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 K		
Content	**Personal Development** • **goal-setting strategies** • **risk taking** and its role in self-exploration	Career Education K ,	Examples: • Identify steps required to help achieve short-term goals • Identify sources of support at home, at school, and in the community Examples: • Try a new activity • Make a new friend • Volunteer to ask/answer a question • Speak in front of others	
Content	**Connections to Community** • **cultural and social awareness** • roles and responsibilities at home, at school, and in the local community	Career Education K	achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions	

Type	Content	Curriculum	Elaboration	
	• jobs in the local community			
Content	communication strategies: • **active listening** • **turn-taking in a conversation** • **expressions of courtesy and greetings**	Français langue seconde - immersion K	the recipient is physically and intellectually engaged, and reacts to what is heard , waiting one's turn to speak, raise one's hand, etc., *bonjour*, *au revoir*, *merci*, *Madame*, *Monsieur*, *est-ce que je peux*, etc.	
Content	cultural elements	Français langue seconde - immersion K		
Content	elements of a story: • characters • settings • events	Français langue seconde - immersion K		
Content	text organization: • **text elements**	Français langue seconde - immersion K	page, cover, title, image, drawings, etc.	

Type	Content	Curriculum	Elaboration	
Content	phonemic awareness: • letter sounds • syllables • rhymes	Français langue seconde - immersion K		
Content	spelling conventions: • letters of the alphabet • capital letters	Français langue seconde - immersion K		

Content	**ways in which individuals and families differ and are the same**	Social Studies K	• Sample topics:
			  o similarities and differences could include physical characteristics (e.g., hair, skin colour, eyes), cultural characteristics (e.g., language, family origins, food and dress), and other characteristics (e.g., preferred activities, favourite books and movies, pets, neighbourhood)
			  o different types of families (nuclear, extended, step-families, adoptive and biological, same-sex, single-parent, etc.)
			  o comparison of families in the past and present (e.g., families in your grandparents' time compared with present-day families)
			• Key questions:
			  o What is the definition of a family and an individual?
			  o What types of roles and responsibilities exist in families?	

Content	**personal and family history and traditions**	Social Studies K	• Sample topics:
			  o important events in your life (e.g., starting school, losing a tooth, accepting a new baby, getting a new job, pet, or house)
			  o family stories (e.g., immigration to Canada, First Peoples oral histories, notable ancestors, memories from older relatives)	

Type	Content	Curriculum	Elaboration	

			o traditions and celebrations (e.g., Christmas, other winter festivals around the world), special cultural holidays (e.g., Lunar New Year, Diwali, First Peoples celebrations, birthdays, and associated foods, clothing, art)
			• Key questions:
			   o What types of stories get passed down from generation to generation?
			   o Why do people find traditions and celebrations important?	

Content	**needs and wants of individuals and families**	Social Studies K	• Sample topics:
			   o needs (e.g., water, food, clothing, love and acceptance, safety, education, shelter)
			   o wants (toys, entertainment, luxuries, eating out at a restaurant)
			   o work that people do in their family and community to meet their needs and wants
			• Key questions:
			   o What is the difference between a need and a want? (e.g., people need food to live but ordering pizza is a want)
			   o Do people agree on what are needs and what are wants?	

Content	**rights, roles, and responsibilities of individuals and groups**	Social Studies K	• Sample topics:
			   o rights (e.g., legal rights, UN Convention on the Rights of the Child)
			   o roles (e.g., roles within a family or on a sports team; roles as a friend, peer, student)
			   o responsibilities to self, others, and the environment
			• Key questions:
			   o Do your rights, roles, and responsibilities change between home and school?
			   o Who makes decisions about what happens at home or school?	

