

**Kindergarten to Grade 3**  
**Curriculum Alignment**



— THE —  
**GREAT BEAR**  
**RAINFORREST**  
EDUCATION & AWARENESS TRUST

# Kindergarten to Grade 3 Curriculum Alignment

## Great Bear Rainforest Education and Awareness Trust

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# What is a rainforest?

## Science

### Big Ideas

#### Kindergarten

- Plants and animals have observable features.
- Daily and seasonal changes affect all living things.

#### Grade 1

- Living things have features and behaviours that help them survive in their environment.

#### Grade 2

- Living things have life cycles adapted to their environment.
- Water is essential to all living things, and it cycles through the environment.

#### Grade 3

- Living things are diverse, can be grouped, and interact in their ecosystems.
- Wind, water, and ice change the shape of the land.

### Content

#### Kindergarten

- Basic needs of plants and animals
- Adaptations of local plants and animals
- Living things make changes to accommodate daily and seasonal cycles
- First Peoples knowledge of seasonal changes

#### Grade 1

- Classification of living and non-living things
- Names of local plants and animals
- Structural features of living things in the local environment
- Behavioural adaptations of animals in the local environment

#### Grade 2

- Water sources including local watersheds
- The water cycle

- Local First People’s knowledge of water:
  - Water cycles
  - Conservation
  - Connection to other systems

### Grade 3

- Biodiversity in the local environment
- The knowledge of local First Peoples of ecosystems
- Local First Peoples knowledge of local landforms
- Observable changes in the local environment caused by erosion and deposition by wind, water and ice

## Social Studies

### Big Ideas

#### Grade 1

- We shape the local environment, and the local environment shapes who we are and how we live.
- Healthy communities recognize and respect the diversity of individuals and care for the local environment.

#### Grade 2

- Local actions have global consequences, and global actions have local consequences.
- Canada is made up of many diverse regions and communities.

#### Grade 3

- Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.
- Indigenous knowledge is passed down through oral history, traditions, and collective memory.
- Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

### Curricular Competencies

#### Kindergarten to Grade 3

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain the significance of personal or local events, objects, people, or places (significance)

- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)
- Explore different perspectives on people, places, issues, or events in their lives (perspective)

## **Content**

### Grade 1

- Relationships between a community and its environment
- Natural and human-made features of the local environment

### Grade 2

- Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture
- Diverse features of the environment in other parts of Canada and the world
- Relationships between people and the environment in different communities

### Grade 3

- Cultural characteristics and ways of life of local First Peoples and global indigenous peoples
- Aspects of life shared by and common to peoples and cultures
- Relationship between humans and their environment

## **Math**

### **Big Ideas**

- 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
- Concrete items can be represented, compared, and interpreted pictorially in graphs.
- The likelihood of possible outcomes can be examined, compared, and interpreted.

### **Curricular Competencies (Communicating and Representing)**

#### Kindergarten to Grade 3

- 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

## **Content**

### Kindergarten

- Concrete or pictorial graphs as a visual tool

### Grade 1

- Concrete graphs, using one-to-one correspondence

### Grade 2

- Pictorial representation of concrete graphs, using one-to-one correspondence

### Grade 3

- One-to-one correspondence with bar graphs, pictographs, charts, and tables

# Applied Design, Skills and Technology (ADST)

## Big Ideas

Kindergarten to Grade 3

- Designs grow out of natural curiosity.
- Skills can be developed through play.

## Curricular Competencies

Kindergarten to Grade 3

Ideating

- Identify needs and opportunities for designing, through exploration
- Generate ideas from their experiences and interests
- Add to others' ideas
- Choose an idea to pursue

Sharing

- Decide on how and with whom to share their product
- Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment

Applied Skills

- Use materials, tools, and technologies in a safe manner in both physical and digital environments
- Develop their skills and add new ones through play and collaborative work

## Content

- Built into other curricula

# English Language Arts

## Big Ideas

### Kindergarten to Grade 1

- Stories and other texts help us learn about ourselves and our families.
- Stories and other texts can be shared through pictures and words.
- Everyone has a unique story to share.
- Through listening and speaking, we connect with others and share our world.

