|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade K BIG IDEAS / Content Connection – SOCIAL STUDIES** | | | | |
| Content | Our communities are diverse and made of individuals who have a lot in common. | Stories and traditions about ourselves and our families reflect who we are and  where we are from. | Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. |
| * ways in which individuals and families differ and are  the same * personal and family history and traditions * needs and wants of individuals and families * rights, roles, and responsibilities of individuals and groups * people, places, and events in the local community, and in local First Peoples communities |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade K BIG IDEAS / Content Connection – NUMERACY** | | | | | |
| Content | Number represents and describes quantity: Quantities can be decomposed into smaller parts. | Developing computational fluency comes from a strong sense of number: One-to-one correspondence and a sense of 5 and 10 are essential for working with numbers. | We use patterns to represent identified regularities and to form generalizations: Repeating elements can be identified. | We can describe, measure, and compare spatial relationships: Objects have attributes. | Analyzing data and  chance help us to compare and interpret: Familiar events can be described as likely or unlikely. |
| * number concepts to 10 * ways to make 5 * decomposition of numbers to 10 * repeating patterns with two or three elements * change in quantity to 10 using concrete materials * equality as a balance and inequality as an imbalance * direct comparative measurement (e.g., linear, mass, capacity) * single attributes of 2D shapes and 3D objects * concrete or pictorial graphs as a visual tool for the class * likelihood of familiar life events * financial literacy – attributes of coins and financial role-play |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade K BIG IDEAS / Content Connection - SCIENCE** | | | | |
| Content | Plants and animals  have observable features. | Humans interact with matter every day through familiar materials. | The motion of objects depends on  their properties. | Daily and seasonal changes affect all living things. |
| * **basic needs** of plants and animals * features of local **plants** and **animals** that help them meet their basic needs * **First Peoples’ uses** of plants and animals * **properties** of **familiar materials** * **effects of pushes/pulls** on movement * effects of size, shape, and materials on movement * **weather** changes * **seasonal changes** * **changes that living things make** to accommodate daily  and seasonal cycles |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade K BIG IDEAS / Content Connection - ELA** | | | | | | | |
| Content | Language and stories can be a source of creativity and joy. | Stories help us learn about ourselves and our families. | Stories can be told through pictures and words. | Everyone can be a reader and can create stories. | Everyone has a unique story. | Playing with language helps us discover how language works. | Listening and speaking builds our understanding and helps us learn. |
| **Story/text**   * **structure of story** * **literary elements and devices**   **Strategies and processes**   * **reading strategies** * **oral language strategies** * **metacognitive strategies** * **writing processes**   **Language features, structures, and conventions**   * **concepts of print** * letter-sound correspondence **(phonemic and phonological awareness)** * **letter formation** * the relationship between reading, writing, and oral language |  |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade K BIG IDEAS / Content Connection – ARTS** | | | | |
| Content | People create art to express  who they are as individuals  and community. | Engagement in the **arts** creates opportunities for inquiry through purposeful play. | Dance, drama, music and visual arts express meaning in unique ways. | People connect to others and share ideas through the **arts**. |
| * elements in the arts, including but not limited to:   + **dance: body, space, dynamics, time, relationships**   + drama: **character**, time, place, plot   + music:beat/pulse, rhythm, tempo, **pitch**, **dynamics**   + visual arts: elements of design: line, shape, texture, colour; **principles of design**: pattern, repetition * processes, materials, movements, **technologies**, tools and techniques to support arts activities * **notation** to represent sounds, ideas and movement * a variety of **dramatic forms** * **symbolism** as expressions of meaning * traditional and contemporary **Aboriginal arts** and  arts-making processes * variety of local **works of art** and artistic traditions * **personal and collective responsibility** associated with creating, experiencing, and performing in a safe learning environment |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade K BIG IDEAS / Content Connection – PHYSICAL HEALTH** | | | | |
| Content | Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. | Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. | Knowing about our bodies and making healthy choices helps us look after ourselves. | Good health comprises physical, mental, and emotional well-being. |
| * proper technique for fundamental movement skills, including  **non-locomotor**, **locomotor**, and **manipulative** skills * how to participate in different types of physical activities, including **individual and dual activities**, **rhythmic activities**, and **games** * **relationships between food, hydration, and health** * **practices** that promote health and well-being * names for **parts of the body**, including male and female  private parts * **appropriate** and **inappropriate** ways of being touched * differenttypes of **substances** * **hazards and potentially unsafe situations** * **caring behaviours** in groups and families * emotions and their causes and effects * reliable **sources** of health information |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade K BIG IDEAS / Content Connection – APPLIED DESIGN, SKILLS AND TECHNOLOGIES** | | | |
| Content | Designs grow out of natural curiosity. | Skills can be developed through play. | Technologies are tools that extend  human capabilities. |
| 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. |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade K BIG IDEAS / Content Connection – CAREER EDUCATION** | | | | | | |
| Content | Confidence develops through the process of self-discovery. | Strong communities are the result of being connected to family and community and working together toward common goals. | Effective collaboration relies on clear, respectful communication. | Everything we learn helps us to develop skills. | Communities include many different roles requiring many different skills. | Learning is a lifelong enterprise. |
| **Personal Development**   * **goal-setting strategies** * **risk taking** and its role in self-exploration   **Connections to Community**   * **cultural and social awareness** * roles and responsibilities at home, at school, and in the local community * jobs in the local community |  |  |  |  |  |  |