

The British Columbia Curriculum

GRADE 3

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 Three 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 3 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 1000</i>	
Students are expected to know the following:	<input type="checkbox"/> Counting: skip-counting by any number from any starting point, increasing and decreasing (i.e., forward and backward)
	<input type="checkbox"/> skip-counting is related to multiplication
	<input type="checkbox"/> investigating place-value based counting patterns (e.g., counting by 10s, 100s; bridging over a century; noticing the role of zero as a placeholder 698, 699, 700, 701; noticing the predictability of our number system)
	<input type="checkbox"/> Numbers to 1000 can be arranged and recognized: <input type="checkbox"/> comparing and ordering numbers <input type="checkbox"/> estimating large quantities
	Place value: 100s, 10s, and 1s: <input type="checkbox"/> understanding the relationship between digit places and their values, to 1000 (e.g., the digit 4 in 342 has the value of 40 or 4 tens) <input type="checkbox"/> understanding the importance of 0 as a place holder (e.g., in the number 408, the zero indicates that there are 0 tens)
	<input type="checkbox"/> instructional resource: Math in a Cultural Context, by Jerry Lipka
<i>Fraction concepts</i>	
Students are expected to know the following:	<input type="checkbox"/> Fractions are numbers that represent an amount or quantity.
	<input type="checkbox"/> Fractions can represent parts of a region, set, or linear model.
	<input type="checkbox"/> Fraction parts are equal shares or equal-sized portions of a whole or unit.
	<input type="checkbox"/> Provide opportunities to explore and create fractions with concrete materials.
	<input type="checkbox"/> recording pictorial representations of fraction models and connecting to symbolic notation
	<input type="checkbox"/> equal partitioning
	<input type="checkbox"/> equal sharing, pole ratios as visual parts, medicine wheel, seasons

<i>Addition and subtraction to 1000</i>	
Students are expected to know the following:	<input type="checkbox"/> using flexible computation strategies, involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping
	<input type="checkbox"/> estimating sums and differences of all operations to 1000
	<input type="checkbox"/> using addition and subtraction in real-life contexts and problem-based situations
	<input type="checkbox"/> whole-class number talks
<i>Addition and subtraction facts to 20 (emerging computational fluency)</i>	
Students are expected to know the following:	<input type="checkbox"/> adding and subtracting of numbers to 20
	<input type="checkbox"/> demonstrating fluency with math strategies for addition and subtraction (e.g., decomposing, making and bridging 10, related doubles, and commutative property)
	<input type="checkbox"/> Addition and subtraction are related.
	<input type="checkbox"/> At the end of Grade 3, most students should be able to recall addition facts to 20.
<i>Multiplication and division concepts</i>	
Students are expected to know the following:	<input type="checkbox"/> understanding concepts of multiplication (e.g., groups of, arrays, repeated addition)
	<input type="checkbox"/> understanding concepts of division (e.g., sharing, grouping, repeated subtraction)
	<input type="checkbox"/> Multiplication and division are related.
	<input type="checkbox"/> Provide opportunities for concrete and pictorial representations of multiplication.
	<input type="checkbox"/> Use games to develop opportunities for authentic practice of multiplication computations.
	<input type="checkbox"/> looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation
	<input type="checkbox"/> Connect multiplication to skip-counting.
	<input type="checkbox"/> Connect multiplication to division and repeated addition.
	<input type="checkbox"/> Memorization of facts is not intended for this level.
	<input type="checkbox"/> fish drying on rack; sharing of food resources in First Peoples communities

