

GR.	BIG IDEAS (Science)	CURRICULAR COMPETENCIES	CONTENT	BIG IDEAS (Social Studies)	CURRICULAR COMPETENCIES	CONTENT
K	<ul style="list-style-type: none"> - Plants and animals have observable features. - Daily and seasonal changes affect all living things. 	<p>Questioning and Predicting</p> <ul style="list-style-type: none"> - Demonstrate curiosity and a sense of wonder about the world <p>Processing & Analyzing</p> <ul style="list-style-type: none"> - Experience and interpret the local environment - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge <p>Communicating</p> <ul style="list-style-type: none"> - Express and reflect on personal experiences of place 	<ul style="list-style-type: none"> - seasonal changes - living things make changes to accommodate daily and seasonal cycles - First Peoples knowledge of seasonal changes 	<ul style="list-style-type: none"> - Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. - Stories and traditions about ourselves and our families reflect who we are and where we are from. 	<ul style="list-style-type: none"> - Acknowledge different perspectives on people, places, issues, or events in their lives (perspective) - Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) 	<ul style="list-style-type: none"> - rights, roles, and responsibilities of individuals and groups - people, places, and events in the local community, and in local First Peoples communities
1	<ul style="list-style-type: none"> - Living things have features and behaviours that help them survive in their environment. 	<p>Questioning and Predicting</p> <ul style="list-style-type: none"> - Make observations in familiar or unfamiliar contexts <p>Processing & Analyzing</p> <ul style="list-style-type: none"> - Experience and interpret the local environment - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge <p>Evaluating</p> <ul style="list-style-type: none"> - Consider some environmental consequences of their actions <p>Communicating</p> <ul style="list-style-type: none"> - Express and reflect on personal experiences of place 	<ul style="list-style-type: none"> - names of local plants and animals - local First Peoples knowledge of the local landscape, plants and animals - local First Peoples understanding and use of seasonal rounds - local patterns that occur on Earth and in the sky 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) - Explore different perspectives on people, places, issues, or events in their lives (perspective) 	<ul style="list-style-type: none"> - relationships between a community and its environment - roles, rights, and responsibilities in the local community

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2	<ul style="list-style-type: none"> - Living things have life cycles adapted to their environment. - Water is essential to all living things, and it cycles through the environment. 	<p>Questioning and Predicting</p> <ul style="list-style-type: none"> - Demonstrate curiosity and a sense of wonder about the world <p>Processing & Analyzing</p> <ul style="list-style-type: none"> - Experience and interpret the local environment - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge <p>Evaluating</p> <ul style="list-style-type: none"> - Consider some environmental consequences of their actions <p>Communicating</p> <ul style="list-style-type: none"> - Express and reflect on personal experiences of place 	<ul style="list-style-type: none"> - First Peoples use of their knowledge of life cycles - local First People's knowledge of water: <ul style="list-style-type: none"> • connection to other systems 	<ul style="list-style-type: none"> - Local actions have global consequences, and global actions have local consequences. - Canada is made up of many diverse regions and communities. 	<ul style="list-style-type: none"> - Recognize the causes and consequences of events, decisions, or developments (cause and consequence) - Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective) 	<ul style="list-style-type: none"> - relationships between people and the environment in different communities - diverse features of the environment in other parts of Canada and the world - rights and responsibilities of individuals regionally and globally
3	<ul style="list-style-type: none"> - Living things are diverse, can be grouped, and interact in their ecosystems. 	<p>Questioning and Predicting</p> <ul style="list-style-type: none"> - Demonstrate curiosity about the natural world <p>Processing & Analyzing</p> <ul style="list-style-type: none"> - Experience and interpret the local environment - Identify First Peoples perspectives and knowledge as sources of information <p>Evaluating</p> <ul style="list-style-type: none"> - Identify some simple environmental implications of their and others' actions <p>Communicating</p> <ul style="list-style-type: none"> - Express and reflect on personal experiences of place 	<ul style="list-style-type: none"> - biodiversity in the local environment - the knowledge of local First Peoples of ecosystems 	<ul style="list-style-type: none"> - Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. 	<ul style="list-style-type: none"> - Recognize the causes and consequences of events, decisions, or developments (cause and consequence) - Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events 	<ul style="list-style-type: none"> - oral history, traditional stories, and artifacts as evidence about past First Peoples cultures - relationship between humans and their environment

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4	<ul style="list-style-type: none"> - All living things sense and respond to their environment. - The motions of Earth and the moon cause observable patterns that affect living and non-living systems. 	<p>Questioning and Predicting</p> <ul style="list-style-type: none"> - Demonstrate curiosity about the natural world - Make predictions based on prior knowledge <p>Processing & Analyzing</p> <ul style="list-style-type: none"> - Experience and interpret the local environment - Identify First Peoples perspectives and knowledge as sources of information <p>Evaluating</p> <ul style="list-style-type: none"> - Identify some simple environmental implications of their and others' actions <p>Communicating</p> <ul style="list-style-type: none"> - Express and reflect on personal experiences of place 	<ul style="list-style-type: none"> - sensing and responding: <ul style="list-style-type: none"> • humans • other animals • plants - biomes as large regions with similar environmental features 	<ul style="list-style-type: none"> - The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. 	<ul style="list-style-type: none"> - Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence) - Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective) 	<ul style="list-style-type: none"> - the history of the local community and of local First Peoples communities - physiographic features and natural resources of Canada
5	<ul style="list-style-type: none"> - Earth materials change as they move through the rock cycle and can be used as natural resources. 	<p>Questioning and Predicting</p> <ul style="list-style-type: none"> - Make observations in familiar or unfamiliar contexts <p>Processing & Analyzing</p> <ul style="list-style-type: none"> - Experience and interpret the local environment - Identify First Peoples perspectives and knowledge as sources of information <p>Communicating</p> <ul style="list-style-type: none"> - Express and reflect on personal, shared, or others' experiences of place <p>Evaluating</p> <ul style="list-style-type: none"> - Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations 	<ul style="list-style-type: none"> - First Peoples concepts of interconnectedness in the environment - the nature of sustainable practices around Yukon's resources - First Peoples knowledge of sustainable practices 	<ul style="list-style-type: none"> - Natural resources continue to shape the economy and identity of different regions of Canada. 	<ul style="list-style-type: none"> - Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence) - Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) 	<ul style="list-style-type: none"> - resources and economic development in different regions of Canada - First Peoples land ownership and use