

# The British Columbia Curriculum

GRADE 4

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checklist format

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



# Content

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## Introduction

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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 Four 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 4 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 10 000</i>	
Students are expected to know the following:	Counting: <ul style="list-style-type: none"> <li><input type="checkbox"/> multiples</li> <li><input type="checkbox"/> flexible counting strategies</li> <li><input type="checkbox"/> whole number benchmarks</li> </ul>
	Numbers to 10 000 can be arranged and recognized: <ul style="list-style-type: none"> <li><input type="checkbox"/> comparing and ordering numbers</li> <li><input type="checkbox"/> estimating large quantities</li> </ul>
	Place value: <ul style="list-style-type: none"> <li><input type="checkbox"/> 1000s, 100s, 10s, and 1s</li> <li><input type="checkbox"/> understanding the relationship between digit places and their value, to 10 000</li> </ul>
<i>Decimals to hundredths</i>	
Students are expected to know the following:	<input type="checkbox"/> Fractions and decimals are numbers that represent an amount or quantity.
	<input type="checkbox"/> Fractions and decimals can represent parts of a region, set, or linear model.
	<input type="checkbox"/> Fractional parts and decimals are equal shares or equal-sized portions of a whole or unit.
	<input type="checkbox"/> understanding the relationship between fractions and decimals
<i>Ordering and comparing fractions</i>	
Students are expected to know the following:	<input type="checkbox"/> comparing and ordering of fractions with common denominators
	<input type="checkbox"/> estimating fractions with benchmarks (e.g., zero, half, whole)
	<input type="checkbox"/> using concrete and visual models
	<input type="checkbox"/> equal partitioning
<i>Addition and subtraction to 10 000</i>	
Students are expected	<input type="checkbox"/> using flexible computation strategies, involving taking apart (e.g.,

to know the following:	decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping
	<input type="checkbox"/> estimating sums and differences to 10 000
	<input type="checkbox"/> using addition and subtraction in real-life contexts and problem-based situations
	<input type="checkbox"/> whole-class number talks
<i>Multiplication and division of two- or three-digit numbers by one-digit numbers</i>	
Students are expected to know the following:	<input type="checkbox"/> understanding the relationships between multiplication and division, multiplication and addition, division and subtraction
	<input type="checkbox"/> using flexible computation strategies (e.g., decomposing, distributive principle, commutative principle, repeated addition and repeated subtraction)
	<input type="checkbox"/> using multiplication and division in real-life contexts and problem-based situations
	<input type="checkbox"/> whole-class number talks
<i>Addition and subtraction of decimals to hundredths</i>	
Students are expected to know the following:	<input type="checkbox"/> estimating decimal sums and differences
	<input type="checkbox"/> using visual models, such as base 10 blocks, place-value mats, grid paper, and number lines
	<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 (developing computational fluency)</i>	
Students are expected to know the following:	<input type="checkbox"/> Provide opportunities for authentic practice, building on previous grade-level addition and subtraction facts.
	<input type="checkbox"/> flexible use of mental math strategies
<i>Multiplication and division facts to 100 (introductory computational strategies)</i>	
Students are expected to know the following:	<input type="checkbox"/> Provide opportunities for concrete and pictorial representations of multiplication.
	<input type="checkbox"/> building computational fluency
	<input type="checkbox"/> Use games to provide 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"/> Connecting multiplication to division and repeated addition.
	<input type="checkbox"/> Memorization of facts is not intended for this level.
	<input type="checkbox"/> Students will become more fluent with these facts.
	<input type="checkbox"/> using mental math strategies, such as doubling or halving
	<input type="checkbox"/> Students should be able to recall the following multiplication facts by the end of Grade 4 (2s, 5s, 10s).
<i>Increasing and decreasing patterns, using tables and charts</i>	
Students are expected to know the following:	<input type="checkbox"/> Change in patterns can be represented in charts, graphs, and tables.
	<input type="checkbox"/> using words and numbers to describe increasing and decreasing patterns
	<input type="checkbox"/> fish stocks in lakes, life expectancies
<i>Algebraic relationships among quantities</i>	
Students are expected to know the following:	<input type="checkbox"/> representing and explaining one-step equations with an unknown number
	<input type="checkbox"/> describing pattern rules, using words and numbers from concrete and pictorial representations
	<input type="checkbox"/> planning a camping or hiking trip; planning for quantities and materials needed per individual and group over time
<i>One-step equations with an unknown number, using all operations</i>	
Students are expected to know the following:	<input type="checkbox"/> one-step equations for all operations involving an unknown number (e.g., $\_ + 4 = 15$ , $15 - \square = 11$ )
	<input type="checkbox"/> start unknown (e.g., $n + 15 = 20$ ; $20 - 15 = \square$ )
	<input type="checkbox"/> change unknown (e.g., $12 + n = 20$ )
	<input type="checkbox"/> result unknown (e.g., $6 + 13 = \_$ )
	<input type="checkbox"/> jingle dress bells, bentwood box, birch bark baskets, pit houses
<i>How to tell time with analog and digital clocks, using 12- and 24-hour clocks</i>	
Students are expected to know the following:	<input type="checkbox"/> understanding how to tell time with analog and digital clocks, using 12- and 24-hour clocks
	<input type="checkbox"/> understanding the concept of a.m. and p.m.
	<input type="checkbox"/> understanding the number of minutes in an hour
	<input type="checkbox"/> understanding the concepts of using a circle and of using fractions in telling time (e.g., half past, quarter to)

