

Exploring current events, global issues, ethical judgement, diverse perspectives, and personal connections in the elementary classroom:

Sample connections from across BC's provincial curriculum for K-7

Kindergarten

Social studies

Big ideas:

- 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.

Curricular Competencies:

- Explain the significance of personal or local events, objects, people, or places
- Recognize causes and consequences of events, decisions, or developments in their lives
- Acknowledge different perspectives on people, places, issues, or events in their lives
- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

Learning Standards:

- ways in which individuals and families differ and are the same
- personal and family history and traditions
- needs and wants of individuals and families
- rights, roles, and responsibilities of individuals and groups

Physical & Health Education

Big Ideas:

- Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Curricular Competencies:

- Identify and describe feelings and worries

Learning Standards:

- caring behaviours in groups and families
- emotions and their causes and effects

Grade One

Social studies

Curricular Competencies:

- Explain the significance of personal or local events, objects, people, or places
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources
- Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same
- Recognize causes and consequences of events, decisions, or developments in their lives
- Explore different perspectives on people, places, issues, or events in their lives
- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

Learning Standards:

- characteristics of the local community that provide organization and meet the needs of the community
- diverse cultures, backgrounds, and perspectives within the local and other communities

Physical & Health Education

Big Ideas:

- Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.
- Good health comprises physical, mental, and emotional well-being.

Curricular Competencies:

- Identify and describe feelings and worries

Learning Standards:

- caring behaviours in groups and families
- emotions and their causes and effects

Grade Two

Social Studies

Big Ideas:

- Individuals have rights and responsibilities as global citizens.
- Local actions have global consequences, and global actions have local consequences.

Curricular Competencies:

- 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)
- Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)

Learning Standards:

- how people's needs and wants are met in communities
- 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

Grade Three

Social Studies

Curricular Competencies:

- 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
- Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)

Physical & Health Education

Curricular Competencies:

- Describe physical, emotional, and social changes as students grow older
- Describe factors that influence mental well-being and self-identity

Learning Standards:

- relationship between worries and fears
- factors that influence self-identity

Grade Four

Physical & Health Education

Curricular Competencies:

- Describe and assess strategies for promoting mental well-being
- Describe factors that positively influence mental well-being and self-identity

Learning Standards:

- factors that influence self-identity, including body image and social media
- strategies for responding to bullying, discrimination, and violence

Grade Five

Social Studies

Curricular Competencies:

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Develop a plan of action to address a selected problem or issue
- Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
- 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)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

Learning Standards:

- past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments
- human rights and responses to discrimination in Canadian society

Physical & Health Education

Curricular Competencies:

- Explore and describe how personal identities adapt and change in different settings and situations
- Describe and assess strategies for promoting mental well-being, for self and others

Learning Standards:

- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

English Language Arts

Big Ideas:

- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Curricular Competencies:

- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world

Grade Six

Social Studies

Big Ideas:

- Complex global problems require international cooperation to make difficult choices for the future.
- Systems of government vary in their respect for human rights and freedoms.
- Media sources can both positively and negatively affect our understanding of important events and issues.

Learning Standards:

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Develop a plan of action to address a selected problem or issue
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)

- Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

Curricular Competencies:

- the urbanization and migration of people
- global poverty and inequality issues, including class structure and gender
- roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples
- different systems of government
- economic policies and resource management, including effects on indigenous peoples
- globalization and economic interdependence
- international cooperation and responses to global issues
- regional and international conflict
- media technologies and coverage of current events

Fine Arts

Big Ideas:

- Experiencing art is a means to develop empathy for others' perspectives and experiences.

Curricular Competencies:

- Explore relationships between identity, place, culture, society, and belonging through the arts
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
- Interpret creative works using knowledge and skills from various areas of learning
- Examine relationships between the arts and the wider world

English Language Arts

Big Ideas:

- Exploring and sharing multiple perspectives extends our thinking.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Curricular Competencies:

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Synthesize ideas from a variety of sources to build understanding

- Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways

Physical & Health Education

Curricular Competencies:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Describe and assess strategies for promoting mental well-being, for self and others
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others
- Explore and describe how personal identities adapt and change in different settings and situations

Learning Standards:

- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
- consequences of bullying, stereotyping, and discrimination
- influences on individual identity, including sexual identity, gender, values, and beliefs

Grade Seven

English Language Arts

Big Idea:

- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.
- Exploring and sharing multiple perspectives extends our thinking.

Curricular Competencies:

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways

Fine Arts

Curricular Competencies:

- Explore relationships between identity, place, culture, society, and belonging through the arts
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
- Take creative risks to express feelings, ideas, and experiences

Learning Standards:

- a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places
- ethical considerations and cultural appropriation related to the arts

Social Studies

Curricular Competencies:

- Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

Physical & Health Education

Big Ideas:

- Learning about similarities and differences in individuals and groups influences community health.

Curricular Competencies:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Explore strategies for promoting the health and well-being of the school and community
- Describe and assess strategies for promoting mental well-being, for self and others
- Explore the impact of transition and change on identities

Learning Standards:

- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
- consequences of bullying, stereotyping, and discrimination
- signs and symptoms of stress, anxiety, and depression
- influences of physical, emotional, and social changes on identities and relationships