<i>Increasing and decreasing patterns</i>	
Students are expected to know the following:	<input type="checkbox"/> creating patterns using concrete, pictorial, and numerical representations
	<input type="checkbox"/> representing increasing and decreasing patterns in multiple ways
	<input type="checkbox"/> generalizing what makes the pattern increase or decrease (e.g., doubling, adding 2)
<i>Pattern rules using words and numbers, based on concrete experiences</i>	
Students are expected to know the following:	<input type="checkbox"/> from a concrete pattern, describing the pattern rule using words and numbers
	<input type="checkbox"/> predictability in song rhythm and patterns
	<input type="checkbox"/> Share examples of local First Peoples art with the class, and ask students to notice patterns in the artwork.
<i>One-step addition and subtraction equations with an unknown number</i>	
Students are expected to know the following:	<input type="checkbox"/> start unknown (e.g., $n + 15 = 20$ or $\square + 15 = 20$)
	<input type="checkbox"/> change unknown (e.g., $12 + n = 20$ or $12 + \square = 20$)
	<input type="checkbox"/> result unknown (e.g., $6 + 13 = n$ or $6 + 13 = \square$;))
	<input type="checkbox"/> investigating even and odd numbers
<i>Measurement, using standard units (linear, mass, and capacity)</i>	
Students are expected to know the following:	<input type="checkbox"/> linear measurements, using standard units (e.g., centimetre, metre, kilometre)
	<input type="checkbox"/> capacity measurements, using standard units (e.g., millilitre, litre)
	<input type="checkbox"/> Introduce concepts of perimeter, area, and circumference (the distance around); use of formula and pi to calculate not intended — the focus is on the concepts
	<input type="checkbox"/> area measurement, using square units (standard and non-standard)
	<input type="checkbox"/> mass measurements, using standard units (e.g., gram, kilogram)
	<input type="checkbox"/> estimation of measurements, using standard referents (e.g., If this cup holds 100 millilitres, about how much does this jug hold?)
<i>Time concepts</i>	
Students are expected to know the following:	<input type="checkbox"/> understanding concepts of time (e.g., second, minute, hour, day, week, month, year)
	<input type="checkbox"/> understanding the relationships between units of time

	<ul style="list-style-type: none"> <input type="checkbox"/> Telling time is not expected at this level. <input type="checkbox"/> estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar
<i>Construction of 3D objects</i>	
Students are expected to know the following:	<input type="checkbox"/> identifying 3D objects according to the 2D shapes of the faces and the number of edges and vertices (e.g., construction of nets, skeletons)
	<input type="checkbox"/> describing the attributes of 3D objects (e.g., faces, edges, vertices)
	<input type="checkbox"/> identifying 3D objects by their mathematical terms (e.g., sphere, cube, prism, cone, cylinder)
	<input type="checkbox"/> identifying 3D objects by their mathematical terms (e.g., sphere, cube, prism, cone, cylinder)
	<input type="checkbox"/> understanding the preservation of shape (e.g., the orientation of a shape will not change its properties)
	<input type="checkbox"/> jingle dress bells, bentwood box, birch bark baskets, pit houses
<i>One-to-one correspondence with bar graphs, pictographs, charts, and tables</i>	
Students are expected to know the following:	<input type="checkbox"/> collecting data, creating a graph, and describing, comparing, and discussing the results
	<input type="checkbox"/> choosing a suitable representation
<i>Likelihood of simulated events using comparative language</i>	
Students are expected to know the following:	<input type="checkbox"/> using comparative language (e.g., certain, uncertain; more, less, or equally likely)
	<input type="checkbox"/> developing an understanding of chance (e.g., tossing a coin creates a 50-50 chance of landing a head or tail; drawing from a bag, using spinners, and rolling dice all simulate probability events)
	<input type="checkbox"/> story: The Snowsnake Game
<i>Financial literacy: fluency with coins and bills to 100 dollars, earning and payment</i>	
Students are expected to know the following:	Counting mixed combinations of coins and bills up to \$100: <ul style="list-style-type: none"> <input type="checkbox"/> totalling up a set of coins and bills <input type="checkbox"/> using different combinations of coins and bills to make the same amount
	<input type="checkbox"/> understanding that payments can be made in flexible ways (e.g., cash, cheques, credit, electronic transactions, goods and services)
	<input type="checkbox"/> understanding that there are different ways of earning money to

	reach a financial goal (e.g., recycling, holding bake sales, selling items, walking a neighbour's dog)
	<input type="checkbox"/> Using pictures of First Peoples trade items (e.g., dentalium shells, dried fish, or tools when available) with the values indicated on the back, have students play a trading game.

