**New Curriculum Big Ideas  
Reference Document for Teacher Planning and Communicating Student Learning**

The following compilation is from the first draft of the new curriculum. It is a living document and as the Ministry of Education adds to the document this resource will be updated in the portal. Please contact [kdawson@sd71.bc.ca](mailto:kdawson@sd71.bc.ca) if you notice that this reference document has not been undated.

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| **Grade 1** | |
| **Big Idea** | **Pop Out** |
| **Language Arts** | |
| Language and stories can be a source of creativity and joy. | (stories) Narrative texts that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They should also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. |
| Stories help us learn about ourselves and our families. |
| Stories can be told through pictures and words. |
| Everyone can be a reader and can create stories. |
| Everyone has a unique story |
| Playing with language helps us discover how language works. |
| Listening and speaking builds our understanding and helps us learn. |
| **Mathematics** | |
| Number represents and describes quantity: Numbers to 20 can be decomposed into 10’s and 1’s |  |
| Developing computational fluency comes from a strong sense of number: Addition and subtraction can be modelled concretely, pictorially, and mentally, using strategies involving counting and making 10. |  |
| We use patterns to represent identified regularities and to form generalizations: Repeating elements can be identified |  |
| We can describe, measure, and compare spatial relationships: Objects and shapes have attributes |  |
| Analyzing data and chance help us to compare and interpret: Concrete graphs show one-to-one correspondence. |  |
| **Science** | |
| Living things have features and behaviours that help them survive in their environment. | Questions to support inquiry with students:   * How do local plants and animals depend on their environment? * How do plants and animals use their features to respond to stimuli in their environments? * How do plants and animals adapt when their basic needs are not being met? |
| Matter is useful because of its properties. | Questions to support inquiry with students:   * What do the properties of materials help correct to the function of materials? |
| Light and sound can be produced and their properties can be changed. | Questions to support inquiry with students:   * How can you explore the properties of light and sound? * What discoveries did you make? |
| Observable patterns and cycles occur in the local sky and landscape | Questions to support inquiry with students:   * What kinds of patterns in the sky and landscape are you aware of? * How do patterns and cycles in the sky and landscape affect living things? |
| **Social Studies** | |
| We shape the local environment, and the local environment shapes who we are and how we live. |  |
| Our rights, roles, and responsibilities are important for building strong communities. |  |
| Healthy communities recognize and respect the diversity of individuals and care for the local environment. |  |  |
| **Career Education** | |
| Stage 1  Main focus is on Awareness  Understanding begins through Awareness of:   * Personal interests and strengths * Family, school, and community * Importance of learning   Risk taking |  |
| **Physical and Health Education** | |
| Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. |  |
| Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. |  |
| Knowing about our bodies and making healthy choices helps us look after ourselves. |  |
| Good health comprises physical, mental, and emotional well-being. |  |
| **Arts Education** | |
| People create art to express who they are as individuals and community. |  |
| Engagement in the arts creates opportunities for inquiry through purposeful play. | (arts) Includes but is not limited to the four disciplines of dance, drama, music, and visual arts |
| Dance, drama, music, and visual arts express meaning in unique ways |  |
| People connect to others and share ideas through the arts |  |