

Curriculum Expectations

GRADE 1

for

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



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*)
- 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 readaloud 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...”*)
- 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 largegroup 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*)
- 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

- 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?”
- 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?”

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*)
- 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** 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

- 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*)
- 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
- 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*)
- 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?”
- 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?”
- 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

- 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?”
- 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?”

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;

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);
- 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;

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

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.").

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

- 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;

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);

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

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?).

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.").

Life Systems

Overall Expectations

- 1s1** • demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air, and water);
- 1s2** • investigate the characteristics and needs of animals and plants;
- 1s3** • demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans.

Understanding Basic Concepts

- 1s4** – identify major parts of the human body and describe their functions (e.g., arms and legs for movement; lungs and nose for breathing);
- 1s5** – identify the location and function of each sense organ;
- 1s6** – classify characteristics of animals and plants by using the senses (e.g., texture, colour, size, sounds);
- 1s7** – describe the different ways in which animals move (e.g., moles burrow with their large, strong front limbs; fish undulate their bodies) to meet their needs;
- 1s8** – identify and describe common characteristics of humans and other animals that they have observed, and identify variations in these characteristics (e.g., eye and hair colour);
- 1s9** – describe some basic changes in humans as they grow (e.g., growth of feet, hands, arms; loss of baby teeth), and compare changes in humans with changes in other living things;
- 1s10** – describe patterns that they have observed in living things (e.g., sunflower, pine cone, turtle’s shell).

Developing Skills of Inquiry, Design and Communication

- 1s11** – select and use appropriate tools to increase their capacity to observe (e.g., magnifying glass, stethoscope);
- 1s12** – ask questions about and identify some needs of living things, and explore possible answers to these questions and ways of meeting these needs (e.g., predict how an animal will move on the basis of two or more characteristics that they have observed);
- 1s13** – plan investigations to answer some of these questions or find ways of meeting these needs;
- 1s14** – use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use body, legs, wings, and feelers in describing an insect);
- 1s15** – record relevant observations, findings, and measurements, using written language, drawings, charts, and concrete materials (e.g., make a drawing of an insect, observing with the unaided eye, and a drawing of the same insect while using a magnifying glass);
- 1s16** – communicate the procedures and results of investigations for specific purposes, using demonstrations, drawings, and oral and written descriptions (e.g., demonstrate how a bird builds a nest).

Relating Science and Technology to the World Outside the School

- 1s17** – compare the basic needs of humans with the needs of other living things (e.g., the need for food, air, water, light);
- 1s18** – compare ways in which humans and other animals use their senses to meet their needs (e.g., use of the senses of sight and smell in finding food);
- 1s19** – describe ways in which people adapt to the loss or limitation of sensory or physical ability (e.g., blind people develop more acute hearing; people who cannot walk may use a wheel chair);
- 1s20** – identify a familiar animal or plant from seeing only a part of it (e.g., a feather of a bird, a leaf of a tree);

- 1s21** – describe ways in which the senses can both protect and mislead (e.g., seeing enables us to avoid walking into an obstacle; the sense of smell is not reliable when we have a cold);
- 1s22** – describe a balanced diet using the four basic food groups outlined in Canada’s Food Guide to Healthy Eating, and demonstrate awareness of the natural sources of items in the food groups (e.g., bread is made from plant products; meat and milk come from animals);
- 1s23** – identify ways in which individuals can maintain a healthy environment for themselves and for other living things (e.g., practise cleanliness to reduce the spreading of germs; ensure that materials such as toy balloons are not left outdoors since they are harmful to birds if they are ingested).

Matter and Materials

Overall Expectations

- 1s24** • distinguish between objects and materials (e.g., scissors are objects and they can be made of metal and/or plastic), and identify and describe the properties of some materials (e.g., flexibility of plastic, hardness of wood);
- 1s25** • investigate the properties of materials and make appropriate use of materials when designing and making objects;
- 1s26** • describe the function of specific materials in manufactured objects that they and others use in daily life.

Understanding Basic Concepts

- 1s27** – identify each of the senses and demonstrate understanding of how they help us recognize and use a variety of materials (e.g., our sense of sight enables us to determine whether a banana is ripe; our sense of hearing tells us whether the washing machine is working properly);
- 1s28** – describe various materials using information gathered by using their senses (e.g., a piece of steel is hard, shiny, and cold, and makes a ringing noise when tapped; a ceramic bowl is hard and rough-textured, and makes a dull sound when tapped);
- 1s29** – identify properties of materials that are important to the purpose and function of the objects that are made from them (e.g., the flexibility of plastic makes plastic wrap useful for covering food in order to keep it fresh);
- 1s30** – describe, using their observations, ways in which materials can be changed to alter their appearance, smell, and texture (e.g., cooking changes the smell and texture of ingredients on a pizza; painting rough wood makes it smoother).

