

# Oopsie!

## Grade 1

### ARTS EDUCATION BIG IDEAS

Dance, drama, music, and visual arts express meaning in unique ways.

### Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"><li>• Explore <b>elements</b>, processes, materials, movements, technologies, tools, and techniques of the arts</li><li>• Explore artistic expressions of themselves and community through <b>creative processes</b></li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Observe and share how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li><li>• Reflect on creative processes and make connections to other experiences</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• elements in the arts, including but not limited to:<ul style="list-style-type: none"><li>– drama: <b>character</b>, time, place, plot</li></ul></li><li>• processes, materials, movements, <b>technologies</b>, tools and techniques to support arts activities</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/arts-education>

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## Grade 1

### ENGLISH LANGUAGE ARTS BIG IDEAS

**Stories** and other **texts** help us learn about ourselves and our families.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• <b>Engage actively as listeners, viewers, and readers</b>, as appropriate, to develop understanding of self, identity, and community</li><li>• Recognize the importance of <b>story</b> in personal, family, and community identity</li><li>• Recognize the <b>structure and elements of story</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story</b></p> <ul style="list-style-type: none"><li>• <b>structure of story</b></li><li>• <b>literary elements and devices</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core>

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## Grade 1

### PHYSICAL AND HEALTH EDUCATION BIG IDEAS

Good health comprises physical, mental, and emotional well-being.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"><li>• Identify and describe practices that promote mental well-being</li><li>• Identify and describe feelings and worries</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>effects</b> of different activities on the body</li><li>• <b>practices</b> that promote health and well-being</li><li>• emotions and their causes and effects</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core>