### Grade 2

- Stories and other texts connect us to ourselves, our families, and our communities.
- Everyone has a unique story to share.
- Through listening and speaking, we connect with others and share our world.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

### Grade 3

- Stories and other texts connect us to ourselves, our families, and our communities.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us



## **First Peoples Principles of Learning**

Learning Intention 1: What are the defining features of a rainforest, including the Great Bear Rainforest?

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous knowledge.

Learning Intention 2: How can we use our senses to explore the outdoors

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning Intention 3: How do Indigenous stories help us understand place?

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of indigenous knowledge.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Learning Intention 4: How can we tell the story of a rainforest?

- Learning is embedded in memory, history, and story.

Learning Intention 5: How can we track the amount of rain that falls in a rainforest, or where we live?

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

# How is water important to life?

## Learning Intention 1

### Where is Water in Our Lives?

#### Science

##### Big ideas

K: Daily and seasonal changes affect all living things.

Grade 2: Water is essential to all living things, and it cycles through the environment.

Grade 3: Wind, water, and ice change the shape of the land.

##### Content

Kindergarten: weather changes, seasonal changes

Grade 3: Observable changes in the local environment caused by erosion and deposition by wind,  
water, and ice

##### Curricular Competencies

Kindergarten to Grade 3

- Demonstrate curiosity and a sense of wonder about the world.
- Observe objects and events in familiar contexts.
- Experience and interpret the local environment.

#### Social Studies

##### Curricular Competencies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

## English Language Arts

### Big Ideas

- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

### **First Peoples Principles of Learning**

- Learning recognizes the role of Indigenous Knowledge
- Learning involves generational roles and responsibilities

## Learning Intention 2

# How does water sustain life?

## Science

### Big Ideas

Kindergarten

- Daily and seasonal changes affect all living things.

Grade 2

- Water is essential to all living things, and it cycles through the environment.

Grade 3

- Wind, water, and ice change the shape of the land.

### Content

Kindergarten:

- Weather changes, seasonal changes.

Grade 3

- Observable changes in the local environment caused by erosion and deposition by wind, water, and ice.

### Curricular Competencies

Kindergarten to Grade-3

- Demonstrate curiosity and a sense of wonder about the world.
- Observe objects and events in familiar contexts.
- Experience and interpret the local environment.

## English Language Arts

### Big Ideas

- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

### First Peoples Principles of Learning

- Learning recognizes the role of Indigenous Knowledge.

## Science

### Big Ideas

#### Kindergarten

- Daily and seasonal changes affect all living things.

#### Grade 2

- Water is essential to all living things, and it cycles through the environment.

#### Grade 3

- Wind, water, and ice change the shape of the land.

### Content

#### Kindergarten

- Weather changes, seasonal changes

#### Grade 3

- Observable changes in the local environment caused by erosion and deposition by wind, water, and ice

### Curricular Competencies

#### Kindergarten to Grade-3

- Demonstrate curiosity and a sense of wonder about the world.
- Observe objects and events in familiar contexts.
- Experience and interpret the local environment.

## English Language Arts

### Big ideas

- Plan and create stories and other texts for different purposes and audiences

### **First Peoples Principles of Learning**

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

## Learning Intention 4

# Where does our drinking water come from?

## Science

### Big Ideas

Kindergarten

- Daily and seasonal changes affect all living things.

Grade 2

- Water is essential to all living things, and it cycles through the environment.

Grade 3

- Wind, water, and ice change the shape of the land.

### Content

Kindergarten

- Weather changes, seasonal changes

Grade 3

- Observable changes in the local environment caused by erosion and deposition by wind, water, and ice

### Curricular Competencies

Kindergarten to Grade 3

- Demonstrate curiosity and a sense of wonder about the world.
- Observe objects and events in familiar contexts.
- Experience and interpret the local environment.

## English Language Arts

### Big ideas

- Stories and other texts connect us to ourselves, our families, and our communities.

### First Peoples Principles of Learning

- Learning recognizes the role of Indigenous Knowledge.

