

Curriculum Expectations

GRADE 1

for

English Language
Mathematics
Science and Technology
Social Studies
Health & Physical Education (Interim)
The Arts





Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

A. DANCE

OVERALL EXPECTATIONS

1a1 A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;

1a2 A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;

1a3 A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

Elements of dance

1a4 body: body awareness (e.g., awareness of where one is in space in relation to objects in class, awareness of position), use of body zones (e.g., whole body [versus various body parts], upper body only, lower body only), use of body parts (e.g., arms, legs, head), body shapes (e.g., big, small, angular, twisted, curved, straight, closed), locomotor movements (e.g., galloping, skipping, rolling), non-locomotor movements (e.g., arm movements such as swimming/waving, hopping on one foot, jumping on two feet, kicking, bending knees, melting to the ground, stretching, growing, spinning, folding, bowing), body bases (e.g., feet as body base, hands and knees as body base)

1a5 space: levels (e.g., low to high by reaching; high to low by falling, crouching), directions (e.g., forwards, backwards, sideways), general and personal

1a6 time: tempo (e.g., fast/slow, movement versus freeze), rhythm (e.g., even, uneven)



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a7 energy: quality (e.g., melting, twitching, slumping, percussive, sustained [as in a held stretch])

1a8 relationship: with a partner (e.g., slow-motion mirroring)

A1. Creating and Presenting

1a9 A1.1 use movements that are part of their daily experience in a variety of ways in dance phrases (e.g., alter and exaggerate movements based on even rhythms such as walking, galloping, and swimming, and on uneven rhythms such as skipping and jumping; amplify and modify percussive movements such as the movement of a clock ticking or the sustained hold of a cat stretching) Teacher Prompts: “What everyday movements do you do throughout the day?” “When you wave hello to a friend who is close by, is your wave bigger or smaller than when the friend is far away? How might you change the action of waving by making the movement bigger/smaller or faster/slower? Will the speed or rhythm of the movement change when you make it bigger or smaller?”

1a10 A1.2 use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes (e.g., use the entire body [crouch, slump] and body parts [folded arms, bowed head] to express an idea such as deep thought)Teacher Prompts: “Show me with your body how the ogres felt when they encountered the dragon (e.g., depict courage).” “How can you position your body, head, arms, and legs so we can better understand the ideas you want to express?”

1a11 A1.3 create dance phrases using a variety of ways to connect movements (e.g., connect a melt and a spin using a non-locomotor movement; connect a walk and a skip [locomotor movements] with a circle [pathway]) Teacher Prompts: “If you are at a low level and you want to go to a high level (or if you want to go from a high level to a low level), how are you going to get there? Are you going to spin, grow, reach up, melt, rise, or wiggle?” “If you were a seed in the ground, how would you grow into a tree? Would you grow with fast movements or slow?” “In your performance, how can you connect a skip, a fall, and a spin to create a movement sentence (or phrase)?”



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a12 A1.4 use varied and/or contrasting body shapes to communicate different types of messages (e.g., a high level and open, expansive shape to show dominance; a closed huddled shape to show that you are holding a treasured or secret object) Teacher prompt: “What body shapes can you use to show you like something? Dislike something? Are there other body shapes to express the same ideas?”

A2. Reflecting, Responding, and Analysing

1a13 A2.1 describe differences they observe when various movements from daily life are used as the basis or stimulus for movements in a dance phrase (e.g., describe ways in which everyday actions and movements such as skipping on the playground, walking to school, brushing their teeth, or getting dressed are changed when they are used in a dance phrase) Teacher prompt: “How are actions and gestures used to communicate in daily life different from movements that are used to communicate in dance? What would dances be like if the movements were always the same as movements you see in daily life?”

1a14 A2.2 identify and describe how the element of body is used in contrasting ways to communicate ideas in their own and others’ dance phrases, with teacher support (e.g., standing versus kneeling body bases can communicate differences in power; curved versus straight shapes can communicate contrasting emotions) Teacher Prompts: “What contrasting levels did Sandeep use to show the difference between happy and sad?” “What was Carmen’s body base when she was kneeling? What was she saying with that shape?”

1a15 A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members (e.g., using connecting movements; working collaboratively in groups to create dance phrases incorporating everyone’s ideas; watching peer performances attentively and asking relevant questions) Teacher Prompts: “How do you come up with ideas for movement?” “How do you incorporate everyone’s ideas when working together?” “What makes a good audience member? When you watch your classmates dancing, do you try to behave as you would like others to behave when they are watching your dance work?” “What differences are there between the way you behave when watching dancing in a theatre versus at an outdoor stadium or a cultural event with your family?”

A3. Exploring Forms and Cultural Contexts



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a16 A3.1 describe, with teacher guidance, a variety of dances from different communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom (e.g., describe traditional dances they have seen to a partner [Chinese ribbon dance, Highland fling, powwow dance styles]) Teacher Prompts: “When we were watching the Highland dancing, were the dancers using mostly locomotor or non-locomotor movements?” “What body shapes did you see in the video of the Chinese ribbon dance?”

1a17 A3.2 identify and describe dance experiences in their own lives and communities (e.g., At home: dancing or moving to a favourite song/story; seeing dance on television or in a movie DVD; At school: playing at recess; In the community: dancing or observing dances at weddings, parties, cultural celebrations) Teacher prompt: “What dances do you and your family participate in at special occasions in your life?”

B. DRAMA

OVERALL EXPECTATIONS

1a18 B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

1a19 B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

1a20 B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

Elements of DRAMA

1a21 role/character: adopting the attitude, voice, or emotional state of a fictional character



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a22 relationship: listening and responding in role to other characters in role

1a23 time and place: pretending to be in the established setting of the drama

1a24 tension: being aware of a sense of mystery or of a problem to be solved

1a25 focus and emphasis: being aware of the main idea or issue in the drama

B1. Creating and Presenting

1a26 B1.1 engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places (e.g., retell and enact nursery and other childhood rhymes, stories, or narratives from picture books; use movement and voice to explore the thoughts of a familiar folk tale character in a variety of situations; use guided imagery and descriptive language to explore what a character might feel and experience in a story setting or picture; use group role play to explore alternative endings to stories, fairy tales, and personal experiences; use role play or a tableau at key moments in a story to help the protagonist solve a problem; interview a teacher in the role of a character from a story) Teacher Prompts: “How can you and your friends retell the story using puppets?” “How can you and a partner act out how you think the story will end – but without using any words?”



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a27 B1.2 demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played (e.g., use facial expressions, body movement, and words to respond in role to scenarios and questions; express different points of view after reading a picture book about issues of belonging and discrimination; work with a partner to create a short scene that shows the importance of acceptance, understanding, and inclusion)
Teacher Prompts: “When I ask you a question as Grandma, how might you answer me as the wolf?” “How can you show (e.g., using gestures) what you are thinking and feeling when you are in role? Try to imagine why the wolf acts the way it does.”

1a28 B1.3 plan and shape dramatic play by building on the ideas of others, both in and out of role (e.g., In role: add ideas to the dramatic play that reflect the knowledge and experience of the role that is being played [such as a scientist mentioning an experiment or a journalist mentioning an interview]; create and share scenes from their own experiences; Out of role: work in a group to plan and prepare a scene and ask follow-up questions such as “How could we make this clearer? What changes can we make to help our story be understood?”; describe the sort of person who might own a particular found object such as a bag or a coat)
Teacher Prompts: In role: “What do I need to know about the situation we find ourselves in?” “How might we convince (the main character) to listen to us?” Out of role: “How can you work with your friends to act out a story? What do you think the characters should do?” “Can you introduce a new role in response to ideas emerging in the drama?”

1a29 B1.4 communicate feelings and ideas to a familiar audience (e.g., classmates) using a few simple visual or technological aids to support and enhance their drama work (e.g., use a sheer cloth moved quickly to represent water; use a rainstick or shaker to create a sense of mystery or magic; use a variety of classroom objects to create a play area for specific dramatic play experiences)
Teacher Prompts: “How was the character feeling at the end of the story?” “What colours could we use to represent feeling happy? Feeling sad?” “If your character was the weather, what body shapes and props could you use to get into character?”

B2. Reflecting, Responding, and Analysing



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a30 B2.1 express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story (e.g., in oral discussion, relate themes about family relationships or friendships to their own lives; after viewing a play or clip of a movie dealing with family issues [such as Cinderella or Princess Mononoke], contribute to a class journal entry or draw a picture to show the feelings of one or more of the characters – a stepsister, Cinderella, the mice) Teacher Prompts: “Can you explain how you are different from and similar to your favourite character in today’s drama/read-aloud?” “Does our drama experience make you think about stories we have read? How did the drama make you feel?” “If you could give advice to this character, what would you like to say to him/her?”

1a31 B2.2 demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning (e.g., to provide important information in a situation; to represent a particular perspective/point of view; to change the direction of the plot; to symbolize an idea such as friendship) Teacher Prompts: “What would the story be like if the wise woman didn’t appear to give advice? Should we assume that she is a hero/villain?” “How was the character in the play we saw like a real person?” “How would the story change, if it was told by a different character? Who might be interesting to hear from?”

1a32 B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members (e.g., using personal experience and imagination to extend ideas in the drama; building on their own or others’ ideas) Teacher Prompts: “What part of the drama did you enjoy the most and why?” “How did you use your body and volume and tone of voice to tell us how your character was feeling?” “If we were going to do the drama again, what is something that you could do better?”

B3. Exploring Forms and Cultural Contexts

1a33 B3.1 identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community (e.g., favourite television or computer programs and characters, imaginative play with action figures, dramatic play, attending plays and celebrations, interacting with picture books, storytelling) Teacher Prompts: “Tell me about a time when you pretended to be someone or something else.” “At what celebrations or events in our communities do we see people dressing up or pretending to be someone else?”



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a34 B3.2 demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world (e.g., contribute to a class scrapbook about characters such as trolls/fairies, trickster themes in Nanabush stories [from Native folklore] and Anansi stories [from West African folklore])
 Teacher Prompts: “Let’s list the different characters from the play.”
 “Why do you think people will dress up as or pretend to be someone else when they are part of a parade or a play?” “How does this lesson or fable apply to real-life situations?”

C. MUSIC

OVERALL EXPECTATIONS

1a35 C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

1a36 C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

1a37 C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

ELEMENTS OF MUSIC

1a38 duration: fast and slow tempi; rhythm versus beat; two and four beats per bar (2/4 and 4/4 metres); quarter note (oral prompt: “ta”), eighth note(s) (oral prompt: “ti-ti”), quarter rest; simple rhythmic ostinato (e.g., “ta, ta, ti-ti, ta”)

1a39 pitch: high and low sounds; unison; melodic contour; simple melodic patterns using the notes “mi”, “so”, and “la” (e.g., the “so–mi–la–so–mi” pitch pattern in some children’s songs)

1a40 dynamics and other expressive controls: loud, soft; a strong sound for a note or beat (accent); smooth and detached articulation



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a41 timbre: vocal quality (e.g., speaking voice, singing voice), body percussion, sound quality of instruments (e.g., non-pitched and pitched percussion), environmental and found sounds

1a42 texture/harmony: single melodic line in unison (monophony)

1a43 form: phrase, call and response

C1. Creating and Performing

1a44 C1.1 sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods (e.g., play a simple rhythmic ostinato on a drum or tambourine to accompany singing; match pitches in echo singing) Teacher prompt: "To reflect the mood of this song, should the ostinato that's played on the drum be soft or loud? Why?"