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)
<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</p>	<input type="checkbox"/> acting it out, using concrete materials, drawing pictures

<p>expected to be able to do the following:</p> <p>Model mathematics in contextualized experiences</p>	
<p><i>Understanding and Solving</i></p>	
<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"> <input type="checkbox"/> 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,</p>	<ul style="list-style-type: none"> <input type="checkbox"/> in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration <input type="checkbox"/> Have students pose and solve problems or ask questions connected to place, stories, and cultural practices <input type="checkbox"/> Elder communication to explain harvest traditions and sharing practices

and other cultures	
<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
<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"/> using technology such as screencasting apps, digital photos
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 in concrete, pictorial, and symbolic forms	

<i>Connecting and reflecting</i>	
<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)
	<ul style="list-style-type: none"> □ aboriginaleducation.ca
	<ul style="list-style-type: none"> □ 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"/> conflict
	<input type="checkbox"/> theme
Students are expected to know the following:	<input type="checkbox"/> functions and genres of stories and other texts
Students are expected to know the following: Text features	<input type="checkbox"/> how text and visuals are displayed (e.g., headings, diagrams, columns, and sidebars)
Students are expected to know the following: literary elements and devices	<input type="checkbox"/> descriptive language
	<input type="checkbox"/> poetic language
	<input type="checkbox"/> figurative language
	<input type="checkbox"/> images
	<input type="checkbox"/> imagery
	<input type="checkbox"/> rhythm
	<input type="checkbox"/> rhyme
	<input type="checkbox"/> simile
<input type="checkbox"/> alliteration	
<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:	<input type="checkbox"/> focusing on the speaker
oral language strategies	<input type="checkbox"/> asking questions to clarify
	<input type="checkbox"/> listening for specifics
	<input type="checkbox"/> speaking with expression
	<input type="checkbox"/> expressing opinions
	<input type="checkbox"/> staying on topic
	<input type="checkbox"/> taking turns
	<input type="checkbox"/> connecting with audience
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
Features of oral language, including:	<input type="checkbox"/> volume
	<input type="checkbox"/> inflection
	<input type="checkbox"/> pace
	<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:	<input type="checkbox"/> legible handwriting with spacing between words

Students are expected to know the following: sentence structure	<input type="checkbox"/> the structure of compound sentences
Students are expected to know the following: conventions	<input type="checkbox"/> common practices in punctuation of sentences and in apostrophe use in contractions

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 knowledge to make meaning	<input type="checkbox"/> personal stories and experiences
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Use developmentally appropriate reading,	<input type="checkbox"/> Example: making logical predictions using prior knowledge and story structure
	<input type="checkbox"/> Example: visualizing
	<input type="checkbox"/> Example: making connections to text and self
	<input type="checkbox"/> Example: making inferences

listening, and viewing strategies to make meaning	<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. <i>Text</i> and <i>texts</i> are generic terms referring to all forms of oral, written, visual, and digital communication: different purposes.	<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.
	<input type="checkbox"/> Digital texts include electronic forms of all the above.
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"/> offering relevant ideas
	<input type="checkbox"/> asking questions to find out and clarify others' views
	<input type="checkbox"/> sharing opinions supported by reasons
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Explain the role that story plays in personal, family, and community identity	<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 text and make meaning</p>	<p>Text and texts are generic terms referring to 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. □ 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>Recognize the structure and elements of 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, 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, 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</p>	<p>Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:</p> <ul style="list-style-type: none"> □ teaching (e.g., life lessons, community responsibilities, rites of passage) □ sharing creation stories □ recording personal, family, and community histories □ “mapping” the geography and resources of an area □ ensuring cultural continuity (e.g., knowledge of ancestors,

to family and community	<p>language)</p> <ul style="list-style-type: none"> <input type="checkbox"/> healing <input type="checkbox"/> entertainment <p>(from In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom, FNEESC/FNSA, 2012)</p>
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Develop awareness of how story in First Peoples cultures connects people to land</p>	<ul style="list-style-type: none"> <input type="checkbox"/> First Peoples stories were created to explain the landscape, the seasons, and local events.
<i>Create and communicate (writing, speaking, representing)</i>	
<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"/> offering ideas related to the problem
	<ul style="list-style-type: none"> <input type="checkbox"/> asking relevant questions to find out and clarify others' views
	<ul style="list-style-type: none"> <input type="checkbox"/> sharing opinions supported by reasons
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Create stories and other texts to deepen awareness of self, family, and community</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>Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication:</p> <ul style="list-style-type: none"> <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. <input type="checkbox"/> Digital texts include electronic forms of all the above.

