

GRADE K/1:

| CURRICULAR AREA | KINDERGARTEN BIG IDEA   | GRADE 1 BIG IDEA  | CONCEPTS   |
|-----------------|---|---|--|
| <b>NUMERACY</b> | Numbers represent quantities that can be decomposed into smaller parts.                   | Numbers to 20 represent quantities that can be decomposed into 1  | Quantity<br>Number<br>Relationship                         |
|                 | One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers. | Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency. | Size<br>Quantity<br>Correspondence<br>Equivalence<br>Order |
|                 | Repeating elements in patterns can be identified.   | Repeating elements in patterns can be identified.   | Patterns<br>Change<br>Repetition                           |
|                 | Objects have attributes that can be described, measured, and compared.                    | Objects and shapes have attributes that can be described, measured, and compared.   | Attributes<br>Measurement<br>Shape<br>Space                |
|                 | Familiar events can be described as likely or unlikely and compared.                      | Concrete graphs help us to compare and interpret data and show one-to-one correspondence.   | Organization<br>Change<br>System                           |

| CURRICULAR AREA | KINDERGARTEN BIG IDEA   | GRADE 1 BIG IDEA   | CONCEPTS   |
|-----------------|---|--|--|
| <b>SOCIALS</b>  | Our communities are diverse and made up of individuals who have a lot in common.                            | Healthy communities recognize and respect the diversity of individuals and care for the local environment. | Diversity<br>Community                             |
|                 | Stories and traditions about ourselves and our families reflect who we are and where we are from.           | We shape the local environment, and the local environment shapes who we are and how we live.               | Community<br>Identity                              |
|                 | Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. | Our rights, roles, and responsibilities are important for building strong communities.                     | Rights<br>Roles<br>Responsibility<br>Relationships |

| CURRICULAR AREA | KINDERGARTEN BIG IDEA  | GRADE 1 BIG IDEA  | CONCEPTS                                 |
|-----------------|--|---|--|
| <b>SCIENCE</b>  | Plants and animals have observable features.                     | Living things have features and behaviours that help them survive in their environment. | Survival<br>Adaptation<br>Classification |
|                 | Humans interact with matter every day through familiar materials | Matter is useful because of its properties.   | Matter                                   |
|                 | The motion of objects depends on their properties.               | Light and sound can be produced and their properties can be changed.                    | Property                                 |
|                 | Daily and seasonal changes affect all living things.             | Observable patterns and cycles occur in the local sky and landscape.                    | Patterns<br>Cycles                       |

**GRADE 1/2:**

| CURRICULAR AREA | GRADE 1 BIG IDEA  | GRADE 2 BIG IDEA   | CONCEPTS  |
|-----------------|---|--|---|
| <b>NUMERACY</b> | Numbers to 20 represent quantities that can be decomposed into 1  | Numbers to 100 represent quantities that can be decomposed into 10s and 1s.  | Quantity<br>Number<br>Relationship                                      |
|                 | Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency. | Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. | Order<br>Size<br>Quantity<br>Form/Organization<br>Change<br>Equivalence |
|                 | Repeating elements in patterns can be identified.   | The regular change in increasing patterns can be identified and used to make generalizations.                                  | Patterns<br>Change<br>Repetition  |
|                 | Objects and shapes have attributes that can be described, measured, and compared.   | Objects and shapes have attributes that can be described, measured, and compared.  | Shape<br>Space  |
|                 | Concrete graphs help us to compare and interpret data and show one to one correspondence.   | Concrete items can be represented, compared, and interpreted pictorially in graphs.  | Change<br>System<br>Organization  |

| CURRICULAR AREA | GRADE 1 BIG IDEA   | GRADE 2 BIG IDEA  | CONCEPTS                                |
|-----------------|--|---|---|
| <b>SOCIALS</b>  | We shape the local environment, and the local environment shapes who we are and how we live.               | Local actions have global consequences, and global actions have local consequences. | Action<br>Consequence                   |
|                 | Healthy communities recognize and respect the diversity of individuals and care for the local environment. | Canada is made up of many diverse regions and communities.                          | Community<br>Diversity                  |
|                 | Our rights, roles, and responsibilities are important for building strong communities.                     | Individuals have rights and responsibilities as global citizens.                    | Rights<br>Responsibilities<br>Community |

| CURRICULAR AREA | GRADE 1 BIG IDEA  | GRADE 2 BIG IDEA  | CONCEPTS                   |
|-----------------|---|---|----------------------------|
| <b>SCIENCE</b>  | Living things have features and behaviours that help them survive in their environment. | Living things have life cycles adapted to their environment.                    | Life Cycles<br>Environment |
|                 | Matter is useful because of its properties.   | Materials can be changed through physical and chemical processes.               | Property<br>Matter         |
|                 | Observable patterns and cycles occur in the local sky and landscape.                    | Water is essential to all living things, and it cycles through the environment. | Patterns<br>Cycles         |
|                 | Forces influence the motion of an object.   | Water is essential to all living things, and it cycles through the environment. | Force<br>Cycles            |

