**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 if you notice that this reference document has not been updated.

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| **Kindergarten** |
| **Big Idea** | **Pop Out** |
| **Language Arts** |
| Language and stories can be a source of creativity and joy. |  |
| 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: Quantities can be decomposed into smaller parts. |  |
| Developing computational fluency comes from a strong sense of number: One-to-one correspondence and a sense of 5 and 10 are essential for working with numbers. |  |
| 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 have attributes. |  |
| Analyzing data and chance help us to compare and interpret: Familiar events can be described as likely or unlikely. |  |
| **Science** |
| Plants and animals have observable features. | Questions to support inquiry with students:* How do the different features of plants and animals help them meet their basic needs?
* What basic needs do plants and animals have in common
* What are your basic needs?
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| Humans interact with matter every day through familiar materials. | Questions to support inquiry with students:* What is matter?
* How do you interact with matter?
* What qualities do different forms of matter have?
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| The motion of objects depends on their properties. | Questions to support inquiry with students:* How can you make objects move?
* How does the shape or size of an object effect the object’s movement?
* How does the material the object is made of effect the object’s movement?
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| Daily and seasonal changes affect all living things. | Questions to support inquiry with students:* What daily and seasonal changes can you see or feel?
* How are plants and animals affected by daily and seasonal changes?
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| **Social Studies** |
| Our communities are diverse and made of individuals who have a lot in common |  |
| Stories and traditions about ourselves and our families reflect who we are and where we are from. |  |
| Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. |  |
| **Career Education** |
| Main focus is on Awareness.Understanding begins through Awareness of:* Personal interests and strengths
* Family, school, and community
* Importance of learning
* Risk taking
 | Foundation and Awareness:* Big Ideas, curricular Competencies, and content by stage
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| **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. | (arts) Includes but is not limited to the four disciplines of dance, drama, music, and visual arts. |
| Engagement in the arts creates opportunities for inquiry through purposeful play. |  |
| Dance, drama, music, and visual arts express meaning in unique ways. |  |
| People connect to others and share ideas through the arts. |  |