Developing Skills of Inquiry, Design and Communication

- 1s31** – sort objects (e.g., students’ coats, lunch bags, cooking utensils) and describe the different materials from which those objects are made;
- 1s32** – demonstrate ways in which various materials can be manipulated to produce different sounds (e.g., produce sounds by tapping the sides of glasses that contain different amounts of water) and describe their findings;
- 1s33** – design a usable product that is aesthetically pleasing (e.g., a tote bag, cookie, musical instrument) and construct it by combining and modifying materials that they have selected themselves;
- 1s34** – ask questions about and identify needs and problems related to objects and materials, and explore possible answers and solutions (e.g., test materials to determine which ones insulate more efficiently; test different fabrics to determine which are waterproof);
- 1s35** – plan investigations to answer some of these questions or solve some of these problems;
- 1s36** – use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use words such as soft, smooth, rough, and sticky when describing textures);

- 1s37** – record relevant observations, findings, and measurements, using written language, drawings, charts, and concrete materials (e.g., make a display board and record the results of their testing of chalk on different materials);
- 1s38** – communicate the procedures and results of investigations for specific purposes, using demonstrations, drawings, and oral and written descriptions (e.g., display examples of materials tested and indicate which ones were best for writing on).

Relating Science and Technology to the World Outside the School

- 1s39** – describe how properties of materials (e.g., sounds, textures, lustre) help us learn about natural and human-made objects;
- 1s40** – identify materials that can be used to join and fasten other materials (e.g., tape for paper; thread for buttons);
- 1s41** – demonstrate ways of reusing materials and objects in daily activities (e.g., reuse of plastic containers for storing food);
- 1s42** – recognize that objects made of certain materials can be recycled (e.g., pop cans, plastic jugs, newspapers);
- 1s43** – identify, through observation, the same material in different objects (e.g., cotton in shirts and towels; glass in magnifying glasses and windows; wood in pencils and furniture);
- 1s44** – compare objects constructed for similar purposes (e.g., different types of chairs) and identify the similarities and differences between their corresponding parts and the materials from which they are made (e.g., metal, wood);
- 1s45** – identify materials commonly used in manufactured objects as well as the source of those materials (e.g., wood from trees).

Energy and Control

Overall Expectations

- 1s46** • demonstrate an understanding of ways in which energy is used in daily life;
- 1s47** • investigate some common devices and systems that use energy and ways in which these can be controlled manually;
- 1s48** • describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved.

Understanding Basic Concepts

- 1s49** – recognize that the sun is the principal source of energy used on the surface of the earth;
- 1s50** – identify food as a source of energy for themselves and other living things;
- 1s51** – identify everyday uses of energy (e.g., gas to heat our homes, electricity to cook our food);
- 1s52** – describe how our senses of touch, hearing, and sight help us to control energy-using devices in the home, school, and community (e.g., our sensitivity to heat and cold (sense of touch) tells us to turn a tap to adjust the water temperature; our sense of hearing tells us to turn off the alarm clock; our sense of sight tells us when to apply the brakes on our bicycle).

Developing Skills of Inquiry, Design and Communication

- 1s53** – construct a manually controlled device that performs a specific task (e.g., a folding fan);
- 1s54** – operate a simple device or system and identify the input and output (e.g., a hair dryer: the input is electricity, the output is heat);
- 1s55** – ask questions about and identify needs and problems related to energy production or use in the immediate environment, and explore possible answers and solutions (e.g., discuss how people might cope with a power failure at home – by using candles for light, the barbecue for outdoor cooking, the fireplace for heat);

- 1s56** – plan investigations to answer some of these questions or solve some of these problems;
- 1s57** – use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use words such as electricity, lights, energy);
- 1s58** – record relevant observations, findings, and measurements using written language, drawings, concrete materials, and charts (e.g., create an energy poster illustrating the various forms of energy used in daily life and how they are controlled);
- 1s59** – communicate the procedures and results of investigations and explorations for specific purposes, using demonstrations, drawings, and oral and written descriptions (e.g., prepare a chart of energy conservation practices at home; prepare a chart illustrating how their senses help them use and control everyday devices).