	<input type="checkbox"/> telling time in five-minute intervals <input type="checkbox"/> telling time to the nearest minute <input type="checkbox"/> First Peoples use of numbers in time and seasons, represented by seasonal cycles and moon cycles (e.g., how position of sun, moon, and stars is used to determine times for traditional activities, navigation)
<i>Regular and irregular polygons</i>	
Students are expected to know the following:	<input type="checkbox"/> describing and sorting regular and irregular polygons based on multiple attributes
	<input type="checkbox"/> investigating polygons (polygons are closed shapes with similar attributes)
	<input type="checkbox"/> Yup'ik border patterns
<i>Perimeter of regular and irregular shapes</i>	
Students are expected to know the following:	<input type="checkbox"/> using geoboards and grids to create, represent, measure, and calculate perimeter
<i>Line symmetry</i>	
Students are expected to know the following:	<input type="checkbox"/> using concrete materials such as pattern blocks to create designs that have a mirror image within them
	<input type="checkbox"/> First Peoples art, borders, birchbark biting, canoe building
	<input type="checkbox"/> Visit a structure designed by First Peoples in the local community and have the students examine the symmetry, balance, and patterns within the structure, then replicate simple models of the architecture focusing on the patterns they noted in the original.
<i>One-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs</i>	
Students are expected to know the following:	<input type="checkbox"/> many-to-one correspondence: one symbol represents a group or value (e.g., on a bar graph, one square may represent five cookies)
<i>Probability experiments</i>	
Students are expected to know the following:	<input type="checkbox"/> predicting single outcomes (e.g., when you spin using one spinner and it lands on a single colour)
	<input type="checkbox"/> using spinners, rolling dice, pulling objects out of a bag
	<input type="checkbox"/> recording results using tallies

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dene/Kaska hand games, Lahal stick games</li> </ul>
<i>Financial literacy — monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> <li><input type="checkbox"/> making monetary calculations, including decimal notation in real-life contexts and problem-based situations</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> making simple financial decisions involving earning, spending, saving, and giving</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> equitable trade rules</li> </ul>

### Curricular Competency

Section	Specific Expectations
<i>Reasoning and Analyzing</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use reasoning to explore and make connections</li> </ul>
Students are expected to be able to do the following:  Estimate reasonably	<ul style="list-style-type: none"> <li><input type="checkbox"/> estimating by comparing to something familiar (e.g., more than 5, taller than me)</li> </ul>
Students are expected to be able to do the following:  Develop mental math strategies and abilities to make sense of quantities	<ul style="list-style-type: none"> <li><input type="checkbox"/> working toward developing fluent and flexible thinking about number</li> </ul>
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <li><input type="checkbox"/> calculators, virtual manipulatives, concept-based apps</li> </ul>



Use technology to explore mathematics	
Students are expected to be able to do the following:  Model mathematics in contextualized experiences	<ul style="list-style-type: none"> <li>□ acting it out, using concrete materials, drawing pictures</li> </ul>
<i>Understanding and Solving</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <li>□ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li> </ul>
	<ul style="list-style-type: none"> <li>□ Visualize to explore mathematical concepts</li> </ul>
	<ul style="list-style-type: none"> <li>□ Develop and use multiple strategies to engage in problem solving: visual, oral, play, experimental, written, symbolic</li> </ul>
	<p>Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures:</p> <ul style="list-style-type: none"> <li>□ in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration</li> <li>□ Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.</li> </ul>
<i>Communicating and representing</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <li>□ concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, justify, and apply mathematical ideas</li> </ul>
Communicate mathematical thinking in many ways	<ul style="list-style-type: none"> <li>□ using technology such as screencasting apps, digital photos</li> </ul>
Students are expected to be able	<ul style="list-style-type: none"> <li>□ Use mathematical vocabulary and language to contribute to mathematical discussions</li> </ul>

to do the following:	<p>Explain and justify mathematical ideas and decisions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> using mathematical arguments</li> <li><input type="checkbox"/> “Prove it!”</li> </ul>
<p>Students are expected to be able to do the following:</p> <p>Represent mathematical ideas in concrete, pictorial, and symbolic forms</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use local materials gathered outside for concrete and pictorial representations.</li> </ul>
<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"> <li><input type="checkbox"/> sharing the mathematical thinking of self and others, including evaluating strategies and solutions, extending, and posing new problems and questions</li> </ul>
<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"> <li><input type="checkbox"/> 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)</li> </ul>
<p>Students are expected to be able to do the following:</p> <p>Incorporate First Peoples worldviews and perspectives to</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Invite local First Peoples Elders and knowledge keepers to share their knowledge.</li> <li><input type="checkbox"/> Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining (<a href="http://csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm">csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm</a>)</li> <li><input type="checkbox"/> <a href="http://aboriginaleducation.ca">aboriginaleducation.ca</a></li> </ul>

make connections to mathematical concepts	<input type="checkbox"/> Teaching Mathematics in a First Nations Context, FNEESC <a href="http://fnesc.ca/k-7/">fnesc.ca/k-7/</a>
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## English Language Arts

### Content

General Outcome	Specific Expectations
<i>Story/Text</i>	
Students are expected to know the following:  Forms, such as:	<input type="checkbox"/> narrative
	<input type="checkbox"/> exposition
	<input type="checkbox"/> report
Students are expected to know the following:  Functions	<input type="checkbox"/> Purpose of text
Students are expected to know the following:  Genres of text. Literary or thematic categories such as:	<input type="checkbox"/> Fantasy
	<input type="checkbox"/> Adventure
	<input type="checkbox"/> Humor
	<input type="checkbox"/> Biography
Students are expected to know the following:  Literary elements and devices	<input type="checkbox"/> theme
	<input type="checkbox"/> character
	<input type="checkbox"/> setting
	<input type="checkbox"/> plot
	<input type="checkbox"/> conflict
	<input type="checkbox"/> purpose
	<input type="checkbox"/> sensory detail (e.g., imagery)
<input type="checkbox"/> figurative language (e.g., metaphor, simile)	
<i>Strategies and processes</i>	
Students are expected to know the following:	<input type="checkbox"/> using contextual clues
	<input type="checkbox"/> using phonics and word structure