## Learning Intention 5

**Some communities do not have clean drinking water.**

**How can we help?**

## **Science**

### **Big Ideas**

Kindergarten

- Daily and seasonal changes affect all living things.

Grade 2

- Water is essential to all living things, and it cycles through the environment.

Grade 3

- Wind, water, and ice change the shape of the land.

### **Content**

Kindergarten

- Weather changes, seasonal changes

Grade 3

- Observable changes in the local environment caused by erosion and deposition by wind, water, and ice

### **Curricular Competencies**

Kindergarten to Grade-3

- Demonstrate curiosity and a sense of wonder about the world.
- Observe objects and events in familiar contexts.
- Experience and interpret the local environment.



## Social Studies

### Big ideas

#### Kindergarten

- Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

#### Grade 1

- Healthy communities recognize and respect the diversity of individuals and care for the local environment.

## English Language Arts

### Curricular Competencies

- Plan and create a variety of communication forms for different purposes and audiences
- Use personal experience and knowledge to connect to stories and other texts to make meaning

### First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning recognizes the role of Indigenous knowledge.

## Learning Intention 6

# What are some ways that we can conserve and protect water?

## Social Studies

### Big ideas

#### Kindergarten

- Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

#### Grade 1

- Healthy communities recognize and respect the diversity of individuals and care for the local environment.

### Content Elaborations

#### Kindergarten

- Needs and wants of individuals and families
- Rights, roles, and responsibilities of individuals and groups

#### Grade 2

- Relationships between people and the environment in different communities
- How people's needs and wants are met in communities
- Connections to other systems

## Science

### Big Ideas

#### Kindergarten

- Daily and seasonal changes affect all living things.

#### Grade 2

- Water is essential to all living things, and it cycles through the environment.

#### Grade 3

- Wind, water, and ice change the shape of the land.

## **Content**

### Kindergarten

- Weather changes, seasonal changes

### Grade 3

- Observable changes in the local environment caused by erosion and deposition by wind, water, and ice

## **Curricular Competencies**

### Kindergarten to Grade-3

- Demonstrate curiosity and a sense of wonder about the world.
- Observe objects and events in familiar contexts.
- Experience and interpret the local environment.

## **Content Elaborations**

### Grade 2

- The Water Cycle
  - Local First People's knowledge of water
    - Water cycles
    - Conservation

## **English Language Arts**

### **Curricular Competencies**

- Plan and create a variety of communication forms for different purposes and audiences
- Use personal experience and knowledge to connect to stories and other texts to make meaning

### **First Peoples Principles of Learning**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning recognizes the role of Indigenous knowledge.

# Where in the world do we live?

## Learning Intention 1

### What are maps used for?

#### Social Studies

##### Content

###### Kindergarten

- People, places, and events in the local community, and in local First Peoples communities

###### Grade 1

- Natural and human-made features of the local environment

##### **First Peoples Principles of Learning**

- Learning recognizes the role of indigenous knowledge.

## Learning Intention 2

# How are maps created?

## English Language Arts

### Big Ideas

Kindergarten to Grade 2

- Everyone has a unique story to share.

Grade 3

- Language and story can be a source of creativity and joy.

## Arts Education

### Big Ideas

Kindergarten to Grade 1

- People create art to express who they are as individuals and community.

Grade 1

- People create art to express who they are as individuals and community.

Grade 2

- Creative expression develops our unique identity and voice.

Grade 3

- The arts connect our experiences to the experiences of others.

## Social Studies

### Curricular Competencies

Kindergarten to Grade 3

- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)

### First Peoples Principles of Learning

- Learning requires exploration of one's identity.

### Learning Intention 3

## Where do I live in British Columbia?

### Applied Design, Skills and Technology (ADST)

#### Big Ideas

Kindergarten to Grade 3

- Skills can be developed through play.

#### Curricular Competencies

Kindergarten to Grade 3

- Ideating
- Making
- Sharing

### English Language Arts

#### Big Ideas

Kindergarten to Grade 3

- Language and story can be a source of creativity and joy.