1a45 C1.2 apply the elements of music when singing, playing, and moving (e.g., duration: while singing a familiar song, clap the rhythm while others pat the beat, and on a signal switch roles) Teacher Prompts: "As we sing, show the beat in this song. Now show the rhythm. How are they different?" "Show how this music makes you want to move."

1a46 C1.3 create compositions for a specific purpose and a familiar audience (e.g., use the notes "mi", "so", and "la" to create a melodic phrase that answers a sung question; use rhythm instruments, body percussion, or everyday objects to create an accompaniment to a story or song; use short rhythmic phrases in improvised answers to clapped questions) Teacher Prompts: "When I play this rhythmic question, create your own rhythmic answer." "What kind of music can you create to show how the main character in our story feels?" "How can we use our rhythm instruments and found sounds to show the mood of this story?"



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a47 C1.4 use the tools and techniques of musicianship in musical performances (e.g., sing with relaxed but straight posture and controlled breathing; rehearse music to perform with others)
Teacher Prompts: “Why do we stand in a certain way when we are singing as a group?” “Which way of standing helps us to get more air when we breathe?”

1a48 C1.5 demonstrate understanding that sounds can be represented by symbols (e.g., show rhythm and beat with manipulatives such as math cubes or Popsicle sticks; use devised, or invented, forms of musical notation, or simple forms of standard musical notation)
Teacher prompt: “Show the rhythm of this song with Popsicle (or rhythm) sticks by drawing shapes or using your hands.”

C2. Reflecting, Responding, and Analysing

1a49 C2.1 express initial reactions and personal responses to musical performances in a variety of ways (e.g., move like an animal of which the music reminds them) Teacher Prompts: “Describe the colours you see or pictures you imagine as the music is playing.” “How does this music make you want to move?”

1a50 C2.2 describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create (e.g., the tempo and dynamics of a lullaby, the beat and rhythm of a march, the sound quality of a trumpet in a fanfare) Teacher Prompts: “What is it about this music that would help a baby go to sleep?” “Why is this piece of music good for marching?”

1a51 C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members (e.g., singing in unison, providing constructive feedback and suggestions for a classmate’s or guest performer’s performance) Teacher Prompts: “What could we do to improve our next performance?” “How can we demonstrate good audience behaviour during our school concert?”

C3. Exploring Forms and Cultural Contexts

Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a52 C3.1 identify and describe musical experiences in their own lives (e.g., list the places and times within a day when they hear or perform music; describe various times when they sing, play, and move to music in school, at home, and in the community) Teacher prompts: "What songs can you sing from the movies you've watched?" "How would our lives be different if there was no music or sound for a day?" "What is your favourite movie or television show? How might it be different if there were no music or soundtrack?"

1a53 C3.2 identify a variety of musical pieces from different cultures through performing and/or listening to them (e.g., folk songs, songs for celebrations, ceremonial music from Canadian and world sources) Teacher Prompts: "What songs do you sing for Diwali? Kwanzaa? Hanukkah?" "Earth Day is coming in April. What songs could we use to help to celebrate the earth?"

D. VISUAL ARTS

OVERALL EXPECTATIONS

1a54 D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

1a55 D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

1a56 D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

ELEMENTS OF DESIGN

1a57 line: jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects (natural and human-made)



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a58 shape and form: geometric and organic shapes and forms of familiar objects (e.g., geometric: circles, blocks; organic: clouds, flowers)

1a59 space: depiction of objects in the distance as smaller and closer to the top of the art paper; shapes and lines closer together or farther apart; horizon line; spaces through, inside, and around shapes or objects

1a60 colour: mixing of primary colours (red, yellow, blue); identification of warm (e.g., red, orange) and cool (e.g., blue, green) colours

1a61 texture: textures of familiar objects (e.g., fuzzy, prickly, bumpy, smooth); changes in texture; a pattern of lines to show texture (e.g., the texture of a snake’s skin); transfer of texture (e.g., placing a piece of paper over a textured surface and then rubbing the paper with wax crayon)

1a62 value: light, dark

PRINCIPLES OF DESIGN

1a63 contrast: light/dark; large/small; pure/mixed colour

D1. Creating and Presenting

1a64 D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences (e.g., a tempera painting that communicates their feelings about a special occasion or event such as a fair or a parade; a sculpture of a favourite musical instrument made with found objects; a watercolour painting of a favourite part of the schoolyard; an assemblage in which images and objects from home and school are used to represent special memories) Teacher Prompts: “How does your art work reflect your feelings? Which colours could you use to show happiness or excitement?” “Why did you choose to paint this part of the schoolyard?”



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a65 D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (e.g., a drawing of an approaching storm that uses a variety of lines to create contrast [dashed, jagged, curved, spiral]; a cardboard or papier mâché sculpture of a mythical animal in a dynamic pose that uses surface materials to show a contrast in texture [fuzzy yarn; coarse, prickly sawdust]) Teacher Prompts: “How can you vary your lines to create contrast between the area of the image that is the storm and the area of calm?” “How can you use levels and positioning of your sculpture’s limbs and body to compose a sculpture that is visually interesting on all sides and that shows a variety of forms?”

1a66 D1.3 use elements of design in art works to communicate ideas, messages, and personal understandings (e.g., a pattern of broken, wavy, and zigzag lines to make the bark of a tree look rough in a drawing; size and arrangement of organic shapes in a painting of flowers to create the impression that the various flowers are at different distances from the viewer) Teacher Prompts: “What kinds of lines would you use to show this texture?” “Look carefully at the arrangement of these flowers. How do you have to place them and change their shapes in a painting to show that some of them are closer and some farther away?”

1a67 D1.4 use a variety of materials, tools, and techniques to respond to design challenges (e.g., drawing: use wax crayon or oil pastel lines on coloured paper to express their responses to different kinds of music or rhythm ; mixed media: use torn paper and textured materials to create a landscape collage of a playground that includes a horizon line; painting: create paint resists that are made with wax crayon on paper, using rubbing plates that have a variety of textures [e.g., bumpy, wavy] to create imaginary creatures inspired by the artistic style of Eric Carle; printmaking: use cut sponge or cardboard and paint stamping to make a pattern of geometric and organic shapes; sculpture: use glued or taped scrap wood to build a wood block sculpture of an imaginary geometric machine) ; Teacher Prompts: “When you hear the drumbeat in the music, think about how you could show the beat with different kinds of lines.” “What techniques or tools can you use to make the texture (e.g., wood bark) look real on your paper?” “How can you move the pieces in your sculpture to make different openings or spaces in it?”

D2. Reflecting, Responding, and Analysing



Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a68 D2.1 express their feelings and ideas about art works and art experiences (e.g., describe feelings evoked by the use of colours in the painting *Inside the Sugar Shack* by Miyuki Tanobe or *The Starry Night* by Vincent van Gogh; use drama to respond to a community art work viewed during a neighbourhood walk; describe the ways in which an artist’s representation of an event relates to their own experiences) Teacher Prompts: “Why might someone want to visit this place? If you could take a walk in this picture, where would you go?” “Where would you place yourself if you were in this picture? Who might live or work here?” “What story does this art work tell?”

1a69 D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work (e.g., explain how repeated lines and shapes are used to depict the texture of snake, lizard, leopard, or dinosaur skin; classify images on a topic, and, focusing on a dominant element, use the images to explain that there are many different ways of approaching the same subject) Teacher Prompts: “What did you do in your drawing to help people understand what you mean or what you are thinking here?” “What kinds of shapes do you see? How can you use some of these shapes to make a collage that depicts the music, a musical instrument, and the mood of the music?”

1a70 D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art (e.g., green is associated with nature and sometimes with envy or illness in the West; red is associated with stopping [traffic lights] in the West, luck in China, success in Cherokee culture, mourning in South Africa) Teacher Prompts: “What are some examples of special colours used for different festivals?” “Does our school have its own colours or a symbol? Why do you think the school chose those colours or that symbol?”

1a71 D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art (e.g., discuss what they think is good about works in their art folder during conferences with their teacher; do a think-pair-share on their favourite part of one of their art works) Teacher Prompts: “Tell me something you like about your art work. What did you want to express in it?” “Close your eyes. When you open them, tell me the first place your eye goes. What did you put in that part of the image so your eye will go there? What part would you change if you could?” “What other details can you add to your sculpture to make it look as if it is moving? What did you learn from your work?”

D3. Exploring Forms and Cultural Contexts

Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 1

1a72

D3.1 identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences (e.g., illustrations in picture books, designs of various toys, patterns on clothing or other textiles, classroom visits by artists, student displays at their school, visits to galleries) Teacher Prompts: “What do you think about having art on display in the classroom?” “Why do people have art in their homes?” “What reaction do you get from others when you display your art works?” “Who is an artist? What do artists do? What everyday objects do they make or design?”

1a73

D3.2 demonstrate an awareness of a variety of works of art from diverse communities, times, and places (e.g., iconic architecture they have seen either in pictures or in real life, such as the CN Tower, the Eiffel Tower, the Taj Mahal; comics from different countries; decorations or patterns on crafts or old artefacts; contemporary and ancient clay sculptures; paintings of family or community events from different cultures or from previous eras) Teacher Prompts: “How does the artist show that people in the past played games, had families, and made things that had personal meaning to them?” “What kinds of art have you made to remember a special time, person, or place?” “How can you use some of the ideas that have been used in these objects and images in your own art work?” “How do these art works relate to your own experience and to other works you have studied?”



Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 1

Oral Communication

Overall Expectations

1i1 listen and respond to short, simple spoken texts and media works;

1i2 talk about familiar topics, using simple vocabulary and expressions.

Listening

1i3 follow instructions to perform simple tasks;

1i4 demonstrate an understanding of short, simple spoken texts and media works (e.g., stories, songs, audiotapes, videos) (e.g., by answering short, simple questions; acting out the words of a song; illustrating the events described);

1i5 identify rhymes and word patterns in familiar contexts (e.g., poems, comptines, songs);

1i6 recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

1i7 repeat and recite a variety of short, simple spoken texts (e.g., poems, comptines, songs) to develop vocabulary, pronunciation, and knowledge of language structures;



Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 1

1i8 ask and answer simple questions about familiar topics(e.g., classroom routines, the school environment, the weather);

1i9 use visual cues (e.g., gestures, facial expressions) to communicate needs and express feelings;

1i10 use simple vocabulary and language structures to communicate needs and express likes and dislikes;

1i11 listen and react to stories (e.g., comment on events, characters) and recount personal experiences;

1i12 dramatize stories, using their own words and appropriate expressions and gestures.

Application of Language Conventions

1i13 recognize and use appropriate language structures in oral communication activities;

1i14 pronounce familiar vocabulary correctly;

1i15 recognize and use masculine and feminine word endings in adjectives (e.g., grand/grande, rond/ronde, petit/petite).

Reading

Overall Expectations

Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 1

1i16 read short, simple written materials and demonstrate understanding through oral and very brief written responses.

Comprehension and Response to Text

1i17 read a variety of short, simple written materials (e.g., signs, pattern books, rhymes) for different purposes (e.g., to obtain information, build vocabulary);

1i18 express their reactions to texts read independently (e.g., say what they like or dislike about a story);

1i19 respond to written materials, relating the content to their own knowledge and experience;

1i20 follow simple written instructions (e.g., on labels, diagrams);

1i21 demonstrate an understanding of simple texts (e.g., answer questions, identify key information);

1i22 extend their understanding of a story through follow-up activities (e.g., illustrate a character or an action, role play);

1i23 identify ways in which different kinds of written materials are organized (e.g., stories, poems, comptines);

1i24 identify the key elements of a story (e.g., plot, characters).



Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 1

Application of Language Conventions

1i25 recognize and use appropriate language structures in their response to written texts;

1i26 use reading strategies (e.g., visual cues, language and word patterns, phonics, word lists) to determine the meaning of unfamiliar vocabulary;

1i27 read aloud, observing the rules of pronunciation and intonation;

1i28 recognize and use punctuation as an aid to comprehension;

1i29 use some basic conventions of text (e.g., illustrations, headings, page numbers) to find information.

Writing

Overall Expectations

1i30 produce short, simple pieces of writing, following appropriate models.

Communication of Information and Ideas

1i31 list key words related to a topic;



Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 1

1i32 create short written texts for specific purposes (e.g., a story, an invitation, a description), following a model;

1i33 organize information so that the writing conveys a clear message (e.g., describe events in proper sequence);

1i34 write brief texts to explain a picture or photograph.

Application of Language Conventions

1i35 use appropriate language structures in their writing;

1i36 use and spell correctly the vocabulary appropriate for this grade level;

1i37 print legibly, using capitals and small letters and leaving spaces between words;

1i38 use simple but complete sentences in their writing;

1i39 use capitals at the beginning of sentences and periods at the end of sentences;

1i40 use appropriate resources to verify spelling (e.g., word lists, personal dictionaries).



Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 1

Language Structures

Overall Expectations

1i41 identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Nouns and Pronouns

1i42 personal pronouns je, tu, il, elle, nous, vous, ils, elles;

1i43 agreement of definite articles (le, la, l', les) and indefinite articles (un, une, des) with nouns;

1i44 addition of "s" to form the plural of nouns (e.g., un enfant/des enfants).

Verbs

1i45 présent of avoir, être, and regular -er verbs;

1i46 aller + infinitive to form the futur proche (e.g., Je vais marcher.).

Adjectives

1i47 position and agreement, in gender and number, of regular adjectives with nouns (e.g., le chat noir, la voiture noire, les crayons noirs, les plumes noires).



Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 1

Prepositions and Conjunctions

1i48 preposition de to indicate possession;

1i49 use of avec;

1i50 prepositions of place au, à la, à l', aux, chez, dans, sur, sous.

Interrogative Constructions

1i51 questions starting with est-ce que;

1i52 questions indicated by rising intonation (e.g., Tu viens?);

1i53 questions starting with question words quand, qui, combien, où.

Sentence Structure

1i54 simple sentences consisting of subject+ verb + object (e.g., J'aime mon chat.).



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

Living skills

Overall expectations

1p1 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

1. Living skills

1p2 Personal Skills (PS) 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: ask themselves whether they are doing the best they can while they are participating in DPA activities in the classroom; Movement Competence: describe how they feel when they move in different ways; Healthy Living: ask themselves whether they used a tissue or did a “sleeve sneeze”to cover their nose and mouth when sneezing in order to avoid spreading germs)

1p3 Personal Skills (PS) 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: apply knowledge of safety procedures to make themselves feel safer and more confident as they play on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game or when they are learning a new skill; Healthy Living: be able to use proper terminology to name their body parts, so they can explain where they may be hurt or sore)

Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

1p4 Interpersonal Skills (IS) 1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: speak respectfully and pay attention to others when sharing equipment; Movement Competence: use eye contact, body cues, and words as needed to communicate clearly when sending and receiving objects; Healthy Living: effectively communicate feelings they might experience in response to caring behaviours and exploitive behaviours)
Student: "I need to make sure my partner is looking at me and has her arms stretched out ready to catch before I throw the beanbag. If she is not looking, I call her name."

1p5 Interpersonal Skills (IS) 1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: take turns when using equipment; Movement Competence: work cooperatively to share the space and try not to bump into others when moving around the gymnasium; Healthy Living: listen respectfully to show they care about someone)

1p6 Critical and Creative Thinking (CT) 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: make connections between being active and staying healthy; Movement Competence: use creative thinking skills to come up with new ways of moving and balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: make and explain choices that protect them from the sun, such as wearing a hat and applying sunscreen)

A. Active living

Overall expectations

1p7 A1. participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives;



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

1p8 A2. demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living;

1p9 A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

A1. Active Participation

1p10 A1.1 actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., joining in willingly, showing respect for others, following directions, taking turns) [PS, IS]

Teacher prompt: "We show respect in many ways. In our classroom, we show respect for people of all cultures and abilities by including everyone in our activities. In our school, we show that we respect the environment by recycling and cleaning up. Showing respect for others is an important part of participating in physical activities. How do you show respect for others when you are being active?"

Student: "I show respect by tagging other people gently when we are playing tag and speaking politely to others."

1p11 A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities [PS]

Teacher prompt: "What are some things that help you enjoy being physically active?"

Students: "I like it when everyone has their own ball, so we all get to play and practise a lot." "I have more fun when I have lots of space to run and move." "I love playing outside. When it is really hot, I play under the trees so I am in the shade." "I liked this activity because it reminded me of a game we used to play in my home country."

Teacher prompt: "Each person pick up a ball or a beanbag. See how many different ways you can toss and catch your object while travelling around the gymnasium. Which way is your favourite?"



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

1p12 A1.3 identify a variety of ways to be physically active at school and at home (e.g., at school: playing actively at recess; participating in a variety of physical activities in class, including DPA activities; participating in after-school physical activities; at home: helping with outdoor activities like gardening, raking, or shovelling snow; going for a walk with family members; playing in the park; riding bikes on the community trail) [CT]

A2. Physical Fitness

1p13 A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., doing an animal walk, a fitness circuit, parachute activities; galloping to music, wheeling their wheelchair around the gym) [PS]
 Teacher prompt: "As you are moving like animals, see if you can keep moving the whole time without stopping. How does your jumping look different if you are jumping like a frog instead of hopping like a rabbit? How do your arms look different if you are showing how you would fly like a bird instead of climbing a tree like a squirrel?"
 Teacher prompt: "When you are exploring different ways of moving using hoops, what do you need to think about as you move?"
 Student: "When I roll a hoop, I need to watch out for other children around me so I don't hit anyone. When I jump into a hoop, I need to be careful not to land on the hoop, because I could slip. If I am holding a hoop with my partner, we should be careful not to pull the hoop and bend it."

1p14 A2.2 demonstrate an understanding of how being active helps them to be healthy [CT]
 Teacher prompt: "Your heart is always beating and pumping blood to the muscles and the rest of the body. When you move faster, this will make your heart and lungs work harder, which makes them stronger and healthier"

1p15 A2.3 identify the physical signs of exertion during a variety of physical activities (e.g., heart beats faster, body gets warmer, breathing becomes faster and deeper, perspiration increases) [CT]

A3. Safety



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

1p16 A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body) [PS, IS]
 Teacher prompt: “How do you know that you have chosen a good spot for doing your cool-down stretches today?”
 Student: “I can stretch my arms out and not touch anyone or the wall from where I’m standing/sitting.”

1p17 A3.2 identify environmental factors that pose safety risks during their participation in physical activity (e.g., extreme heat may cause fatigue, too much sun exposure will cause sunburn, extreme cold and wind chill may cause frostbite, objects on the ground may trip someone who cannot see, wet pavement or floors may create a slipping hazard), and describe ways of preparing themselves to enjoy outdoor activities safely [PS, CT]
 Teacher prompt: “If you are dressed properly, you will have more fun when you are being active outside. What do you need to wear in the summer/winter to participate safely in outdoor activities in any weather?”
 Student: “In the summer, I should wear a hat and sunscreen when I go outside. In the winter, I need to wear a warm coat, a hat, mittens, and boots. If I wear a scarf, it needs to be tucked in so it does not catch on anything.”

B. Movement Competence: Skills, Concepts, and Strategies

Overall expectations

1p18 B1. perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

1p19 B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

B1. Movement Skills and Concepts



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

1p20 B1.1 perform a variety of static balances, using different body parts at different levels (e.g., low level: crouch with weight balanced on hands and feet; medium level: stand and lean forward with arms outstretched; high level: stretch tall with arms overhead and legs wide apart) [PS]
 Teacher prompt: “See if you can make different shapes with your body while you balance your weight on different body parts. Can you balance at a low level? Can you balance while stretching up high? How many different shapes can you make with your body when you are balancing on three body parts?”

1p21 B1.2 demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them [PS]
 Teacher prompt: “Find your own spot where you cannot touch anyone or anything, even when you stretch out your arms. When the music starts, skip or gallop to the music. When the music stops, stop moving and freeze in place as quickly as you can. Stay on your feet and check your spot. Are you still in your own space where you cannot touch anyone or anything?”

1p22 B1.3 perform a variety of locomotor movements, travelling in different directions and using different body parts (e.g., jump over lines; walk carefully backwards along a line while looking over their shoulder; move forward with different body parts touching the ground; move arms in different ways while walking, dancing, or skipping; take giant steps while moving sideways) [PS]
 Teacher prompt: “Each time the music changes, change the way you are moving. Can you run or wheel your wheelchair in a big circle? Straight lines? Zigzags? Can you travel forward? Sideways? Can you skip? Hop? Run? Crawl? Can you make up a new way of moving?”
 Students: “Look how I can pull my body along the floor with my arms to move like a seal.” “I am using my arms to make big circles while I jump over all the lines in the gym.” “I can slide sideways taking big steps.”

1p23 B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., roll a ball along a line, throw a rubber chicken underhand to a chosen spot, kick a ball to a specific area, toss or drop a beanbag into a hula hoop, pass a sponge ball over their head to the next person in a short line who passes it between his or her legs to the next person) [PS]
 Teacher prompt: “Which body parts (hand, foot, elbow, head) can you use to send the ball forward?”



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

1p24

B1.5 receive objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., catch or trap a ball with two hands, catch a beanbag that they toss themselves or that a partner tosses to them, stop a rolling ball with hands or feet) [PS, IS]

Teacher prompt: "When you get ready to catch, put your arms out with your hands up and your fingers spread wide. When you catch or trap an object, pull it in to your body as you grab it to help cushion it."

B2. Movement Strategies

1p25

B2.1 demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]

Teacher prompt: "What do you need to think about when we are playing tag? What about when you and a partner are playing with a hula hoop – what is different?"

Student: "When we are playing tag, I need to keep moving, watch out for the person who is 'it', and make sure I don't run into anybody else. When I am rolling a hoop with a partner, I need to be able to roll the hoop in one direction and catch it when comes back. I only need to be ready to move if my partner doesn't send the hoop close to me. I need to make sure nobody is in between me and my partner when I roll it to her, so I don't hit anyone."

Teacher prompt: "When you are choosing a ball to practise throwing and catching, what can you do to play fairly and show respect for your classmates? What about when you are playing with the ball?"

Student: "When I am picking the ball I am going to use, I can wait my turn without pushing. When I am throwing the ball, if it bounces into someone else's space, I need to wait until the way is clear before I run after the ball so I don't wreck their game."

1p26

B2.2 apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities (e.g., extend arms to improve stability when balancing on one foot; change speed, direction, or level to avoid being tagged; move closer to a target to increase the likelihood of success when sending an object) [PS, CT]

Teacher prompt: "What did you do to improve your chances of success in the activity we just did?" Students: "I am a fast runner/I can make my wheelchair move fast. I kept moving the whole time so I wouldn't get tagged." "I am deaf and can't hear the music, but I watched for your hand signal so I knew when to change direction."



