

KINDERGARTEN TO GRADE 5

Aboriginal Learning Standards *(updated April 2015)*

DRAFT



Ministry of
Education

KINDERGARTEN - SOCIAL STUDIES

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none">• Use Social Studies inquiry processes (ask question, gather, interpret and analyze ideas, and communicate findings and decision)• Assess the significance of personal or local events, objects, people, and places (significance)• Ask questions and make inferences about the content and features of different types of sources (evidence)• Sequence objects and events, and distinguish between things that have changed and things that have stayed the same (continuity and change)• Recognize causes and consequences of an event, decision, or development in their lives (cause and consequence)• Recognize that there may be different perspectives on people, places, issues, and events in their lives (Perspective)• Identify positive and negative dimensions of an event, decision, or action in their lives (ethical judgment)	<p><i>Students will know and understand the following concepts and content related to Identity & Families:</i></p> <ul style="list-style-type: none">• people, places, and events in their local community, including the Aboriginal community

GRADE 1 - SOCIAL STUDIES

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none">• Use Social Studies inquiry processes (ask question, gather, interpret and analyze ideas, and communicate findings and decision)• Assess the significance of personal or local events, objects, people, and places (significance)• Ask questions and make inferences about the content and features of different types of sources (evidence)• Sequence objects and events, and distinguish between things that have changed and things that have stayed the same (continuity and change)• Recognize causes and consequences of an event, decision, or development in their lives (cause and consequence)• Recognize that there may be different perspectives on people, places, issues, and events in their lives (Perspective)• Identify positive and negative dimensions of an event, decision, or action in their lives (ethical judgment)	<p><i>Students will know and understand the following concepts and content related to Local Communities:</i></p> <ul style="list-style-type: none">• key events and developments in the local community, including the local Aboriginal community

GRADE 2 - SOCIAL STUDIES

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none">• Use Social Studies inquiry processes (ask question, gather, interpret and analyze ideas, and communicate findings and decision)• Explain how and why people, events, and places are significant (significance)• Ask questions and make inferences about the content and features of different types of sources (evidence)• Distinguish between things that have changed and things that have stayed the same, and explain why some things change and others stay the same (continuity and change)• Recognize causes and consequences of an event, decision, or development in their lives (cause and consequence)• Examine reasons (e.g., beliefs, values, worldviews) why people have different perspectives on people, places, issues, and events (perspective)• Make a value judgment about an event, decision, or action in their lives (ethical judgment)	<p><i>Students will know and understand the following concepts and content related to Regional and Global Communities:</i></p> <ul style="list-style-type: none">• the diverse characteristics of communities and cultures in Canada and around the world, including at least one Aboriginal community and culture

GRADE 3 - SOCIAL STUDIES

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none">• Use Social Studies inquiry processes (ask question, gather, interpret and analyze ideas, and communicate findings and decision)• Explain how and why people, events, and places are significant (significance)• Ask questions and make inferences about the content and features of different types of sources (evidence)• Determine continuities, changes, patterns, and trends between different time periods, places, and phenomena (continuity and change)• Determine multiple causes and consequences of an event, decision, or development (cause and consequence)• Examine reasons why people have different perspectives on people, places, issues, and events, and identify different perspectives on past or present people, places, issues, or events (perspective)• Make a value judgment about an event, decision, or action in their lives (ethical judgment)	<p><i>Students will know and understand the following concepts and content related to Global Indigenous Societies and Issues:</i></p> <ul style="list-style-type: none">• cultural characteristics and ways of life of indigenous people, including the local Aboriginal groups• the impact of the environment on cultural characteristics and ways of life in indigenous societies• aspects of life shared by and common to human cultures and societies, regardless of time and place• cultural and technological accomplishments of global indigenous people, including local Aboriginal cultures• how indigenous societies, including local Aboriginal groups, meet their needs and wants• governance and social organization in indigenous societies, including local Aboriginal groups• the role of oral history, stories, and artifacts as evidence about pre-contact Aboriginal cultures• traditional stories and the nature of the relationship between humans and their environment

