/> responsibilities to other people and the environment <p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who gets to make decisions and why? <input type="checkbox"/> How do decisions affect different people?
<p>Students are expected to know the following:</p> <p>Key events and developments in the local community, and in local First Peoples communities:</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> community milestones (e.g., the founding of the community, the opening and closing of local businesses, the construction of new buildings) <input type="checkbox"/> celebrations and holidays <input type="checkbox"/> cultural events <input type="checkbox"/> growth or decline of a community <p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the most significant event in your local community’s history? <input type="checkbox"/> How is your community different now from what it was like before settlers arrived?
<p>Students are expected to know the following:</p> <p>Natural and human-made features of the local environment:</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> natural features: mountains, forests, waterways, local plants and animals <input type="checkbox"/> human-made features: buildings, bridges, dams, dykes <p>Key question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the rural environment differ from the urban environment? <ul style="list-style-type: none"> <input type="checkbox"/> parks and other recreational areas <input type="checkbox"/> financial services

<p>Students are expected to know the following:</p> <p>Diverse cultures, backgrounds, and perspectives within the local and other communities</p>	<p>Sample topic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> different languages <input type="checkbox"/> Customs <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Traditions <input type="checkbox"/> Holidays <input type="checkbox"/> Food <input type="checkbox"/> Clothing <input type="checkbox"/> dress
<p>Students are expected to know the following:</p> <p>Relationships between a community and its environment</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> natural resource industries <input type="checkbox"/> parks and other natural areas <input type="checkbox"/> population growth and new construction <input type="checkbox"/> water and sewage treatment <p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does your community depend on the local environment? <input type="checkbox"/> What effects do the activities in your community have on the environment?
<p>Students are expected to know the following:</p> <p>Roles, rights, and responsibilities in the local community</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> individual rights and interests versus the “public interest” <input type="checkbox"/> responsibilities to other people and the environment <p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who gets to make decisions and why? <input type="checkbox"/> How do decisions affect different people?
<p>Students are expected to know the following:</p> <p>Key events and developments in the local community, and in local First Peoples communities</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> community milestones (e.g., the founding of the community, the opening and closing of local businesses, the construction of new buildings) <input type="checkbox"/> celebrations and holidays <input type="checkbox"/> cultural events <input type="checkbox"/> growth or decline of a community <p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the most significant event in your local community’s history?

	<input type="checkbox"/> How is your community different now from what it was like before settlers arrived?
<p>Students are expected to know the following:</p> <p>Natural and human-made features of the local environment</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> natural features: mountains, forests, waterways, local plants and animals <input type="checkbox"/> human-made features: buildings, bridges, dams, dykes <p>Key question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the rural environment differ from the urban environment?

Curricular Competency

Section	Specific Expectations
<p>Students are expected to be able to do the following:</p> <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. The following key skills:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize that maps are used to represent real places and relate pictorial representations to their physical locations. <input type="checkbox"/> Follow a path to a destination using a pictorial representation (e.g., picture map). <input type="checkbox"/> Access information from audio, visual, material, or print sources. <input type="checkbox"/> Collect information from personal experiences, oral sources, and visual representations. <input type="checkbox"/> Make comparisons to discover similarities and differences. <input type="checkbox"/> With teacher prompts, make simple interpretations from information gathered (e.g., families have similar needs, families have differences). <input type="checkbox"/> Use oral, written, or visual communication forms to accomplish given presentation tasks (e.g., show and tell, captioned pictures). <input type="checkbox"/> Brainstorm, discuss, and compare possible solutions to a selected problem.
<p>Students are expected to be able to do the following:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sample activity: Brainstorm a list of the most significant places in your community and explain why these locations are important.

Explain the significance of personal or local events, objects, people, or places.	<input type="checkbox"/> Sample activity: Research the history of a significant event or person in the history of your community.
	<p>Key question:</p> <input type="checkbox"/> How does the significance of various events, objects, people, and places change over time?
<p>Students are expected to be able to do the following:</p> <p>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources</p>	<p>Sample activities:</p> <input type="checkbox"/> Compare old and new pictures of locations in your community and discuss how things have changed over time.
	<input type="checkbox"/> Propose reasons for important events in your community and compare your hypotheses with the explanations of historians or other experts.
	<input type="checkbox"/> Investigate the history of a significant person in your community using sources like news articles, photographs, and videos.
<p>Students are expected to be able to do the following:</p> <p>Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same</p>	<p>Sample activities:</p> <input type="checkbox"/> Create a visual timeline for important community events using photographs or drawings.
	<input type="checkbox"/> Compare changes in technology in your parents' and grandparents' time.
	<input type="checkbox"/> Distinguish between scheduled and unscheduled events.
	<input type="checkbox"/> Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)
	<input type="checkbox"/> Explore different perspectives on people, places, issues, or events in their lives (perspective)
	<input type="checkbox"/> Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