### Arts Education

#### Big Ideas

Kindergarten to Grade 1

- People connect to others and share ideas through the arts.

Grade 3

- The arts connect our experiences to the experiences of others.

## Social Studies

### Curricular Competencies

Kindergarten to Grade 3

- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)

Grade 3

- Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events

### Content

Kindergarten

- People, places, and events in the local community, and in local First Peoples communities

Grade 1

- Natural and human-made features of the local environment

### First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

## Learning Intention 4

# Whose traditional homelands do I live on?

## Social Studies

### Content

#### Kindergarten

- People, places, and events in the local community, and in local First Peoples communities

#### Grade 1

- Natural and human-made features of the local environment

### **First Peoples Principles of Learning**

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.



## Learning Intention 5

# Investigate the geographical features of British Columbia

## Social Studies

### Big Ideas

Grade 3

- Indigenous knowledge is passed down through oral history, traditions, and collective memory.

### Content

Kindergarten

- People, places, and events in the local community, and in local First Peoples communities

Grade 1

- Natural and human-made features of the local environment

Grade 2

- Diverse features of the environment in other parts of Canada and the world

## Science

### Curricular Competencies

#### Kindergarten to Grade-3

- Demonstrate curiosity and a sense of wonder about the world
- Ask simple questions about familiar objects and events
- Experience and interpret the local environment
- Recognize First Peoples stories (including oral and written narratives), songs, and art as ways to share knowledge
- Take part in caring for self, family, classroom and school through personal approaches
- Express and reflect on personal experiences of place

#### Grade 2

- Water Cycle

#### Grade 3

- Landforms

### First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.

## Learning Intention 6

# Where do I live in the world?

## Social Studies

### Curricular Competencies

Kindergarten to Grade-3

- Explain the significance of personal or local events, objects, people, or places

### Content

Kindergarten

- People, places, and events in the local community, and in local First Peoples communities

## Science

### Curricular competencies

Kindergarten to Grade-3

- Experience and interpret the local environment
- Recognize First Peoples stories (including oral and written narratives), songs, and art as ways to share knowledge
- Take part in caring for self, family, classroom and school through personal approaches
- Express and reflect on personal experiences of place

## English Language Arts

### Big Ideas

- Stories and other texts connect us to ourselves, our families, and our communities.

### First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

## Learning Intention 7

# Where is the Great Bear Rainforest?

## Social Studies

### Content

#### Kindergarten

- People, places, and events in the local community, and in local First Peoples communities

#### Grade 1

- Natural and human-made features of the local environment

#### Grade 2

- Diverse features of the environment in other parts of Canada and the world

### **First Peoples Principles of Learning**

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

## Learning Intention 8

# Understanding Indigenous Homelands and Waters and Comparing Map Naming

## Social Studies

### Big Ideas

Grade 3

- Indigenous knowledge is passed down through oral history, traditions, and collective memory.

### Content

Kindergarten

- People, places, and events in the local community, and in local First Peoples communities

Grade 1

- Natural and human-made features of the local environment

Grade 3

- Cultural characteristics and ways of life of local First Peoples and global indigenous peoples

### **First Peoples Principles of Learning**

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.

# How big is the Great Bear Rainforest?

## Learning Intention 1

### How big is a hectare?

and

## Learning Intention 2

### How big is 6.4 million hectares?

## Math

### Big Ideas

Kindergarten

- Objects have attributes that can be described, measured, and compared.

Grade 1

- Objects and shapes have attributes that can be described, measured, and compared.

Grade 2

- Objects and shapes have attributes that can be described, measured, and compared.

Grade 3

- Standard units are used to describe, measure, and compare attributes of objects' shapes.