GRADE 4 - SOCIAL STUDIES

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none">• Use Social studies inquiry processes (ask question, gather, interpret and analyze ideas, and communicate findings and decision)• Construct and argument defending the significance of individuals/groups, places, events, and/or developments (significance)• Ask questions and corroborate inferences about the content and origins of different sources (evidence)• Determine continuities, changes, patterns, and trends between different time periods, places, and phenomena (continuity and change)• Determine multiple causes and consequences of an event, decision, or development (cause and consequence)• Explain different perspectives on past or present people, places, issues, and events (perspective)• Value whether an event, decision or action was fair from a particular perspective (ethical judgment)	<p><i>Students will know and understand the following concepts and content related to Contact Between European and Aboriginal Communities:</i></p> <ul style="list-style-type: none">• early contact, trade, and conflict between Aboriginal and European societies• the fur trade in pre-Confederation Canada and British Columbia• demographic changes in pre-Confederation British Columbia in both Aboriginal and non-Aboriginal communities• economic and political factors that influenced the colonization of British Columbia, including the BC gold rushes• the impact of colonization on Aboriginal societies• the history of their local community, and connections between their community and significant events, people, and developments

GRADE 5 - SOCIAL STUDIES

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none">• Use Social studies inquiry processes (ask question, gather, interpret and analyze ideas, and communicate findings and decision)• Construct and argument defending the significance of individuals/groups, places, events, and/or developments (significance)• Ask questions and corroborate inferences about the content and origins of different sources (evidence)• Recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)• Determine multiple causes and consequences of an event, decision, or development (cause and consequence)• Explain different perspectives on past or present people, places, issues, and events (perspective)• Value whether an event, decision or action was fair from a particular perspective (ethical judgment)	<p><i>Students will know and understand the following concepts and content related to Contemporary Canadian Issues:</i></p> <ul style="list-style-type: none">• government Aboriginal policies and the Aboriginal response over time, including those concerning residential schools, treaties, and traditional self-governance• levels of government (Aboriginal, federal, provincial, and municipal), their main functions, and sources of funding• contrasting perspectives about land ownership and use, including issues of Aboriginal title, jobs, and the environment

GRADE 1 – SCIENCE

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to inquire by:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate curiosity and a sense of wonder about the world• Observe objects and events in familiar contexts• Ask questions about familiar objects and events• Make simple predication about known objects and events <p>Planning and Conduct</p> <ul style="list-style-type: none">• Make and record observations• Safely manipulate materials to test ideas and predications• Make and record simple measurements using informal or non-standard methods <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Sort and classify data and information using methods such as drawings or provided tables• Compare observations with predications through discussion• Identify simple patterns and connections• <p>Evaluating</p> <ul style="list-style-type: none">• Compare observations with others• Consider some consequences of their actions on the environment <p>Communicating</p> <ul style="list-style-type: none">• Communicate observations and ideas using oral or written language, drawing, or role play	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• common objects in the sky, such as the Sun and the Moon, and their importance in local Aboriginal culture and other cultures

GRADE 4 – SCIENCE

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to inquire by:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate curiosity about the natural world• Observe objects and events in familiar contexts• Identify questions about familiar objects and events that can be investigated scientifically• Make predictions based on prior knowledge <p>Planning and Conduct</p> <ul style="list-style-type: none">• Suggest ways to plan and conduct an inquiry to find answers to their questions• Consider ethical responsibilities when deciding how to conduct an experiment• Safely use appropriate tools to make observations and measurements, using formal measurement and digital technology as appropriate• Collect simple data <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Sort and classify data and information using methods such as drawings or provided tables• Use methods such as tables and simple bar graphs to present data and show simple patterns and trends• Compare results with predictions, suggesting possible reasons for findings <p>Evaluating</p> <ul style="list-style-type: none">• Make simple inferences based on their results and prior knowledge• Reflect on whether an investigation was a fair test• Demonstrate an understanding and appreciation of evidence• Identify some simple implications of their and others' actions on the environment <p>Communicating</p> <ul style="list-style-type: none">• Represent and communicate ideas and findings in a variety of ways such as diagrams and simple reports, using digital technologies as appropriate	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• Local Aboriginal teachings and stories about the Sun and Moon• Aboriginal world view with respect to the environment

GRADE 5 - SCIENCE

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to inquire by:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate a sustained curiosity about a scientific topic or problem of personal interest• Make observations in familiar or unfamiliar contexts• Identify questions to answer or problems to solve through scientific inquiry• Make predictions about what their inquiry will be <p>Planning and Conduct</p> <ul style="list-style-type: none">• With support, plan appropriate investigations to answer their questions or solve problems they have identified• Decide which variable should be changed and measured for fair test• Choose appropriate data to collect to answer their question• Observe, measure, and record data, using appropriate tools, including digital technologies• Use equipment and materials safely, identifying potential risks <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Construct and use a variety of methods, including tables, graphs, and digital technologies as appropriate, to represent patterns or relationships in data• Identify patterns and connections in data• Compare data with predications and develop explanations for results• Demonstrate an openness to new ideas and a consideration of alternatives <p><i>(continued on next page)</i></p>	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• Aboriginal concept of interconnectedness of the environment, reflected in responsibility for taking care of resources (sustainable resource use) potential

