

**Appendix B – Overall Expectations with Conceptual Understandings**

Overall Expectation	Conceptual Understandings
1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts	<ul style="list-style-type: none"> <li>• Communication has the power to influence and encourage change.</li> <li>• We learn about the world, others, and ourselves through listening.</li> <li>• The ways in which people communicate are diverse and are influenced by their background experiences.</li> <li>• Knowledge is socially constructed – created by people learning, working, and investigating together – and can be shared.</li> <li>• Communication includes non-verbal behaviours and gesturing. We can experiment with words to achieve intended effects.</li> <li>• Oral language is the basis for literacy, thinking, and relating in all languages.</li> </ul>
2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours	<ul style="list-style-type: none"> <li>• We are responsible for our own choices and decisions.</li> <li>• Everyone wants to be calm, focused, and alert.</li> <li>• We each need different strategies, environments, and support to be calm, focused, and alert.</li> <li>• We need to learn about strategies and environmental factors that can help us self-regulate.</li> <li>• We can learn how to adapt our behaviour to suit a variety of social circumstances, including the customs of different groups of people.</li> </ul>
3. identify and use social skills in play and other contexts	<ul style="list-style-type: none"> <li>• People develop skills to help negotiate social relationships in a variety of contexts.</li> <li>• My words and actions can affect others.</li> <li>• People can have differing points of view.</li> <li>• I am responsible for my choices and actions.</li> <li>• I can use language to negotiate and express thoughts.</li> <li>• Knowledge is socially constructed – created by people learning, working, and investigating together – and can be shared.</li> </ul>
4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts	<ul style="list-style-type: none"> <li>• We use our problem-solving skills in social situations.</li> <li>• There are many ways to solve a problem.</li> <li>• I can think about and adapt my actions to suit the context.</li> <li>• I can leave and then return to paying attention.</li> <li>• We make choices and decisions when solving problems.</li> <li>• Problems can provide an interesting challenge.</li> <li>• Problems can have many solutions.</li> <li>• There are many kinds of relationships.</li> <li>• Knowledge is socially constructed – created by people learning, working, and investigating together – and can be shared.</li> </ul>
5. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community	<p>It is essential for us all to honour and understand diverse cultural, linguistic, and personal preferences.</p> <ul style="list-style-type: none"> <li>• I am a member of a community. Some people in the community are the same as me and some are different from me.</li> <li>• I can have many roles in the community.</li> </ul>

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	<ul style="list-style-type: none"> <li>• We are learning that all persons have value and that we can benefit from accepting and welcoming individual differences.</li> </ul>
6. demonstrate an awareness of their own health and well-being	<ul style="list-style-type: none"> <li>• We develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around us and the health of others.</li> <li>• I have the right to be healthy and to feel safe.</li> <li>• There are things that I need to know and do to keep myself safe and healthy. I am empowered to make choices that will keep me healthy.</li> <li>• Healthy food choices affect my body and my feelings.</li> <li>• I am learning to recognize when I am tired or need a break.</li> <li>• I am learning to make healthy choices and to be physically active, in order to keep my body healthy and safe, and to grow strong.</li> <li>• We learn adaptive, management, and coping skills, and practise communication and critical thinking skills, in order to learn how to build relationships.</li> </ul>
7. participate actively and regularly in a variety of activities that require the application of movement concepts	<ul style="list-style-type: none"> <li>• We learn skills and knowledge that will help us to enjoy being active and healthy throughout our lives.</li> <li>• I can play cooperatively with others in a wide variety of physical activities.</li> <li>• There are things that I need to know and do to keep myself safe and healthy. I am empowered to make choices that will keep me healthy.</li> <li>• I can participate regularly and safely in a wide variety of physical activities and learn how to develop and improve my own personal fitness.</li> </ul>
8. develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts	<ul style="list-style-type: none"> <li>• We learn skills and knowledge that will help us to enjoy being active and healthy throughout our lives.</li> <li>• There are things that I need to know and do to keep myself safe and healthy. I am empowered to make choices that will keep me healthy.</li> <li>• I am learning how to move in a variety of ways in a variety of physical activities.</li> </ul>
9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts	<ul style="list-style-type: none"> <li>• Reading is an active process of interacting with and constructing meaning from text.</li> <li>• Reading strategies help us to understand the meaning of different texts.</li> <li>• Readers use a variety of strategies to think about and understand what they read.</li> </ul>
10. demonstrate literacy behaviours that enable beginning writers to communicate with others	<ul style="list-style-type: none"> <li>• Written communication enables us to make thoughts, ideas, and feelings visible to others.</li> <li>• We write for a variety of reasons and purposes.</li> <li>• It is important for others to understand what we are trying to say through writing.</li> <li>• Writers think first about the purpose and the audience for their writing and then about what form of writing would best convey their desired meaning.</li> <li>• Writers use different tools and resources to help them write.</li> </ul>
11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their	<ul style="list-style-type: none"> <li>• Being literate enables people to think about and make sense of the world.</li> <li>• We read for a variety of reasons and purposes.</li> <li>• Reading makes us think and feel in different ways.</li> <li>• There are different types of texts.</li> </ul>