	<ul style="list-style-type: none"> <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. Examples include:</p>	<input type="checkbox"/> personal writing
	<input type="checkbox"/> Letters
	<input type="checkbox"/> Poems
	<input type="checkbox"/> multiple-page stories
	<input type="checkbox"/> simple expository text that is non-fiction and interest-based
	<input type="checkbox"/> digital presentations
	<input type="checkbox"/> oral presentations
	<input type="checkbox"/> Visuals
<input type="checkbox"/> 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>Develop and apply expanding word knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> morphology, including roots, affixes, and suffixes
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<input type="checkbox"/> the means by which culture is transmitted over generations other than through written records
	<input type="checkbox"/> Among First Peoples, oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms

Explore and appreciate aspects of First Peoples oral traditions	of visual representation, such as carvings or masks.
	<input type="checkbox"/> In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations).
	<input type="checkbox"/> The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Use oral storytelling processes	<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>Biodiversity in the local environment</i>	
Students are expected to know the following:	<input type="checkbox"/> biodiversity: the variety of different types of living things in an ecosystem
	<input type="checkbox"/> characteristics of local plants, animals and fungi
<i>The knowledge of local First Peoples of ecosystems</i>	
Students are expected to know the following:	<input type="checkbox"/> the interconnection between living and non-living things in the local environment; our shared responsibility to care for the local environment (i.e., stewardship); information shared from the local First Peoples community and Elders
	<input type="checkbox"/> population: all the members of the same type of living thing (species) in an area
	<input type="checkbox"/> population: all the members of the same type of living thing (species) in an area
<i>Energy is needed for life</i>	
Students are expected to know the following:	<input type="checkbox"/> producers (plants), consumers (animals), and decomposers (bacteria and fungi) respond to their environment in energy pyramids (flow of energy in the community from the sun)
	<input type="checkbox"/> food chains: the flow of food energy from one organism to another (e.g., grass to rabbit to lynx)
	<input type="checkbox"/> food webs: interconnecting food chains (e.g., a rabbit may be eaten by a lynx or a wolf)
<i>Matter and Atoms</i>	
Students are expected to know the following:	<input type="checkbox"/> matter is anything that has mass and takes up space
	<input type="checkbox"/> atoms are building blocks of matter
<i>Sources of thermal energy</i>	
Students are expected to know the following:	<input type="checkbox"/> thermal energy can be produced by chemical reactions (e.g., hand warmers), friction between moving objects, the sun, etc.
	<input type="checkbox"/> the energy that comes from the movement of particles within matter

<i>Transfer of thermal energy</i>	
Students are expected to know the following:	<input type="checkbox"/> conduction (touching — e.g., hold an ice cube)
	<input type="checkbox"/> convection (current — why do we hang mittens over a heat source?)
	<input type="checkbox"/> radiation (through space by a wave — e.g., heat from the sun)
<i>Major local landforms</i>	
Students are expected to know the following:	<input type="checkbox"/> mountains, hills, plateaus, valleys, riverbeds, deltas, glaciers, etc.; oral narrative about landforms
	<input type="checkbox"/> hills
	<input type="checkbox"/> plateaus
	<input type="checkbox"/> valleys
	<input type="checkbox"/> riverbeds
	<input type="checkbox"/> deltas
	<input type="checkbox"/> glaciers
	<input type="checkbox"/> Oral narration about landforms
<input type="checkbox"/> local First Peoples knowledge of local landforms	
<i>Changes in the local environment</i>	
Students are expected to know the following:	<input type="checkbox"/> observable changes in the local environment caused by erosion and deposition by wind, water, and ice

Curricular Competency

Section	Specific Expectations
<i>Questioning and Predicting</i>	
<p>Students are expected to be able to do the following:</p> <p>Cause and effect is the basic principle that an action will result in a consequence. In science, this concept is closely related to the concepts of pattern and change. However, cause and effect may or may not have a predictable outcome.</p>	Key questions about cause and effect:
	<input type="checkbox"/> What are some causes of biodiversity in BC's wetlands?
	<input type="checkbox"/> What is the effect of wind on mountains?
	<input type="checkbox"/> Demonstrate curiosity about the natural world
	<input type="checkbox"/> Observe objects and events in familiar contexts
<input type="checkbox"/> Identify questions about familiar objects and events that can be investigated scientifically	
<input type="checkbox"/> Make predictions based on prior knowledge	