Reading strategies:	<input type="checkbox"/> visualizing
	<input type="checkbox"/> questioning
	<input type="checkbox"/> predicting
	<input type="checkbox"/> previewing text
	<input type="checkbox"/> summarizing
	<input type="checkbox"/> making inferences
Students are expected to know the following:  oral language strategies	<input type="checkbox"/> focusing on the speaker
	<input type="checkbox"/> asking questions to clarify
	<input type="checkbox"/> listening for specifics
	<input type="checkbox"/> expressing opinions
	<input type="checkbox"/> speaking with expression
	<input type="checkbox"/> staying on topic
	<input type="checkbox"/> taking turns
Students are expected to know the following:  Metacognitive strategies	<input type="checkbox"/> talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
Students are expected to know the following:  Writing processes	<input type="checkbox"/> revising, editing, considering audience
	<input type="checkbox"/> editing
	<input type="checkbox"/> considering audience
<i>Language features, structures, and conventions</i>	
Students are expected to know the following:  Features of oral language, including:	<input type="checkbox"/> tone
	<input type="checkbox"/> volume
	<input type="checkbox"/> inflection
	<input type="checkbox"/> pace
	<input type="checkbox"/> gestures
Students are expected to know the following:  Paragraph structure	<input type="checkbox"/> Use of a topic sentence and supporting details

Students are expected to know the following:  Sentence structure and grammar	<input type="checkbox"/> parts of speech;
	<input type="checkbox"/> past, present, and future tenses;
	<input type="checkbox"/> subject-verb agreement
Students are expected to know the following:  Conventions. Common practices in punctuation, such as:	<input type="checkbox"/> use of the comma
	<input type="checkbox"/> quotation marks for dialogue
	<input type="checkbox"/> the apostrophe

### 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:  Access and integrate information and ideas from a variety of sources and from prior knowledge (personal stories and experiences) to build understanding	<input type="checkbox"/> posing questions
	<input type="checkbox"/> locating information
	<input type="checkbox"/> identifying main ideas and supporting details
	<input type="checkbox"/> using text features (table of contents, headings, index, glossary, diagrams, tables, charts)
	<input type="checkbox"/> organizing information into graphics such as t-charts, Venn diagrams, flow charts, and timelines
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:  Use a variety of comprehension strategies before,	<input type="checkbox"/> activating prior knowledge
	<input type="checkbox"/> making predictions
	<input type="checkbox"/> setting a purpose
	<input type="checkbox"/> making connections
	<input type="checkbox"/> making connections
	<input type="checkbox"/> previewing written text

during, and after reading, listening, or viewing to deepen understanding of text	<input type="checkbox"/> making inferences
	<input type="checkbox"/> drawing conclusions,
	<input type="checkbox"/> using context clues
	<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
	<input type="checkbox"/> Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	<input type="checkbox"/> Consider different purposes, audiences, and perspectives in exploring texts
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:  Apply a variety of thinking skills to gain meaning from texts	Examples include:  <input type="checkbox"/> Self-monitoring <input type="checkbox"/> reflecting <input type="checkbox"/> goal setting
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	<input type="checkbox"/> Identify how differences in context, perspectives, and voice influence meaning in texts

<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"> <li>□ Recognize the role of language in personal, social, and cultural identity</li> </ul>
<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"> <li>□ Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world</li> </ul>
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Respond to text in personal and creative ways</p>	<ul style="list-style-type: none"> <li>□ expressing reactions and opinions, providing support for those</li> <li>□ giving reasons for choice of favourite text</li> </ul>
<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"> <li>□ Recognize how literary elements, techniques, and devices enhance meaning in texts</li> </ul>
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Show an increasing</p>	<ul style="list-style-type: none"> <li>□ the use of paragraphing, chronological order, and order of importance to convey meaning in texts</li> </ul>

<p>understanding of the role of organization in meaning</p>	
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts</p>	<ul style="list-style-type: none"> <li data-bbox="613 352 1479 436">□ the means by which culture is transmitted over generations other than through written records</li> <li data-bbox="613 457 1479 541">□ The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.</li> <li data-bbox="613 604 1479 751">□ 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 of visual representation, such as carvings or masks.</li> <li data-bbox="613 856 1479 961">□ 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).</li> <li data-bbox="613 993 1479 1140">□ including to teach life lessons and skills, to convey individual and community responsibilities, to share family and community histories, to explain the natural world, to record history, to map the geography of an area.</li> </ul>
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Identify how story in First Peoples cultures connects people to land</p>	<ul style="list-style-type: none"> <li data-bbox="613 1171 1463 1255">□ First Peoples stories were created to explain the landscape, the seasons, and local events.</li> </ul>
<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>	<ul style="list-style-type: none"> <li data-bbox="613 1640 1166 1682">□ identifying opinions and viewpoints,,,</li> <li data-bbox="613 1703 1024 1745">□ asking clarifying questions,</li> <li data-bbox="613 1766 1317 1808">□ collaborating in large- and small-group activities</li> <li data-bbox="613 1829 992 1871">□ building on others' ideas</li> </ul>