Arts Education

Content

Section	Explanation
Students are expected to know the following elements in the arts, including but not limited to:	
<i>Dance</i>	<ul style="list-style-type: none"> the elements of dance are universally present in all dance forms and grow in sophistication over time
<i>Body</i>	<ul style="list-style-type: none"> what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
<i>Space</i>	<ul style="list-style-type: none"> where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
<i>Dynamics (dance)</i>	<ul style="list-style-type: none"> how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
<i>Time</i>	<ul style="list-style-type: none"> how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
<i>Relationships</i>	<ul style="list-style-type: none"> with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
<i>Form</i>	<ul style="list-style-type: none"> The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
<i>Drama: character</i>	<ul style="list-style-type: none"> in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
<i>Music: beat/pulse, rhythm</i>	<ul style="list-style-type: none"> the arrangement of sounds and silences over time
<i>Tempo</i>	<ul style="list-style-type: none"> the frequency or speed of the beat
<i>Pitch</i>	<ul style="list-style-type: none"> the property of how high or low a note is
<i>Dynamics (music)</i>	<ul style="list-style-type: none"> the level of loudness, softness, or changing volume of music (e.g., louder, softer)
<i>Form (music)</i>	<ul style="list-style-type: none"> the structure of a musical work (e.g., AB form; same/different phrases)
<i>Visual arts: elements of design: line</i>	<ul style="list-style-type: none"> e.g., thick, thin, wavy, zigzag, jagged, etc.

<i>Shape</i>	<ul style="list-style-type: none"> □ 2-dimensional enclosed space, as compared to form which is 3-dimensional
<i>Texture</i>	<ul style="list-style-type: none"> □ the way something feels (e.g., smooth, rough, fuzzy)
<i>Colour; principles of design: pattern</i>	<ul style="list-style-type: none"> □ a design in which shapes, colours or lines repeat with regularity
<i>Repetition</i>	<ul style="list-style-type: none"> □ using the same object, colour, marking, or type of line more than once
<i>Processes, materials, movements, technologies tools and techniques to support arts activities</i>	<ul style="list-style-type: none"> □ includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
<i>Notation to represent sounds, ideas and movement</i>	<ul style="list-style-type: none"> □ any written, visual, or kinetic form of representing music compositions; for example, the use of invented notation to represent sound can be used; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement
<i>A variety of dramatic forms</i>	<ul style="list-style-type: none"> □ a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
<i>Symbolism as a means of expressing specific meaning</i>	<ul style="list-style-type: none"> □ use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., a sad mood could be represented with blue colours, a slow tempo, or a legato line)
<i>Traditional and contemporary Aboriginal arts and arts-making processes</i>	<ul style="list-style-type: none"> □ dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
<i>A variety of local works of art and artistic traditions from diverse cultures and communities</i>	<ul style="list-style-type: none"> □ the results of creative processes in disciplines such as dance, drama, music, and visual arts
<i>Personal and collective responsibility</i>	<ul style="list-style-type: none"> □ ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
<i>Creating, experiencing, or sharing in a safe learning environment</i>	<ul style="list-style-type: none"> □ includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource

Curricular Competency

Section	Specific Expectations
<i>Exploring and Creating</i>	
Students will be able to use creative processes to:	<input type="checkbox"/> Explore elements (characteristics of dance, drama, music, and visual arts), processes, materials, movements, technologies, tools, and techniques of the arts
	<input type="checkbox"/> Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play (learning that uses real-life and/or imaginary situations to engage and challenge learners' thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways)
	<input type="checkbox"/> Explore artistic expressions of themselves and community through creative processes (the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection)
<i>Reasoning and reflecting</i>	
Students will be able to use creative processes to:	<input type="checkbox"/> Observe and share how artists, dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
	<input type="checkbox"/> Develop processes and technical skills in a variety of art forms (mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances) to nurture motivation, development, and imagination
	<input type="checkbox"/> Reflect on creative processes and make connections to other experiences
<i>Communicating and documenting</i>	
Students will be able to use creative processes to:	<input type="checkbox"/> Interpret symbols and how they can be used to express meaning through the arts
	<input type="checkbox"/> Express feelings, ideas, stories, observations, and experiences through the arts
	<input type="checkbox"/> Describe and respond to works of art

	<input type="checkbox"/> Experience, document and share creative works in a variety of ways. Document: activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio). Share: includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
	<input type="checkbox"/> Demonstrate increasingly sophisticated application and/or engagement of curricular content