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

C. Healthy living

Overall expectations

- 1p27** C1. demonstrate an understanding of factors that contribute to healthy development;
- 1p28** C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- 1p29** C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- 1p30** (Growth and Development 1998) identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things.

C1. Understanding Health Concepts

- 1p31** Healthy Eating C1.1 explain why people need food to have healthy bodies (e.g., food provides energy for the healthy growth of teeth, skin, bones, muscles, and other body components)
Teacher prompt: "Just as some toys need batteries to run, we need healthy foods to be active and to grow. How does eating a healthy breakfast every day help you learn?"
Student: "It gives me energy to help me stay alert and concentrate."
- 1p32** Personal Safety and Injury Prevention C1.2 demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, elder, or other trusted adult; knowing routines for safe pickup from school or activities) [PS]
Teacher prompt: "Why is it important to know your phone number and your address?"
Student: "It is important to know how to contact someone for help in an emergency."



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

C2. Making Healthy Choices

1p33

Healthy Eating C2.1 describe how the food groups in Canada's Food Guide (i.e., vegetables and fruit, grain products, milk and alternatives, meat and alternatives) can be used to make healthy food choices [CT]

Teacher prompt: "Canada's Food Guide provides information that can help you make healthy food choices. What does the food guide tell you that can help you decide what foods to eat regularly and what foods to limit?"

Student: "The guide tells you what kinds of foods to eat and how much. There are four food groups, and we need to eat foods from all four groups."

Teacher: "Can you tell me which foods we should eat every day, and which ones we should eat less often?"

Student: "We should eat fruits and vegetables every day. We should eat treats that are not in the food guide less often. Sometimes it is okay to have foods that are not in the guide – like candies, cookies, and sweet treats – but there are also lots of foods that are in the food guide – like berries and other fruits – that are great to have as treats."

1p34

Healthy Eating C2.2 know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits [PS]

Teacher prompt: "What does your body do to let you know you are hungry or thirsty?"

Student: "My stomach grumbles when I'm hungry and my mouth is dry when I'm thirsty."

Teacher: "What should you do when this happens?"

Student: "I should try to have a snack or a drink when I feel hungry or thirsty."



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

1p35

Personal Safety and Injury Prevention C2.3 demonstrate the ability to recognize caring behaviours (e.g., listening with respect, giving positive reinforcement, being helpful) and exploitive behaviours (e.g., inappropriate touching, verbal or physical abuse, bullying), and describe the feelings associated with each [IS]

Teacher prompt: "Caring behaviours are found in healthy relationships. How might you feel in a healthy relationship?"

Student: "I might feel happy, safe, secure, cared for."

Teacher: "How might you feel in a relationship that is not healthy?"

Student: "I might feel sad, scared, angry, confused, hurt."

Teacher: "What are some situations in which you might feel that way?"

Student: "I might feel that way if someone was being mean or leaving me out, if someone was touching me when I didn't want to be touched, or if I was left at home alone."

1p36

Personal Safety and Injury Prevention C2.4 apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school) [PS]

Teacher prompt: "What are some things that students may be allergic to?"

Student: "They may be allergic to nuts and other foods, bee stings, or medicine."

Teacher: "What can we do to make the classroom as safe as possible?"

Student: "We should not bring anything that might have nuts in it to school. People with allergies who need to use medicine if they have a reaction should carry their medicine [epinephrine autoinjector] with them. We should know who has an allergy and what the signs of an allergic reaction are, and we should get an adult to help if someone is having a reaction."

C3. Making Connections for Healthy Living



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

1p37

Personal Safety and Injury Prevention C3.1 demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, insecure furniture, candles, toys; road, water, and playground hazards; weather and sun hazards) [PS, CT]

Teacher prompt: "What do you do to stay safe and avoid injuries at home and when you are outside?"

Student: "I wear a helmet when I ride my bike. I wear sunscreen and a hat in the summer. I never swim alone. I only take medicine if my parents/caregivers give it to me."

Teacher: "How do you cross the road safely?"

Student: "I cross where there is a traffic light or a crosswalk, or at a corner. I look carefully both ways to make sure no cars are coming before crossing. I make sure that the drivers can see me, and that I am not hidden by bushes or cars."

Teacher: "What can you do to stay safe in the kitchen?"

Student: "I make sure an adult is with me when I'm doing things in the kitchen. I do not use a knife or other sharp tools on my own, and I don't touch cleaners and products that are marked with danger symbols."

1p38

Substance Use, Addictions, and Related Behaviours C3.2 identify habits and behaviours (e.g., excessive screen time or video game usage, smoking) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives [PS]

Teacher prompt: "What are some behaviours that can be harmful to your health? What are some things you can do that are healthier or that protect your health and the health of other people?"

Student: "Spending too much time watching television or playing computer games keeps us from getting all the physical activity we need. We can play outside after school instead. Smoking is bad for you, and so is breathing smoke that is in the air when other people are smoking. We can ask people not to smoke around us. It is against the law for people to smoke in cars when there are children in the car."

1p39

(Growth and Development 1998) describe simple life cycles of plants and animals, including humans;



Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 1

1p40 (Growth and Development 1998) recognize that rest, food, and exercise affect growth;

1p41 (Growth and Development 1998) identify the major parts of the body by their proper names;



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

Oral Communication

Overall Expectations

- | | |
|------------|---|
| 1e1 | 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; |
| 1e2 | 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; |
| 1e3 | 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. |

1. Listening to Understand

- | | |
|------------|--|
| 1e4 | Purpose 1.1 identify purposes for listening in a few different situations, formal and informal (e.g., to hear the sounds of language in songs, chants, and poems; to interact socially with classmates; to enjoy and understand a story read aloud by the teacher; to follow simple directions in large- and small-group settings; to exchange ideas with a peer in a paired sharing or small group) |
| 1e5 | Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions) |



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e6 Comprehension Strategies 1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction (e.g., use background knowledge, familiar word order, and context to make predictions about content or vocabulary before listening to an oral text; think about what known words might be related to the topic; ask questions to check understanding during and after listening; create mental pictures while listening to a read-aloud and draw or talk about what they visualized; retell the important information presented in a class discussion or a think–pair–share activity)

1e7 Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea (e.g., use time–order words, such as first, then, next, finally, to retell a story they have heard; restate information from a movie about community workers, including a topic statement and several supporting details)

1e8 Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions (e.g., attend to the words being spoken and also use personal experience and the speaker's intonation and facial expression to understand what is being said). Teacher prompt: "The boy said, 'You broke my airplane!' What helps you understand how he might be feeling? What do you think he might do next?"

1e9 Extending Understanding 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., make personal connections between their own ideas about a topic and the ideas in an oral text; identify other texts that have similar elements or content)

1e10 Analysing Texts 1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction (e.g., a personal recount might start "Last year in the summer holidays..." while a fictional story might start "Once upon a time...")



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e11 Point of View 1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker (e.g., the narrator may be a character in a story or an expert on the topic of an informational talk; the speaker may be recounting a personal anecdote or sharing a personal opinion).
Teacher prompts: “Who is telling this story/presenting this information? What words/clues helped you figure that out?” “What do we know about the speaker?” “How might the story be different if another character were telling it?”

1e12 Presentation Strategies 1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., the use of differences in tone and pitch for different characters in a story; the use of props to engage the audience) Teacher prompts: “How did the speaker use his/her voice to make you like/not like a character?” “Why do you think the speaker used the puppets when he was speaking?”

2. Speaking to Communicate

1e13 Purpose 2.1 identify a few purposes for speaking (e.g., to express needs to peers and the teacher; to establish positive personal and learning relationships with peers; to activate prior knowledge and make connections before listening; to retell stories and recount personal experiences to the class; to ask questions or explore solutions to problems in small–group and paired activities; to share ideas and information that contribute to understanding in large and small groups; to manipulate the sounds of language in songs, chants, and poems)

1e14 Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small– and large–group discussions (e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point)

1e15 Clarity and Coherence 2.3 communicate ideas and information orally in a clear, coherent manner (e.g., use a logical framework such as a beginning, middle, and end sequence to retell a story read aloud by the teacher)



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e16 Appropriate Language 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience (e.g., choose words relevant to the topic from the full range of their vocabulary, including new words used regularly in the classroom; use descriptive adjectives to clarify and add interest to a narrative; use inclusive language that conveys respect for all people)

1e17 Vocal Skills and Strategies 2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning (e.g., increase volume to emphasize important points or to communicate to a large audience)

1e18 Non-Verbal Cues 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

1e19 Visual Aids 2.7 use one or more appropriate visual aids (e.g., pictures, photographs, props, puppets, masks) to support or enhance oral presentations (e.g., use a set of plastic animals during an oral recount about a visit to a zoo)

3. Reflecting on Oral Communication Skills and Strategies

1e20 Metacognition 3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking. Teacher prompts: “How do you know what to listen for?” “What could you do after you listen to check and see if you understood what you heard?” “What could you do if you didn’t understand what you heard?” “What do you think about before you begin to talk?” “When you are talking, how can you tell if the audience understands?” “What could you do to help the audience understand what you are saying?”

1e21 Interconnected Skills 3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills. Teacher prompts: “How do you learn new words that you can use when you are speaking?” “What words have you learned in the books you are reading that help you understand what you hear or that you can use while you are speaking?”

Reading

Overall Expectations



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e22 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

1e23 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

1e24 3. use knowledge of words and cueing systems to read fluently;

1e25 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

1. Reading for Meaning

1e26 Variety of Texts 1.1 read a few different types of literary texts (e.g., pattern books, rhymes, books from home, simple fiction stories), graphic texts (e.g., calendars, environmental print, signs), and informational texts (e.g., morning messages, strategy charts, instructions, simple non-fiction books, labels)

1e27 Purpose 1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes (e.g., picture books for entertainment, information, or reflection; simple factual and visual texts for information; magazines for entertainment and interest)

1e28 Comprehension Strategies 1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction (e.g., activate prior knowledge by brainstorming about the cover, title page, or topic; describe how they visualize a character or scene in a text; ask questions about information or ideas presented in a text: I wonder if...?, What if...? Why did...?; identify important ideas in a text). Teacher prompt: "What do you think is the most important thing to remember so far about this text/topic? Why do you think it is important?"



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e29 Demonstrating Understanding 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea (e.g., retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatize a story or informational text using puppets or props)

1e30 Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them. Teacher prompt: “The text tells us that the girl broke her brother’s toy airplane. Think about what you know about the boy so far. Predict what might happen next. Is there information in the illustration that can help you make your prediction?”

1e31 Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them (e.g., identify personally significant events in stories, such as losing a tooth or getting a pet; relate information in a text to previous experiences, other familiar texts, movies, or trips). Teacher prompts: “What does this text remind you of in your life?” “Now that we have researched [topic X], what have we learned?” “Does this book remind you of a story that you have been told?”

1e32 Analysing Texts 1.7 identify the main idea and a few elements of texts, initially with support and direction (e.g., narrative: characters, setting, problem/solution; information text: introductory statement, facts, photographs)

1e33 Responding to and Evaluating Texts 1.8 express personal thoughts and feelings about what has been read (e.g., through role playing, drama, visual arts, music, discussion; by developing a plan to act on issues raised in the text). Teacher prompts: “How does the ending of this story make you feel?” “Do you think there are recycling ideas in the text that we could use in our classroom?” “Show me how you were feeling when...” “What would you say if you were...?”