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educators	
12. demonstrate an understanding and critical awareness of media texts	<ul style="list-style-type: none"> <li>● Media texts are constructed to persuade and influence the reader or viewer.</li> <li>● Media texts are everywhere.</li> <li>● Media texts can influence our thoughts, ideas, feelings, beliefs, and wishes.</li> <li>● We need to think about how media texts can affect us.</li> </ul>
13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)	<ul style="list-style-type: none"> <li>● People have the capacity to feel a sense of wonder about the world.</li> <li>● Curiosity is part of an inquiry stance.</li> <li>● Wonderings, questions, ideas, and theories can be created through inquiry.</li> <li>● The inquiry process helps us to discover new information and to confirm our theories about the world.</li> <li>● The inquiry process is organized and systematic but not necessarily linear.</li> </ul>
14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings	<ul style="list-style-type: none"> <li>● People have the capacity to feel a sense of wonder about the world.</li> <li>● The natural and built worlds are connected and have an impact on one another.</li> <li>● There are many types of structures and habitats. They are designed and built for different purposes.</li> </ul>
15. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships	<ul style="list-style-type: none"> <li>● Numbers represent a common organizational structure that we use in our lives and in our world to communicate/represent value.</li> <li>● Numbers can be taken apart (decomposed) and put together (recomposed).</li> <li>● The ability to decompose and recompose is a useful strategy in all aspects of mathematical thinking.</li> <li>● We can use objects, pictures, symbols, and/or words to represent number and quantity.</li> <li>● There are many ways to count. Each way to count has a proper sequence.</li> <li>● Quantity can be represented in many ways.</li> <li>● The same quantity can look different (concept of abstraction).</li> <li>● We are learning that as we move up or down the counting sequence, the quantity increases or decreases by the number we are counting by (concept of magnitude).</li> </ul>
16. measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time, through inquiry and play-based learning	<ul style="list-style-type: none"> <li>● We are thinking and learning about how measurement helps us to describe, compare, and communicate.</li> <li>● Objects and shapes have measurable attributes that can be compared and communicated in different ways.</li> <li>● We use different tools to measure different things.</li> <li>● The attribute we are measuring determines the tool we will use and therefore the unit of measurement.</li> <li>● The unit used to measure makes a difference.</li> <li>● Any space in between units counts as a measure.</li> <li>● We use comparative and descriptive language when communicating about measurement attributes.</li> <li>● The ability to decompose and recompose is a useful strategy in all aspects of mathematical thinking.</li> <li>● The strategy of decomposing and recomposing shapes in geometry helps us think about measurement.</li> </ul>
17. describe, sort, classify, build, and compare two-dimensional shapes and	<ul style="list-style-type: none"> <li>● Our world is composed of shapes and figures that are put together in particular ways for particular purposes.</li> </ul>