Career Education

Content

Section	Concepts
<i>Personal Development</i>	
Students are expected to know the following:	<input type="checkbox"/> Example: Identify steps required to help achieve short-term goals
Goal-setting strategies	<input type="checkbox"/> Example: Identify sources of support at home, at school, and in the community
Students are expected to know the following:	<input type="checkbox"/> Examples:
Risk taking and its role in self-exploration	<input type="checkbox"/> Try a new activity <input type="checkbox"/> Make a new friend <input type="checkbox"/> Volunteer to ask/answer a question <input type="checkbox"/> Speak in front of others
<i>Connections to Community</i>	
Students are expected to know the following:	<input type="checkbox"/> cultural and social awareness (achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions)
	<input type="checkbox"/> roles and responsibilities at home, at school, and in the local community
	<input type="checkbox"/> jobs in the local community

Curricular Competency

Section	Concepts
Students are expected to be able to do the following:	<input type="checkbox"/> Identify and appreciate their personal attributes, skills, interests, and accomplishments
	<input type="checkbox"/> Recognize the importance of positive relationships in their lives
	<input type="checkbox"/> Share ideas, information, personal feelings, and knowledge with others
	<input type="checkbox"/> Work respectfully and constructively with others to achieve common goals

	<input type="checkbox"/> Recognize the importance of learning in their lives and future careers
	<input type="checkbox"/> Set and achieve realistic learning goals for themselves
	<input type="checkbox"/> Identify and appreciate the roles and responsibilities of people in their schools, families, and communities
	<input type="checkbox"/> Demonstrate effective work habits include completing assignments and staying on task and organizational skills appropriate to their level of development
	<input type="checkbox"/> Recognize the basic skills required in a variety of jobs in the community

Physical and Health Education

Content

Section	Specific Expectations
<p>Students are expected to know the following:</p> <p>proper technique for fundamental movement skills, including non-locomotor</p>	<p>Movements performed “on the spot” without travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> balancing <input type="checkbox"/> bending <input type="checkbox"/> twisting <input type="checkbox"/> lifting
<p>Students are expected to know the following:</p> <p>proper technique for fundamental movement skills, including locomotor</p>	<p>Movement skills that incorporate travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> rolling <input type="checkbox"/> jumping <input type="checkbox"/> hopping <input type="checkbox"/> running <input type="checkbox"/> galloping
<p>Students are expected to know the following:</p> <p>Manipulative skills</p>	<p>Movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> bouncing <input type="checkbox"/> throwing <input type="checkbox"/> catching <input type="checkbox"/> kicking <input type="checkbox"/> striking
<p>Students are expected to know the following:</p> <p>how to participate in different types of physical activities, including individual and dual activities</p>	<p>Activities that can be done individually and/or with others; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> jumping rope <input type="checkbox"/> swimming <input type="checkbox"/> running <input type="checkbox"/> bicycling <input type="checkbox"/> Hula Hoop
<p>Students are expected to know the following:</p> <p>how to participate in different types of</p>	<p>Activities designed to move our bodies in rhythm; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dancing <input type="checkbox"/> gymnastics

rhythmic activities	
<p>Students are expected to know the following:</p> <p>how to participate in different types of games</p>	<p>Types of play activities that usually involve rules, challenges, and social interaction; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> tag <input type="checkbox"/> parachute activities <input type="checkbox"/> co-operative challenges <input type="checkbox"/> Simon Says <input type="checkbox"/> team games <input type="checkbox"/> traditional Aboriginal games
<p>Students are expected to know the following:</p> <p>relationships between food, hydration, and health</p>	<ul style="list-style-type: none"> <input type="checkbox"/> food gives us energy and helps us grow <input type="checkbox"/> different types of foods provide different health benefits <input type="checkbox"/> water is the best choice for staying hydrated
<p>Students are expected to know the following:</p> <p>Effects of different activities on the body</p>	<p>Could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> increased breathing <input type="checkbox"/> increased thirst <input type="checkbox"/> sweating <input type="checkbox"/> using our muscles <input type="checkbox"/> feeling good
<p>Students are expected to know the following:</p> <p>Practices that promote health and well-being</p>	<p>Could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> getting adequate sleep <input type="checkbox"/> participating in physical activity <input type="checkbox"/> making healthy eating choices <input type="checkbox"/> participating in relaxing activities <input type="checkbox"/> illness prevention through washing hands and proper hygiene
<p>Students are expected to know the following:</p> <p>names for parts of the body including male and female private parts</p>	<p>Could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> male and female private parts <input type="checkbox"/> arms <input type="checkbox"/> legs <input type="checkbox"/> heart <input type="checkbox"/> muscles
<p>Students are expected to know the following:</p> <p>Appropriate ways of being touched</p>	<p>Could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> touches that feel welcome and safe (e.g., medical checkups, high-fives)