GRADE 5 – SCIENCE (continued)

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to inquire by:</i></p> <p>Evaluating</p> <ul style="list-style-type: none">• Evaluate whether their investigations were fair tests• Identify possible sources of error• Suggest improvements to their investigation methods• Identify some of the assumptions and given information in secondary sources• Demonstrate an understanding and appreciation of evidence• Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations <p>Communicating</p> <ul style="list-style-type: none">• Communicate ideas, explanations, and processes in a variety of ways	

KINDERGARTEN - ARTS EDUCATION

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to use the creative process to create and respond to the arts:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Explore artistic elements, processes, materials, tools, and techniques• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play• Explore artistic expressions of self, community, and culture through creative processes <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe and describe how artists use tools, processes, and materials• Develop ideas to make connections and observations• Practise processes and technical skills in a variety of art forms to nurture motivation, development, and imagination• Reflect on the creative process and make connections to other experiences <p>Communicating and documenting</p> <ul style="list-style-type: none">• Interpret symbols and how they express meaning through the arts• Express feelings, ideas, stories, observations, and experiences through the arts• Describe and respond to works of art• Experience, document, perform, and share creative works in a variety of ways	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of local works of art and artistic traditions, including traditional and contemporary Aboriginal arts and arts-making processes

GRADE 1 - ARTS EDUCATION

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to use the creative process to create and respond to the arts:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Explore artistic elements, processes, materials, tools, and techniques• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play• Explore artistic expressions of self, community, and culture through creative processes <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe and describe how artists use tools, processes, and materials• Develop ideas to make connections and observations• Practise processes and technical skills in a variety of art forms to nurture motivation, development, and imagination• Reflect on the creative process and make connections to one's own and others' experiences <p>Communicating and documenting</p> <ul style="list-style-type: none">• Interpret symbols and how they express meaning through the arts• Express feelings, ideas, stories, observations, and experiences through the arts• Describe and respond to works of art• Experience, document, perform, and share creative works in a variety of ways	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of local works of art and artistic traditions from diverse cultures and communities, including traditional and contemporary Aboriginal arts and arts-making processes

GRADE 2 - ARTS EDUCATION

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to use the creative process to create and respond to the arts:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Explore artistic elements, processes, materials, tools, and techniques• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play• Explore personal experience, community, and culture through arts activities <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe and describe how artists use tools, processes, and materials• Develop and refine ideas to make connections and observations• Practise processes and technical skills to develop artistic abilities• Reflect on the creative process and make connections to other experiences <p>Communicating and documenting</p> <ul style="list-style-type: none">• Interpret symbols and how they express meaning through the arts• Express feelings, ideas, stories, observations, and experiences through creative works• Describe and respond to works of art• Experience, document, perform, and share creative works in a variety of ways	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places, including traditional and contemporary Aboriginal arts and arts-making processes

GRADE 3 - ARTS EDUCATION

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to use the creative process to create and respond to the arts:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Choose artistic elements, processes, materials, environments, tools, and techniques• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play• Explore identity, place, culture, and belonging through arts experiences• Explore relationships among cultures, societies and the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe, listen, describe, inquire and predict how artists use tools, processes, materials, and environments• Develop ideas, processes, and technical skills to improve the quality of artistic creations• Reflect on the creative process and make connections to other experiences• Connect knowledge and skills from other subject areas in planning, creating, interpreting, and analyzing works of art <p>Communicating and documenting</p> <ul style="list-style-type: none">• Apply learned skills, understandings, and processes in new contexts• Interpret and communicate ideas using symbols to express meaning through the arts• Express feelings, ideas, and experiences in aesthetic ways• Describe and respond to works of art and explore artists' intent• Experience, document, perform, and share creative works in a variety of ways	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places, including traditional and contemporary Aboriginal arts and arts-making processes

GRADE 4 - ARTS EDUCATION

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to use a variety of creative processes to create and respond to the arts:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Choose artistic elements, processes, materials, environments, tools, and techniques, using multiple combinations and selections for specific purposes in art making• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play• Explore identity, place, culture, and belonging through arts experiences• Explore relationships among cultures, societies and the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe, listen, describe, inquire, and predict how artists use tools, processes, materials, and environments to create and communicate• Develop and refine ideas, processes, and technical skills to improve the quality of artistic creations• Reflect on the creative process and make connections to other experiences• Connect knowledge and skills from other subject areas in planning, creating, interpreting, and analyzing works of art <p>Communicating and documenting</p> <ul style="list-style-type: none">• Apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences• Interpret and communicate ideas using symbols to express meaning through the arts• Express feelings, ideas, and experiences in aesthetic ways• Describe and respond to works of art and explore artists' intent• Experience, document, perform, and share creative works in a variety of ways	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places, including traditional and contemporary Aboriginal arts and arts-making processes