<p>Exchange ideas and perspectives to build shared understanding</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> disagreeing respectfully</li> </ul>
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences</p>	<p>Text and texts are generic terms referring all forms of oral, written, visual, and digital communication:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Oral texts include speeches, poems, plays, and oral stories.</li> <li><input type="checkbox"/> Written texts include novels, articles, and short stories.</li> <li><input type="checkbox"/> Visual texts include posters, photographs, and other images.</li> <li><input type="checkbox"/> Digital texts include electronic forms of all the above.</li> <li><input type="checkbox"/> Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).</li> </ul>
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Use language in creative and playful ways to develop style</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> taking risks in trying out new word choices and formats</li> <li><input type="checkbox"/> playing with words, structures, and ideas</li> </ul>
<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"> <li><input type="checkbox"/> Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation</li> </ul>
<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>	<p>Morphology, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Roots</li> <li><input type="checkbox"/> Affixes</li> <li><input type="checkbox"/> suffixes</li> </ul>

<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Use oral storytelling processes</p>	<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
	<input type="checkbox"/> using non-verbal communication expressively to clarify the meaning
	<input type="checkbox"/> attending to stage presence
	<input type="checkbox"/> differentiating the storyteller’s natural voice from the characters’ voices
	<input type="checkbox"/> presenting the story efficiently
<input type="checkbox"/> keeping the listener’s interest throughout	
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<input type="checkbox"/> Transform ideas and information to create original texts

# Science

## Content

Section	Specific Expectations
<i>Sensing and Responding</i>	
Students are expected to know the following:  Humans	<input type="checkbox"/> The five senses
Students are expected to know the following:  Other animals	<input type="checkbox"/> Echolocation <input type="checkbox"/> UV sensors
	<input type="checkbox"/> magnetoreception
	<input type="checkbox"/> Infrared sensing
Students are expected to know the following:  Plants	<input type="checkbox"/> response to light, touch, water, gravity
	<input type="checkbox"/> Response to touch
	<input type="checkbox"/> Response to water
	<input type="checkbox"/> Response to gravity
<i>Biomes</i>	
Students are expected to know the following:  Biomes as large regions with similar environmental features	Biomes are regions grouped by similar temperature and precipitation (e.g., climate: long-term weather patterns)  <input type="checkbox"/> terrestrial biomes <input type="checkbox"/> aquatic/marine biomes
<i>Phases of Matter</i>	
Students are expected to know the following:	<input type="checkbox"/> phases of matter
<i>Temperature and Particle Movement</i>	
Students are expected to know the following:  The effect of temperature on particle movement	<input type="checkbox"/> solids, liquids, and gases change with heating (e.g., boiling point, melting point [melting chocolate]) and cooling (e.g., freezing point [making ice cream]), and these physical changes are reversible

<i>Energy</i>	
Students are expected to know the following:	<input type="checkbox"/> has various forms (energy can be described in these ways: the energy of motion (kinetic), light, sound, thermal, elastic, nuclear, chemical, magnetic, gravitational, and electrical)
	<input type="checkbox"/> Is conserved (the law of conservation of energy — energy cannot be created or destroyed but can be changed)
Students are expected to know the following: Devices that transform energy	<input type="checkbox"/> devices that transform energy change input energy into a different output energy (e.g., glow stick [chemical to light]
	<input type="checkbox"/> wind-up toy [elastic to mechanical], flashlight [electrical to light]).
<i>Earth's axis, rotation and orbit</i>	
Students are expected to know the following:  Local changes caused by Earth's axis, rotation, and orbit	<input type="checkbox"/> Day and night: animals are nocturnal (active at night) and diurnal (active during the day)
	<input type="checkbox"/> Annual seasons: plants and animals respond to the seasons (drop leaves, change colour)
<i>The effects of relative positions of the sun, moon and earth</i>	
Students are expected to know the following:  The effects of the relative positions of the sun, moon, and Earth including local First Peoples perspectives	<input type="checkbox"/> Phases of the moon, tides etc
	<input type="checkbox"/> Tides affect living organisms
	<input type="checkbox"/> Lunar and solar eclipses
	<input type="checkbox"/> Local First People's teachings about the sun and the moon

### Curricular Competency

Section	Specific Expectations
<i>Questioning and Predicting</i>	
Students are expected to be able to do the following:	<p>Order is a pattern that can be recognized as having levels—big to small, simple to complex—or as a process with a sequence of steps.</p> <p>Key questions about order:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How is order apparent in the adaptations of forest animals in BC?</li> </ul>

	<input type="checkbox"/> How does the order of seasons impact local plants and animals?
	<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 nonliving 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 Generate and introduce new or refined ideas when problem solving to care for self, others, school, and neighbourhood through individual or collaborative approaches
	<input type="checkbox"/> Cooperatively design projects
	<input type="checkbox"/> Transfer and apply learning to new situations
<i>Communicating</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate
	<input type="checkbox"/> Express and reflect on personal or shared experiences of place
	<p>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> <p>Key questions about place:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does what you know about place affect your observations, questions, and predictions?</li> <li><input type="checkbox"/> How does understanding place help you analyze information and recognize connections and relationships in your local environment?</li> <li><input type="checkbox"/> How does place connect with stewardship?</li> <li><input type="checkbox"/> How can you be a steward in your local environment?</li> </ul>