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three-dimensional figures, and describe the location and movement of objects through investigation	<ul style="list-style-type: none"> <li>● Shapes and figures have different properties and attributes.</li> <li>● We can understand and describe our world by looking at how shapes and figures work together.</li> <li>● When an object changes its position in space, or when we change our perspective on an object, it may look different but it is still the same object.</li> <li>● We can use positional language to describe an object’s location.</li> <li>● Many of the properties in two-dimensional shapes can also be found in three-dimensional figures.</li> <li>● The strategy of decomposing and recomposing is useful in all aspects of mathematical thinking.</li> <li>● The strategy of decomposing and recomposing shapes in geometry helps us think about measurement.</li> </ul>
18. recognize, explore, describe, and compare patterns, and extend, translate, and create them using the core of a pattern and predicting what comes next	<ul style="list-style-type: none"> <li>● Patterns are predictable.</li> <li>● There are specific ways we can describe patterns.</li> <li>● Patterns always have an element of repetition.</li> <li>● The core of a pattern helps us to think about and name what comes next in the pattern.</li> <li>● The ability to recognize and understand patterns is helpful in all aspects of everyday life.</li> <li>● I am learning to communicate why something is a pattern and what comes next.</li> <li>● If we do something to the front of a pattern, it affects what we do in other parts.</li> <li>● Algebra can be used to think about mathematical relationships, to communicate, and to analyse change.</li> </ul>
19. collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts	<ul style="list-style-type: none"> <li>● We collect data to learn about and understand the world.</li> <li>● We pose questions to help us collect data.</li> <li>● We can collect and organize data in different ways for different purposes. We can represent data in different ways (e.g., using graphs, charts, tables, and other tools). The way we represent data (our choice of tools) is based on the features of the data we want to share to answer our question(s).</li> <li>● Graphs, charts, tables, and other tools help us see the patterns in the data collected.</li> <li>● We can make inferences and predictions and draw conclusions based on the patterns we see in the data we have collected and graphed.</li> </ul>
20. apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other contexts	<ul style="list-style-type: none"> <li>● We use the mathematical processes embedded in many different contexts to make sense of our experiences and communicate our thinking</li> <li>● <b>Problem Solving:</b> Problems can be solved collaboratively. There are many ways to solve a problem.</li> <li>● <b>Reasoning and Proving:</b> Observing mathematical strategies and describing them in shared conversations help make us aware of our mathematical thinking.</li> <li>● <b>Reflecting:</b> Reflective statements and questions deepen our understanding by helping us think critically about our answers/solutions.</li> <li>● <b>Selecting Tools and Strategies:</b> The processes of thinking about and choosing tools and strategies help us to understand ideas and solve problems.</li> <li>● <b>Connecting:</b> Connections can be made between the mathematics in play-based learning and questions related to our interests and daily activities.</li> <li>● <b>Representing:</b> There are many ways to represent our ideas and thinking.</li> <li>● <b>Communicating:</b> Mathematical thinking can be communicated in many ways, including oral, visual, and</li> </ul>

