



# Stream of Dreams Curriculum



Kindergarten		Strength Level of Curriculum Link		
		SOME	MORE	MANY
Learning Expectations	Specific Expectations			
<b>Personal and Social Development</b> ✓ Demonstrate a sense of identity and a positive self-image ✓ Demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities ✓ Demonstrate an awareness of their surroundings	<u>Self Awareness and Self Reliance</u> ✓ demonstrate self-reliance and a sense of responsibility ✓ demonstrate a willingness to try new activities ✓ interact cooperatively with others in classroom events and activities		✓	
	<u>Social Relationships</u> ✓ demonstrate the ability to take turns in activities and discussions	✓		
	<u>Awareness of Surroundings</u> ✓ identify people who work in the community, and talk about what they do ✓ recognize special places and buildings within their community, both natural and human-made, and talk about their functions ✓ demonstrate an awareness of different kinds of weather			✓
<b>Science and Technology</b> ✓ Demonstrate curiosity and a willingness to explore and experiment ✓ Demonstrate understanding of and care for the natural world	<u>Exploration and Experimentation</u> ✓ describe local natural habitats ✓ describe difference between living and non-living ✓ describe characteristics of natural materials & understand basic concepts ✓ describe patterns and cycles in nature ✓ demonstrate awareness of the need for recycling			✓
	<u>Use of Technology</u>		✓	
<b>The Arts</b> ✓ Demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama, and dance. ✓ Demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts. ✓ Express responses to a variety of art forms. ✓ Communicate their ideas through various art forms.	<u>Visual Arts</u> ✓ demonstrate an awareness of personal interests and a sense of accomplishment in visual arts ✓ explore different elements of design (e.g., colour, line, shape, texture, form) in visual arts ✓ use or demonstrate understanding of vocabulary related to visual arts in informal conversations and in discussions about their learning ✓ use problem-solving skills and their imagination to create visual art forms ✓ express their responses to visual art forms by making connections to their own experiences or by talking about the form			✓



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Grade 1				
Learning Expectations	Specific Expectations	Strength Level of Curriculum Link		
		SOME	MORE	MANY
<b>Health and Physical Education</b> ✓ Health Living	- <i>Growth and Development</i>		✓	
<b>Science and Technology</b> ✓ Life Systems Assess the role of humans in maintaining a healthy environment.	<u>Understanding Life Systems: Needs and Characteristics of Living Things</u> - <i>Understanding Basic Concepts</i>		✓	
	- <i>Skills of Inquiry, Design and Communication</i>	✓		
	- <i>Relating to the World Outside the School</i>			✓
<b>The Arts</b> ✓ Visual Arts Produce 2 and 3D works of art that communicate ideas for specific purposes. Describe how the ideas in a variety of art works relate to their own knowledge and experience.	- <i>Knowledge of Elements</i>			✓
	- <i>Creative Work</i>		✓	
	- <i>Critical Thinking</i>			✓
<b>Social Studies</b> ✓ Heritage and Citizenship	<u>Relationships, Rules and Responsibilities</u> - <i>Knowledge and Understanding</i>			✓
	- <i>Inquiry/Research and Communication Skills</i>		✓	
	- <i>Application</i>	✓		
✓ Canada and World Connections	<u>The Local Community</u> - <i>Knowledge and Understanding</i>			✓
	- <i>Inquiry/Research and Communication Skills</i>		✓	
	- <i>Map, Globe and Graphics Skills</i>	✓		
<b>Language</b>	<u>Oral Communication</u> - <i>Listening to Understand</i>			✓
	- <i>Speaking to Communicate</i>			✓



# Stream of Dreams Curriculum



Grade 2				
Learning Expectations	Specific Expectations	Strength Level of Curriculum Link		
		SOME	MORE	MANY
<b>Science and Technology</b> ✓ Life Systems Assess ways in which animals have an impact on society and the environment and ways in which humans have an impact upon animals and the places where they live.	<u>Growth and Changes in Animals</u> - <i>Understanding Basic Concepts</i>		✓	
	- <i>Skills of Inquiry, Design and Communication</i>	✓		
	- <i>Relating to the World Outside the School</i>			✓
✓ Matter and Materials Assess ways in which the uses of liquids and solids have an impact on society and the environment.	<u>Properties of Liquids and Solids</u> - <i>Understanding Basic Concepts</i>			✓
	- <i>Skills of Inquiry, Design and Communication</i>	✓		
	- <i>Relating to the World Outside the School</i>		✓	
<b>Science and Technology</b> ✓ Earth and Space Systems Assess ways in which the actions of humans have an impact on the quality of air and water and ways in which the quality of air and water has an impact on living things.	<u>Air and Water in the Environment</u> - <i>Understanding Basic Concepts</i>			✓
	- <i>Skills of Inquiry, Design and Communication</i>	✓		
	- <i>Relating to the World Outside the School</i>			✓
<b>The Arts</b> Produce 2 and 3D works of art that communicate ideas for specific purposes and to familiar audiences.  Describe how the ideas in a variety of art works relate to their own knowledge and experience.	<u>Visual Arts</u> - <i>Knowledge of Elements</i>			✓
	- <i>Creative Work</i>			✓
	- <i>Critical Thinking</i>		✓	
<b>Social Studies</b> ✓ Canada and World Connections	<u>Features of Communities Around the World</u> - <i>Knowledge and Understanding</i>	✓		
	- <i>Inquiry/Research and Communication Skills</i>	✓		
<b>Language</b>	<u>Oral Communication</u> - <i>Listening to Understand</i>			✓
	- <i>Speaking to Communicate</i>			✓