## Social Studies

### Content

Section	Specific Expectations
<p>Students are expected to know the following:</p> <p>Early contact, trade, cooperation, and conflict between First Peoples and European peoples</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain</li> <li><input type="checkbox"/> voyages of Cook and Vancouver</li> <li><input type="checkbox"/> provision of muskets to First Peoples by Europeans</li> <li><input type="checkbox"/> spread of horses to the Prairies</li> <li><input type="checkbox"/> marriages between First Peoples and Europeans</li> <li><input type="checkbox"/> colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)</li> </ul>
	<p>Key questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What motivated explorers and settlers to come to Canada?</li> <li><input type="checkbox"/> How did the geography of Canada affect European exploration?</li> </ul>
<p>Students are expected to know the following:</p> <p>The fur trade in pre-Confederation Canada and British Columbia</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fur trading companies (e.g., the Hudson’s Bay Company and the North West Company)</li> <li><input type="checkbox"/> Beaver Wars</li> <li><input type="checkbox"/> explorers: Simon Fraser, Alexander Mackenzie, David Thompson</li> <li><input type="checkbox"/> Russian and Spanish trade on the coast</li> <li><input type="checkbox"/> establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities)</li> </ul> <p>Key question:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why were trading posts established in particular locations?</li> </ul>
<p>Students are expected to know the following:</p> <p>Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disease</li> <li><input type="checkbox"/> European and American settlement and migration</li> <li><input type="checkbox"/> increases in raids causing decreases in population</li> <li><input type="checkbox"/> relocation/resettlement of First Peoples</li> </ul>

<p>Students are expected to know the following:</p> <p>Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canadian Pacific Railway</li> <li><input type="checkbox"/> fur trade</li> <li><input type="checkbox"/> American settlement</li> <li><input type="checkbox"/> Oregon boundary dispute</li> <li><input type="checkbox"/> gold rush population boom and bust</li> <li><input type="checkbox"/> colonial debt</li> <li><input type="checkbox"/> Canadian Confederation</li> <li><input type="checkbox"/> expansion and purchase of Rupert's Land</li> </ul>
<p>Students are expected to know the following:</p> <p>The impact of colonization on First Peoples societies in British Columbia and Canada</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> disease and demographics</li> <li><input type="checkbox"/> trade</li> <li><input type="checkbox"/> more complex political systems</li> <li><input type="checkbox"/> loss of territory</li> <li><input type="checkbox"/> impact on language and culture</li> <li><input type="checkbox"/> key events and issues regarding First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)</li> </ul>
<p>Students are expected to know the following:</p> <p>The history of the local community and of local First Peoples communities</p>	<p>Sample topic:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> local archives and museums</li> </ul>
<p>Students are expected to know the following:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The physiographic features and natural resources of Canada</li> </ul>

### 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>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare information and viewpoints about a selected problem or issue</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify patterns in information, and use those patterns to draw inferences</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize information and opinions about a selected problem or issue</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use grids, scales, and legends on maps and timelines to interpret or represent specific information</li> </ul>



<p>The following key skills:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Translate information from maps to other forms of communication and vice versa (e.g., write a paragraph describing what you see in a map, create a map based on an image or oral description)</li> <li><input type="checkbox"/> Give reasons for using more than one source of information (e.g., differing points of view, currency of information, level of detail, reliability)</li> <li><input type="checkbox"/> Apply a variety of strategies for information gathering (e.g., headings, indices, Internet searches)</li> <li><input type="checkbox"/> Apply strategies for note taking and organizing information gathered from a variety of information sources</li> <li><input type="checkbox"/> Distinguish between primary and secondary sources</li> <li><input type="checkbox"/> Construct a simple bibliography</li> <li><input type="checkbox"/> Organize information to plan a presentation</li> <li><input type="checkbox"/> Prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation</li> <li><input type="checkbox"/> Apply established criteria for a presentation (e.g., historical accuracy and context)</li> <li><input type="checkbox"/> Identify problems or issues that are local, national, and/or global in focus (e.g., natural disasters, endangered species, poverty, disease)</li> <li><input type="checkbox"/> Clarify a selected problem or issue (e.g., provide details; state reasons, implications)</li> <li><input type="checkbox"/> Create a plan of action to address a chosen problem or issue</li> </ul>
<p>Students are expected to be able to do the following:</p> <p>Construct arguments defending the significance of individuals/groups, places, events, or developments.</p>	<p>Key questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What events are most significant in the story of BC's development?</li> <li><input type="checkbox"/> Should James Douglas be remembered as the father of BC?</li> <li><input type="checkbox"/> What was the most significant reason for BC's entry into Confederation?</li> </ul>

<p>Students are expected to be able to do the following:</p> <p>Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources.</p>	<p>Sample activities:</p> <ul style="list-style-type: none"> <li>□ Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years</li> <li>□ Compare and contrast European and First Peoples accounts of the same event</li> </ul>
<p>Students are expected to be able to do the following:</p> <p>Sequence objects, images, or events, and determine continuities and changes between different time periods or places</p>	<p>Sample activity:</p> <ul style="list-style-type: none"> <li>□ Create a timeline of key events in BC’s history</li> </ul> <p>Key questions:</p> <ul style="list-style-type: none"> <li>□ How have the economic centres of BC changed over time?</li> <li>□ Why is Barkerville no longer a significant economic centre?</li> <li>□ What resources are important to people in present-day BC compared to the past? Explain what has changed over time?</li> </ul>
<p>Students are expected to be able to do the following:</p> <p>Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes</p>	<p>Sample activities:</p> <ul style="list-style-type: none"> <li>□ Hold a debate about whether BC should have joined the United States or Canada, or become an independent country</li> <li>□ Track the positive and negative effects of key events in BC’s development on First Peoples</li> </ul> <p>Key questions:</p> <ul style="list-style-type: none"> <li>□ Was joining Canada the best decision for BC?</li> <li>□ Why did Vancouver become BC’s largest city?</li> </ul>
<p>Students are expected to be able to do the following:</p> <p>Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places</p>	<p>Sample activity:</p> <ul style="list-style-type: none"> <li>□ Compare the “discovery” and “exploration” of North America from European and First Peoples perspectives</li> </ul> <p>Key question:</p> <ul style="list-style-type: none"> <li>□ Who benefited most from the early west coast fur trade: First Peoples or Europeans?</li> </ul>