**GRADE 2/3:**

| CURRICULAR AREA | GRADE 2 BIG IDEA   | GRADE 3 BIG IDEA  | CONCEPTS  |
|-----------------|--|---|---|
| <b>NUMERACY</b> | Numbers to 100 represent quantities that can be decomposed into 10s and 1s.  | Fractions are a type of number that can represent quantities.   | Quantity<br>Number<br>Relationship                                      |
|                 | Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. | Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing. | Order<br>Size<br>Quantity<br>Form/Organization<br>Change<br>Equivalence |
|                 | The regular change in increasing patterns can be identified and used to make generalizations.                                  | Regular increases and decreases in patterns can be identified and used to make generalizations.   | Patterns<br>Change<br>Repetition  |
|                 | Objects and shapes have attributes that can be described, measured, and compared.  | Standard units are used to describe, measure, and compare attributes of objects' shapes.  | Shape<br>Space<br>Connections   |
|                 | Concrete items can be represented, compared, and interpreted pictorially in graphs.  | The likelihood of possible outcomes can be examined, compared, and interpreted.   | Change<br>System<br>Organization<br>Communication                       |

| CURRICULAR AREA | GRADE 2 BIG IDEA  | GRADE 3 BIG IDEA  | CONCEPTS                                     |
|-----------------|---|---|--|
| <b>SCIENCE</b>  | Living things have life cycles adapted to their environment.                    | Living things are diverse, can be grouped, and interact in their ecosystems | Life cycles<br>Interconnectedness<br>Systems |
|                 | Materials can be changed through physical and chemical processes.               | All matter is made of particles.  | Change<br>Form                               |
|                 | Materials can be changed through physical and chemical processes.               | Thermal energy can be produced and transferred.                             | Transfer<br>Cause/ effect                    |
|                 | Water is essential to all living things, and it cycles through the environment. | Wind, water, and ice change the shape of the land.                          | System<br>Cause/ Effect<br>Change            |

| CURRICULAR AREA | GRADE 2 BIG IDEA  | GRADE 3 BIG IDEA  | CONCEPTS                        |
|-----------------|---|---|---------------------------------|
| <b>SOCIALS</b>  | Individuals have rights and responsibilities as global citizens.                    | Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. | Culture<br>Diversity<br>Respect |
|                 | Canada is made up of many diverse regions and communities.                          | People from diverse cultures and societies share some common experiences and aspects of life. | Community<br>Commonality        |
|                 | Local actions have global consequences, and global actions have local consequences. | Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. | Diversity<br>Cause/ Effect      |

**GRADE 3/4:**

| <b>CURRICULAR AREA</b> | <b>GRADE 3 BIG IDEA</b>   | <b>GRADE 4 BIG IDEA</b>  | <b>CONCEPTS</b>   |
|------------------------|---|--|---|
| <b>NUMERACY</b>        | Fractions are a type of number that can represent quantities.   | Fractions and decimals are types of numbers that can represent quantities.   | Quantity<br>Number<br>Relationship  |
|                        | Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing. | Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. | Quantity<br>Number<br>Relationship<br>Fluency<br>Pattern<br>Change<br>Equivalence |
|                        | Regular increases and decreases in patterns can be identified and used to make generalizations.   | Regular changes in patterns can be identified and represented using tools and tables.  | Pattern<br>Change<br>Repetition   |
|                        | Standard units are used to describe, measure, and compare attributes of objects' shapes.  | Polygons are closed shapes with similar attributes that can be described, measured, and compared.  | Shape<br>Space<br>Connections   |
|                        | The likelihood of possible outcomes can be examined, compared, and interpreted.   | Analyzing and interpreting experiments in data probability develops an understanding of chance.  | Causation<br>Logic<br>Probability   |

| <b>CURRICULAR AREA</b> | <b>GRADE 3 BIG IDEA</b>   | <b>GRADE 4 BIG IDEA</b>   | <b>CONCEPTS</b>                         |
|------------------------|---|---|---|
| <b>SCIENCE</b>         | Living things are diverse, can be grouped, and interact in their ecosystems | All living things sense and respond to their environment.   | Diversity<br>Relationship               |
|                        | All matter is made of particles.  | Matter has mass, takes up space, and can change phase.  | Form<br>Function                        |
|                        | Thermal energy can be produced and transferred.                             | Energy can be transformed.  | Transformation<br>Form<br>Cause/ effect |
|                        | Wind, water, and ice change the shape of the land.                          | The motion of Earth and the moon cause observable patterns that affect living and non-living systems. |   |