1e34 Point of View 1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective (e.g., dramatize the story, taking on the role of different characters; create drawings, paintings, or models to represent the perspective of different characters in a text). Teacher prompts: “Who is talking in this story? Would the story be different if someone else were talking?” “What is the author telling us about this topic?”



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

2. Understanding Form and Style

1e35 Text Forms 2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story (e.g., characters, setting, events, problem/solution), graphic texts such as a calendar (e.g., names of months and days, a grid, numbers), and informational texts such as a simple “All About_____” book (e.g., labels, headings, pictures)

1e36 Text Patterns 2.2 recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts (e.g., signal words such as first, second, then, finally help to identify time order or sequence)

1e37 Text Features 2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts. Teacher prompts: “How does the title help you understand what you are going to be reading?” “How does an illustration or photograph help you understand what you are reading?”

1e38 Elements of Style 2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts (e.g., descriptive words help the reader make better mind pictures of the characters or setting in a story). Teacher prompt: “What words in the text helped you make a picture in your head?”

3. Reading With Fluency

1e39 Reading Familiar Words 3.1 automatically read and understand some high–frequency words and words of personal interest or significance, in a variety of reading contexts (e.g., the same word in different graphic representations such as: on the word wall; in shared–, guided–, and independent–reading texts; on shared– and interactive–writing charts; in personal writing; in a variety of fonts)



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e40 Reading Unfamiliar Words 3.2 predict the meaning of and solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); syntactic (language structure) cues (e.g., predictable word order, predictable language patterns, punctuation); graphophonetic (phonological and graphic) cues (e.g., blending and segmenting of individual sounds in words; visual features of words such as shape and orientation; sound–letter relationships for initial, final, and medial sounds; onset and rime; common spelling patterns; words within words). Teacher prompt (for cross–checking of cues): “It looks right and sounds right, but does it make sense?”

1e41 Reading Fluently 3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader (e.g., make oral reading of a role in a simple readers' theatre script sound like natural speech)

4. Reflecting on Reading Skills and Strategies

1e42 Metacognition 4.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading. Teacher prompts: “What do you do to get ready to read a new text?” “What do you do if your reading doesn't make sense to you?” “When you come to a word you don't know, what do you do?” “What strategies help you the most when you are reading?”

1e43 Interconnected Skills 4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., reading a text independently is easier after hearing it read aloud and/or talking about it in class). Teacher prompts: “How does listening to someone else read help you become a better reader?” “How does talking to someone else about what you are reading help you as a reader?” “How does looking at the illustrations help you make sense of what you are reading?”

Writing

Overall Expectations



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e44 1. generate, gather, and organize ideas and Information to write for an intended purpose and audience;

1e45 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

1e46 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

1e47 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

1. Developing and Organizing Content

1e48 Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction (e.g., a personal recount of a past experience, including pictures, to share with family or friends; an “All About the Seasons” book for the class library; labels and captions for a pictograph to share findings with a group after a math investigation). Teacher prompts: “What is your writing about?” “Why are you writing?” “Whom are you writing for?”

1e49 Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., ask questions to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with the class)

1e50 Research 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from listening to stories told by family members; from paired sharing with a peer; from observations; from various texts, including teacher read-alouds, mentor texts, and shared-, guided-, and independent-reading texts)



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e51 Classifying Ideas 1.4 sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using pictures, labels, key words, hand-drawn or computer graphics, or simple graphic organizers such as a web, a list, or a five-W's framework: who, what, when, where, why)

1e52 Organizing Ideas 1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers (e.g., a story ladder, sequence chart) and simple organizational patterns (e.g., time order: first, then, next, finally; order of importance; beginning, middle, and end)

1e53 Review 1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose (e.g., use pictures and words to explain their material to a classmate and ask for feedback)

2. Using Knowledge of Form and Style in Writing

1e54 Form 2.1 write short texts using a few simple forms (e.g., a recount of personally significant experiences; a simple report on topics of interest to the writer and identified in non-fiction reading; "How to" books identifying the steps in a procedure such as "How to Make Applesauce", including pictures, symbols, and words; a story modelled on characters and events from stories read; their own variation on a familiar poem, chant, or song; a poster for the classroom)

1e55 Voice 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience (e.g., use pictures and words that project interest or enthusiasm)

1e56 Word Choice 2.3 use familiar words and phrases to convey a clear meaning (e.g., some simple, familiar descriptive adjectives of size, feeling, or colour: The black dog was happy.)

1e57 Sentence Fluency 2.4 write simple but complete sentences that make sense



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e58 Point of View 2.5 begin to identify, with support and direction, their point of view and one possible different point of view about the topic. Teacher prompts: “How do you feel about this topic?” “How do you think your friend feels about this topic?” “How can you convey your feelings to your audience?”

1e59 Preparing for Revision 2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers. Teacher prompts: “Does this writing make sense to you?” “Does it say what you wanted to say?”

1e60 Revision 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies (e.g., cut out words or sentences and reorder them to improve clarity; insert words from oral vocabulary and the class word wall or word webs to clarify meaning and/or add interest)

1e61 Producing Drafts 2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

1e62 Spelling Familiar Words 3.1 spell some high–frequency words correctly (e.g., words from their oral vocabulary, the class word wall, and shared–, guided–, and independent–reading texts)

1e63 Spelling Unfamiliar Words 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound–symbol relationships, word structures, and word meanings (e.g., segment words to identify and record individual sound–symbol correspondences, including short vowels and simple long–vowel patterns; listen for rhyming patterns; look for common letter sequences and onset and rime in frequently used words; make analogies between words that look similar; illustrate words to link meaning to spelling)

1e64 Vocabulary 3.3 confirm spellings and word meanings or word choice using one or two resources (e.g., find pictures or words in a picture dictionary; locate words on an alphabetical word wall using first letter; refer to class–created word webs posted in the classroom)



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e65 Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end

1e66 Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place (e.g., in, on, at, to)

1e67 Proofreading 3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference (e.g., Can I read it? Does it “sound right”? Does it make sense? Are my word wall words spelled correctly?)

1e68 Publishing 3.7 use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout (e.g., use drawings, photographs, or simple labels to clarify text; print legibly; leave spaces between words)

1e69 Producing Finished Works 3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

4. Reflecting on Writing Skills and Strategies

1e70 Metacognition 4.1 identify some strategies they found helpful before, during, and after writing (e.g., during a regular writing conference, respond to teacher prompts about what strategies helped at a specific phase in the writing process; identify strategies used before, during, and after writing on a class anchor chart; identify a strategy for future use on a strategy bookmark or chart).
Teacher prompts: “What strategy helped you organize your ideas?” “How did you know what words were missing?” “What helped you know what to do when you finished your first draft?”

1e71 Interconnected Skills 4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers. Teacher prompts: “How does what you know about reading and different kinds of books help you when you are writing?” “In what way do you think listening to someone else’s ideas might help you with your writing?”



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e72 Portfolio 4.3 select pieces of writing they think show their best work and explain the reasons for their selection

Media Literacy

Overall Expectations

1e73 1. demonstrate an understanding of a variety of media texts;

1e74 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

1e75 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

1e76 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

1. Understanding Media Texts

1e77 Purpose and Audience 1.1 identify the purpose and intended audience of some simple media texts (e.g., this movie tells a story to entertain children; this sign gives information to travellers).
Teacher prompt: "Who would watch/listen to this? Why?"



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e78 Making Inferences/Interpreting Messages 1.2 identify overt and implied messages, initially with support and direction, in simple media texts (e.g., overt message of a toy advertisement showing two boys playing with a car: This toy is fun; implied message: This toy is for boys;) overt message of a cartoon: the violence here is funny and doesn't hurt anyone; implied message: violence is acceptable). Teacher prompt: "Let's try to think of an advertisement made for a specific audience – for example, for girls or boys, for mothers, or for teenagers. How do we know that the advertisement is for that audience?"

1e79 Responding to and Evaluating Texts 1.3 express personal thoughts and feelings about some simple media works (e.g., state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song). Teacher prompt: "What do you like/not like about the story told in this movie? What was your favourite part? How did it make you feel?" "Did the characters in this cartoon use violence to solve problems? Was the violence funny? Is this a good way to solve problems?"

1e80 Audience Responses 1.4 describe how different audiences might respond to specific media texts. Teacher prompt: "Would your friends or parents like the same songs, movies, stories, games that you like? Why? Why not?"

1e81 Point of View 1.5 begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective (e.g., a cartoon told from the point of view of a mouse might be told from a cat's viewpoint)

1e82 Production Perspectives 1.6 identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced (e.g., the government has traffic signs made to protect the safety of travellers and pedestrians; film companies hire manufacturers to produce toys and other products based on popular children's movies and television programs to sell to children). Teacher prompt: "Your doll is the main character from your favourite TV show. Do you think the same people who make the TV show made the doll, too? Are there any marks on your doll that tell us who made it?"

2. Understanding Media Forms, Conventions, and Techniques



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e83 Form 2.1 identify some of the elements and characteristics of a few simple media forms (e.g., cartoon: colour, music, animation; picture book: cover, printed words, pictures). Teacher prompt: “How are books different from cartoons? How are they the same?”

1e84 Conventions and Techniques 2.2 identify, initially with support and direction, the conventions and techniques used in some familiar media forms (e.g., specific pictures and colours are used in traffic signs to make messages immediately recognizable to drivers and pedestrians; icons are used on computer screens instead of words to help users locate computer functions; jingles and slogans are used in television advertisements to make the messages memorable; background music may be used in a movie to communicate a mood such as suspense or happiness). Teacher prompts: “How do colour and size help you notice a sign?” “What happens to the music when the villain appears? What does that tell you? How does it affect you?”

3. Creating Media Texts

1e85 Purpose and Audience 3.1 identify the topic, purpose, and audience for media texts they plan to create (e.g., a media text to explain the importance of hand-washing to a Kindergarten class, or to tell the story of a class trip to parents or visitors). Teacher prompt: “How can we use photographs to tell the story of our trip? What could we use in addition to the photographs to help visitors understand what we did on our trip?”

1e86 Form 3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create. Teacher prompt: “Which would be a better way to tell the school about an upcoming book sale – a poster or a P.A. announcement by a student? Why?”

1e87 Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., tape-recorded music to reflect the changing scenes or moods in a picture book). Teacher prompt: “How will the music help people understand the book?”



Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 1

1e88 Producing Media Texts 3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,
 a tape-recorded soundtrack for a story;
 a sequence of pictures and/or photographs that tells a story;
 a sign or poster for their classroom or the school;
 a selection of images downloaded from the Internet to accompany a science project;
 a collage of items a story character might enjoy or own;
 an enactment of a scene about a character from a favourite movie)

4. Reflecting on Media Literacy Skills and Strategies

1e89 Metacognition 4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts. Teacher prompts: “How did thinking about your audience help you create your poster?” “How did looking at other posters help you come up with ideas for this poster?”

1e90 Interconnected Skills 4.2 begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts. Teacher prompts: “How did talking about the project with other students help you create a better poster?” “What language skills did you use in creating this media text?”



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

Mathematical Process Expectations

Problem Solving

1m1 apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.

Reasoning And Proving

1m2 apply developing reasoning skills (e.g., pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others).

