

The British Columbia Curriculum

GRADE 2

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 Two 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 2 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>Number Concepts to 100</i>	
Students are expected to know the following: Counting	<input type="checkbox"/> skip-counting by 2, 5, and 10: <input type="checkbox"/> using different starting points <input type="checkbox"/> increasing and decreasing (forward and backward)
	<input type="checkbox"/> Quantities to 100 can be arranged and recognized: <input type="checkbox"/> comparing and ordering numbers to 100 <input type="checkbox"/> benchmarks of 25, 50, and 100
	<input type="checkbox"/> place value: <input type="checkbox"/> understanding of 10s and 1s <input type="checkbox"/> understanding the relationship between digit places and their value, to 99 (e.g., the digit 4 in 49 has the value of 40) <input type="checkbox"/> decomposing two-digit numbers into 10s and 1s
	<input type="checkbox"/> even and odd numbers
<i>Benchmarks</i>	
Students are expected to know the following:	<input type="checkbox"/> benchmarks (seating arrangements at ceremonies/feasts) of 25, 50, and 100 and personal referents
<i>Addition and Subtraction to 20 (introduction of computational strategies)</i>	
Students are expected to know the following:	<input type="checkbox"/> adding and subtracting numbers to 20
	<input type="checkbox"/> fluency with math strategies for addition and subtraction (e.g., making or bridging 10, decomposing, identifying related doubles, adding on to find the difference)
<i>Addition and subtraction to 100</i>	
Students are expected to know the following:	<input type="checkbox"/> decomposing numbers to 100
	<input type="checkbox"/> estimating sums and differences to 100
	<input type="checkbox"/> using strategies such as looking for multiples of 10, friendly numbers, decomposing into 10s and 1s and recomposing and compensating

	<input type="checkbox"/> adding up to find the difference
	<input type="checkbox"/> using an open number line, hundred chart, ten-frames
	<input type="checkbox"/> using addition and subtraction in real-life contexts and problem-based situations
	<input type="checkbox"/> whole-class number talks
<i>Repeating and increasing patterns</i>	
Students are expected to know the following:	<input type="checkbox"/> exploring more complex repeating patterns (e.g., positional patterns, circular patterns)
	<input type="checkbox"/> identifying the core of repeating patterns (e.g., the pattern of the pattern that repeats over and over)
	<input type="checkbox"/> increasing patterns using manipulatives, sounds, actions, and numbers (0 to 100)
	<input type="checkbox"/> Métis finger weaving
	<input type="checkbox"/> First Peoples head/armband patterning
	<input type="checkbox"/> online video and text: Small Number Counts to 100 (mathcatcher.irmacs.sfu.ca/story/small-number-counts-100)
<i>Change in quantity, using pictorial and symbolic representation</i>	
Students are expected to know the following:	<input type="checkbox"/> numerically describing a change in quantity (e.g., for $6 + n = 10$, visualize the change in quantity by using ten-frames, hundred charts, etc.)
	<input type="checkbox"/> symbolic representation of equality and inequality
<i>Direct linear measurement introducing standard metric units</i>	
Students are expected to know the following:	<input type="checkbox"/> direct linear measurement
	<input type="checkbox"/> estimating length
	<input type="checkbox"/> measuring and recording length, height, and width, using standard units
<i>Multiple attributes of 2D shapes and 3D objects</i>	
Students are expected to know the following:	<input type="checkbox"/> sorting 2D shapes and 3D objects, using two attributes, and explaining the sorting rule
	<input type="checkbox"/> describing, comparing, and constructing 2D shapes, including triangles, squares, rectangles, circles
	<input type="checkbox"/> identifying 2D shapes as part of 3D objects

	<ul style="list-style-type: none"> □ using traditional northwest coast First Peoples shapes (ovals, U, split U, and local art shapes) reflected in the natural environment
<i>Pictorial representation of concrete graphs, using one-to-one correspondence</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> □ collecting data, creating a concrete graph, and representing the graph, using a pictorial representation through grids, stamps, drawings
	<ul style="list-style-type: none"> □ one-to-one correspondence
<i>Likelihood of familiar life events using comparative language</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> □ using comparative language (e.g., certain, uncertain; more, less, or equally likely)
<i>Financial literacy coin combinations to 100 cents, and spending and saving</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> □ counting simple mixed combinations of coins to 100 cents
	<ul style="list-style-type: none"> □ introduction to the concepts of spending and saving, integrating the concepts of wants and needs
	<ul style="list-style-type: none"> □ role-playing financial transactions (e.g., using bills and coins)