Students are expected to know the following: Inappropriate ways of being touched	<input type="checkbox"/> touches that hurt or make us feel uncomfortable (e.g., touches in private parts)
Students are expected to know the following: different types of substances and how to safely use or avoid them	Could include: <ul style="list-style-type: none"> <input type="checkbox"/> poisons <input type="checkbox"/> medications <input type="checkbox"/> psychoactive substances
Students are expected to know the following: hazards and potentially unsafe situations	Could include: <ul style="list-style-type: none"> <input type="checkbox"/> cars on the road <input type="checkbox"/> strangers
Students are expected to know the following: caring behaviours in groups and families	Could include: <ul style="list-style-type: none"> <input type="checkbox"/> nurturing <input type="checkbox"/> providing guidance <input type="checkbox"/> loving <input type="checkbox"/> Respecting
Students are expected to know the following:	<input type="checkbox"/> emotions and their causes and effects
Students are expected to know the following: reliable sources of health information	Could include: <ul style="list-style-type: none"> <input type="checkbox"/> medical professionals <input type="checkbox"/> safety/medical signs <input type="checkbox"/> parents

Curricular Competency

Section	Specific Expectations
<i>Physical literacy</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
	<input type="checkbox"/> Describe the body's reaction to participating in physical activity in a variety of environments
	<input type="checkbox"/> Develop and demonstrate safety, fair play, and leadership in physical activities
	<input type="checkbox"/> How is your breathing different when you are running in a game and when you are sitting?
<i>Healthy and active living</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> What kinds of activities do you like to participate in on a daily basis at school, at home, or in the community?
	<input type="checkbox"/> Why is it important to eat from a variety of food groups and stay hydrated throughout each day?
	<input type="checkbox"/> What types of choices can you make for your health and well-being?
	<input type="checkbox"/> Participate daily in physical activity at moderate to vigorous intensity levels
	<input type="checkbox"/> Identify opportunities to be physically active at school, at home, and in the community
	<input type="checkbox"/> Identify and explore a variety of foods and describe how they contribute to health
	<input type="checkbox"/> Identify opportunities to make choices that contribute to health and well-being
	<input type="checkbox"/> Recognize basic health information from a variety of sources
<i>Social and community health</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> What are some factors that might make a situation unsafe and/or uncomfortable?
	<input type="checkbox"/> How do caring behaviours make people feel?
	<input type="checkbox"/> Describe ways to prevent and respond to a variety of unsafe and or uncomfortable situations
	<input type="checkbox"/> Develop and demonstrate respectful behaviour when participating in activities with others

	<input type="checkbox"/> Identify caring behaviours among classmates and within families
<i>Mental well-being</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> What are some practices that help you feel good about yourself?
	<input type="checkbox"/> Identify and describe practices that promote mental well-being
	<input type="checkbox"/> Identify and describe feelings and worries
	<input type="checkbox"/> Identify personal skills, interests, and preferences

Applied Design, Skills and Technologies

Content

Specific Expectations

Students will build specific competencies based on this course.
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.

Curricular Competency

Section	Specific Expectations
<i>Applied Design</i>	
Students are expected to be able to do the following: Ideating (forming ideas or concepts)	<input type="checkbox"/> Identify needs and opportunities for designing, through exploration
	<input type="checkbox"/> Generate ideas from their experiences and interests
	<input type="checkbox"/> Add to others' ideas
	<input type="checkbox"/> Choose an idea to pursue.
Students are expected to be able to do the following: Making	<input type="checkbox"/> Choose tools and materials
	<input type="checkbox"/> Make a product using known procedures or through modelling of others (for example, a physical product, a process, a system, a service, or a designed environment)
	<input type="checkbox"/> Use trial and error to make changes, solve problems, or incorporate new ideas from self or others
Students are expected to be able to do the following: Sharing	<input type="checkbox"/> Decide on how and with whom to share their product (may include showing to others, use by others, giving away, or marketing and selling)
	<input type="checkbox"/> 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

	<input type="checkbox"/> Use personal preferences to evaluate the success of their design solutions
	<input type="checkbox"/> Reflect on their ability to work effectively both as individuals and collaboratively in a group
<i>Applied Skills</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Use materials, tools, and technologies in a safe manner in both physical and digital environments
	<input type="checkbox"/> Develop their skills and add new ones through play and collaborative work
<i>Applied Technologies</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Explore the use of simple, available tools and technologies to extend their capabilities- things that extend human capabilities (e.g., scissors)