### Curricular competencies

#### Reasoning and analyzing

- Estimate reasonably
- Develop mental math strategies and abilities to make sense of quantities
- Use technology to explore mathematics

#### Understanding and solving

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving

#### Communicating and representing

- Use mathematical vocabulary and language to contribute to mathematical discussions

## **Content**

### Kindergarten

- Direct comparative measurement (e.g., linear, mass, capacity)

### Grade 1

- Direct measurement with non-standard units (non-uniform and uniform)

### Grade 2

- Direct linear measurement, introducing standard metric units

### Grade 3

- Measurement, using standard units (linear, mass, and capacity)

### **First Peoples Principles of Learning**

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

# What animals live in the Great Bear Rainforest?

## Learning Intention 1

### Recognize the diversity of plant and animal life in the Great Bear Rainforest

#### Science

##### Big Ideas

###### Kindergarten

- Plants and animals have observable features.

###### Grade 1

- Living things have features and behaviours that help them survive in their environment.

###### Grade 2

- Living things have life cycles adapted to their environment.
- Water is essential to all living things, and it cycles through the environment.

###### Grade 3

- Living things are diverse, can be grouped, and interact in their ecosystems.

##### Curricular Competencies

###### Kindergarten to Grade 3

- Demonstrate curiosity and a sense of wonder about the world
- Ask simple questions about familiar objects and events
- Experience and interpret the local environment
- Recognize First Peoples stories (including oral and written narratives), songs, and art as ways to share knowledge
- Take part in caring for self, family, classroom and school through personal approaches
- Express and reflect on personal experiences of place



## **Content**

### Kindergarten

- Basic needs of plants and animals
- Adaptations of local plants and animals
- Local First Peoples uses of plants and animals

### Grade 1

- Classification of living and non-living things
- Names of local plants and animals
- Structural features of living things in the local environment
- Behavioural adaptations of animals in the local environment

### Grade 2

- Metamorphic and non-metamorphic life cycles of different organisms
- Similarities and differences between offspring and parent
- First Peoples use of their knowledge of life cycles

### Grade 3

- Biodiversity in the local environment
- The knowledge of local First Peoples of ecosystems

### **First Peoples Principles of Learning**

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

## Learning Intention 2

# Why are salmon an important species in the Great Bear Rainforest?

## Science

### Big Ideas

#### Kindergarten

- Plants and animals have observable features.

#### Grade 1

- Living things have features and behaviours that help them survive in their environment

#### Grade 2

- Living things have life cycles adapted to their environment.

#### Grade 3

- Living things are diverse, can be grouped, and interact in their ecosystems

### Curricular competencies

#### Kindergarten to Grade-3

- Demonstrate curiosity and a sense of wonder about the world
- Ask simple questions about familiar objects and events
- Experience and interpret the local environment
- Recognize First Peoples stories (including oral and written narratives), songs, and art as ways to share knowledge
- Take part in caring for self, family, classroom and school through personal approaches
- Express and reflect on personal experiences of place

## Content

### Kindergarten

- Basic needs of plants and animals
- Adaptations of local plants and animals
- Local First Peoples uses of plants and animals

### Grade 1

- Classification of living and non-living things
- Names of local plants and animals
- Structural features of living things in the local environment
- Behavioural adaptations of animals in the local environment

### Grade 2

- Metamorphic and non-metamorphic life cycles of different organisms
- Similarities and differences between offspring and parent
- First Peoples use of their knowledge of life cycles

### Grade 3

- Biodiversity in the local environment
- The knowledge of local First Peoples of ecosystems

## Social Studies

### Curricular Competencies

- Explain why people, events, or places are significant to various individuals and groups (significance)
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)

### First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.

# How do different animals communicate?

## Learning intention 1

### How do different animals communicate?

#### Social Studies

##### Big Ideas

Kindergarten

- Stories and traditions about ourselves and our families reflect who we are and where we are from.

#### English Language Arts

##### Big Ideas

Kindergarten to Grade 3

- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

#### Science

##### Content

Kindergarten

- Adaptations of local plants and animals

Grade 1

- Behavioural adaptations of animals in the local environment

#### **First Peoples Principles of Learning**

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

## Learning intention 2

# Case study: How do wolves communicate?

## English Language Arts

### Big Ideas

Kindergarten to Grade 3

- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

## Social Studies

### Big Ideas

Kindergarten

- Stories and traditions about ourselves and our families reflect who we are and where we are from.

### First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).