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>	<ul style="list-style-type: none"> □ estimating by comparing to something familiar (e.g., more than 5, taller than me)
<p>Students are expected to be able to do the following:</p> <p>Develop mental</p>	<ul style="list-style-type: none"> □ working toward developing fluent and flexible thinking about number

math strategies and abilities to make sense of quantities	
Students are expected to be able to do the following: Use technology to explore mathematics	<ul style="list-style-type: none"> □ calculators, virtual manipulatives, concept-based apps
Students are expected to be able to do the following: Model mathematics in contextualized experiences	<ul style="list-style-type: none"> □ acting it out, using concrete materials, drawing pictures
<i>Understanding and Solving</i>	
Students are expected to be able to do the following: Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving Visualize to explore mathematical concepts Develop and use multiple strategies to engage in problem solving	<ul style="list-style-type: none"> □ visual, oral, play, experimental, written, symbolic
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration

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	<ul style="list-style-type: none"> <input type="checkbox"/> Have students pose and solve problems or ask questions connected to place, stories, and cultural practices
	<ul style="list-style-type: none"> <input type="checkbox"/> Elder communication to explain harvest traditions and sharing practices
<i>Communicating and representing</i>	
Students are expected to be able to do the following:	<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
Communicate mathematical thinking in many ways	<ul style="list-style-type: none"> <input type="checkbox"/> using technology such as screencasting apps, digital photos
Use mathematical vocabulary and language to contribute to mathematical discussions	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <input type="checkbox"/> using mathematical arguments
Explain and justify mathematical ideas and decisions	<ul style="list-style-type: none"> <input type="checkbox"/> "Prove it!"
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <input type="checkbox"/> Use local materials gathered outside for concrete and pictorial representations.
Represent mathematical ideas	

<p>in concrete, pictorial, and symbolic forms</p>	
<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"> □ 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"/> character
	<input type="checkbox"/> plot
	<input type="checkbox"/> setting
	<input type="checkbox"/> structure (beginning, middle, end)
	<input type="checkbox"/> dialogue
Students are expected to know the following: Literary elements and devices	<input type="checkbox"/> language
	<input type="checkbox"/> poetic language
	<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: Text features	<input type="checkbox"/> how text and visuals are displayed (e.g., colour, arrangement, and formatting features such as bold, underline)
Students are expected to know the following: Vocabulary associated with texts	<input type="checkbox"/> book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams
	<input type="checkbox"/> page
	<input type="checkbox"/> chapter
	<input type="checkbox"/> author
	<input type="checkbox"/> title
	<input type="checkbox"/> illustrator
	<input type="checkbox"/> Web page
	<input type="checkbox"/> website
	<input type="checkbox"/> Search box
	<input type="checkbox"/> headings

	<input type="checkbox"/> Table of contents <input type="checkbox"/> pictures <input type="checkbox"/> diagrams
<i>Strategies and processes</i>	
Students are expected to know the following:	<input type="checkbox"/> using illustrations and prior knowledge to predict meaning <input type="checkbox"/> rereading
Reading strategies:	<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:	<input type="checkbox"/> asking questions to clarify <input type="checkbox"/> expressing opinions <input type="checkbox"/> speaking with expression <input type="checkbox"/> taking turns <input type="checkbox"/> connecting with audience
oral language strategies	
Students are expected to know the following:	<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
Metacognitive strategies	
Students are expected to know the following:	<input type="checkbox"/> may include revising, editing, considering audience
Writing processes	
<i>Language features, structures, and conventions</i>	
Students are expected to know the following:	<input type="checkbox"/> tone <input type="checkbox"/> volume <input type="checkbox"/> inflection <input type="checkbox"/> pace
Features of oral	

language, including:	<input type="checkbox"/> gestures
Students are expected to know the following:	<input type="checkbox"/> word patterns, word families
Students are expected to know the following: letter formation	<input type="checkbox"/> legible printing with spacing between letters and words
Students are expected to know the following: sentence structure	<input type="checkbox"/> the structure of simple sentences
Students are expected to know the following: conventions	<input type="checkbox"/> common practices in punctuation (e.g., the use of a period or question mark at end of sentence) <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: Read fluently at grade level	<input type="checkbox"/> reading with comprehension
	<input type="checkbox"/> reading with phrasing
	<input type="checkbox"/> reading with attention to punctuation
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Use sources of information and prior	<input type="checkbox"/> personal stories and experiences

