

Type	Content	Curriculum	Elaboration
Big Ideas	Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.	Français langue première 3	
Content	cultural characteristics and ways of life of local First Peoples and global indigenous peoples	Social Studies 3	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ potential First Peoples and global indigenous people for study could include <ul style="list-style-type: none"> ▪ Local BC First Peoples ▪ Canadian and other North American indigenous people ▪ local indigenous peoples of South America ▪ ethnic Chinese and Koreans ▪ ethnic European groups (Germanic, Slavic, Latin, Celtic) ○ worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, traditional teachings
Content	aspects of life shared by and common to peoples and cultures	Social Studies 3	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ family ○ work ○ education ○ systems of ethics and spirituality
Content	interconnections of cultural and technological innovations of global and local indigenous peoples	Social Studies 3	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ transportation ○ clothing ○ pottery ○ shelters and buildings ○ navigation ○ weapons ○ tools ○ hunting and fishing techniques ○ building techniques

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Content	governance and social organization in local and global indigenous societies	Social Studies 3	<ul style="list-style-type: none"> ○ food cultivation and preparation ○ ceremonies ○ art ○ music ○ basketry and weaving • Sample topics: <ul style="list-style-type: none"> ○ consensus ○ confederacies ○ Elders ○ reservations ○ band councils ○ traditional leadership
Content	oral history, traditional stories, and artifacts as evidence about past First Peoples cultures	Social Studies 3	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ tools ○ earth mounds ○ petroglyphs ○ oral stories ○ sacred or significant places and landforms ○ weapons
Content	relationship between humans and their environment	Social Studies 3	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ protocols around the world that acknowledge and respect the land ○ reshaping of the land for resource exploration and development ○ domestication of animals ○ organization and techniques of hunting and fishing
Content	Personal Development <ul style="list-style-type: none"> • goal-setting strategies 	Career Education 3	<p>Examples:</p> <ul style="list-style-type: none"> • Identify steps required to help achieve short-term goals • Identify sources of support at home, at school, and in the community

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Content	<ul style="list-style-type: none"> • risk taking and its role in self-exploration <p>Connections to Community</p> <ul style="list-style-type: none"> • cultural and social awareness • roles and responsibilities at home, at school, and in the local community • jobs in the local community 	Career Education 3	<p>, Examples:</p> <ul style="list-style-type: none"> • Try a new activity • Make a new friend • Volunteer to ask/answer a question • Speak in front of others <p>achieved by exploring self-identity, acknowledging cultural differences, honouring indige</p>
Content	<p>communication strategies:</p> <ul style="list-style-type: none"> • active listening • turn-taking in a conversation • consideration of other people's perspectives 	Français langue seconde - immersion 3	<p>the recipient is physically and intellectually engaged, and reacts to what is heard , waiting one's hand, etc.</p>

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Content	cultural elements	Français langue seconde - immersion 3	
	literary elements:		
Content	<ul style="list-style-type: none"> • characteristics of the fairy or folk tale • characteristics of the youth novel 	Français langue seconde - immersion 3	typical opening lines, characters, conflicts, fantasy, typical closing lines and moral, characters, etc.
	text organization:		
Content	<ul style="list-style-type: none"> • structure of narrative texts • text elements • punctuation 	Français langue seconde - immersion 3	setting, inciting incident, rising action and falling action, title, sub-titles, chapters, paragraphs, comma and exclamation point
Content	spelling conventions	Français langue seconde - immersion 3	plural nouns that end in the letter “x”, and gender and number agreement of adjectives
	language elements:		
Content	<ul style="list-style-type: none"> • reflexive personal pronouns • structure of complex 	Français langue seconde - immersion 3	sentences with coordinating conjunctions and simple prepositions (<i>et, mais, ou, avec</i> , etc.) and near future (“futur proche”) tenses, concepts of past indicative tenses (imperfect or “ <i>imparfait</i> ” or “ <i>passé composé</i> ”) and subject-verb agreement, prefixes (e.g., “ <i>re-</i> ”) and suffixes (e.g., “ <i>-ment</i> ”)