| <b>CURRICULAR AREA</b> | <b>GRADE 3 BIG IDEA</b>   | <b>GRADE 4 BIG IDEA</b>  | <b>CONCEPTS</b>                                      |
|------------------------|---|--|--|
| <b>SOCIALS</b>         | Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.                 | Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity. | Conflict<br>Cooperation<br>Identity<br>Interaction   |
|                        | Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. | The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.       | Community<br>Value<br>Cause/effect                   |
|                        | People from diverse cultures and societies share some common experiences and aspects of life.                 | Demographic changes in North America created shifts in economic and political power.   | Change<br>Power                                      |
|                        | Indigenous knowledge is passed down through oral history, traditions, and collective memory.                  | British Columbia followed a unique path in becoming a part of Canada.  | Relationship<br>Interaction<br>Identity<br>Causation |

GRADE 4/5:

| CURRICULAR AREA | GRADE 4 BIG IDEA   | GRADE 5 BIG IDEA   | CONCEPTS  |
|-----------------|--|--|---|
| <b>NUMERACY</b> | Fractions and decimals are types of numbers that can represent quantities.   | Numbers describe quantities that can be represented by equivalent fractions.                               | Quantity<br>Equivalence/Balance<br>Number<br>Relationship                         |
|                 | Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. | Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers. | Quantity<br>Number<br>Relationship<br>Fluency<br>Pattern<br>Change<br>Equivalence |
|                 | Regular changes in patterns can be identified and represented using tools and tables.  | Identified regularities in number patterns can be expressed in tables.                                     | Pattern<br>Change<br>Organization<br>Repetition                                   |
|                 | Polygons are closed shapes with similar attributes that can be described, measured, and compared.  | Closed shapes have area and perimeter that can be described, measured, and compared.                       | Shape<br>Space<br>Relationship  |
|                 | Analyzing and interpreting experiments in data probability develops an understanding of chance.  | Data represented in graphs can be used to show many-to-one correspondence.                                 | Logic<br>Causation<br>Relationship<br>Organization                                |

| CURRICULAR AREA | GRADE 4 BIG IDEA  | GRADE 5 BIG IDEA   | CONCEPTS                                   |
|-----------------|---|--|--|
| Science         | All living things sense and respond to their environment. | Multicellular organisms have organ systems that enable them to survive and interact within their | Interaction<br>Relationship<br>Environment |
| Science         | Energy can be transformed.                                | Machines are devices that transfer force and energy.   | Energy<br>Force<br>Function                |
| Science         | Matter has mass, takes up space, and can change phase.    | Earth materials change as they move through the rock cycle and can be used as natural resources. | Change<br>Time<br>Continuity               |

| CURRICULAR AREA | GRADE 4 BIG IDEA   | GRADE 5 BIG IDEA   | CONCEPTS                                |
|-----------------|--|--|---|
| <b>SOCIALS</b>  | Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity. | Canada’s policies and treatment of minority peoples have negative and positive legacies.     | Interactions<br>Identity<br>Consequence |
|                 | The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.       | Natural resources continue to shape the economy and identity of different regions of Canada. | Change<br>Evolution<br>Identity         |
|                 | Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity. | Immigration and multiculturalism continue to shape Canadian society and identity.            | Diversity<br>Culture<br>Identity        |
|                 | Demographic changes in North America created shifts in economic and political power.   | Canadian institutions and government reflect the challenge of our regional diversity.        | Identity<br>Power<br>Interaction        |
|                 | British Columbia followed a unique path in becoming a part of Canada.  | Canadian institutions and government reflect the challenge of our regional diversity.        | Identity<br>Diversity                   |

**GRADE 5/6:**

| CURRICULAR AREA | GRADE 5 BIG IDEA   | GRADE 6 BIG IDEA   | CONCEPTS  |
|-----------------|--|--|---|
| <b>NUMERACY</b> | Numbers describe quantities that can be represented by equivalent fractions.                               | Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes.   | Quantity<br>Equivalence<br>Number<br>Relationship                   |
|                 | Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers. | Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.                                     | Number<br>Relationship<br>Fluency<br>Change<br>Equivalence          |
|                 | Identified regularities in number patterns can be expressed in tables.                                     | Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations. | Pattern<br>Relationship<br>Organization<br>Generalization<br>System |
|                 | Closed shapes have area and perimeter that can be described, measured, and compared.                       | Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles.                         | Shape<br>Space<br>Relationship                                      |
|                 | Data represented in graphs can be used to show many-to-one correspondence.                                 | Data from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret.          | Prediction<br>Relationship<br>Causation<br>Logic                    |