knowledge to make meaning	
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Use developmentally appropriate reading, listening, and viewing strategies to make meaning	<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
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Recognize how different text structures reflect different purposes.	<input type="checkbox"/> examples include letters, recipes, maps, lists, web pages
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Engage actively as listeners, viewers, and readers as appropriate, to develop understanding of self, identity, and community	<input type="checkbox"/> connecting to personal knowledge, experiences, and traditions
	<input type="checkbox"/> being open-minded to differences
	<input type="checkbox"/> participating in community and cultural traditions and practices
	<input type="checkbox"/> asking meaningful questions
	<input type="checkbox"/> using active listening
	<input type="checkbox"/> asking and answering what if, how, and why questions in narrative and non-fiction text
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able	<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

<p>to:</p> <p>Demonstrate awareness of the role that story plays in personal, family, and community identity</p>	<p>instruct, inspire, and entertain listeners and readers</p>
<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>	<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>Use personal experience 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:</p>	<ul style="list-style-type: none"> □ Oral texts include speeches, poems, plays, and oral stories.
	<ul style="list-style-type: none"> □ Written texts include novels, articles, and short stories.
	<ul style="list-style-type: none"> □ Visual texts include posters, photographs, and other images.
	<ul style="list-style-type: none"> □ Digital texts include electronic forms of all the above
	<ul style="list-style-type: none"> □ 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>Recognize the structure and elements of the story.</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,</p>	<p>Traditional and contemporary First Peoples stories take many</p>

<p>visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Show awareness of how story in First Peoples cultures connects people to family and community</p>	<p>forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:</p> <ul style="list-style-type: none"> <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 <p>(from <i>In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom</i>, FNEESC/FNSA, 2012)</p>
<p><i>Create and communicate (writing, speaking, representing)</i></p>	
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Exchange ideas and perspectives to build shared understanding</p>	<ul style="list-style-type: none"> <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
<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"> <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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Text and texts are generic terms referring all forms of oral, written, visual, and digital communication: <input type="checkbox"/> Oral texts include speeches, poems, plays, and oral stories.

<p>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"> <input type="checkbox"/> Written texts include novels, articles, and short stories. <input type="checkbox"/> Visual texts include posters, photographs, and other images. <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).
<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>	<ul style="list-style-type: none"> <input type="checkbox"/> Example: personal writing <input type="checkbox"/> Example: letters <input type="checkbox"/> Example: poems <input type="checkbox"/> Example: multiple page stories <input type="checkbox"/> Example: simple expository text that is non-fiction and interest-based, <input type="checkbox"/> Example: digital presentations <input type="checkbox"/> Example: oral presentations <input type="checkbox"/> Example: visuals <input type="checkbox"/> Example: dramatic forms 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>	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
<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"> <input type="checkbox"/> creating an original story or finding an existing story (with permission) <input type="checkbox"/> sharing the story from memory with others <input type="checkbox"/> using vocal expression to clarify the meaning of the text

Science

Content

Section	Specific Expectations
<i>Metamorphic and non-metamorphic life cycles of different organisms</i>	
Students are expected to know the following:	<input type="checkbox"/> metamorphic life cycles: body structure changes (e.g., caterpillar to butterfly, mealworm transformation, tadpoles to frog)
	<input type="checkbox"/> non-metamorphic life cycles: organism keeps same body structure through life but size changes (e.g., humans)
<i>Similarities and differences between offspring and parent</i>	
Students are expected to know the following:	<input type="checkbox"/> a kitten looks like cat and a puppy looks like dog but they do change as they grow; salmon change a great deal as they grow and need fresh and saltwater environments to survive
<i>First Peoples use of their knowledge of life cycles</i>	
Students are expected to know the following:	<input type="checkbox"/> stewardship: sustainably gathering plants and hunting/fishing in response to seasons and animal migration patterns (e.g., clam gardens, seasonal rounds, etc.)
	<input type="checkbox"/> sustainable fish hatchery programs run by local First Peoples
<i>Physical ways of changing materials</i>	
Students are expected to know the following:	<input type="checkbox"/> warming, cooling, cutting, bending, stirring, mixing
	<input type="checkbox"/> materials may be combined or physically changed to be used in different ways (e.g., plants can be ground up and combined with other materials to make dyes)
<i>Chemical ways of changing materials</i>	
Students are expected to know the following:	<input type="checkbox"/> chemical ways of changing materials: cooking, burning, etc.
<i>Types of forces</i>	
Students are expected to know the following:	<input type="checkbox"/> contact forces and at-a-distance forces:
	<input type="checkbox"/> different types of magnets <input type="checkbox"/> static electricity
	<input type="checkbox"/> balanced and unbalanced forces:
	<input type="checkbox"/> the way different objects fall depending on their shape (air resistance)