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Content	<p data-bbox="459 321 737 386">sentences affirmative and negative</p> <ul data-bbox="415 394 737 602" style="list-style-type: none"> • verb moods and tenses associated with the genres being studied • the roots of words and affixes <p data-bbox="365 951 701 976">number concepts to 1000</p>	<p data-bbox="743 932 905 992">Mathematics 3</p>	<ul data-bbox="968 662 2072 1235" style="list-style-type: none"> • counting: <ul data-bbox="1062 695 2072 906" style="list-style-type: none"> ○ skip-counting by any number from any starting point, increasing and decreasing backward) ○ Skip-counting is related to multiplication. ○ investigating place-value based counting patterns (e.g., counting by 10s, 100s; noticing the role of zero as a placeholder 698, 699, 700, 701; noticing the place value system) • Numbers to 1000 can be arranged and recognized: <ul data-bbox="1062 954 1535 1019" style="list-style-type: none"> ○ comparing and ordering numbers ○ estimating large quantities • place value: <ul data-bbox="1062 1060 2072 1235" style="list-style-type: none"> ○ 100s, 10s, and 1s ○ understanding the relationship between digit places and their values, to 100 (e.g., the value of 40 or 4 tens) ○ understanding the importance of 0 as a place holder (e.g., in the number 400 there are 0 tens)
Content	fraction concepts	<p data-bbox="743 1305 905 1365">Mathematics 3</p>	<ul data-bbox="968 1243 1944 1391" style="list-style-type: none"> • instructional resource: <i>Math in a Cultural Context</i>, by Jerry Lipka • Fractions are numbers that represent an amount or quantity. • Fractions can represent parts of a region, set, or linear model. • Fraction parts are equal shares or equal-sized portions of a whole or unit.

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Content	addition and subtraction to 1000	Mathematics 3	<ul style="list-style-type: none"> • Provide opportunities to explore and create fractions with concrete materials. • recording pictorial representations of fraction models and connecting to symbolic representations • equal partitioning • equal sharing, pole ratios as visual parts, medicine wheel, seasons • using flexible computation strategies, involving taking apart (e.g., decomposing using compensation) and combining numbers in a variety of ways, regrouping • estimating sums and differences of all operations to 1000 • using addition and subtraction in real-life contexts and problem-based situations • whole-class number talks
Content	addition and subtraction facts to 20 (emerging computational fluency)	Mathematics 3	<ul style="list-style-type: none"> • adding and subtracting of numbers to 20 • demonstrating fluency with math strategies for addition and subtraction (e.g., decomposing to 10, related doubles, and commutative property) • Addition and subtraction are related. • At the end of Grade 3, most students should be able to recall addition facts to 20.
Content	multiplication and division concepts	Mathematics 3	<ul style="list-style-type: none"> • understanding concepts of multiplication (e.g., groups of, arrays, repeated addition) • understanding concepts of division (e.g., sharing, grouping, repeated subtraction) • Multiplication and division are related. • Provide opportunities for concrete and pictorial representations of multiplication. • Use games to develop opportunities for authentic practice of multiplication computation • looking for patterns in numbers, such as in a hundred chart, to further develop understanding of computation • Connect multiplication to skip-counting. • Connect multiplication to division and repeated addition. • Memorization of facts is not intended for this level. • fish drying on rack; sharing of food resources in First Peoples communities
Content	increasing and decreasing patterns	Mathematics 3	<ul style="list-style-type: none"> • creating patterns using concrete, pictorial, and numerical representations • representing increasing and decreasing patterns in multiple ways • generalizing what makes the pattern increase or decrease (e.g., doubling, adding 2)

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Content	pattern rules using words and numbers, based on concrete experiences	Mathematics 3	<ul style="list-style-type: none"> from a concrete pattern, describing the pattern rule using words and numbers predictability in song rhythm and patterns Share examples of local First Peoples art with the class, and ask students to notice
Content	one-step addition and subtraction equations with an unknown number	Mathematics 3	<ul style="list-style-type: none"> start unknown (e.g., $n + 15 = 20$ or $n + 15 = 20$) change unknown (e.g., $12 + n = 20$ or $12 + n = 20$) result unknown (e.g., $6 + 13 = n$ or $6 + 13 = n$) investigating even and odd numbers
Content	measurement, using standard units (linear, mass, and capacity)	Mathematics 3	<ul style="list-style-type: none"> linear measurements, using standard units (e.g., centimetre, metre, kilometre) capacity measurements, using standard units (e.g., millilitre, litre) Introduce concepts of perimeter, area, and circumference (the distance around); us not intended — the focus is on the concepts. area measurement, using square units (standard and non-standard) mass measurements, using standard units (e.g., gram, kilogram) estimation of measurements, using standard referents (e.g., If this cup holds 100 ml, how much water can this jug hold?)
Content	time concepts	Mathematics 3	<ul style="list-style-type: none"> understanding concepts of time (e.g., second, minute, hour, day, week, month, year) understanding the relationships between units of time Telling time is not expected at this level. estimating time, using environmental references and natural daily/seasonal cycles, systems, traditional calendar
Content	construction of 3D objects	Mathematics 3	<ul style="list-style-type: none"> identifying 3D objects according to the 2D shapes of the faces and the number of faces (e.g., construction of nets, skeletons) describing the attributes of 3D objects (e.g., faces, edges, vertices) identifying 3D objects by their mathematical terms (e.g., sphere, cube, prism, cone) comparing 3D objects (e.g., How are rectangular prisms and cubes the same or different?) understanding the preservation of shape (e.g., the orientation of a shape will not change when it is rotated) identifying 3D objects in their environment (e.g., jingle dress bells, bentwood box, birch bark baskets, pithouses)