# Stream of Dreams Curriculum



Grade 3				
Learning Expectations	Specific Expectations	Strength Level of Curriculum Link		
		SOME	MORE	MANY
<b>Science and Technology</b> ✓ Life Systems Assess ways in which plants have an impact on the environment how human activity has an impact on plants and plant habitat.	<u>Growth and Changes in Plants</u> <i>- Relating to the World Outside the School</i>		✓	
	<u>Soils in the Environment</u> <i>- Understanding Basic Concepts</i>	✓		
✓ Earth and Space Systems Sustainability and Stewardship – Humans interact with soils and can cause positive or negative changes.	<i>- Skills of Inquiry, Design and Communication</i>	✓		
	<i>- Knowledge of Elements</i>		✓	
<b>The Arts</b> ✓ Visual Arts Produce 2 and 3D works of art that communicate ideas for specific purposes and to familiar audiences.	<i>- Creative Work</i>			✓
	<i>- Critical Thinking</i>		✓	
	<u>Urban and Rural Communities</u> <i>- Knowledge and Understanding</i>			✓
<b>Social Studies</b> ✓ Canada and World Connections	<i>- Inquiry/Research and Communication Skills</i>		✓	
	<i>- Map, Globe and Graphics Skills</i>		✓	
	<i>- Application</i>			✓
	<u>Oral Communication</u> <i>- Listening to Understand</i>			✓
	<i>- Speaking to Communicate</i>			✓



# Stream of Dreams Curriculum



Grade 4				
Learning Expectations	Specific Expectations	Strength Level of Curriculum Link		
		SOME	MORE	MANY
<b>Science and Technology</b> ✓ Life Systems Analyze the effect on habitats and communities. Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.	<u>Habitats and Communities</u> - <i>Understanding Basic Concepts</i>			✓
	- <i>Relating to the World Outside the School</i>			✓
<b>Science and Technology</b> ✓ Earth and Space Systems	<u>Rocks, Minerals and Erosion</u> - <i>Understanding Basic Concepts</i>	✓		
	- <i>Relating to the World Outside the School</i>		✓	
<b>The Arts</b> ✓ Visual Arts Produce 2 and 3D works of art that communicate ideas for specific purposes and to familiar audiences.	- <i>Knowledge of Elements</i>		✓	
	- <i>Creative Work</i>			✓
	- <i>Critical Thinking</i>		✓	
<b>Social Studies</b> ✓ Canada and World Connections	<u>Canada's Provinces, Territories and Regions</u> - <i>Knowledge and Understanding</i>		✓	
	- <i>Map, Globe and Graphics Skills</i>	✓		
<b>Language</b>	<u>Oral Communication</u> - <i>Listening to Understand</i>			✓
	- <i>Speaking to Communicate</i>			✓



# Stream of Dreams Curriculum



Grade 5				
Learning Expectations	Specific Expectations	Strength Level of Curriculum Link		
		SOME	MORE	MANY
<b>Science and Technology</b> ✓ Life Systems Analyze the impact of human activities on human health.	<u>Human Organ Systems</u> - <i>Relating to the World Outside the School</i>	✓		
	<u>Properties of and Changes in Matter</u> - <i>Understanding Basic Concepts</i>		✓	
✓ Matter and Materials Evaluate the environmental impacts of processes used to make everyday products.	- <i>Relating to the World Outside the School</i>	✓		
	<u>Conservation of Energy and Resources</u> - <i>Understanding Basic Concepts</i>		✓	
✓ Earth & Space Systems Analyze immediate and long-term effects of energy and resource use on society and the environment and evaluate options for conservation energy and resources.	- <i>Relating to the World Outside the School</i>		✓	
	- <i>Knowledge of Elements</i>		✓	
<b>The Arts</b> ✓ Visual Arts Produce 2 and 3D works of art that communicate ideas for specific purposes and to familiar audiences.	- <i>Creative Work</i>			✓
	- <i>Critical Thinking</i>		✓	
	- <i>Application</i>		✓	
<b>Social Studies</b> ✓ Canada and World Connections	<u>Aspects of Citizenship and Government in Canada</u> - <i>Knowledge and Understanding</i>		✓	
	- <i>Map, Globe and Graphics Skills</i>		✓	
	- <i>Application</i>		✓	
<b>Language</b>	<u>Oral Communication</u> - <i>Listening to Understand</i>			✓
	- <i>Speaking to Communicate</i>			✓