<i>Planning and conducting</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Suggest ways to plan and conduct an inquiry to find answers to their questions
	<input type="checkbox"/> Consider ethical responsibilities when deciding how to conduct an experiment
	<input type="checkbox"/> Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate
	<input type="checkbox"/> Make observations about living and non-living things in the local environment
	<input type="checkbox"/> Collect simple data
<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"/> Identify First Peoples perspectives and knowledge as sources of information
	<input type="checkbox"/> Sort and classify data and information using drawings or provided tables
	<input type="checkbox"/> Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends
	<input type="checkbox"/> Compare results with predictions, suggesting possible reasons for findings
<i>Evaluating</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Make simple inferences based on their results and prior knowledge
	<input type="checkbox"/> Reflect on whether an investigation was a fair test
	<input type="checkbox"/> Demonstrate an understanding and appreciation of evidence
	<input type="checkbox"/> Identify some simple environmental implications of their and others' actions
<i>Applying and innovating</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches
	<input type="checkbox"/> Co-operatively design projects
	<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:	<ul style="list-style-type: none"> □ Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate
	<ul style="list-style-type: none"> □ Express and reflect on personal or shared 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.)
	<p>Key questions about place:</p> <ul style="list-style-type: none"> □ How does what you know about place affect your observations, questions, and predictions? □ How does understanding place help you analyze information and recognize connections and relationships in your local environment? □ How does place connect with stewardship? □ How can you be a steward in your local environment?

Social Studies

Content

Section	Specific Expectations
<p>Students are expected to know the following:</p> <p>Cultural characteristics and ways of life of local First Peoples and global indigenous peoples</p>	<p>Sample topics:</p> <p>Potential First Peoples and global indigenous people for study could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Local BC First Peoples <input type="checkbox"/> Canadian and other North American indigenous people <input type="checkbox"/> local indigenous peoples of South America <input type="checkbox"/> ethnic Chinese and Koreans <input type="checkbox"/> ethnic European groups (Germanic, Slavic, Latin, Celtic) <input type="checkbox"/> worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings
<p>Students are expected to know the following:</p> <p>Aspects of life shared by and common to peoples and cultures</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> family <input type="checkbox"/> work <input type="checkbox"/> education <input type="checkbox"/> systems of ethics and spirituality
<p>Students are expected to know the following:</p> <p>Interconnections of cultural and technological innovations of global and local indigenous peoples</p>	<p>Sample topic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> transportation <input type="checkbox"/> clothing <input type="checkbox"/> pottery <input type="checkbox"/> shelters and buildings <input type="checkbox"/> navigation <input type="checkbox"/> weapons <input type="checkbox"/> tools <input type="checkbox"/> hunting and fishing techniques <input type="checkbox"/> building techniques <input type="checkbox"/> food cultivation and preparation <input type="checkbox"/> ceremonies <input type="checkbox"/> art <input type="checkbox"/> music <input type="checkbox"/> basketry and weaving

<p>Students are expected to know the following:</p> <p>Governance and social organization in local and global indigenous societies</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consensus <input type="checkbox"/> confederacies <input type="checkbox"/> Elders <input type="checkbox"/> reservations <input type="checkbox"/> band councils <input type="checkbox"/> traditional leadership
<p>Students are expected to know the following:</p> <p>Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> tools <input type="checkbox"/> earth mounds <input type="checkbox"/> petroglyphs <input type="checkbox"/> oral stories <input type="checkbox"/> sacred or significant places and landforms <input type="checkbox"/> weapons
<p>Students are expected to know the following:</p> <p>Relationship between humans and their environment</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> protocols around the world that acknowledge and respect the land <input type="checkbox"/> reshaping of the land for resource exploration and development <input type="checkbox"/> domestication of animals <input type="checkbox"/> organization and techniques of hunting and fishing

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.</p> <p>The following key skills:</p>	<input type="checkbox"/> Ask relevant questions to clarify and define a selected problem or issue
	<input type="checkbox"/> Demonstrate a willingness to use imagining and predicting in relation to a selected problem or issue
	<input type="checkbox"/> Compare, classify, and identify patterns in information about a selected problem or issue
	<input type="checkbox"/> Recognize that symbols are used to represent concrete and abstract ideas (e.g., the sheaves of wheat on the Saskatchewan flag represent the importance of wheat farming to that province; a dove represents peace)
	<input type="checkbox"/> Identify the significance of symbols and colours on maps (e.g., colours to represent economic activity, various types of lines to represent roads and railways, symbols for capital cities)