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Content	one-to-one correspondence with bar graphs, pictographs, charts, and tables	Mathematics 3	<ul style="list-style-type: none"> collecting data, creating a graph, and describing, comparing, and discussing the results choosing a suitable representation
Content	likelihood of simulated events , using comparative language	Mathematics 3	<ul style="list-style-type: none"> using comparative language (e.g., certain, uncertain; more, less, or equally likely) developing an understanding of chance (e.g., tossing a coin creates a 50-50 chance drawing from a bag, using spinners, and rolling dice all simulate probability events) story: <i>The Snowsnake Game</i> (yukon-ed-show-me-your-math.wikispaces.com/file/view/The%20Snowsnake%20Game.pdf/203828506/The%20Snowsnake%20Game.pdf) counting mixed combinations of coins and bills up to \$100: <ul style="list-style-type: none"> totalling up a set of coins and bills using different combinations of coins and bills to make the same amount
Content	financial literacy — fluency with coins and bills to 100 dollars, and earning and payment	Mathematics 3	<ul style="list-style-type: none"> understanding that payments can be made in flexible ways (e.g., cash, cheques, credit cards, goods and services) understanding that there are different ways of earning money to reach a financial goal (e.g., bake sales, selling items, walking a neighbour's dog) Using pictures of First Peoples trade items (e.g., dentalium shells, dried fish, or tobacco pipes) and values indicated on the back, have students play a trading game.
Content	<p>elements in the arts, including but not limited to:</p> <ul style="list-style-type: none"> dance: body, space, dynamics (dance), time, relationships, form drama: character, time, place, plot, tension music: beat/pulse, duration, rhythm 	Arts Education 3	<p>the elements of dance are universally present in all dance forms and grow in sophistication over time. Elements of dance include: doing, including whole or partial body action, types of movement (locomotor and non-locomotor), how the body is moving, including place, level, direction, pathway, size/reach, shape, etc., how energy is used, how the body is in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), how the body moves in relation to time, including beat (underlying pulse), tempo, with whom or what the body is moving; movement happens in a variety of relationship in time and space (e.g., beginning, middle, end, ABA, canon, call and response, narrative, abstract, in drama, taking on the thoughts, perceptions, feelings, and beliefs of another, the length of a sound or silence in relation to time (shorter, longer, equal), the arrangement of sounds and silences over time, the frequency or pitch of a note, how low a note is, the characteristic quality of a sound independent of pitch and dynamics; tone, timbre, softness, or changing volume of music (e.g., louder, softer), simultaneous layering of sounds</p>

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	<p>(music), tempo, pitch, timbre, dynamics (music), form texture</p> <ul style="list-style-type: none"> visual arts: elements of design: line, shape, space, texture, colour, form (visual arts); principles of design: pattern, repetition, rhythm (visual arts), contrast, emphasis 		<p>with other instruments, partner songs), the visual element that pertains to an actual or implied image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., of the visual elements to achieve a desired effect, a design in which shapes, colours or lines of the same object, colour, marking, or type of line more than once, the combination of patterns, and a feeling of organized energy</p>
Content	<p>processes, materials, technologies, tools, and techniques to support arts activities</p>	Arts Education 3	<p>includes both manual and digital technologies (e.g., electronic media, production elements, sound equipment and recording technologies, etc.); in visual arts, any visual image-making (e.g., scissors, pencil, stamp) and includes the improvisational use of miscellaneous items</p>
Content	<p>notation to represent sounds, ideas, and movement</p>	Arts Education 3	<p>any written, visual, or kinetic form of representing music compositions; for example, notation can be used to represent sound, or traditional notation used to represent high/low pitches and rhythm; this can include written formal and informal systems of symbols, shapes, and lines that represent movement</p>
Content	<p>a variety of dramatic forms</p>	Arts Education 3	<p>a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, theatre); may involve the integration of a variety of media and a combination of the arts</p>
Content	<p>image development strategies</p>	Arts Education 3	<p>processes that transform ideas and experiences into visual images (e.g., elaboration, repetition)</p>
Content	<p>choreographic devices</p>	Arts Education 3	<p>ways of developing movement (e.g., change level, dynamics, time, size, repetition)</p>

