BIG IDEAS

Language and **text** can be a source of creativity and joy.	Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.	**Texts** can be understood from different perspectives.	Using language in creative and playful ways helps us understand how language works.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:* **Comprehend and connect (reading, listening, viewing)** • Access information and ideas from a variety of sources and from **prior knowledge** to build understanding • Use a variety of **comprehension strategies** before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of **text** • Synthesize ideas from a variety of sources to build understanding • Consider different purposes, audiences, and perspectives in exploring **texts** • Apply a variety of **thinking skills** to gain meaning from **texts** • Identify how differences in context, perspectives, and voice influence meaning in **texts** • Explain the role of language in personal, social, and cultural identity • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world • **Respond to text in personal and creative ways** • **Recognize how literary elements, techniques, and devices enhance meaning** in **texts** • Show an increasing understanding of the role of **organization** in meaning • Demonstrate awareness of the **oral tradition in First Peoples cultures** and the **purposes of First Peoples texts** • Identify **how story in First Peoples cultures connects people to land**	*Students are expected to know the following:* **Story/text** • **forms, functions,** and **genres** of **text** • **text features** • **literary elements** • **literary devices** • perspective/point of view **Strategies and processes** • **reading strategies** • **oral language strategies** • **metacognitive strategies** • **writing processes** **Language features, structures, and conventions** • **features of oral language** • **paragraphing** • sentence structure and **grammar** • **conventions**

Learning Standards (continued)

Curricular Competencies	Content
Create and communicate (writing, speaking, representing) • **Exchange ideas and perspectives** to build shared understanding • **Use writing and design processes** to plan, develop, and create **texts** for a variety of purposes and audiences • Use language in **creative and playful ways** to develop style • **Communicate in writing** using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation • Develop and apply expanding **word knowledge** • Use **oral storytelling processes** • Transform ideas and information to create original texts	

BIG IDEAS

Numbers describe quantities that can be represented by equivalent fractions.	Computational **fluency** and flexibility with numbers extend to operations with larger (multi-digit) numbers.	Identified regularities in number **patterns** can be expressed in tables.	Closed shapes have **area and perimeter** that can be described, measured, and compared.	**Data** represented in graphs can be used to show many-to-one correspondence.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Reasoning and analyzing** • Use reasoning to explore and make connections • **Estimate reasonably** • Develop **mental math strategies** and abilities to make sense of quantities • Use **technology** to explore mathematics • **Model** mathematics in contextualized experiences **Understanding and solving** • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Develop and use **multiple strategies** to engage in problem solving • 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 **Communicating and representing** • **Communicate** mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • **Explain and justify** mathematical ideas and decisions • Represent mathematical ideas in **concrete, pictorial, and symbolic forms** **Connecting and reflecting** • **Reflect** on mathematical thinking • Connect mathematical concepts to each other and to **other areas and personal interests** • **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts	*Students are expected to know the following:* • **number concepts** to 1 000 000 • decimals to thousandths • equivalent fractions • whole-number, fraction, and decimal **benchmarks** • addition and subtraction of **whole numbers** to 1 000 000 • **multiplication and division** to three digits, including division with remainders • addition and subtraction of **decimals** to thousandths • **addition and subtraction facts to 20** (extending computational fluency) • multiplication and division **facts to 100** (emerging computational fluency) • rules for increasing and decreasing patterns with words, numbers, symbols, and variables • **one-step equations** with variables • area measurement of squares and rectangles • relationships between **area and perimeter** • duration, using measurement of **time** • **classification** of prisms and pyramids • single **transformations** • one-to-one correspondence and **many-to-one correspondence**, using double bar graphs • **probability experiments**, single events or outcomes • **financial literacy** — monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans

BIG IDEAS

Multicellular organisms have organ systems that enable them to survive and interact within their environment.	Solutions are homogeneous.	Machines are devices that transfer force and energy.	Earth materials change as they move through the rock cycle and can be used as natural resources.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Questioning and predicting** • Demonstrate a sustained curiosity about a scientific topic or problem of personal interest • Make observations in familiar or unfamiliar contexts • Identify questions to answer or problems to solve through scientific inquiry • Make predictions about the findings of their inquiry **Planning and conducting** • With support, plan appropriate investigations to answer their questions or solve problems they have identified • Decide which variable should be changed and measured for a fair test • Choose appropriate data to collect to answer their questions • Observe, measure, and record data, using appropriate tools, including digital technologies • Use equipment and materials safely, identifying potential risks **Processing and analyzing data and information** • Experience and interpret the local environment • Identify First Peoples perspectives and knowledge as sources of information • Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data • Identify patterns and connections in data • Compare data with predictions and develop explanations for results • Demonstrate an openness to new ideas and consideration of alternatives	*Students are expected to know the following:* • basic structures and functions of body systems: – **digestive** – **musculo-skeletal** – **respiratory** – **circulatory** • **solutions and solubility** • properties of **simple machines** and their **force effects** • machines: – **constructed** – **found in nature** • **power –** the rate at which energy is transferred • the rock cycle • local types of **earth materials** • First Peoples concepts of **interconnectedness** in the environment • the nature of sustainable practices around BC's resources • First Peoples knowledge of sustainable practices

Learning Standards (continued)

Curricular Competencies	Content
Evaluating • Evaluate whether their investigations were fair tests • Identify possible sources of error • Suggest improvements to their investigation methods • Identify some of the assumptions in **secondary sources** • Demonstrate an understanding and appreciation of evidence • Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations **Applying and innovating** • Contribute to care for self, others, and community through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Communicate ideas, explanations, and processes in a variety of ways • Express and reflect on personal, shared, or others' experiences of **place**	

BIG IDEAS

Canada's policies for and treatment of minority peoples have negative and positive legacies.	Natural resources continue to shape the economy and identity of different regions of Canada.	Immigration and multiculturalism continue to shape Canadian society and identity.	Canadian institutions and government reflect the challenge of our regional diversity.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: • **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions** • **Develop a plan of action to address a selected problem or issue** • **Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)** • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) • **Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)** • Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence) • **Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)** • **Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)**	*Students are expected to know the following:* • the development and evolution of Canadian identity over time • **the changing nature of Canadian immigration over time** • **past discriminatory government policies and actions, such as the Chinese Head Tax, the *Komagata Maru* incident, residential schools, and internments** • **human rights and responses to discrimination in Canadian society** • **levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding** • **participation and representation in Canada's system of government** • **resources and economic development in different regions of Canada** • **First Peoples land ownership and use**

BIG IDEAS

Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.	Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.	Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.	Personal choices and social and environmental factors influence our health and well-being.	Developing healthy relationships helps us feel connected, supported, and valued.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Physical literacy** • Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments • Develop and apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity **Healthy and active living** • Participate daily in physical activity designed to enhance and maintain health components of fitness • Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community • Analyze and describe the connections between eating, physical activity, and mental well-being • Describe the impacts of personal choices on health and well-being • Describe strategies for communicating medical concerns and getting help with health issues • Identify, apply, and reflect on strategies used to pursue personal healthy-living goals	*Students are expected to know the following:* • proper technique for fundamental movement skills, including **non-locomotor**, **locomotor**, and **manipulative** skills • **movement concepts** and **strategies** • ways to **monitor and adjust physical exertion levels** • how to participate in different types of physical activities including **individual and dual activities**, **rhythmic activities**, and **games** • differences between the **health components of fitness** • training principles to enhance personal fitness levels, including the **FITT principle** • **benefits** of physical activity and exercise • **food choices** to support active lifestyles and overall health • practices that promote health and well-being, including those that **prevent communicable** and **non-communicable illnesses** • **sources of health information and support services** • **strategies to protect themselves and others** from potential abuse, exploitation, and harm in a variety of settings • factors influencing use of **psychoactive substances**, and potential harms • **physical**, **emotional**, and **social** changes that occur during puberty, including those involving **sexuality** and **sexual identity**, and changes to relationships

Learning Standards (continued)

Curricular Competencies	Content
Social and community health • Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations • Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Describe and apply strategies for developing and maintaining healthy relationships • Describe and apply strategies that promote a safe and caring environment **Mental well-being** • Describe and assess strategies for promoting mental well-being, for self and others • Describe and assess strategies for managing problems related to mental well-being and substance use, for others • Explore and describe strategies for managing physical, emotional, and social changes during puberty • Explore and describe how personal identities adapt and change in different settings and situations	

BIG IDEAS

Engaging in creative expression and experiences expands people's sense of identity and belonging.	**Artists** experiment in a variety of ways to discover new possibilities and perspectives.	Dance, drama, music and visual arts are each unique languages for creating and **communicating**.	**Works of art** influence and are influenced by the world around us.