Reflecting

1m3 demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct).

Selecting Tools and Computational Strategies

1m4 select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems.

Connecting

1m5 make connections among simple mathematical concepts and procedures, and relate mathematical ideas to situations drawn from everyday contexts.

Representing

1m6 create basic representations of simple mathematical ideas (e.g., using concrete materials; physical actions, such as hopping or clapping; pictures; numbers; diagrams; invented symbols), make connections among them, and apply them to solve problems.



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

Communicating

1m7 communicate mathematical thinking orally, visually, and in writing, using everyday language, a developing mathematical vocabulary, and a variety of representations.

Number Sense and Numeration

Overall Expectations

1m8 read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts;

1m9 demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20;

1m10 solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.

Quantity Relationships

1m11 represent, compare, and order whole numbers to 50, using a variety of tools (e.g., connecting cubes, ten frames, base ten materials, number lines, hundreds charts) and contexts (e.g., real-life experiences, number stories);

1m12 read and print in words whole numbers to ten, using meaningful contexts (e.g., storybooks, posters);

1m13 demonstrate, using concrete materials, the concept of conservation of number (e.g., 5 counters represent the number 5, regardless whether they are close together or far apart);



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

1m14 relate numbers to the anchors of 5 and 10 (e.g., 7 is 2 more than 5 and 3 less than 10);

1m15 identify and describe various coins (i.e., penny, nickel, dime, quarter, \$1 coin, \$2 coin), using coin manipulatives or drawings, and state their value (e.g., the value of a penny is one cent; the value of a toonie is two dollars);

1m16 represent money amounts to 20¢, through investigation using coin manipulatives;

1m17 estimate the number of objects in a set, and check by counting (e.g., "I guessed that there were 20 cubes in the pile. I counted them and there were only 17 cubes. 17 is close to 20.");

1m18 compose and decompose numbers up to 20 in a variety of ways, using concrete materials (e.g., 7 can be decomposed using connecting cubes into 6 and 1, or 5 and 2, or 4 and 3);

1m19 divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names (e.g., halves; fourths or quarters).

Counting

1m20 demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting;

1m21 count forward by 1's, 2's, 5's, and 10's to 100, using a variety of tools and strategies (e.g., move with steps; skip count on a number line; place counters on a hundreds chart; connect cubes to show equal groups; count groups of pennies, nickels, or dimes);

1m22 count backwards by 1's from 20 and any number less than 20 (e.g., count backwards from 18 to 11), with and without the use of concrete materials and number lines;



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

1m23 count backwards from 20 by 2's and 5's, using a variety of tools (e.g., number lines, hundreds charts);

1m24 use ordinal numbers to thirty-first in meaningful contexts (e.g., identify the days of the month on a calendar).

Operational Sense

1m25 solve a variety of problems involving the addition and subtraction of whole numbers to 20, using concrete materials and drawings (e.g., pictures, number lines) (Sample problem: Miguel has 12 cookies. Seven cookies are chocolate. Use counters to determine how many cookies are not chocolate.);

1m26 solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of mental strategies (e.g., one more than, one less than, counting on, counting back, doubles);

1m27 add and subtract money amounts to 10¢, using coin manipulatives and drawings.

Measurement

Overall Expectations

1m28 estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size;

1m29 compare, describe, and order objects, using attributes measured in non-standard units.

Attributes, Units, and Measurement Sense



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

1m30 demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring (Sample problem: Measure the length of your desk in different ways; for example, by using several different non-standard units or by starting measurements from opposite ends of the desk. Discuss your findings.);

1m31 estimate, measure (i.e., by placing non-standard units repeatedly, without overlaps or gaps), and record lengths, heights, and distances (e.g., a book is about 10 paper clips wide; a pencil is about 3 toothpicks long);

1m32 construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units (e.g., footprints on cash register tape or on connecting cubes);

1m33 estimate, measure (i.e., by minimizing overlaps and gaps), and describe area, through investigation using non-standard units (e.g., "It took about 15 index cards to cover my desk, with only a little bit of space left over.");

1m34 estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units (e.g., "My journal has the same mass as 13 pencils." "The juice can has the same capacity as 4 pop cans.");

1m35 estimate, measure, and describe the passage of time, through investigation using nonstandard units (e.g., number of sleeps; number of claps; number of flips of a sand timer);

1m36 read demonstration digital and analogue clocks, and use them to identify benchmark times (e.g., times for breakfast, lunch, dinner; the start and end of school; bedtime) and to tell and write time to the hour and half-hour in everyday settings;

1m37 name the months of the year in order, and read the date on a calendar;

1m38 relate temperature to experiences of the seasons (e.g., "In winter, we can skate because it's cold enough for there to be ice.").



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

Measurement Relationships

1m39 compare two or three objects using measurable attributes (e.g., length, height, width, area, temperature, mass, capacity), and describe the objects using relative terms (e.g., taller, heavier, faster, bigger, warmer; "If I put an eraser, a pencil, and a metre stick beside each other, I can see that the eraser is shortest and the metre stick is longest.");

1m40 compare and order objects by their linear measurements, using the same non-standard unit (Sample problem: Using a length of string equal to the length of your forearm, work with a partner to find other objects that are about the same length.);

1m41 use the metre as a benchmark for measuring length, and compare the metre with non-standard units (Sample problem: In the classroom, use a metre stick to find objects that are taller than one metre and objects that are shorter than one metre.);

1m42 describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length (Sample problem: Compare the numbers of paper clips and pencils needed to measure the length of the same table.).

Geometry and Spatial Sense

Overall Expectations

1m43 identify common two-dimensional shapes and three-dimensional figures and sort and classify them by their attributes;*;

1m44 compose and decompose common two-dimensional shapes and three-dimensional figures;

1m45 describe the relative locations of objects using positional language.

Geometric Properties



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

1m46 identify and describe common two-dimensional shapes (e.g., circles, triangles, rectangles, squares) and sort and classify them by their attributes (e.g., colour; size; texture; number of sides), using concrete materials and pictorial representations (e.g., "I put all the triangles in one group. Some are long and skinny, and some are short and fat, but they all have three sides.");

1m47 trace and identify the two-dimensional faces of three-dimensional figures, using concrete models (e.g., "I can see squares on the cube.");

1m48 identify and describe common three-dimensional figures (e.g., cubes, cones, cylinders, spheres, rectangular prisms) and sort and classify them by their attributes (e.g., colour; size; texture; number and shape of faces), using concrete materials and pictorial representations (e.g., "I put the cones and the cylinders in the same group because they all have circles on them.");

1m49 describe similarities and differences between an everyday object and a three-dimensional figure (e.g., "A water bottle looks like a cylinder, except the bottle gets thinner at the top.");

1m50 locate shapes in the environment that have symmetry, and describe the symmetry.

Geometric Relationships

1m51 compose patterns, pictures, and designs, using common two-dimensional shapes (Sample problem: Create a picture of a flower using pattern blocks.);

1m52 identify and describe shapes within other shapes (e.g., shapes within a geometric design);

1m53 build three-dimensional structures using concrete materials, and describe the two-dimensional shapes the structures contain;



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

1m54 cover outline puzzles with two-dimensional shapes (e.g., pattern blocks, tangrams) (Sample problem: Fill in the outline of a boat with tangram pieces.).

Location and Movement

1m55 describe the relative locations of objects or people using positional language (e.g., over, under, above, below, in front of, behind, inside, outside, beside, between, along);

1m56 describe the relative locations of objects on concrete maps created in the classroom (Sample problem: Work with your group to create a map of the classroom in the sand table, using smaller objects to represent the classroom objects. Describe where the teacher's desk and the bookshelves are located.);

1m57 create symmetrical designs and pictures, using concrete materials (e.g., pattern blocks, connecting cubes, paper for folding), and describe the relative locations of the parts.

Patterning and Algebra

Overall Expectations

1m58 identify, describe, extend, and create repeating patterns;

1m59 demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction to 10.

Patterns and Relationships

1m60 identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute (e.g., colour, size, shape, thickness, orientation);



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

- 1m61** identify and extend, through investigation, numeric repeating patterns (e.g., 1, 2, 3, 1, 2, 3, 1, 2, 3, ...);
- 1m62** describe numeric repeating patterns in a hundreds chart;
- 1m63** identify a rule for a repeating pattern (e.g., "We're lining up boy, girl, boy, girl, boy, girl.");
- 1m64** create a repeating pattern involving one attribute (e.g., colour, size, shape, sound) (Sample problem: Use beads to make a string that shows a repeating pattern involving one attribute.);
- 1m65** represent a given repeating pattern in a variety of ways (e.g., pictures, actions, colours, sounds, numbers, letters) (Sample problem: Make an ABA, ABA, ABA pattern using actions like clapping or tapping.).

Expressions and Equality

- 1m66** create a set in which the number of objects is greater than, less than, or equal to the number of objects in a given set;
- 1m67** demonstrate examples of equality, through investigation, using a "balance" model (Sample problem: Demonstrate, using a pan balance, that a train of 7 attached cubes on one side balances a train of 3 cubes and a train of 4 cubes on the other side.);
- 1m68** determine, through investigation using a "balance" model and whole numbers to 10, the number of identical objects that must be added or subtracted to establish equality (Sample problem: On a pan balance, 5 cubes are placed on the left side and 8 cubes are placed on the right side. How many cubes should you take off the right side so that both sides balance?).

Data Management and Probability

Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

Overall Expectations

1m69 collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis;

1m70 read and describe primary data presented in concrete graphs and pictographs;

1m71 describe the likelihood that everyday events will happen.

Collection and Organization of Data

1m72 demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour, size), and by describing informal sorting experiences (e.g., helping to put away groceries) (Sample problem: Sort a collection of attribute blocks by colour. Re-sort the same collection by shape.);

1m73 collect and organize primary data (e.g., data collected by the class) that is categorical (i.e., that can be organized into categories based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods (e.g., arranging objects, placing stickers, drawing pictures, making tally marks) (Sample problem: Collect and organize data about the favourite fruit that students in your class like to eat.).

Data Relationships

1m74 read primary data presented in concrete graphs and pictographs, and describe the data using comparative language (e.g., more students chose summer than winter as their single favourite season);

1m75 pose and answer questions about collected data (Sample problem: What was the most popular fruit chosen by the students in your class?).



Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 1

Probability

1m76

describe the likelihood that everyday events will occur, using mathematical language (i.e., impossible, unlikely, less likely, more likely, certain) (e.g., "It's unlikely that I will win the contest shown on the cereal box.").



Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 1

Oral Communication, Reading, and Writing

Overall Expectations

- 1n1** demonstrate basic communication skills;
- 1n2** talk about familiar topics using simple words;
- 1n3** use both verbal and non-verbal cues to understand spoken language;
- 1n4** demonstrate a basic understanding of vocabulary and language structures appropriate for this grade;
- 1n5** demonstrate a basic understanding of the reading process;
- 1n6** demonstrate a basic understanding of the writing system used in the program;
- 1n7** demonstrate an appreciation and understanding of aspects of the Native culture under study. (Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.)

Oral Communication

- 1n8** talk about familiar topics using basic vocabulary (e.g., identify members of the family);



Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 1

1n9 demonstrate basic communication skills by participating in simple activities (e.g., work with peers to classify objects in the class-room by colour);

1n10 follow simple instructions (e.g., by making a physical response - see Total Physical Response (TPR) in “Explanatory Notes”, p. 42);

1n11 respond appropriately to simple questions (e.g., Who are you? When are you going? Where are you going?);

1n12 listen to simple oral messages using both verbal and non-verbal cues (e.g., tone of voice, facial expression, gestures).