	<ul style="list-style-type: none"> <input type="checkbox"/> the way objects move over/in different materials (water, air, ice, snow) <input type="checkbox"/> the motion caused by different strengths of forces
<i>Water sources including local watersheds</i>	
Students are expected to know the following:	<input type="checkbox"/> oceans, lakes, rivers, wells, springs
	<input type="checkbox"/> the majority of freshwater is stored underground and in glaciers
<i>Water conservation</i>	
Students are expected to know the following:	<input type="checkbox"/> fresh water is a limited resource and is not being replaced at the same rate as it is being used
<i>The water cycle</i>	
Students are expected to know the following:	<input type="checkbox"/> The water cycle is driven by the sun and includes evaporation, condensation, precipitation, and runoff. The water cycle is also a major component of weather (e.g., precipitation, clouds).
<i>Local First People's knowledge of water</i>	
Students are expected to know the following:	<input type="checkbox"/> water cycles
	<input type="checkbox"/> conservation
	<input type="checkbox"/> connection to other systems: cultural significance of water (i.e., water is essential for all interconnected forms of life)

Curricular Competency

Section	Specific Expectations
<i>Questioning and predicting</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <input type="checkbox"/> Key questions about cycles: <input type="checkbox"/> How do First Peoples use their knowledge of life cycles to ensure sustainability in their local environments? <input type="checkbox"/> How does the water cycle impact weather?
	Cycles are sequences or series of events that repeat/reoccur over time. A subset of pattern, cycles are looping or circular (cyclical) in nature. Cycles help people make predictions and hypotheses about the cyclical nature of the observable patterns.
	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

	<p>with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world.</p> <p>Key questions about place:</p> <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?
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Social Studies

Content

Section	Specific Expectations
<p>Students are expected to know the following:</p> <p>diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> daily life in different communities (e.g., work, housing, use of the land, education, access to public services and utilities, transportation) <input type="checkbox"/> key cultural aspects (e.g., language, traditions, arts, food) <input type="checkbox"/> cultural diversity within your community
	<p>Key question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What does community mean to you?
<p>Students are expected to know the following:</p> <p>how people’s needs and wants are met in communities</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> how people acquire goods and services (e.g., by buying or renting, or through public funding) <input type="checkbox"/> needs and wants in different communities: different needs and wants depending on the climate; different goods and services depending on the size of the community (i.e., small versus large) <input type="checkbox"/> differences between psychological and physical needs and wants
	<p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do the local environment and culture affect the goods and services available in your community? <input type="checkbox"/> How do different communities help people who can’t meet their basic needs?
<p>Students are expected to know the following:</p> <p>relationships between people and the environment in different communities</p>	<p>Sample topic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> impact of different economic activities and ways of life on the environment <input type="checkbox"/> impact on the environment by small and large communities <input type="checkbox"/> impact of recreational activities on the environment <input type="checkbox"/> community values regarding conservation and protection of the environment

	<p>Key question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What types of environmental challenges do people face in different communities (e.g., natural disasters, climate change, lack of natural resources)?
<p>Students are expected to know the following:</p> <p>diverse features of the environment in other parts of Canada and the world</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> climate zones <input type="checkbox"/> landforms <input type="checkbox"/> bodies of water <input type="checkbox"/> plants and animals
<p>Students are expected to know the following:</p> <p>rights and responsibilities of individuals regionally and globally</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responsibility to the environment <input type="checkbox"/> human rights <input type="checkbox"/> connections between your community and communities throughout Canada and around the world
<p>Students are expected to know the following:</p> <p>roles and responsibilities of regional governments</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> examples of leaders in your community (e.g., mayor, town councillors, chief, Elders, community volunteers) and the places where they meet <input type="checkbox"/> services such as transportation, policing, firefighting, bylaw enforcement
	<p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How are decisions made in your region? <input type="checkbox"/> Should everyone be responsible for helping others in their community?