	<input type="checkbox"/> Interpret information on simple maps using cardinal directions, symbols, and legends
	<input type="checkbox"/> Create simple maps to represent the community and one or more other communities within BC and Canada
	<input type="checkbox"/> Use simple map grids (e.g., letter-number co-ordinates) to identify specific locations
	<input type="checkbox"/> Gather information on a topic from more than one source (e.g., book, magazine, web site, interview)
	<input type="checkbox"/> Apply strategies for information gathering (e.g., using headings, indices, tables of contents)
	<input type="checkbox"/> Record information from various sources, demonstrating appropriate strategies for note taking (e.g., key words, main ideas, point form)
	<input type="checkbox"/> Cite information sources appropriately (e.g., simple bibliography)
	<input type="checkbox"/> Select information for a presentation on a topic (e.g., a specific province or territory)
	<input type="checkbox"/> Draw simple interpretations from personal experiences and oral, visual, and written sources
	<input type="checkbox"/> Organize relevant information for a presentation
	<input type="checkbox"/> Deliver an engaging presentation on a topic
	<input type="checkbox"/> Generate a variety of responses to a specific problem or issue
	<input type="checkbox"/> Consider advantages and disadvantages of a variety of solutions to a problem or issue
	<input type="checkbox"/> Individually, or in groups, design a course of action to address a problem or issue, and provide reasons to support the action
	<input type="checkbox"/> Demonstrate willingness to consider diverse points of view
Students are expected to be able to do the following:	<input type="checkbox"/> Why are stories important to indigenous people?
Explain why people, events, or places are significant to various individuals and groups (significance) with the following key questions:	<input type="checkbox"/> Why do Elders play an important part in the lives of First Peoples?
	<input type="checkbox"/> What values were significant for local First Peoples?

<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 (evidence)</p>	<p>Sample activities:</p> <ul style="list-style-type: none"> □ View different artifacts from indigenous cultures and speculate on what they might have been used for
<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"> □ Use examples to show that events happen in chronological sequence (e.g., last month, yesterday, today, tomorrow, next month) □ Organize and present information in chronological order (e.g., before, now, later; past, present, future) <p>Key questions:</p> <ul style="list-style-type: none"> □ How has the way of life changed for indigenous people? □ How are indigenous cultures viewed today? □ How have First Peoples government and leadership changed over time?
<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>	<ul style="list-style-type: none"> □ How might present-day Canada be different if First Peoples had not been moved to reserves? □ How has the way of life changed for Indigenous people?
<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"> □ Distinguish between fact and opinion on a selected problem or issue □ Identify features of indigenous cultures that characterize their relationship to the land □ Indigenous peoples’ use of oral tradition rather than written language <p>Key questions:</p> <ul style="list-style-type: none"> □ How do the values of indigenous people differ from the values of people from other cultures?

<p>Students are expected to be able to do the following:</p> <p>Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</p>	<p>Key questions:</p> <ul style="list-style-type: none">□ Is the technology we have today better than the traditional technology of indigenous peoples?□ What would be the advantages or disadvantages of consensus decision making?□ Should indigenous cultures and languages be maintained? Explain your reasons.□ Should anything be done about the loss of indigenous lands? Explain your reasons.
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Arts Education

Content

Section	Explanation
<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, 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	<ul style="list-style-type: none"> <input type="checkbox"/> how high or low a note is
Timbre	<ul style="list-style-type: none"> <input type="checkbox"/> the characteristic quality of a sound independent of pitch and dynamics; tone colour

Dynamics (music)	<ul style="list-style-type: none"> □ the level of loudness, softness, or changing volume of music (e.g., louder, softer)
Form (music)	<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
Texture	<ul style="list-style-type: none"> □ simultaneous layering of sounds (e.g., combining singing with other instruments, partner songs)
<i>Visual Arts</i>	
Elements of design: line, shape, texture, colour, form	<ul style="list-style-type: none"> □ 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)	<ul style="list-style-type: none"> □ the planned use of the visual elements to achieve a desired effect
Pattern	<ul style="list-style-type: none"> □ a design in which shapes, colours or lines repeat with regularity
Repetition	<ul style="list-style-type: none"> □ using the same object, colour, marking, or type of line more than once
Rhythm (visual arts), contrast, emphasis	<ul style="list-style-type: none"> □ 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	<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
Notation to represent sounds, ideas, and movement	<ul style="list-style-type: none"> □ any written, visual, or kinetic form of representing music compositions; for example, non-traditional invented notation can be used to represent sound, or traditional notation used to represent high/low pitches on a three-lined staff; 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	<ul style="list-style-type: none"> □ a medium for the expression of dramatic meaning (e.g.,

forms	improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
Image development strategies	<ul style="list-style-type: none"> □ processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification.)
Choreographic devices	<ul style="list-style-type: none"> □ ways of developing movement (e.g., change level, dynamics, time, size, repetition)
Symbolism as ways of creating and representing meaning	<ul style="list-style-type: none"> □ use of an object, word, or action to represent an abstract idea; includes but is not limited to colours, images, movements, and sounds (e.g., the solar system can be represented through positive and negative space, sound exploration, 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
Sharing	<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:	<ul style="list-style-type: none"> □ Choose elements, processes, materials, movements, technologies, tools, techniques, and environments 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