| CURRICULAR AREA | GRADE 5 BIG IDEA   | GRADE 6 BIG IDEA   | CONCEPTS                            |
|-----------------|--|--|-------------------------------------|
| <b>SCIENCE</b>  | Multicellular organisms have organ systems that enable them to survive and interact within their | Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment. | Systems<br>Survival<br>Interactions |
|                 | Solutions are homogeneous.   | Everyday materials are often mixtures.   | Function<br>Form                    |
|                 | Machines are devices that transfer force and energy.   | Newton’s three laws of motion describe the relationship between force and motion.                            | Motion<br>Force<br>Movement         |

| CURRICULAR AREA | GRADE 5 BIG IDEA   | GRADE 6 BIG IDEA  | CONCEPTS                              |
|-----------------|--|---|---------------------------------------|
| <b>SOCIALS</b>  | Canada’s policies and treatment of minority peoples have negative and positive legacies.     | Economic self-interest can be a significant cause of conflict among peoples and governments.              | Conflict<br>Cause/ effect<br>Change   |
|                 | Canada’s policies and treatment of minority peoples have negative and positive legacies.     | Systems of government vary in their respect for human rights and freedoms.                                | Systems<br>Rights                     |
|                 | Natural resources continue to shape the economy and identity of different regions of Canada. | Media sources can both positively and negatively affect our understanding of important events and issues. | Change<br>Perception<br>Interaction   |
|                 | Immigration and multiculturalism continue to shape Canadian society and identity.            | Media sources can both positively and negatively affect our understanding of important events and issues. | Identity<br>Change<br>Cause/ conflict |

GRADE 6/7:

| CURRICULAR AREA | GRADE 6 BIG IDEA   | GRADE 7 BIG IDEA  | CONCEPTS  |
|-----------------|--|---|---|
| <b>NUMERACY</b> | Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes.   | Decimals, fractions, and percent are used to represent and describe parts and wholes of numbers.  | Quantity<br>Equivalence<br>Number<br>Relationship                                 |
|                 | Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.                                     | Computational fluency and flexibility with numbers extend to operations with integers and decimals.                                       | Number<br>Relationship<br>Fluency<br>Change<br>Equivalence                        |
|                 | Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations. | Linear relations can be represented in many connected ways to identify regularities and make generalizations.                             | Pattern<br>Relationship<br>Organization<br>Generalization<br>System<br>Connection |
|                 | Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles.                         | The constant ratio between the circumference and diameter of circles can be used to describe, measure, and compare spatial relationships. | Shape<br>Space<br>Relationship<br>Properties                                      |
|                 | Data from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret.          | Data from circle graphs can be used to illustrate proportion and to compare and interpret.  | Prediction<br>Relationship<br>Causation<br>Logic<br>Proportion                    |

| CURRICULAR AREA | GRADE 6 BIG IDEA   | GRADE 7 BIG IDEA  | CONCEPTS                                |
|-----------------|--|---|---|
| <b>SCIENCE</b>  | Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment. | Evolution by natural selection provides an explanation for the diversity and survival of living things.         | Survival<br>Interactions<br>Environment |
|                 | Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment. | The solar system is part of the Milky Way, which is one of billions of galaxies.                                | Organization<br>Interaction<br>Order    |
|                 | Everyday materials are often mixtures.   | Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined. | Form<br>Change<br>Function              |
|                 | Newton’s three laws of motion describe the relationship between force and motion                             | The electromagnetic force produces both electricity and magnetism.  | Motion<br>Force                         |

| CURRICULAR AREA | GRADE 6 BIG IDEA  | GRADE 7 BIG IDEA  | CONCEPTS   |
|-----------------|---|---|--|
| <b>SOCIALS</b>  | Economic self-interest can be a significant cause of conflict among peoples and governments.        | Religious and cultural practices that emerged during this period have endured and continue to influence people. | Cause/ effect<br>Conflict<br>Identity<br>Diversity |
|                 | Systems of government vary in their respect for human rights and freedoms.                          | Increasingly complex societies required new systems of laws and government.                                     | Systems  |
|                 | Complex global problems require international cooperation to make difficult choices for the future. | Geographic conditions shaped the emergence of civilizations.  | Form<br>Change<br>Cause/ effect                    |
|                 | Complex global problems require international cooperation to make difficult choices for the future. | Economic specialization and trade networks can lead to conflict and cooperation between societies.              | Cooperation<br>Networks<br>Conflict                |