Curricular Competency

Section	Specific Expectations
<p>Students are expected to be able to do the following:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use cardinal directions to identify relative locations on simple maps (e.g., the school is north of the park)
	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret symbols and legends on maps to identify given locations in the community (e.g., schools, roads, railways, playgrounds, museums)

<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p> <p>The following key skills:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create simple maps of familiar locations (e.g., the school and grounds) <input type="checkbox"/> Use simple graphic organizers (e.g., charts, webs) to record relevant information from selected sources <input type="checkbox"/> Draw simple interpretations from personal experiences, oral sources, and visual and written representations <input type="checkbox"/> Use selected communication forms (e.g., presentation software, models, maps, oral, written) to accomplish given presentation tasks <input type="checkbox"/> Ask relevant questions to clarify a classroom or school problem <input type="checkbox"/> Brainstorm and compare a variety of responses to a given classroom or school problem <input type="checkbox"/> Describe ways to choose a response to a problem (e.g., voting or majority rule, consensus, authority rule) <input type="checkbox"/> Predict the possible results of various solutions to a problem <input type="checkbox"/> Demonstrate willingness to consider diverse points of view
<p>Students are expected to be able to do the following:</p> <p>Explain why people, events, or places are significant to various individuals and groups (significance)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sample activity: <input type="checkbox"/> Identify significant people and places in BC, Canada, and the world. <input type="checkbox"/> <p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why do people have different opinions on what people, events, and places are more significant than others? <input type="checkbox"/> Are there people, events, and places that everyone thinks are significant? Explain why or why not.
<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</p>	<p>Sample activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct research (e.g., interview an Elder, visit a museum) to identify changes that have occurred in your community <input type="checkbox"/> Examine photographs from a variety of communities and identify similarities and differences

different types of sources (evidence)	
<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 (continuity and change)</p>	<p>Sample activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a timeline of key events in your region <input type="checkbox"/> Make simple predictions about how communities might change in the future <input type="checkbox"/> Conduct research (e.g., interview an Elder, visit a museum) to identify changes that have occurred in your community <input type="checkbox"/> Give examples of traditions and practices that have endured over time in the communities you have studied <hr/> <p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How has Canada changed over time? <input type="checkbox"/> How have people’s needs and wants changed over time? <input type="checkbox"/> What needs and wants have changed and which have stayed the same?
<p>Students are expected to be able to do the following:</p> <p>Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</p>	<p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What would happen if people did not take care of their local environment? <input type="checkbox"/> What would happen if there was nobody leading a community or country?
<p>Students are expected to be able to do the following:</p> <p>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</p>	<p>Sample activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give examples of issues on which there are differing points of view <input type="checkbox"/> Give examples of diverse perspectives on meeting your community’s needs and wants <hr/> <p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does everyone agree on the importance of conservation? <input type="checkbox"/> Who should make decisions about the future of the community and country?
<p>Students are expected to be able to do the following:</p> <p>Make value judgments about events, decisions, or</p>	<p>Sample activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between factual statements and value and opinion statements

actions, and suggest lessons that can be learned (ethical judgment)	<p>Key questions:</p> <ul style="list-style-type: none"><li data-bbox="597 279 1377 348">□ What should be done about the distribution of natural resources?<li data-bbox="597 352 1406 422">□ Should more wealthy countries help out less prosperous countries?
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Arts Education

Content

Section	Explanations
<i>Dance</i>	
Students are expected to know the following elements in the arts, including but not limited to:	
Dance	<ul style="list-style-type: none"> <input type="checkbox"/> the elements of dance are universally present in all dance forms and grow in sophistication over time
Body	<ul style="list-style-type: none"> <input type="checkbox"/> what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
Space	<ul style="list-style-type: none"> <input type="checkbox"/> where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
Dynamics (dance)	<ul style="list-style-type: none"> <input type="checkbox"/> 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)
Time	<ul style="list-style-type: none"> <input type="checkbox"/> how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
Form	<ul style="list-style-type: none"> <input type="checkbox"/> 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</i>	
Character, Time, Place, Plot, Tension	<ul style="list-style-type: none"> <input type="checkbox"/> in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
<i>Music</i>	
Beat/pulse, rhythm	<ul style="list-style-type: none"> <input type="checkbox"/> beat/pulse and the arrangement of sounds and silences over time
Duration	<ul style="list-style-type: none"> <input type="checkbox"/> the length of a sound or silence in relation to the beat (e.g., shorter, longer, equal)
Rhythm (music)	<ul style="list-style-type: none"> <input type="checkbox"/> the arrangement of sounds and silences over time
Tempo	<ul style="list-style-type: none"> <input type="checkbox"/> the frequency or speed of the beat