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Content	<p>symbolism as ways of creating and representing meaning</p>	Arts Education 3	use of an object, word, or action to represent an abstract idea; includes but is not limited to images and sounds (e.g., the solar system can be represented through positive and negative space, collaborative movement)
Content	<p>traditional and contemporary Aboriginal arts and arts-making processes</p>	Arts Education 3	dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to ceremonies as part of cultural tradition
Content	<p>a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places</p>	Arts Education 3	the results of creative processes in disciplines such as dance, drama, music, and visual arts
Content	<p>personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</p>	Arts Education 3	ensuring the physical and emotional safety of self and others when engaging in the arts; ensuring the safety of content, facilities, and materials, includes any form of presentation as outlined in the Connecting and Responding in Arts Education resource
Content	<p>Story/text</p> <ul style="list-style-type: none"> • elements of story • functions and genres of stories and other texts • text features • literary elements and devices 	English Language Arts 3	character, plot, setting, conflict, and theme, how text and visuals are displayed (e.g., headings, sidebars), descriptive language, poetic language, figurative language, images, imagery, rhyme, alliteration
Content	<p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies 	English Language Arts 3	using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; using knowledge of language patterns and phonics to decode words; identifying familiar words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors

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	<ul style="list-style-type: none"> • oral language strategies • metacognitive strategies • writing processes 		<p>systems: meaning, structure, and visual, focusing on the speaker, asking questions to clarify, expressing opinions, speaking with expression, staying on topic, taking turns, connecting, thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating), as a reader and as a writer, may include revising, editing, considering audience</p>
	<p>Language features, structures, and conventions</p>		
Content	<ul style="list-style-type: none"> • features of oral language • word patterns, word families • legible handwriting • sentence structure • conventions 	<p>English Language Arts 3</p>	<p>including tone, volume, inflection, pace, gestures, legible handwriting with spacing between compound sentences, common practices in punctuation of sentences and in apostrophe use</p>
Content	<p>biodiversity in the local environment</p>	<p>Science 3</p>	<ul style="list-style-type: none"> • biodiversity: the variety of different types of living things in an ecosystem • characteristics of local plants, animals and fungi
Content	<p>the knowledge of local First Peoples of ecosystems</p>	<p>Science 3</p>	<p>the interconnection between living and non-living things in the local environment; our shared the local environment (i.e., stewardship); information shared from the local First Peoples (c</p>
Content	<p>energy is needed for life</p>	<p>Science 3</p>	<ul style="list-style-type: none"> • population: all the members of the same type of living thing (species) in an area • communities: different populations in an area living together • producers (plants), consumers (animals), and decomposers (bacteria and fungi) res energy pyramids (flow of energy in the community from the sun) • food chains: the flow of food energy from one organism to another (e.g., grass to r • food webs: interconnecting food chains (e.g., a rabbit may be eaten by a lynx or a

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Content	matter is anything that has mass and takes up space	Science 3	
Content	atoms are building blocks of matter	Science 3	
Content	sources of thermal energy	Science 3	thermal energy can be produced by chemical reactions (e.g., hand warmers), friction between particles, the energy that comes from the movement of particles within matter
Content	transfer of thermal energy	Science 3	<ul style="list-style-type: none"> • conduction (touching — e.g., hold an ice cube) • convection (current — why do we hang mittens over a heat source?) • radiation (through space by a wave — e.g., heat from the sun)
Content	major local landforms	Science 3	mountains, hills, plateaus, valleys, riverbeds, deltas, glaciers, etc.; oral narrative about landforms
Content	local First Peoples knowledge of local landforms	Science 3	
Content	observable changes in the local environment caused by erosion and deposition by wind, water, and ice	Science 3	movements performed “on the spot” without travelling across the floor or surface; could include:
Content	proper technique for fundamental movement skills, including non-locomotor, locomotor , and manipulative skills	Physical and Health Education 3	<ul style="list-style-type: none"> • balancing • bending • twisting • lifting , movement skills that incorporate travelling across the floor or surface; could include: <ul style="list-style-type: none"> • rolling • jumping