Reading

1n13 demonstrate familiarity with the writing system used in the program (alphabet or syllabics chart);

1n14 read simple words, using the alphabet or syllabics chart, pictures, and other visual aids;

1n15 participate in structured reading activities appropriate for the grade (e.g., read the alphabet or syllabics chart, match words to pictures);

1n16 use pictures and other visual cues to develop reading skills;

1n17 recognize words and language structures that have been introduced orally;



Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 1

1n18 read familiar words aloud using pictures.

Writing

1n19 demonstrate a basic understanding of the writing system used in the program (alphabet or syllabics chart);

1n20 write the letters of the alphabet or syllabic characters correctly;

1n21 write simple words, using the alphabet or syllabics chart, pictures, and other visual aids;

1n22 demonstrate an understanding of words introduced orally by creating vocabulary lists for specific topics (e.g., words associated with the family, special days).

Grammar, Language Conventions, and Vocabulary

Language elements: nouns and pronouns

1n23 singular form of nouns;

1n24 personal pronounssingular form (e.g., I, you, she/he);

1n25 pronoun as subjectsingular form (e.g., I,you);



Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 1

1n26 demonstrative pronoun singular form (e.g., this, that);

1n27 demonstratives with nouns - singular form (e.g., this house, that boat);

1n28 possessive pronoun singular form (e.g., it's mine, it's yours);

1n29 possessive form of nouns (e.g., my car, your car, my hat, your hat);

1n30 independent locatives (e.g., beside, behind, under, up, in front).

Language elements: verbs

1n31 present tense of verbs with a singular pronoun or noun (e.g., I am eating, John is talking).

Language elements: interrogative constructions

1n32 question words (e.g., where, what, who).

Language elements: negative constructions

1n33 words expressing simple negation (e.g., no).



Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 1

Vocabulary

- | | |
|-------------|---|
| 1n34 | words used to designate simple colours (e.g., white, black, red, blue, yellow, brown, green, orange); |
| 1n35 | numbers from 1 to 10; numbers to 100 by 10's; |
| 1n36 | words associated with objects found in the classroom, time, days, weather, and the immediate family (e.g., mother, father, brother, sister); |
| 1n37 | words associated with money (e.g., penny, nickel, dime, quarter, loonie, two-dollar coin). |

Spelling

- | | |
|-------------|---|
| 1n38 | correct use of syllabic characters or letters of the alphabet; |
| 1n39 | use of resources (e.g., consonant/vowel charts, syllabics chart). |



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

UNDERSTANDING LIFE SYSTEMS: Needs and Characteristics of Living Things

Overall Expectations

1s1 1. assess the role of humans in maintaining a healthy environment;

1s2 2. investigate needs and characteristics of plants and animals, including humans;

1s3 3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.

1. Relating Science and Technology to Society and the Environment

1s4 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans (e.g., walk to school instead of being driven in the car; be careful what they put down the drain at home; practise cleanliness to reduce the spread of germs when helping in the kitchen; show care and concern for all living things). Sample guiding questions: What happens to humans when part of their environment is not healthy? What happens to other animals and plants when part of their environment is not healthy? What are some ways that humans help and hurt other living things? What can we do at home to help keep our environment healthy? What can we do here at school? What does our community do to help keep our environment healthy?



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1s5 1.2 describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life (e.g., if we lost all the cows, all the insects, all the bats, all the trees, all the grasses), taking different points of view into consideration (e.g., the point of view of farmers, children, parents). Sample guiding questions: What are some living things that we see every day? Which are plants? Which are animals? What makes them important to us and to the environment? How would things be different for us as humans if there were no cows (trees, insects, bats, grass)? How would things be different for other living things? How would the environment be different? What are some things we can do to show that we care for other living things and appreciate what they do for us and for the environment?

2. Developing Investigation and Communication Skills

1s6 2.1 follow established safety procedures and humane practices during science and technology investigations (e.g., show care and concern when handling animals)

1s7 2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources (e.g., prior knowledge, personal experience, discussion, books, videos/DVDs, CD-ROMs). Sample guiding questions: What is the difference between living things and non-living things? What are some of the things that humans need to live and grow? What do other living things need to live and grow? In what ways are all living things alike? What are some ways in which they are different? In what ways might humans interfere with the ability of other living things to get what they need to live (e.g., by polluting the water that animals drink and live in; by removing plants from their natural growing places and putting them in their gardens)? Why do some Aboriginal people consider rocks to be living things?

1s8 2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans (e.g., some plants produce flowers and some do not; most plants have roots; some animals have two legs, while others have four; all animals have sense organs)



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1s9 2.4 investigate the physical characteristics of plants (e.g., basic parts, size, shape, colour) and explain how they help the plant meet its basic needs (e.g., roots anchor the plant and help provide the plant with food and water; some plants have brightly coloured flowers to attract bees), using a variety of methods and resources (e.g., direct observation of live plants in the classroom and in the schoolyard, prior knowledge, personal experience, diagrams and/or charts). Sample guiding questions: What are the things that plants need in order to grow and survive? What parts do most plants have? How does each of these parts help the plant to get what it needs to grow and survive?

1s10 2.5 investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them (e.g., our hands have fingers and a thumb that are flexible to allow us to pick up food; our legs have the two biggest bones in our bodies, to carry us around to do the things we need to do; our tongue has bumps that help us to determine if our food is too hot, too cold, or tastes bad; our ears are shaped like cones to catch sounds that warn us that danger is near and to hear the beautiful sounds of nature), using a variety of methods and resources (e.g., observation of themselves and other animals, outdoor experiences, prior knowledge, personal experience, diagrams and/or charts)

1s11 2.6 use appropriate science and technology vocabulary, including investigation, explore, needs, space, and food, in oral and written communication

1s12 2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., create a diorama to illustrate the basic needs of plants and animals, including humans)

3. Understanding Basic Concepts

1s13 3.1 identify environment as the area in which something or someone exists or lives



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1s14 3.2 identify the physical characteristics (e.g., size, shape, colour, common parts) of a variety of plants and animals (e.g., sunflowers are tall, with a long stalk, leaves, and big, round, yellow flowers with hundreds of seeds; dogs can be big or small, come in many shapes and colours, have four legs, and usually have a tail and are covered with fur)

1s15 3.3 identify the location and function of major parts of the human body, including sense organs (e.g., lungs are in my chest and are used for breathing; teeth are in my mouth and are used for eating; hair is on my head for protection from the cold; ears are on the sides of my head and are used for hearing)

1s16 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment

1s17 3.5 describe how showing care and respect for all living things helps to maintain a healthy environment (e.g., leaving all living things in their natural environment; feeding birds during cold winter months; helping to plant and care for plants in the gardens that attract birds and butterflies; caring for the school and the schoolyard as an environment)

1s18 3.6 identify what living things provide for other living things (e.g., trees produce the oxygen that other living things breathe; plants such as tomatoes and apple trees and animals such as cows and fish provide food for humans and for other animals; a tree stump provides a home for a chipmunk; porcupines chew off the tips of hemlock limbs, providing food for deer in winter)

1s19 3.7 describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms (e.g., the food animals eat and the water they drink are returned to the earth as scat and urine)

UNDERSTANDING STRUCTURES AND MECHANISMS: Materials, Objects, and Everyday Structures

Overall Expectations

1s20 1. assess the impact on people and the environment of objects and structures and the materials used in them;



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1s21 2. investigate structures that are built for a specific purpose to see how their design and materials suit the purpose;

1s22 3. demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used.

1. Relating Science and Technology to Society and the Environment

1s23 1.1 identify the kinds of waste produced in the classroom, and plan and carry out a classroom course of action for minimizing waste, explaining why each action is important. Sample prompts: Many children in our class bring their lunch to school, and after lunch our garbage can is full of soft-drink cans, tinfoil, plastic wrap, apple cores, and orange rinds. Where else might we put some of these things? Our class likes to do cut-and-paste activities, and we all like the fresh new sheets of paper. How else might we find the paper that we need? When we tidy up, we put all of the scraps in the garbage pail. What else might we do with them?

1s24 1.2 assess objects in their environment that are constructed for similar purposes (e.g., chairs at home and at school; different kinds of shoes; different kinds of floor coverings) in terms of the type of materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer needed. Sample guiding questions: What is the purpose of the objects you have chosen? In what ways are your objects the same? In what ways are they different? Where might someone get the materials from which one of your objects is made (e.g., wood from trees, cotton from plants)? In what ways is each of your objects well suited for the place it is in or the task that it does? What happens to your object when it can no longer do the job it was designed to do? What might be some alternative ways of “disposing” of your object (e.g., shoes that no longer fit can be given to a younger sibling or to a community group for distribution to someone who can use them; the wood from an old chair might be used to build a play table and chairs)?

2. Developing Investigation and Communication Skills



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

- 1s25** 2.1 follow established safety procedures during science and technology investigations (e.g., wear safety goggles when using saws and hammers)
- 1s26** 2.2 investigate characteristics of various objects and structures, using their senses
- 1s27** 2.3 investigate, through experimentation, the properties of various materials (e.g., the best materials for absorbing or repelling water, for flexibility, for strength: the flexibility of plastic makes plastic wrap useful for covering food in order to keep it fresh; the impermeability of rubber enables rubber boots to keep feet dry)
- 1s28** 2.4 use technological problem-solving skills (see page 16), and knowledge acquired from previous investigations, to design, build, and test a structure for a specific purpose (e.g., a tent, a model of a swing set or other playground equipment, a bird feeder, a wigwam for people who need to move throughout the year). Sample guiding questions: What is the purpose of your structure? What materials did you use to build your structure? Why did you choose those materials instead of _____ to build your structure? What did you use to fasten your structure together? What might happen to the materials in your structure when it is no longer being used?
- 1s29** 2.5 use appropriate science and technology vocabulary, including experiment, explore, purpose, rigid, flexible, solid, and smooth, in oral and written communication
- 1s30** 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., orally explain their choices of materials and design decisions when presenting their structures)

3. Understanding Basic Concepts

- 1s31** 3.1 describe objects as things that are made of one or more materials



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1s32	3.2 describe structures as supporting frameworks
1s33	3.3 describe materials as the substances from which something is made
1s34	3.4 describe the function/purpose of the observable characteristics (e.g., texture, height, shape, colour) of various objects and structures, using information gathered through their senses (e.g., sandpaper is rough to help take the rough edges off wood; a traffic light is tall so it can be easily seen; a stop sign is the same shape and colour in many countries around the world to make it easily recognizable)
1s35	3.5 identify the materials that make up objects and structures (e.g., wood, plastic, steel, paper, polystyrene foam, cloth)
1s36	3.6 distinguish between objects (including structures) and materials found in nature (e.g., tree: sap) and those made by humans (e.g., toy: plastic)
1s37	3.7 describe the properties of materials that enable the objects and structures made from them to perform their intended function
1s38	3.8 list different kinds of fasteners (e.g., tape, glue, button, zipper), and describe the uses of each
1s39	3.9 identify the sources in nature of some common materials that are used in making structures (e.g., paper and rubber come from trees; plastic comes from petroleum; steel comes from metals and minerals in the ground)

UNDERSTANDING MATTER AND ENERGY: Energy in Our Lives

Overall Expectations



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1s40 1. assess uses of energy at home, at school, and in the community, and suggest ways to use less energy;

1s41 2. investigate how different types of energy are used in daily life;

1s42 3. demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth.