Pitch	<input type="checkbox"/> how high or low a note is (e.g., direction of a melody)
Timbre	<input type="checkbox"/> the characteristic quality of a sound independent of pitch and dynamics; tone colour
Dynamics (music)	<input type="checkbox"/> the level of loudness, softness, or changing volume of music (e.g., louder, softer)
Form (music)	<input type="checkbox"/> the structure of a musical work (e.g., AB form; same/different phrases)
Texture	<input type="checkbox"/> the way something feels (e.g., smooth, rough, fuzzy)
<i>Visual Arts</i>	
Elements of design: line	<input type="checkbox"/> e.g., thick, thin, wavy, zigzag, jagged, etc.
Shape	<input type="checkbox"/> 2-dimensional enclosed space, as compared to form which is 3-dimensional
Texture	<input type="checkbox"/> the way something feels (e.g., smooth, rough, fuzzy)
Colour, form	<input type="checkbox"/> the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms)
Principles of design: pattern, repetition, rhythm (visual arts),	<input type="checkbox"/> the planned use of the visual elements to achieve a desired effect
Pattern	<input type="checkbox"/> a design in which shapes, colours or lines repeat with regularity
Repetition	<input type="checkbox"/> using the same object, colour, marking, or type of line more than once
Rhythm (visual arts)	<input type="checkbox"/> the combination of pattern and movement to create a feeling of organized energy
<i>Overall Arts</i>	
Processes, materials, technologies, tools, and techniques to support arts activities	<input type="checkbox"/> 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
Notation to represent	<input type="checkbox"/> any written, visual, or kinetic form of representing music

sounds, ideas, and movement	compositions; for example, a simplified version of standard musical notation could be introduced (e.g., a three-lined musical staff instead of five-lined) ; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement
A variety of dramatic forms	<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
Symbolism as a means of expressing specific meaning	<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., family can be represented with connected shapes, similar timbres, or collaborative movement)
Traditional and contemporary Aboriginal arts and arts-making processes	<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
A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places	<ul style="list-style-type: none"> □ the results of creative processes in disciplines such as dance, drama, music, and visual arts
Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment	<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

Curricular Competency

Section	Specific Expectations
<i>Exploring and Creating</i>	
Students will be able to use creative processes to:	<ul style="list-style-type: none"> □ Explore elements (characteristics of dance, drama, music, and visual arts), processes, materials, movements, technologies, tools, and techniques of the arts
	<ul style="list-style-type: none"> □ 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

	<p>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)</p>
	<ul style="list-style-type: none"> □ Explore personal experience, community, and culture through arts activities
<i>Reasoning and reflecting</i>	
Students will be able to use creative processes to:	<ul style="list-style-type: none"> □ Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
	<ul style="list-style-type: none"> □ 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 refine artistic abilities
	<ul style="list-style-type: none"> □ Reflect on 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) and make connections to other experiences
<i>Communicating and documenting</i>	
Students will be able to use creative processes to:	<ul style="list-style-type: none"> □ Interpret symbols and how they can be used to express meaning through the arts
	<ul style="list-style-type: none"> □ Express feelings, ideas, stories, observations, and experiences through the arts
	<ul style="list-style-type: none"> □ Describe and respond to works of art
	<ul style="list-style-type: none"> □ 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
	<ul style="list-style-type: none"> □ 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:	<ul style="list-style-type: none"> <input type="checkbox"/> Example: Identify steps required to help achieve short-term goals
Goal-setting strategies	<ul style="list-style-type: none"> <input type="checkbox"/> Example: Identify sources of support at home, at school, and in the community
Students are expected to know the following:	Examples:
Risk taking and its role in self-exploration	<ul style="list-style-type: none"> <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:	<ul style="list-style-type: none"> <input type="checkbox"/> cultural and social awareness (achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions)
	<ul style="list-style-type: none"> <input type="checkbox"/> roles and responsibilities at home, at school, and in the local community
	<ul style="list-style-type: none"> <input type="checkbox"/> jobs in the local community