<p>Students are expected to be able to do the following:</p> <p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place</p>	<p>Sample activities:</p> <ul style="list-style-type: none"><li>□ Evaluate the fairness of BC's treaty process</li><li>□ Describe the importance of protecting minority rights in a democracy</li><li>□ Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential school system, potlatch ban, reserve system, treaties)</li></ul>
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## Arts Education

### Content

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

Pitch	<ul style="list-style-type: none"> <li>□ how high or low a note is (e.g., melodic steps, skips, leaps, or repeated tones)</li> </ul>
Timbre	<ul style="list-style-type: none"> <li>□ the characteristic quality of a sound independent of pitch and dynamics; tone colour</li> </ul>
Dynamics (music)	<ul style="list-style-type: none"> <li>□ relative and changing levels of sound volume (e.g., forte, piano, decrescendo)</li> </ul>
Form (music)	<ul style="list-style-type: none"> <li>□ the structure of a musical work (e.g., ABA, rondo form)</li> </ul>
Texture	<ul style="list-style-type: none"> <li>□ simultaneous layering of sounds (e.g., combining singing with other instruments, partner songs)</li> </ul>
<i>Visual Arts</i>	
Elements of design: line, shape, texture, colour, form	<ul style="list-style-type: none"> <li>□ the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric</li> </ul>
Principles of design: pattern, repetition, rhythm (visual arts)	<ul style="list-style-type: none"> <li>□ the planned use of the visual elements to achieve a desired effect</li> </ul>
Pattern	<ul style="list-style-type: none"> <li>□ a design in which shapes, colours or lines repeat with regularity</li> </ul>
Repetition	<ul style="list-style-type: none"> <li>□ using the same object, colour, marking, or type of line more than once</li> </ul>
Balance	<ul style="list-style-type: none"> <li>□ a principle of design concerned with the arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., balance of shapes or colours, lightness and darkness)</li> </ul>
Contrast, emphasis, rhythm (visual arts)	<ul style="list-style-type: none"> <li>□ the combination of pattern and movement to create a feeling of organized energy</li> </ul>
<i>Overall Arts</i>	
Processes, materials, technologies, tools, and techniques to support arts activities	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
Choreographic devices	<ul style="list-style-type: none"> <li>□ ways of developing movement (e.g., change level, dynamics, time, size, repetition)</li> </ul>
A variety of dramatic forms	<ul style="list-style-type: none"> <li>□ 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</li> </ul>

	a combination of the arts
Notation to represent sounds, ideas, movements, elements, and actions	<ul style="list-style-type: none"> <li>□ any written, visual, or kinetic form of representing music compositions; for example, non-traditional and traditional notation can be used to represent sounds, and students can be introduced to the treble clef and five-lined staff; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in drama this can include diagrams indicating stage directions</li> </ul>
Image development strategies	<ul style="list-style-type: none"> <li>□ processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)</li> </ul>
Symbolism as ways of creating and representing meaning	<ul style="list-style-type: none"> <li>□ use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., love can be symbolized by the colour red or the cradling of one's arms)</li> </ul>
Traditional and contemporary Aboriginal arts and arts-making processes	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places	<ul style="list-style-type: none"> <li>□ the results of creative processes in disciplines such as dance, drama, music, and visual arts</li> </ul>
Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment	<ul style="list-style-type: none"> <li>□ ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials</li> </ul>
Presenting in a safe learning environment	<ul style="list-style-type: none"> <li>□ includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource</li> </ul>

**Curricular Competency**

Section	Specific Expectations
<i>Exploring and Creating</i>	
Students will be able to use creative processes to:	<input type="checkbox"/> Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making
	<input type="checkbox"/> Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	<input type="checkbox"/> Explore identity, place, culture, and belonging through arts experiences
	<input type="checkbox"/> Explore relationships among cultures, societies, and the arts
<i>Reasoning and reflecting</i>	
Students will be able to use creative processes to:	<input type="checkbox"/> Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
	<input type="checkbox"/> Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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:	<input type="checkbox"/> Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
	<input type="checkbox"/> Interpret and communicate ideas using symbolism to express meaning through the arts
	<input type="checkbox"/> Express feelings, ideas, and experiences in creative ways
	<input type="checkbox"/> Describe and respond to works of art and explore artists' intent
	<input type="checkbox"/> 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,

	<p>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</p>
	<ul style="list-style-type: none"><li>□ Demonstrate increasingly sophisticated application and/or engagement of curricular content</li></ul>



## Career Education

### Content

Section	Concepts
<i>Personal Development</i>	
Students are expected to know the following:  Goal-setting strategies	Examples: <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and identify the steps required to help achieve short-term and long-term goals</li> <li><input type="checkbox"/> S.M.A.R.T. goals (Specific, Measurable, Attainable, Realistic, and Timely)</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Example: Identify sources of support at home, at school, and in the community</li> </ul>
Students are expected to know the following:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem-solving and decision-making strategies</li> </ul>
Students are expected to know the following:  Emergent leadership skills	<ul style="list-style-type: none"> <li><input type="checkbox"/> communication, motivation, direction, support, initiative, etc.</li> </ul>
<i>Connections to Community</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> <li><input type="checkbox"/> cultural and social awareness (achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions)</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> generational roles and responsibilities</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> safety hazards and rules at school, at home, and in the community</li> </ul>