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	concrete means.
21. express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures	<ul style="list-style-type: none"> <li>● The arts are a vehicle for understanding different cultures and expressing our own.</li> <li>● Through interacting with various works of dance, drama, music, and visual arts, including multimedia art works, we deepen our awareness and appreciation of diverse perspectives.</li> <li>● The arts have symbols that are rooted in a particular social, historical, and cultural context and therefore may have meanings that are different from what we know from our own culture and time.</li> <li>● The arts provide a natural vehicle through which we can explore and express ourselves.</li> </ul>
22. communicate their thoughts and feelings, and their theories and ideas, through various art forms	<ul style="list-style-type: none"> <li>● There are many ways to communicate thinking, theories, ideas, and feelings.</li> <li>● We can discover and interpret the world around us through the arts.</li> <li>● Through the arts, we can become critically literate and creative citizens of the world.</li> <li>● The arts provide a natural vehicle through which we can explore and express ourselves in a variety of creative ways.</li> <li>● We develop our ability to communicate through our engagement in imaginative and innovative thought and action.</li> </ul>
23. use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts	<ul style="list-style-type: none"> <li>● Exploration of materials and modes promotes creative expression and thought.</li> <li>● The arts provide ways of perceiving, interpreting, organizing, and questioning various aspects of our world through exploration and experimentation.</li> <li>● There are many collaborative ways to solve a problem.</li> <li>● We can explore and create original “artistic texts” in kinesthetic, visual, spatial, aural, and dramatic ways.</li> </ul>
24. use technological problem-solving skills, on their own & with others, in the process of creating & designing (i.e., questioning, planning, constructing, analysing, redesigning and communicating	<ul style="list-style-type: none"> <li>● Inventions change our relationship with the world.</li> <li>● We use technology and design for different purposes.</li> <li>● Function and design are interrelated.</li> <li>● Safety is an important design consideration.</li> </ul>
25. demonstrate a sense of identity and a positive self-image	<ul style="list-style-type: none"> <li>● It is essential for us to honour every person’s uniqueness.</li> <li>● We learn about our strengths and come to understand how we belong and how we can contribute.</li> <li>● We can contribute our unique knowledge when we engage with others.</li> <li>● We learn adaptive, management, and coping skills, and practise communication and critical thinking skills, in order to learn how to build relationships.</li> <li>● It is important to pay attention to, and share, various different perspectives.</li> </ul>
26. develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being	<ul style="list-style-type: none"> <li>● Everyone needs to have a sense of belonging.</li> <li>● We all need to be heard/have a voice in the groups to which we belong.</li> <li>● It is important for all of us to listen to and consider the diverse viewpoints expressed in the groups to which we belong.</li> <li>● We make different contributions to groups in different contexts.</li> <li>● The norms and customs that govern our behaviour may be different in different groups.</li> </ul>

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27. recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination	<ul style="list-style-type: none"> <li>● Culture and society influence our opinions, biases, and beliefs.</li> <li>● Everyone has the right to feel safe, comfortable, and accepted.</li> <li>● Respect, empathy, and a sense of fairness are essential to ensuring that everyone feels safe, comfortable, and accepted.</li> <li>● Self-confidence develops in many ways. Trusting relationships with others, safe environments, respect, and having a healthy lifestyle all contribute to the development of self-confidence.</li> <li>● It takes courage to stand up for what you believe in.</li> </ul>
28. demonstrate an awareness of their surroundings	<ul style="list-style-type: none"> <li>● Everything in our daily lives is connected.</li> <li>● Communities support people in different ways.</li> <li>● People contribute to their communities in different ways.</li> <li>● All aspects of a community are connected and interrelated.</li> <li>● People have the capacity to feel a sense of wonder about the world.</li> </ul>
29. demonstrate an understanding of the natural world and the need to care for and respect the environment	<ul style="list-style-type: none"> <li>● Our actions can make a difference in the world.</li> <li>● We have a responsibility to understand and care for the natural world.</li> <li>● People have the capacity to feel a sense of wonder about the world.</li> <li>● We are learning that our actions and choices can affect nature and the environment.</li> </ul>
30. demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in various activities in the arts	<ul style="list-style-type: none"> <li>● In socio-dramatic play and in dance, we can imagine, represent, retell, and create.</li> <li>● I can create and communicate using dance and drama, music, and drawing and painting and sculpting.</li> <li>● I can use visual representation to show what I'm thinking in various ways – I can capture a memory, describe, imagine, negotiate, and show a procedure.</li> <li>● Engaging in socio-dramatic play, dance, music, and visual arts fosters children's imagination, helps develop empathy, builds self-esteem, and promotes the development of relationships, all while enabling children to experience a sense of accomplishment.</li> </ul>
31. demonstrate basic knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts	<ul style="list-style-type: none"> <li>● We can convey thoughts, ideas, and feelings or emotions in many different ways – by moving our bodies, role-playing, making music, and making pictures or sculptures or other artworks.</li> <li>● We can create sounds in many ways, then play with different sounds and rhythms to create music.</li> <li>● We can use many different materials to create visual representations, and we can communicate so many different ideas and emotions.</li> <li>● Role-playing in made-up contexts or scenarios can help us understand particular situations, texts, ideas, and stories.</li> <li>● Stories, actions, and symbolic representations can be created in a dance, or through movement, or in socio-dramatic play.</li> <li>● Music can make us think and feel in different ways and it helps us develop our thinking and communication skills in many ways.</li> </ul>