Curricular Competency

Section	Concepts
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and appreciate their personal attributes, skills, interests, and accomplishments
	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the importance of positive relationships in their lives
	<ul style="list-style-type: none"> <input type="checkbox"/> Share ideas, information, personal feelings, and knowledge with others
	<ul style="list-style-type: none"> <input type="checkbox"/> Work respectfully and constructively with others to achieve common goals
	<ul style="list-style-type: none"> <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, locomotor, and manipulative skills</p>	<p>Non-locomotor 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>Locomotor 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>Manipulative 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>ways to monitor physical exertion levels</p>	<ul style="list-style-type: none"> <input type="checkbox"/> could include using a 1-5 rating scale where 1 = cold, 2 = getting warmer, 3 = warm, 4 = getting hot, and 5 = very hot, and students choose the number that they feel best describes how they are feeling in relation to their exertion levels

<p>Students are expected to know the following:</p> <p>how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</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"/> yoga <input type="checkbox"/> Hula Hoop <p>Rhythmic 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 <p>Games: 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>effects of physical activity 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, including those relating to physical activity, nutrition, and illness prevention</p>	<ul style="list-style-type: none"> <input type="checkbox"/> getting 60-90 minutes of moderate to vigorous physical activity each day <input type="checkbox"/> getting the recommended nutrients from the different food groups each day <p>Practices could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> washing hands <input type="checkbox"/> covering mouth when coughing <input type="checkbox"/> resting when sick <input type="checkbox"/> staying away from others when sick

Students are expected to know the following: strategies for accessing health information	Could include: <ul style="list-style-type: none"> <input type="checkbox"/> speaking to a trusted adult <input type="checkbox"/> speaking to a medical professional <input type="checkbox"/> looking for health and safety signs
Students are expected to know the following: strategies and skills to use in potentially hazardous, unsafe, or abusive situations	Could include: <ul style="list-style-type: none"> <input type="checkbox"/> using a strong voice to say “no,” “stop,” “I don’t like this” <input type="checkbox"/> calling out for help and getting away if possible <input type="checkbox"/> telling a trusted adult until you get help <input type="checkbox"/> not giving out personal information (e.g., to strangers, on the Internet)
Students are expected to know the following: effects of different substances and strategies for preventing personal harm	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:	<input type="checkbox"/> managing and expressing emotions
Students are expected to know the following: factors that influence self-identity	Could include: <ul style="list-style-type: none"> <input type="checkbox"/> self-esteem <input type="checkbox"/> self-efficacy <input type="checkbox"/> cultural heritage <input type="checkbox"/> body image

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"/> Apply methods of monitoring exertion levels in physical activity
	<input type="checkbox"/> Develop and demonstrate safety, fair play, and leadership in physical activities
	<input type="checkbox"/> Identify and explain factors that contribute to positive experiences in different physical activities
<i>Healthy and active living</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Participate daily in physical activity at moderate to vigorous intensity levels
	<input type="checkbox"/> Identify and describe opportunities to be physically active at school, at home, and in the community
	<input type="checkbox"/> Explore strategies for making healthy eating choices
	<input type="checkbox"/> Describe ways to access information on and support services for a variety of health topics
	<input type="checkbox"/> Explore and describe components of healthy living
<i>Social and community health</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
	<input type="checkbox"/> Develop and demonstrate respectful behaviour when participating in activities with others
	<input type="checkbox"/> Identify and describe characteristics of positive relationships
	<input type="checkbox"/> Explain how participation in outdoor activities supports connections with the community and environment
<i>Mental well-being</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Identify and apply strategies that promote mental well-being
	<input type="checkbox"/> Identify and describe feelings and worries, and strategies for dealing with them
	<input type="checkbox"/> Identify personal skills, interests, and preferences and describe how they influence self-identity

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)
Students are expected to be able to do the following: Sharing	<input type="checkbox"/> Use trial and error to make changes, solve problems, or incorporate new ideas from self or others
	<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

	<ul style="list-style-type: none"> □ Use personal preferences to evaluate the success of their design solutions
	<ul style="list-style-type: none"> □ 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:	<ul style="list-style-type: none"> □ Use materials, tools, and technologies in a safe manner in both physical and digital environments
	<ul style="list-style-type: none"> □ 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:	<ul style="list-style-type: none"> □ Explore the use of simple, available tools and technologies to extend their capabilities- things that extend human capabilities (e.g., scissors)