Learning Standards

Curricular Competencies	Content
Students will be able to use creative processes to: **Exploring and creating** • Intentionally select artistic **elements**, processes, materials, movements, **technologies**, tools, techniques, and environments to express meaning in their work • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play** • Explore connections to identity, place, culture, and belonging through creative expression • Explore a range of cultures, and the relationships among cultures, societies, and the arts **Reasoning and reflecting** • 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 • Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations • Reflect on **creative processes** as an individual and as a group, and make connections to other experiences • Connect knowledge and skills from other **areas of learning** in planning, creating, interpreting, and analyzing works for art • Examine relationships between the arts and the wider world	*Students are expected to know the following:* • elements and principles that together create meaning in the arts, including but not limited to: – **dance: body**, **space**, **dynamics**, **time**, **relationships**, **form**, and **movement principles** – drama: **character**, time, place, plot, tension, mood and focus – music**:** beat/pulse, **metre**, **duration**, **rhythm**, **tempo**, **pitch**, **timbre**, **dynamics**, **form**, **texture** – visual arts: elements of design: line, shape, space, texture, colour, **form**, **value**; **principles of design: balance**, **pattern**, **repetition**, contrast, emphasis, **rhythm**, **unity, harmony**, variety • processes, materials, **technologies**, tools and techniques to support creative works • **choreographic devices** • a variety of **dramatic forms** • **notation** in music and dance to represent sounds, ideas, movement, elements, and actions • **image development strategies** • **symbolism** and metaphor to explore ideas and perspective • traditional and contemporary **Aboriginal arts** and arts-making processes • a variety of regional and national **works of art** and artistic traditions from diverse cultures, communities, times, and places • **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment

Learning Standards (continued)

Curricular Competencies	Content
Communicating and documenting • Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences** • Interpret and communicate ideas using **symbols** and elements to express meaning through the arts • Express, feelings, ideas, and experiences through the arts • Describe and respond to works of art and explore artists' intent • Experience, **document** and **present** creative works in a variety of ways • Demonstrate increasingly sophisticated application and/or engagement of curricular content	

BIG IDEAS

Public identity is influenced by personal choices and decisions.	Exploring our strengths and abilities can help us identify our goals.	Leadership requires listening to and respecting the ideas of others.	Family and community relationships can be a source of support and guidance when solving problems and making decisions.	Good learning and work habits contribute to short- and long-term personal and career success.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: • Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time • Recognize the need for others who can support their learning and personal growth • Recognize the intersection of their personal and public **digital identities** and the potential for both positive and negative consequences • Demonstrate respect for differences in the classroom • Use innovative thinking when solving problems • Set realistic short- and longer-term learning goals, define a path, and monitor progress • Make connections between effective work habits and success • Demonstrate safe behaviours in a variety of environments • Question self and others about the role of technology in the changing workplace • Appreciate the influence of peer relationships, family, and community on personal choices and goals	*Students are expected to know the following:* **Personal Development** • **goal-setting strategies** • problem-solving and decision-making strategies • **emergent leadership skills** **Connections to Community** • **cultural and social awareness** • generational roles and responsibilities • safety hazards and rules at school, at home, and in the community

BIG IDEAS

Designs can be improved with prototyping and testing.	Skills are developed through practice, effort, and action.	The choice of technology and tools depends on the task.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Applied Design** *Understanding context* • Gather information about or from potential **users** ***Defining*** • Choose a design opportunity • Identify key features or user requirements • Identify the main objective for the design and any **constraints** ***Ideating*** • Generate potential ideas and add to others' ideas • Screen ideas against the objective and constraints • Choose an idea to pursue *Prototyping* • Outline a general plan, identifying tools and materials • Construct a first version of the **product**, making changes to tools, materials, and procedures as needed • Record **iterations** of prototyping *Testing* • Test the product • Gather peer feedback and inspiration • Make changes and test again, repeating until satisfied with the product	*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.*

Learning Standards (continued)

Curricular Competencies	Content
Making • Construct the final product, incorporating planned changes *Sharing* • Decide on how and with whom to **share** their product • Demonstrate their product and describe their process • Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment • 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 • Identify new design issues **Applied Skills** • Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments • Identify the skills required for a task and develop those skills as needed **Applied Technologies** • Use familiar tools and **technologies** to extend their capabilities when completing a task • Choose appropriate technologies to use for specific tasks • Demonstrate a willingness to learn new technologies as needed	