GRADE 5 - ARTS EDUCATION

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to use a variety of creative processes to create and respond to the arts:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Intentionally select artistic elements, processes, materials, environments, tools, and techniques to express meaning in their work• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play• Explore connections to identity, place, culture, and belonging through creative expression• Explore a range of cultures and the relationships among cultures, societies, and the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe, listen, describe, inquire, and predict how artists use tools, processes, materials, techniques, and environments to create and communicate• Develop and refine ideas, processes, and technical skills to improve the quality of artistic creations• Reflect on the creative process as an individual and as a group, and make connections to other experiences• Connect knowledge and skills from other subject areas in planning, creating, interpreting, and analyzing works of art <p>Communicating and documenting</p> <ul style="list-style-type: none">• Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences• Interpret and communicate ideas using symbols and elements to express meaning through the arts• Express feelings, ideas, and experiences through the arts• Describe and respond to works of art and explore artists' intent• Experience, document, perform, and share creative works in a variety of ways	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places, including traditional and contemporary Aboriginal arts and arts-making processes

KINDERGARTEN to GRADE 2* – ENGLISH LANGUAGE ARTS

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to develop the following curricular competencies using oral, written, visual, and digital texts:</i></p> <p>Comprehending and Connecting</p> <ul style="list-style-type: none">• Express thoughts, feelings, opinions and preferences in relation to text• Develop an understanding of self, others and the world through exploration and play• Develop and use a variety of reading strategies to make meaning from multiple types of text and build independence as a reader• Develop and use critical thinking skills to make meaning from multiple types of text• Engage actively as listeners and readers to make meaning and develop thinking and comprehension• Explore stories from a variety of cultures, including Aboriginal cultures, to gain an appreciation of identity, family, and community• Recognize that authors write to communicate ideas, thoughts, feelings, and information for specific audiences and purposes• Draw on prior experience and knowledge to make connections <p>Creating and Communicating</p> <ul style="list-style-type: none">• Express thoughts, feelings, opinions, and ideas through oral, written and visual presentations and contribute as a member of a classroom community• Use the writing process to create written forms• Exchange ideas, emotions, and perspectives to build shared understanding• Use a variety of communication forms according to audience and purpose• Create a variety of texts to deepen understanding of self, family, and community• Use language in playful ways to develop style, voice, artistry, and point of view• Recognize and use conventions of language <p><i>*Note: Grade-by-grade distinction is further articulated through the complexity of the text and the situation.</i></p>	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• texts from a variety of cultures, including those of Canadian and Aboriginal origin

GRADE 3 to 5* – ENGLISH LANGUAGE ARTS

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to develop the following curricular competencies using oral, written, visual, and digital texts:</i></p> <p>Comprehending and Connecting</p> <ul style="list-style-type: none">• Develop a variety of reading strategies and critical thinking skills to increase comprehension and construct meaning• Engage actively as readers and listeners to construct meaning and develop thinking and comprehension• Explore a rich variety of texts, including story, to deepen learning and develop a broader understanding of self, family, community and the world• Appreciate the universal importance of story in Aboriginal and other cultures• Explore the ways language can be manipulated and used for specific purposes and audiences, including to evoke emotional responses• Think critically about ideas and information to deepen, extend, and transform understanding• Consider different perspectives, beliefs and points of view in Aboriginal, Canadian, and other cultural texts• Develop an understanding of how literary elements, devices, and language features enhance meaning• Evaluate the accuracy, reliability, and relevance of information• Support thinking using evidence, personal connections, and background knowledge <p>Creating and Communicating</p> <ul style="list-style-type: none">• Apply oral language to explore and express ideas, communicate with others, and contribute as a member of a classroom community• Use the writing process to improve clarity• Express ideas thoughts, feelings, and opinions through various forms of communication• Employ a variety of communication forms according to audience and purpose• Create a variety of texts to explore self, family, and community• Apply language in creative and playful ways to develop style, voice, artistry, and point of view• Recognize and use conventions and features in language• Create and communicate meaning by designing, editing, revising, refining and presenting	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of fiction and non-fiction text types, including those of Canadian and Aboriginal origin

**Note: Grade-by-grade distinction is further articulated through the complexity of the text and the situation.*