### Curricular Competency

Section	Concepts
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize the need for others who can support their learning and personal growth</li> </ul>

	<input type="checkbox"/> Recognize the intersection of their personal and public digital identities (digital presence/footprint, modes of dress, diction, body language, representing self and communities) and the potential for both positive and negative consequences
	<input type="checkbox"/> Demonstrate respect for differences in the classroom
	<input type="checkbox"/> Use innovative thinking when solving problems
	<input type="checkbox"/> Set realistic short- and longer-term learning goals, define a path, and monitor progress
	<input type="checkbox"/> Make connections between effective work habits and success
	<input type="checkbox"/> Demonstrate safe behaviours in a variety of environments
	<input type="checkbox"/> Question self and others about the role of technology in the changing workplace
	<input type="checkbox"/> Appreciate the influence of peer relationships, family, and community on personal choices and goals

## Physical and Health Education

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### 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"> <li><input type="checkbox"/> balancing</li> <li><input type="checkbox"/> bending</li> <li><input type="checkbox"/> twisting</li> <li><input type="checkbox"/> Lifting</li> </ul>
	<p>Locomotor movement skills that incorporate travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> rolling</li> <li><input type="checkbox"/> jumping</li> <li><input type="checkbox"/> hopping</li> <li><input type="checkbox"/> running</li> <li><input type="checkbox"/> galloping</li> </ul>
	<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"> <li><input type="checkbox"/> bouncing</li> <li><input type="checkbox"/> throwing</li> <li><input type="checkbox"/> catching</li> <li><input type="checkbox"/> kicking</li> <li><input type="checkbox"/> striking</li> </ul>
<p>Students are expected to know the following:</p> <p>Movement concepts</p>	<p>Include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> body awareness (e.g., parts of the body, weight transfer)</li> <li><input type="checkbox"/> spatial awareness (e.g., general spacing, directions, pathways)</li> <li><input type="checkbox"/> effort awareness (e.g., speed, force)</li> <li><input type="checkbox"/> relationships to/with others and objects</li> </ul>
<p>Students are expected to know the following:</p> <p>Movement strategies</p>	<ul style="list-style-type: none"> <li><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)</li> </ul>

<p>Students are expected to know the following:</p> <p>Ways to monitor physical exertion levels</p>	<p>Could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> using heart rate monitors</li> <li><input type="checkbox"/> checking pulse</li> <li><input type="checkbox"/> checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level)</li> </ul>
<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"> <li><input type="checkbox"/> jumping rope</li> <li><input type="checkbox"/> Swimming</li> <li><input type="checkbox"/> running</li> <li><input type="checkbox"/> bicycling</li> <li><input type="checkbox"/> yoga</li> <li><input type="checkbox"/> Hula Hoop</li> </ul>
	<p>Rhythmic activities designed to move our bodies in rhythm; could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> dancing</li> <li><input type="checkbox"/> gymnastics</li> </ul>
	<p>Games: types of play activities that usually involve rules, challenges, and social interaction; could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> tag</li> <li><input type="checkbox"/> parachute activities</li> <li><input type="checkbox"/> co-operative challenges</li> <li><input type="checkbox"/> Simon Says</li> <li><input type="checkbox"/> team games</li> <li><input type="checkbox"/> traditional Aboriginal games</li> </ul>
<p>Students are expected to know the following:</p> <p>Benefits of physical activity and exercise</p>	<p>Could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> developing a stronger heart, muscles, and bones</li> <li><input type="checkbox"/> burning off excess energy</li> <li><input type="checkbox"/> helping focus attention in class</li> <li><input type="checkbox"/> promoting optimal growth and development</li> <li><input type="checkbox"/> helping us feel good</li> <li><input type="checkbox"/> lowering stress levels</li> <li><input type="checkbox"/> having fun with friends</li> </ul>
<p>Students are expected to know the following:</p> <p>Practices that promote health and well-being,</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> getting at least 60-90 minutes of daily physical activity at moderate to vigorous intensity levels</li> <li><input type="checkbox"/> getting approximately 10-11 hours of sleep each night</li> </ul>

<p>including those relating to physical activity, sleep, healthy eating, and illness prevention</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> choosing a variety of foods from the different food groups to support a healthy lifestyle</li> </ul> <p>Practices could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> washing hands</li> <li><input type="checkbox"/> covering mouth when coughing</li> <li><input type="checkbox"/> washing hands after sneezing and/or coughing</li> <li><input type="checkbox"/> resting when sick</li> <li><input type="checkbox"/> staying away from others when sick</li> </ul>
<p>Students are expected to know the following:</p> <p>Illness prevention</p>	<p>Practices could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> washing hands</li> <li><input type="checkbox"/> covering mouth when coughing</li> <li><input type="checkbox"/> resting when sick</li> <li><input type="checkbox"/> staying away from others when sick</li> </ul>
<p>Students are expected to know the following:</p> <p>Food portion sizes and number of servings</p>	<p>Recommended daily servings for students aged 9-13:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> six servings of vegetables and fruit</li> <li><input type="checkbox"/> six servings of grain products</li> <li><input type="checkbox"/> three to four servings of milk and alternatives</li> <li><input type="checkbox"/> one to two servings of meat and alternatives</li> </ul>
<p>Students are expected to know the following:</p> <p>Communicable and non-communicable illnesses</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> illnesses that can be spread or contracted from person to person</li> <li><input type="checkbox"/> illnesses that cannot be “caught” from someone else</li> </ul>
<p>Students are expected to know the following:</p> <p>Media messaging and body image</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> health-related messages that are communicated through media sources, such as the Internet, magazines, TV</li> </ul>
<p>Students are expected to know the following:</p> <p>Strategies and skills to use in potentially hazardous, unsafe or abusive situations, including identifying common lures or tricks used by potential abusers</p>	<p>Could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> using a strong voice to say “no,” “stop,” “I don’t like this”</li> <li><input type="checkbox"/> calling out for help and getting away if possible</li> <li><input type="checkbox"/> telling a trusted adult until you get help</li> <li><input type="checkbox"/> not giving out personal information (e.g., to strangers, on the Internet)</li> </ul>