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Content	movement concepts and strategies	Physical and Health Education 3	<ul style="list-style-type: none"> • hopping • running • galloping <p>, movement skills involving the control of objects, such as balls, primarily with the hands racquets or bats; could include:</p> <ul style="list-style-type: none"> • bouncing • throwing • catching • kicking • striking <p>include:</p> <ul style="list-style-type: none"> • body awareness (e.g., parts of the body, weight transfer) • spatial awareness (e.g., general spacing, directions, pathways) • effort awareness (e.g., speed, force) • relationships to/with others and objects
Content	ways to monitor physical exertion levels	Physical and Health Education 3	<p>, include a variety of approaches that will help a player or team successfully achieve a mo moving into space away from an opponent to receive a pass)</p> <p>could include using a 1-5 rating scale where 1 = cold, 2 = getting warmer, 3 = warm, 4 = ξ and students choose the number that they feel best describes how they are feeling in relatio</p>
Content	different types of physical activities, including individual and dual activities, rhythmic activities, and games	Physical and Health Education 3	<p>activities that can be done individually and/or with others; could include:</p> <ul style="list-style-type: none"> • jumping rope • swimming • running

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Content	practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention	Physical and Health Education 3	<ul style="list-style-type: none"> • bicycling • Hula Hoop <p>, activities designed to move our bodies in rhythm; could include:</p> <ul style="list-style-type: none"> • dancing • gymnastics <p>, types of play activities that usually involve rules, challenges, and social interaction; could include:</p> <ul style="list-style-type: none"> • tag • parachute activities • co-operative challenges • Simon Says • team games • traditional Aboriginal games <p>getting 60-90 minutes of moderate to vigorous physical activity each day, getting approximately 6-8 hours of sleep each night, practices could include:</p>
Content	nutrition and hydration choices to support different activities and overall health	Physical and Health Education 3	<ul style="list-style-type: none"> • washing hands • covering mouth when coughing • resting when sick • staying away from others when sick • types of roles of nutrients • eating three meals and two to three snacks each day • limiting foods high in fat, sodium, and sugar <p>, water is the best choice for hydration</p>

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Content	strategies for accessing health information	Physical and Health Education 3	<p>could include:</p> <ul style="list-style-type: none"> • speaking to a trusted adult • speaking to a medical professional • looking for health and safety signs
Content	strategies and skills to use in potentially hazardous, unsafe, or abusive situations	Physical and Health Education 3	<p>could include:</p> <ul style="list-style-type: none"> • using a strong voice to say “no,” “stop,” “I don’t like this” • calling out for help and getting away if possible • telling a trusted adult until you get help • not giving out personal information (e.g., to strangers, on the Internet)
Content	nature and consequences of bullying	Physical and Health Education 3	
Content	effects of different substances , and strategies for preventing personal harm	Physical and Health Education 3	<p>could include:</p> <ul style="list-style-type: none"> • poisons • medications • psychoactive substances
Content	relationship between worries and fears	Physical and Health Education 3	
Content	factors that influence self-identity	Physical and Health Education 3	<p>could include:</p> <ul style="list-style-type: none"> • cultural heritage • interests • media • peers

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Content	spelling conventions	Français langue première 3	use of the letter “x” to form the plural, and gender and number agreement with the subject
	text organization:		
	<ul style="list-style-type: none"> • structure of informational texts • structure of fairy and folk tales • narrative structure • circular structure • elements of written correspondence • markers of causal relationship and purpose • punctuation 	Français langue première 3	introduction, development, conclusion, title, subtitles, etc., setting, inciting incident, rising resolution, setting, inciting incident, rising action, falling action, resolution, traditional Ab character, starting point, progression, and return to the starting point with the character tra message, degree of formality, visual organization of message, comma
	literary elements:		
Content	<ul style="list-style-type: none"> • characteristics of fairy and folk tales 	Français langue première 3	typical opening and closing lines, characters, personification, setting, moral, circular struc etc.
	language elements:		
Content	<ul style="list-style-type: none"> • roots and affixes • sentence structure • groups in a sentence • pronouns 	Français langue première 3	prefixes and suffixes, complex and negative sentences, noun, verb, and complement group pronouns, common nouns and proper nouns, personal pronouns, interrogative pronouns, a present perfect (“passé composé”) and near future (“futur proche”)

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	<ul style="list-style-type: none"> • parts of speech • verb moods and tenses associated with the genres studied 		
	strategies studied:		
Content	<ul style="list-style-type: none"> • communication and socialization • reading • writing 	Français langue première 3	consideration of other people’s perspectives, clarification and explanation, self-correction, visualization, prediction, asking questions, main idea, making connections, important info draft, writing, revision, publication
Curricular Competency	Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)	Social Studies 3	<ul style="list-style-type: none"> • Sample activity: <ul style="list-style-type: none"> ◦ View different artifacts from indigenous cultures and speculate on what the
Curricular Competency	Demonstrate increasingly sophisticated application and/or engagement of curricular content	Arts Education 3	
Curricular Competency	Become aware of the role of oral traditions in Aboriginal narratives.	Français langue première 3	