# Stream of Dreams Curriculum



Grade 6				
Learning Expectations	Specific Expectations	Strength Level of Curriculum Link		
		SOME	MORE	MANY
<b>Science and Technology</b> ✓ Life Systems Assess human impact on biodiversity and identify ways of preserving biodiversity. Humans make choices that can that can have an impact on biodiversity.	<u>Biodiversity</u> - <i>Understanding Basic Concepts</i>	✓		
	- <i>Skills of Inquiry, Design and Communication</i>	✓		
	- <i>Relating to the World Outside the School</i>	✓		
<b>The Arts</b> ✓ Visual Arts Produce 2 and 3D works of art that communicate ideas for specific purposes and to familiar audiences, using a variety of familiar art tools, materials and techniques.	- <i>Knowledge of Elements</i>		✓	
	- <i>Creative Work</i>			✓
	- <i>Critical Thinking</i>		✓	
<b>Social Studies</b> ✓ Canada and World Connections	<u>Canada's Link to the World</u> - <i>Knowledge and Understanding</i>	✓		
	- <i>Map, Globe and Graphics Skills</i>	✓		
	- <i>Application</i>	✓		
<b>Language</b>	<u>Oral Communication</u> - <i>Listening to Understand</i>			✓
	- <i>Speaking to Communicate</i>			✓



# Stream of Dreams Curriculum



Grade 7				
Learning Expectations	Specific Expectations	Strength Level of Curriculum Link		
		SOME	MORE	MANY
<b>Science and Technology</b> ✓ Life Systems Assess the impacts of human activities on the environment, and evaluate ways of controlling these impacts. Demonstrate an understanding of interactions between and among elements in the environment.	<u>Interactions in the Environment</u> - <i>Understanding Basic Concepts</i>			✓
	- <i>Skills of Inquiry, Design and Communication</i>	✓		
	- <i>Relating to the World Outside the School</i>			✓
✓ Matter and Materials	<u>Pure Substances and Mixtures</u> - <i>Relating to the World Outside the School</i>		✓	
✓ Earth and Space Systems	<u>The Earth's Crust</u> - <i>Understanding Basic Concepts</i>	✓		
	- <i>Relating to the World Outside the School</i>		✓	
<b>The Arts</b> ✓ Visual Arts Produce 2 and 3D works of art that communicate ideas for specific purposes and to familiar audiences.	- <i>Knowledge of Elements</i>	✓		
	- <i>Creative Work</i>		✓	
	- <i>Critical Thinking</i>			✓
<b>Social Studies</b> ✓ Geography	<u>The Themes of Geographic Inquiry</u> - <i>Knowledge and Understanding</i>		✓	
	- <i>Inquiry/Research and Communication Skills</i>	✓		
	<u>Patterns in Physical Geography</u> - <i>Knowledge and Understanding</i>		✓	
	- <i>Inquiry/Research and Communication Skills</i>	✓		
	- <i>Map, Globe and Graphics Skills</i>	✓		
<b>Social Studies</b> ✓ Geography	<u>Natural Resources</u> - <i>Knowledge and Understanding</i>			✓
	- <i>Inquiry/Research and Communication Skills</i>		✓	
<b>Language</b>	<u>Oral Communication</u> - <i>Listening to Understand</i>			✓
	- <i>Speaking to Communicate</i>			✓





# Stream of Dreams Curriculum



Grade 8				
Learning Expectations	Specific Expectations	Strength Level of Curriculum Link		
		SOME	MORE	MANY
<b>Science and Technology</b> ✓ Life Systems	<u>Cells, Tissues, Organs and Systems</u> - <i>Understanding Basic Concepts</i>	✓		
	<u>Fluids</u> - <i>Understanding Basic Concepts</i> - <i>Relating to the World Outside the School</i>	✓ ✓		
✓ Earth and Space Systems	<u>Water Systems</u> - <i>Understanding Basic Concepts</i>		✓	
	- <i>Skills of Inquiry, Design and Communication</i>	✓		
	- <i>Relating to the World Outside the School</i>			✓
<b>The Arts</b> ✓ Visual Arts	- <i>Knowledge of Elements</i>	✓		
	- <i>Creative Work</i>			✓
	- <i>Critical Thinking</i>			✓
<b>Social Studies</b> ✓ Geography	<u>Patterns in Human Geography</u> - <i>Knowledge and Understanding</i>	✓		
<b>Language</b>	<u>Oral Communication</u> - <i>Listening to Understand</i>			✓
	- <i>Speaking to Communicate</i>			✓