	<p>Could include (potential abusers):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> offering special attention or compliments</li> <li><input type="checkbox"/> saying they know a family member</li> <li><input type="checkbox"/> using the Internet to get to know you</li> </ul>
<p>Students are expected to know the following:</p> <p>Strategies for responding to bullying, discrimination, and violence</p>	<p>Could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> assessing the situation</li> <li><input type="checkbox"/> avoiding</li> <li><input type="checkbox"/> being assertive</li> <li><input type="checkbox"/> reporting</li> <li><input type="checkbox"/> seeking help</li> </ul>
<p>Students are expected to know the following:</p> <p>Potential effects of psychoactive substance use, and strategies for preventing personal harm</p>	<p>Could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> alcohol</li> <li><input type="checkbox"/> tobacco</li> <li><input type="checkbox"/> illicit drugs</li> <li><input type="checkbox"/> solvents</li> </ul>
<p>Students are expected to know the following:</p> <p>Factors that influence self-identity, including body image and social media</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> how we see and feel about our bodies; can be influenced by the words and actions of others</li> </ul> <p>Students might receive and/or send comments to others around various topics, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how they look</li> <li><input type="checkbox"/> what they're wearing</li> <li><input type="checkbox"/> what they believe in</li> <li><input type="checkbox"/> what their cultural background might be</li> </ul>
<p>Students are expected to know the following:</p> <p>Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> how students' bodies are growing and changing during puberty</li> <li><input type="checkbox"/> how students' thoughts and feelings might evolve or change during puberty</li> <li><input type="checkbox"/> how students interact with others and how their relationships might evolve or change during puberty</li> </ul>

## 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 describe preferred types of physical activity
<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 participation in preferred types of physical activity at school, at home, and in the community
	<input type="checkbox"/> Explain the relationship of healthy eating to overall health and well-being
	<input type="checkbox"/> Identify and describe factors that influence healthy choices
	<input type="checkbox"/> Examine and explain how health messages can influence behaviours and decisions
	<input type="checkbox"/> Identify and apply 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 assess strategies for responding to discrimination, stereotyping, and bullying
	<input type="checkbox"/> Describe and apply strategies for developing and maintaining positive relationships
	<input type="checkbox"/> Describe and apply strategies that promote a safe and caring environment
<i>Mental well-being</i>	

Students are expected to be able to do the following:	<input type="checkbox"/> Describe and assess strategies for promoting mental well-being
	<input type="checkbox"/> Describe and assess strategies for managing problems related to mental well-being and substance use
	<input type="checkbox"/> Explore and describe strategies for managing physical, emotional, and social changes during puberty
	<input type="checkbox"/> Describe factors that positively influence mental well-being and self-identity



## Applied Design, Skills and Technologies

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### Content

#### Specific Expectations

Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies 4-5 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:  Understanding context	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gather information about or from potential users (may include self, peers, younger children, family or community members, customers, plants, or animals)</li> </ul>
Students are expected to be able to do the following:  Defining	<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a design opportunity</li> <li><input type="checkbox"/> Identify key features or user requirements</li> <li><input type="checkbox"/> Identify the main objective for the design and any constraints (limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred)</li> </ul>
Students are expected to be able to do the following:  Ideating	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generate potential ideas and add to others' ideas</li> <li><input type="checkbox"/> Screen ideas against the objective and constraints</li> <li><input type="checkbox"/> Choose an idea to pursue</li> </ul>
Students are expected to be able to do the following:  Prototyping	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outline a general plan, identifying tools and materials</li> <li><input type="checkbox"/> Construct a first version of the product, making changes to tools, materials, and procedures as needed</li> <li><input type="checkbox"/> Record iterations of prototyping (repetitions of a process with the aim of approaching a desired result)</li> </ul>

Students are expected to be able to do the following:  Testing	<input type="checkbox"/> Test the product
	<input type="checkbox"/> Gather peer feedback and inspiration
	<input type="checkbox"/> Make changes and test again, repeating until satisfied with the product
Students are expected to be able to do the following:  Making	<input type="checkbox"/> Construct the final product, incorporating planned changes
Students are expected to be able to do the following:  Sharing	<input type="checkbox"/> Decide on how and with whom to share their product
	<input type="checkbox"/> Demonstrate their product and describe their process
	<input type="checkbox"/> Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment
	<input type="checkbox"/> Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space
	<input type="checkbox"/> Identify new design issues
<i>Applied Skills</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments
	<input type="checkbox"/> Identify the skills required for a task and develop those skills as needed
<i>Applied Technologies</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Use familiar tools and technologies to extend their capabilities when completing a task
	<input type="checkbox"/> Choose appropriate technologies to use for specific tasks
	<input type="checkbox"/> Demonstrate a willingness to learn new technologies as needed