1. Relating Science and Technology to Society and the Environment

1s43 1.1 describe their own and their family's uses of energy (e.g., to operate lights, video games, cars, computers); identify ways in which these uses are efficient or wasteful, taking different points of view into consideration (e.g., the point of view of a parent, a sibling, a member of their extended family); suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices. Sample issues: "My house is a few blocks from my school, but every day my dad drives me to and from school in the car, because he wants me to be safe." "My brothers and sisters all have MP3 players and video games, and they use a lot of batteries to keep them running." "We try to turn out the lights when we aren't in a room, but Grandma needs the lights to move around the house safely."

1s44 1.2 describe how the everyday lives of different people and other living things would be affected if electrical energy were no longer available (e.g., families, farmers, businesses and stores, a company that offers alternative energy sources such as solar-powered devices, the plants in a hydroponic greenhouse, the tropical animals in a Canadian zoo)

2. Developing Investigation and Communication Skills

1s45 2.1 follow established safety procedures during science and technology investigations (e.g., keep work spaces neat and tidy by putting all tools, materials, and equipment back where they belong)



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1s46 2.2 investigate how the sun affects the air, land, and/or water, using a variety of methods (e.g., standing outside on a sunny and a cloudy day and noting the differences; putting a dish of water in the sun and the shade and observing what happens) and resources (e.g., books, videos/ DVDs, CD-ROMs, the Internet)

1s47 2.3 design and construct a device that uses energy to perform a task (e.g., a kite that flies using the wind; a musical instrument that uses human energy to make sounds)

1s48 2.4 investigate and compare seasonal differences in the ways we use energy and the types of energy we use (e.g., we keep warm in winter by wearing a sweater and using furnaces and woodstoves; we stay cool in summer by sitting in the shade or going to places that are air conditioned; we adjust the amount of light we need by opening or closing the curtains and turning lights on or off)

1s49 2.5 use scientific inquiry/experimentation skills (see page 12), and knowledge acquired from previous investigations, to explore the effects of light and heat from the sun (e.g., by growing plants in the presence and absence of sunlight; by feeling the temperature of dark papers that have been in the sun and in the shade; by covering a portion of a piece of coloured paper and exposing the paper to the sun)

1s50 2.6 investigate how the sun's energy allows humans to meet their basic needs, including the need for food (e.g., trace the flow of energy from the sun, which provides energy to plants, which make food for animals to eat, and then from plants and animals, which provide food for humans to eat)

1s51 2.7 use appropriate science and technology vocabulary, including explore, investigate, design, energy, and survival, in oral and written communication

1s52 2.8 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use labelled diagrams to show what happened when plants were grown in varying light conditions)

3. Understanding Basic Concepts



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1s53 3.1 demonstrate an understanding that energy is what makes the things they do or see happen

1s54 3.2 demonstrate an understanding that the sun, as the earth's principal source of energy, warms the air, land, and water; is a source of light for the earth; and makes it possible to grow food

1s55 3.3 identify food as a source of energy for themselves and other living things

1s56 3.4 identify everyday uses of various sources of energy (e.g., food to help animals, including humans, survive and move; natural gas to heat homes and schools; petroleum to power cars and buses; electricity to power lights; batteries to power toys)

1s57 3.5 demonstrate an understanding that humans get the energy resources they need from the world around them (e.g., the wood, oil, and gas to heat our homes and cook our food) and that the supply of many of these resources is limited so care needs to be taken in how we use them.

UNDERSTANDING EARTH AND SPACE SYSTEMS: Daily and Seasonal Changes

Overall Expectations

1s58 1. assess the impact of daily and seasonal changes on living things, including humans;

1s59 2. investigate daily and seasonal changes;

1s60 3. demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1. Relating Science and Technology to Society and the Environment

1s61 1.1 assess the impact of daily and seasonal changes on human outdoor activities (e.g., farming, gardening, swimming, skating, soccer) and identify innovations that allow for some of these activities to take place indoors out of season (e.g., greenhouses allow farming and gardening to happen in cold weather; arenas can make ice in all seasons for skating and hockey; community centres can provide warm places in all seasons for swimming). Sample guiding questions: Why do you and your family do different things outdoors during the day than at night? What are some outdoor human activities that can go on in any season? Why can this happen? What are some outdoor activities that can happen only in certain seasons? Why? How might it be possible for these activities to happen in other seasons? What might be some advantages and disadvantages of making this happen?

1s62 1.2 assess ways in which daily and seasonal changes have an impact on society and the environment (e.g., In winter, some people suffer from seasonal disorders because there is less light from the sun than in summer. When the weather gets cold, people turn on heat in their homes; when the weather gets hotter they turn on fans, air conditioners, and pool heaters and pumps, all of which means that more energy is being used. At night in winter, when people get home from work and school, they all turn on appliances at around the same time [peak hours], which puts a strain on the power supplies. In summer, people increase their use of water to wash their cars and water their lawns and gardens; unless there is plenty of rain, this usage of water puts a strain on water supplies. In winter, it is harder for birds that do not migrate and animals that do not hibernate to find food and water. Some plants die when summer is over; others undergo changes, such as losing their leaves and going dormant until spring. The Anishinaabe people tell their stories only in the winter when there is snow on the ground.)

2. Developing Investigation and Communication Skills

1s63 2.1 follow established safety procedures during science and technology investigations (e.g., never look directly at the sun; wear a hat and sunscreen when working outdoors)

1s64 2.2 investigate the changes in the amount of light from the sun that occur throughout the day and year (e.g., compare the amount of light observed at bedtime during summer vacation with the amount observed at bedtime during winter vacation)



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1s65 2.3 investigate the changes in the amount of heat from the sun that occur throughout the day and in the various seasons (e.g., use their prior experience of the sun’s warmth, and measure, record, and compare outdoor temperatures at different times of day and in different months of the year)

1s66 2.4 use scientific inquiry/research skills (see page 15), including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects (e.g., the sun shines during the day, and the moon and stars are visible at night; leaves change colour in the fall; there are fewer birds in winter; dogs’ fur gets thicker in winter; trees and flowers bloom in spring). Sample guiding questions: What are some changes that take place between day and night? What changes in plants, animals, and the weather take place between summer and fall? Between fall and winter? Between winter and spring? How do these changes affect your activities and those of your family?

1s67 2.5 use appropriate science and technology vocabulary, including investigate, temperature, hibernate, dormant, energy, and survival, in oral and written communication

1s68 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., contribute to a class book about their observations of seasonal changes; keep a weekly pictorial journal in which they record and describe the weather through the seasons)

3. Understanding Basic Concepts

1s69 3.1 identify the sun as Earth’s principal source of heat and light

1s70 3.2 define a cycle as a circular sequence of events

1s71 3.3 describe changes in the amount of heat and light from the sun that occur throughout the day and the seasons



Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 1

1s72 3.4 describe and compare the four seasons (e.g., in terms of amount of daylight, type of precipitation, temperature)

1s73 3.5 describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes (e.g., in fall, some plants shed their leaves and some birds migrate; in winter some animals change colour)

1s74 3.6 describe how humans prepare for and/or respond to daily and seasonal changes (e.g., by wearing appropriate clothing, carrying an umbrella, turning on an air conditioner or heater)



Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 1

HC: Relationships, Rules, and Responsibilities

Overall Expectations

- 1z1** identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- 1z2** use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;
- 1z3** explain how and why relationships, rules, and responsibilities may change over time, and in different places.

Knowledge and Understanding

- 1z4** state in simple terms what "relationships", "rules", and "responsibilities" are;
- 1z5** explain why rules and responsibilities have been established (e.g., for protection and safety, for fair division of work);
- 1z6** identify important relationships in their lives (e.g., with family members, friends, pets, teachers) and name some responsibilities that are part of these relationships;
- 1z7** describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;
- 1z8** identify significant events in their lives (e.g., their first day of school, a trip) and the rules associated with them;



Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 1

1z9 describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering).

Inquiry/Research and Communication Skills

1z10 brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;

1z11 use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, technology);

1z12 use illustrations, key words, and simple sentences (e.g., chart, picture book, cartoon) to sort, classify, and record information about relationships, rules, and responsibilities;

1z13 construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about relationships, rules, and responsibilities in their daily lives (e.g., timeline of a school day, class graph of students' responsibilities at home);

1z14 use appropriate vocabulary (e.g., change, rights, responsibilities, roles, respecting rules, cooperating, being courteous) to communicate the results of inquiries and observations about relationships, rules, and responsibilities.

Application

1z15 explain how events and actions (e.g., a ban on popular toys at school, birth of a sibling) can cause rules and responsibilities to change, and describe what some new rules and responsibilities might be;

1z16 identify an area of concern (e.g., littering, sharing, conflicts), and suggest changes in rules or responsibilities to provide possible solutions;



Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 1

1z17	order a sequence of events to demonstrate how relationships, rules, or responsibilities change over time (e.g., throughout the day, throughout the school year), and in different places.
-------------	---

CWC: The Local Community

Overall Expectations

1z18	recognize that communities consist of various physical features and community facilities that meet human needs;
-------------	---

1z19	use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area;
-------------	---

1z20	describe how people in the community interact with each other and the physical environment to meet human needs.
-------------	---

Knowledge and Understanding

1z21	identify the physical and social needs of residents in an area (e.g., for food, water, shelter, safety, recreation, social interaction);
-------------	--

1z22	identify the distinguishing physical features of their community (e.g., buildings, roads, rivers, lakes);
-------------	---

1z23	list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
-------------	---

1z24	identify the places in which people work and describe the technologies, tools, and vehicles they use;
-------------	---



Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 1

1z25 list the different ways in which people travel around the community (e.g., by bus, car, bicycle; on foot).

Inquiry/Research and Communication Skills

1z26 brainstorm and ask simple questions (e.g., Who? What? When? Where?) to gain information about their local community;

1z27 use pictures, maps, print materials, media sources, and/or class trips to locate information about their local community, including safe places in the community (e.g., school, police station, homes of block parents and neighbours);

1z28 use illustrations, key words, and simple sentences (e.g., graphic organizer, cooperative big book) to sort, classify, and record information about their local community;

1z29 use appropriate vocabulary (e.g., location, map, symbol, distance, title, legend, direction) to communicate the results of inquiries and observations about their local community.

Map, Globe, and Graphic Skills

1z30 make models and read maps of familiar areas in their local community;

1z31 use non-standard units to measure distance on a map (e.g., paces, tiles, blocks);

1z32 demonstrate an understanding of scale (e.g., give the reasons for using small objects to represent large ones on a map);



Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 1

1z33 use their own symbols on a map to identify buildings and places in their local community (e.g., house, barn, school, fire station, police station, community centre, road, shopping area);

1z34 recognize that different colours represent different things on a map (e.g., blue/water, green/land);

1z35 use appropriate words (e.g., left/right, up/down, front/back, near/far, above/below) to describe relative locations of places and objects.

Application

1z36 identify and describe routes within the school (e.g., fire route, exit route), using familiar symbols and landmarks (e.g., washroom, drinking fountain, offices);

1z37 construct a model of their local community to show how people's physical and social needs are served within the area (e.g., locations of fire station, small or large retail buildings, recreational facilities, school, library; transportation routes);

1z38 list a variety of occupations in the community and explain how they meet people's needs.