Content	**people, places, and events in the local community, and in local First Peoples communities**	Social Studies K	• Sample topics:
			   o people (e.g., political leaders like the mayor or band council, school officials, local businesspeople)
			   o places (e.g., school, neighbourhoods, stores, parks, recreation facilities)
			   o events (e.g., new buildings, seasonal changes, sports)	

Type	Content	Curriculum	Elaboration	
			o natural and human-built characteristics of the local physical environment • Key question: o What people, places, or events are most significant to you? Is your list the same as your classmates or family?	
Content	Story • **structure of story** • **literary elements and devices**	English Language Arts K	beginning, middle, end (or first, then, last), examples include sound concepts (e.g., rhyme, rhythm, musical, and poetical qualities of language) and humorous and creative texts (e.g., tongue twisters, nursery rhymes, fables, traditional stories)	
Content	Strategies and processes • **reading strategies** • **oral language strategies** • **metacognitive strategies** • writing processes	English Language Arts K	making meaning using predictions and connections; making meaning from story using pictures, patterns, memory, and prior knowledge; retelling some elements of story; and recognizing familiar words/names and environmental print (e.g., street signs, food packaging), adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; making relevant contributions to discussion, 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	
Content	Language features, structures, and conventions	English Language Arts K	the conventional features of written English, such as: - the symbolic nature of writing - the correspondence of spoken words to printed words (one-to-one matching) - the association of letters and sounds - the distinctive features of letters and words	

Type	Content	Curriculum	Elaboration	
	• **concepts of print** • **letter knowledge** • **phonemic and phonological awareness** • **letter formation** • the relationship between reading, writing, and oral language		- the correspondence between uppercase and lowercase letters - left-to-right directionality - the use of space to mark word boundaries - the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark) - front and back of a book, recognizing and naming most letters of the alphabet, recognizing most letter-sound matches, recognizing some familiar words, *Phonological* refers to the sounds of words (as opposed to their meanings): - Phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (e.g., *c / a / t*) and to blend phonemes into words indicates a developing phonemic awareness. - Phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words., the use of scribble writing or letter strings to communicate meaning; distinguishes drawing from writing	

Content	**number concepts** to 10	Mathematics K	• counting:
			   o one-to-one correspondence
			   o conservation
			   o cardinality
			   o stable order counting
			   o sequencing 1-10
			   o linking sets to numerals
			   o subitizing
			• using counting collections made of local materials
			• counting to 10 in more than one language, including local First Peoples language or languages	

Content	**ways to make 5**	Mathematics K	• perceptual subitizing (e.g., I see 5) • conceptual subitizing (e.g., I see 4 and 1)	

Type	Content	Curriculum	Elaboration
			- comparing quantities, 1-10 - using concrete materials to show ways to make 5 - Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5. - aboriginalperspectives.uregina.ca/rosella/lessons/math/numberconcepts.shtml - ankn.uaf.edu/curriculum/Tlingit/Salmon/graphics/mathbook.pdf - youtube.com/watch?v=6-k_5hezWPE
Content	**decomposition** of numbers to 10	Mathematics K	- decomposing and recomposing quantities to 10 - Numbers can be arranged and recognized. - benchmarks of 5 and 10 - making 10 - part-part-whole thinking - using concrete materials to show ways to make 10 - whole-class number talks
Content	**repeating patterns** with two or three elements	Mathematics K	- sorting and classifying using a single attribute - identifying patterns in the world - repeating patterns with 2-3 elements - identifying the core - representing repeating patterns in various ways - noticing and identifying repeating patterns in First Peoples and local art and textiles, including beadwork and beading, and frieze work in borders
Content	**change in quantity to 10**, using concrete materials	Mathematics K	- generalizing change by adding 1 or 2 - modeling and describing number relationships through change (eg., build and change tasks - begin with four cubes, what do you need to do to change it to six? to change it to 3?)
Content	**equality as a balance** and inequality as an imbalance	Mathematics K	- modeling equality as balanced and inequality as imbalanced using concrete and visual models (e.g., using a pan balance with cubes on each side to show equal and not equal) - fish drying and sharing

