

Grade	K	1	2	3	4
Science	<ul style="list-style-type: none"> <li>-Observable features of plants and animals *</li> <li>-Forms of matter</li> <li>-Size/shape effects of movement</li> <li>-Push/pull effects of movement</li> <li>-Daily/seasonal changes on living things (weather)</li> </ul>	<ul style="list-style-type: none"> <li>-Survival defenses of living things in their environments</li> <li>-Properties and functions of matter</li> <li>-Production and changes of light &amp; sound</li> <li>-Patterns in the sky and knowledge of land*</li> </ul>	<ul style="list-style-type: none"> <li>-Life cycles of plants &amp; animals *</li> <li>-Chemical and physical changes in matter</li> <li>-Forces affect motion</li> <li>-Water sources and cycles</li> </ul>	<ul style="list-style-type: none"> <li>-Biodiversity of living things</li> <li>-Ecosystem knowledge*</li> <li>-Particles of matter</li> <li>-Heat energy</li> <li>-Wind, water, ice causes land to change</li> </ul>	<ul style="list-style-type: none"> <li>-Connections b/t living &amp; non living things in their environments (biomes)</li> <li>-Matter: solids, liquids, gases (mass &amp; space)</li> <li>-Sources, input &amp; output, conservation of energy</li> <li>-Sun &amp; moon patterns (tide &amp; seasons)*</li> </ul>
Socials  * = First Peoples Focus and Interpretation	<b>Self Identity and families:</b> <ul style="list-style-type: none"> <li>-Traditions</li> <li>-Rights</li> <li>-Roles</li> <li>-Responsibilities</li> <li>-Needs vs wants</li> <li>-basic landmarks in community</li> </ul>	<b>Local Communities:</b> <ul style="list-style-type: none"> <li>-Needs &amp; wants that shape organizations</li> <li>-diversity &amp; respect</li> <li>-Natural vs man made features and care of those environments</li> <li>-Events of local First Nations Center/group</li> <li>-Mapping routes</li> </ul>	<b>Regional and Global Communities:</b> <ul style="list-style-type: none"> <li>-Local to global actions and consequences</li> <li>-Regions of diversity in Canada</li> <li>-Global citizens (rights, roles, responsibilities)</li> <li>-Government</li> <li>-Mapping directions</li> </ul>	<b>*Global Indigenous People:</b> <ul style="list-style-type: none"> <li>-Awareness, respect and value of indigenous</li> <li>-similarities in diverse groups (view of self, land, spirits and ancestors)</li> <li>-Passing on of knowledge and memorable impressions to future generations</li> </ul>	<b>*First Nations &amp; European Contact:</b> <ul style="list-style-type: none"> <li>-Natural resources affecting rural/urban cities</li> <li>-Political changes in NA</li> <li>-Interactions between First Nations &amp; Europeans (trading)</li> <li>-BC's journey in confederation (CPR, Gold Rush)</li> </ul>
Grade	5	6	7	8	9
Science	<ul style="list-style-type: none"> <li>-Body systems part I</li> <li>-Solutions &amp; mixtures I</li> <li>-Simple machines &amp; transfer of energy</li> <li>-Natural resources, sustainability of Living and Non Living</li> <li>-Humans and nature interconnected *</li> </ul>	<ul style="list-style-type: none"> <li>-Body systems part II</li> <li>-Solution &amp; mixtures II</li> <li>-Forces &amp; motion</li> <li>-Solar System</li> <li>-Newton's Laws,</li> <li>-Extreme Environments</li> </ul>	<ul style="list-style-type: none"> <li>-Theory of evolution</li> <li>-Elements, compounds, molecules</li> <li>-Electricity/magnetism</li> <li>-Climate change and impact over time</li> </ul>	<ul style="list-style-type: none"> <li>-Cell theory and types of cells (Photosynthesis &amp; cellular respiration)</li> <li>- Body systems III (immunity)</li> <li>-Light energy (waves &amp; particles)</li> <li>-Plate tectonic layers</li> </ul>	<ul style="list-style-type: none"> <li>-Cell division &amp; reproduction</li> <li>-Chemistry and the Periodic table</li> <li>-Electric circuits</li> <li>-Solar Radiation</li> <li>-Interconnectedness &amp; sustainability *</li> <li>-Matter cycles</li> </ul>
Socials	<b>Canadian Issues and Government:</b> <ul style="list-style-type: none"> <li>-Canada's + and - treatment of minorities</li> <li>-reflection of diversity in government</li> <li>-Immigration</li> <li>-Natural resources and community identity</li> <li>-Mapping Capital Cities</li> </ul>	<b>Global Issues and Government:</b> <ul style="list-style-type: none"> <li>-Economic conflicts</li> <li>-Global concern and problem solving</li> <li>-Systems of Government (Human Rights and Freedoms)</li> <li>-Positive and Negative effects of media</li> </ul>	<b>Ancient World to 7th Century:</b> <ul style="list-style-type: none"> <li>-How geography shapes civilizations</li> <li>-Spirituality influences</li> <li>-Making new laws</li> <li>-Economic trade</li> </ul>	<b>7th Century to 1750:</b> <ul style="list-style-type: none"> <li>-Positive and negative changes through history</li> <li>-Factors that shape population and living standards</li> <li>-World tensions</li> <li>-Preservation vs change</li> <li>-Exploration consequences</li> </ul>	<b>1750 to 1919:</b> <ul style="list-style-type: none"> <li>-Influence of ideologies</li> <li>-How land and features change demographics in Canada</li> <li>-Shifting Power</li> <li>-Evolution of Identity</li> <li>-Discrimination</li> </ul>