	<ul style="list-style-type: none"> □ Explore identity, place, culture, and belonging through arts experiences
	<ul style="list-style-type: none"> □ Explore relationships among cultures, communities, and the arts
<i>Reasoning and reflecting</i>	
Students will be able to use creative processes to:	<ul style="list-style-type: none"> □ Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
	<ul style="list-style-type: none"> □ Refine ideas, 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)
	<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 personal experiences
	<ul style="list-style-type: none"> □ Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art
<i>Communicating and documenting</i>	
Students will be able to use creative processes to:	<ul style="list-style-type: none"> □ Apply learned skills, understandings, and processes in new contexts
	<ul style="list-style-type: none"> □ Interpret and communicate ideas using symbolism in the arts
	<ul style="list-style-type: none"> □ Express feelings, ideas, and experiences in creative ways
	<ul style="list-style-type: none"> □ Describe and respond to visual and performing art pieces and provide constructive feedback
	<ul style="list-style-type: none"> □ Experience, document and share creative works in a variety of ways. Document means 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).
	<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
	<ul style="list-style-type: none"> <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>Movement concepts</p>	<p>Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> body awareness (e.g., parts of the body, weight transfer) <input type="checkbox"/> spatial awareness (e.g., general spacing, directions, pathways) <input type="checkbox"/> effort awareness (e.g., speed, force) <input type="checkbox"/> relationships to/with others and objects
<p>Students are expected to know the following:</p> <p>Movement strategies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> include a variety of approaches that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)

<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>Sleep</p>	<ul style="list-style-type: none"> <input type="checkbox"/> getting approximately 10-11 hours of sleep each night
<p>Students are expected to know the following:</p> <p>practices that promote health and well-being, including those relating to physical activity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> getting 60-90 minutes of moderate to vigorous physical activity each day

<p>Students are expected to know the following:</p> <p>Illness prevention</p>	<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
<p>Students are expected to know the following:</p> <p>Nutrition</p>	<ul style="list-style-type: none"> <input type="checkbox"/> types of roles of nutrients <input type="checkbox"/> eating three meals and two to three snacks each day <input type="checkbox"/> limiting foods high in fat, sodium, and sugar
<p>Students are expected to know the following:</p> <p>Hydration choices to support different activities and overall health</p>	<ul style="list-style-type: none"> <input type="checkbox"/> water is the best choice for hydration
<p>Students are expected to know the following:</p> <p>strategies for accessing health information</p>	<p>Could include:</p> <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
<p>Students are expected to know the following:</p> <p>strategies and skills to use in potentially hazardous, unsafe, or abusive situations, nature and consequences of bullying</p>	<p>Could include:</p> <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)
<p>Students are expected to know the following:</p> <p>effects of different substances and strategies for preventing personal harm</p>	<p>Could include:</p> <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"/> relationship between worries and fears
Students are expected to know the following: factors that influence self-identity	<p>Could include:</p> <input type="checkbox"/> cultural heritage <input type="checkbox"/> interests <input type="checkbox"/> media <input type="checkbox"/> peers

Curricular Competency

Section	Specific Expectations
<i>Physical literacy</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
	<input type="checkbox"/> Apply a variety of movement concepts and strategies in different physical activities
	<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 for and potential challenges to being physically active at school, at home, and in the community
	<input type="checkbox"/> Explore and describe strategies for making healthy eating choices in a variety of settings
	<input type="checkbox"/> Describe ways to access information on and support services for a variety of health topics
	<input type="checkbox"/> Explore and describe strategies for pursuing personal healthy-living goals

<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"/> Describe and apply strategies for developing and maintaining 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"/> Describe physical, emotional, and social changes as students grow older
	<input type="checkbox"/> Describe factors that influence mental well-being and self-identity

Applied Design, Skills and Technologies

Content

Specific Expectations

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

	<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)