Type	Content	Curriculum	Elaboration	
Content	**direct comparative measurement** (e.g., linear, mass, capacity)	Mathematics K	- understanding the importance of using a baseline for direct comparison in linear measurement - linear height, width, length (e.g., longer than, shorter than, taller than, wider than) - mass (e.g., heavier than, lighter than, same as) - capacity (e.g., holds more, holds less)	
Content	**single attributes** of 2D shapes and 3D objects	Mathematics K	- At this level, using specific math terminology to name and identify 2D shapes and 3D objects is not expected. - sorting 2D shapes and 3D objects using a single attribute - building and describing 3D objects (e.g., shaped like a can) - exploring, creating, and describing 2D shapes - using positional language, such as beside, on top of, under, and in front of	
Content	concrete or pictorial **graphs** as a visual tool	Mathematics K	creating concrete and pictorial graphs to model the purpose of graphs and provide opportunities for mathematical discussions (e.g., survey the students about how they got to school, then represent the data in a graph and discuss together as a class).	
Content	likelihood of **familiar life events**	Mathematics K	using the language of probability, such as unlikely or likely (e.g., Could it snow tomorrow?)	
Content	**financial literacy** — attributes of coins, and financial role-play	Mathematics K	- noticing attributes of Canadian coins (colour, size, pictures) - identifying the names of coins - role-playing financial transactions, such as in a restaurant, bakery, or store, using whole numbers to combine purchases (e.g., a muffin is $2.00 and a juice is $1.00), and integrating the concept of wants and needs - token value (e.g., wampum bead/trade beads for furs)	
Content	elements in the arts, including but not limited to: • **dance**: **body**, **space**, **dynamics**	Arts Education K	the elements of dance are universally present in all dance forms and grow in sophistication over time, what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc., where the body is moving, including place, level, direction, pathway, size/reach, shape, etc., 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), how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns, with whom or what the body is	

Type	Content	Curriculum	Elaboration
	(dance), **time**, **relationships**, **form** • drama: **character**, time, place, plot • music: beat/pulse, **rhythm**, **tempo**, **pitch**, **dynamics (music)** • visual arts: elements of design: **line**, **shape**, **texture**, colour; **principles of design**: **pattern**, **repetition**		moving; movement happens in a variety of relationship including pairs, groups, objects, and environments, 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, in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another, the arrangement of sounds and silences over time, the frequency or speed of the beat, how high or low a note is, the level of loudness or softness of music (e.g., loud/soft), e.g., thick, thin, wavy, zigzag, jagged, etc., 2-dimensional enclosed space, as compared to form which is 3-dimensional, the way something feels (e.g., smooth, rough, fuzzy), the planned use of the visual elements to achieve a desired effect, a design in which shapes, colours or lines repeat with regularity, using the same object, colour, marking, or type of line more than once
Content	processes, materials, movements, **technologies**, tools and techniques to support arts activities	Arts Education K	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

Type	Content	Curriculum	Elaboration
Content	**notation** to represent sounds, ideas and movement	Arts Education K	any written, visual, or kinetic form of representing music compositions; for example, movement and body percussion (e.g., clap, snap, stomp) can be used to investigate and represent music patterns and concepts; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement
Content	a variety of **dramatic forms**	Arts Education K	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 a combination of the arts
Content	**symbolism** as expressions of meaning	Arts Education K	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)
Content	traditional and contemporary **Aboriginal arts** and arts-making processes	Arts Education K	dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition
Content	variety of local **works of art** and artistic traditions	Arts Education K	the results of creative processes in disciplines such as dance, drama, music, and visual arts
Content	**personal and collective responsibility** associated with creating, experiencing, or **sharing** in a safe learning environment	Arts Education K	ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials, includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
Content	**basic needs** of plants and animals	Science K	include habitat — food, water, shelter, and space

Type	Content	Curriculum	Elaboration	
Content	**adaptations** of local **plants** and **animals**	Science K	may include structural features or behaviours that allow organisms to survive, features may include roots, stems, leaves, flowers, seeds, features may include shape, size, feet, teeth, body covering, eyes, ears	
Content	**local First Peoples uses** of plants and animals	Science K	First Peoples practice and knowledge of plant and animal use (e.g., local berries or food, plants and animals, conservation of resources)	
Content	**properties** of **familiar materials**	Science K	colour, texture (smooth or rough), flexibility (bendable or stretchable), hardness, lustre (shiny or dull), absorbency, etc., fabric, wood, plastic, glass, metal/foil, sand, etc.	
Content	**effects of pushes/pulls** on movement	Science K	how things move (e.g., bounce, roll, slide)	
Content	effects of size, shape, and materials on movement	Science K		
Content	**weather** changes	Science K	• temperature: cold, hot, cool, warm • cloud cover: clear, cloudy, partly cloudy, foggy • precipitation: rain, snow, hail, freezing rain • wind: calm, breezy, windy	
Content	**seasonal changes**	Science K	• seasons: spring, summer, fall, winter • plant life cycle	
Content	**living things make changes** to accommodate daily and seasonal cycles	Science K	living things may make physical and behavioural changes to survive in different conditions (e.g., migration, hibernation, etc.)	
Content	First Peoples knowledge of seasonal changes	Science K		

Type	Content	Curriculum	Elaboration	
Content	proper technique for fundamental movement skills, including **non-locomotor**, **locomotor**, and **manipulative** skills	Physical and Health Education K	movement skills performed "on the spot" without travelling across the floor or surface; could include: • balancing • bending • twisting • lifting , movement skills that incorporate travelling across the floor or surface; could include: • rolling • jumping • hopping • running • galloping , movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; skills could include: • bouncing • throwing • catching • kicking • striking	
Content	how to participate in different types of physical activities, including **individual and dual activities**,	Physical and Health Education K	activities that can be done individually and/or with others; could include: • jumping rope • swimming • running • bicycling	

Type	Content	Curriculum	Elaboration	
	rhythmic activities, and **games**		• Hula Hoop , activities designed to move our bodies in rhythm; could include: • dance • gymnastics , types of play activities that usually involve rules, challenges, and social interaction; could include: • tag • parachute activities • co-operative challenges • Simon Says • team games • traditional Aboriginal games	
Content	**relationships between food, hydration, and health**	Physical and Health Education K	• food gives us energy and helps us grow • different types of foods provide different health benefits • water is the best choice for staying hydrated	
Content	**practices** that promote health and well-being	Physical and Health Education K	• getting adequate sleep • participating in physical activity • making healthy eating choices • participating in relaxing activities • illness prevention through washing hands and proper hygiene	
Content	names for **parts of the body**, including male and female private parts	Physical and Health Education K	could include: • male and female private parts • arms • legs	

Type	Content	Curriculum	Elaboration	
			• heart • muscles	
Content	**appropriate** and **inappropriate** ways of being touched	Physical and Health Education K	could include touches that feel welcome and safe (e.g., medical checkups, high-fives), could include touches that hurt or make us feel uncomfortable (e.g., touching of private parts)	
Content	different types of **substances**	Physical and Health Education K	could include: • poisons • medications • psychoactive substances	
Content	**hazards and potentially unsafe situations**	Physical and Health Education K	could include: • cars on the road • strangers	
Content	**caring behaviours** in groups and families	Physical and Health Education K	could include: • nurturing • providing guidance • loving • respecting	
Content	emotions and their causes and effects	Physical and Health Education K		
Content	reliable **sources** of health information	Physical and Health Education K	could include: • medical professionals • safety/medical signs • parents	

Type	Content	Curriculum	Elaboration	
Content	phonological awareness: • words • syllables • phonemes • rhyme	Français langue première K		
Content	spelling conventions: • letters of the alphabet	Français langue première K		
Content	text organization: • **elements of a book**	Français langue première K	cover, title, direction of writing, etc.	
Content	literary elements: • **elements of a story**	Français langue première K	characters, setting, time, action	
Content	strategies studied: • **communication and socialization**	Français langue première K	active listening, turn-taking in a conversation, rules of politeness, prior knowledge, visualization, prediction, asking questions, inference	

Type	Content	Curriculum	Elaboration	C
	• **reading**			

Curricular Competency	**Ask questions, make inferences, and draw conclusions about the content and features of different types of sources** (evidence)	Social Studies K	• Sample activities:
			  o Identify interesting features in family photographs or other historical photographs.
			  o Speculate on what an artifact was used for or how old it is.
			• Key question:
			  o Who do you think used this artifact and why?	

Curricular Competency	Demonstrate increasingly sophisticated application and/or engagement of curricular content	Arts Education K		C ar d
Curricular Competency	Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning.	Français langue première K		E R