Relating Science and Technology to the World Outside the School

- 1s60** – describe the different forms of energy used in a variety of everyday devices (e.g., coiled springs in wind-up toys, wood in fireplaces);
- 1s61** – identify everyday devices that are controlled manually (e.g., a cassette recorder, lights);
- 1s62** – identify devices they use that consume energy (e.g., lights, computers) and list things they can do to reduce energy consumption (e.g., turn lights out when leaving a room);
- 1s63** – select one of the most common forms of energy used every day and predict the effect on their lives if it were no longer available.

Structures and Mechanisms

Overall Expectations

- 1s64** • demonstrate awareness that structures have distinctive characteristics;
- 1s65** • design and make structures that meet a specific need;
- 1s66** • demonstrate understanding of the characteristics of different structures and of ways in which they are made, and recognize and use some systems in the home or at school.

Understanding Basic Concepts

- 1s67** – explain the function of different structures (e.g., house, car, bridge, chair, umbrella, television, wheelbarrow);
- 1s68** – identify ways in which various structures are similar to and different from others in form and function (e.g., rooms all have walls but are different in size and are used for different purposes; rubber balls are round and solid whereas balloons are round and hollow)
- 1s69** – classify various structures in their environment (e.g., fences, stairs, ladders, bridges, water towers) according to specific features (e.g., size, materials) and functions;
- 1s70** – identify geometric shapes (e.g., square, triangle, circle) in ordinary structures;
- 1s71** – describe patterns that are produced by the repetition of specific shapes or motifs in various materials and objects (e.g., the pattern formed by triangles in a bridge or by flowers on wallpaper).

Developing Skills of Inquiry, Design and Communication

- 1s72** – design and make different structures using concrete materials, and explain the function of the structure (e.g., a toy bridge, a slide for testing a marble);
- 1s73** – ask questions about and identify needs or problems related to structures in their immediate environment, and explore possible answers and solutions (e.g., make a box or a net in which to store a toy that has several pieces);
- 1s74** – plan investigations to answer some of these questions or solve some of these problems;

- 1s75** – use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use words such as triangle, tall, and zigzag in describing shapes; use input and output in describing the operation of a machine);
- 1s76** – record relevant observations, findings, and measurements, using written language, drawings, charts, and concrete materials (e.g., record the number of different shapes in a playground and draw them);
- 1s77** – communicate the procedures and results of investigations and explorations for specific purposes, using demonstrations, drawings, and oral and written descriptions (e.g., set up a display of different cooking utensils and identify the function of each utensil);
- 1s78** – use appropriate natural and manufactured materials to make structures (e.g., cut paper, mix sand and water, combine pipe cleaners, use moulding clay);
- 1s79** – select appropriate tools and utensils (e.g., pencil, paintbrush, scissors, hacksaw, spoon, measuring cup);
- 1s80** – use tools appropriately when joining and shaping various materials (e.g., nails, glue, sandpaper).

Relating Science and Technology to the World Outside the School

- 1s81** – distinguish between structures and devices made by humans (e.g., houses, toys, televisions) and structures found in nature (e.g., bird nests, honeycombs);
- 1s82** – explain the function of a structure that they have made and describe how they made it (e.g., a bridge, a castle);
- 1s83** – identify structures whose function is indicated by their shape (e.g., railway-crossing barrier, stop sign, key);
- 1s84** – examine different kinds of fasteners (e.g., tape, button, zipper) and indicate where they are used;
- 1s85** – use and recognize the effects of different kinds of finishing techniques and processes (e.g., painting, adding decals) on structures they have designed and made;
- 1s86** – recognize that a product is manufactured to meet a need (e.g., scissors for cutting paper; coping saws for cutting wood);
- 1s87** – identify the action (input) required to operate an everyday system (e.g., pressing a button to ring a doorbell), and identify the response (output) of that system (e.g., the ringing of the doorbell);
- 1s88** – describe, using their own experience, how the parts of some systems work together (e.g., wheels and axle; pulley and string).

Earth and Space Systems

Overall Expectations

- 1s89** • demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour, and location of living things;
- 1s90** • investigate changes that occur in a daily cycle and in a seasonal cycle;
- 1s91** • describe how living things, including humans, adapt to and prepare for daily and seasonal changes.

Understanding Basic Concepts

- 1s92** – identify the sun as a source of heat and light;
- 1s93** – compare the different characteristics of the four seasons (e.g., length of day, type of precipitation);
- 1s94** – use units of time related to the earth's cycles (e.g., days, months, seasons);

- 1s95** – describe, using their observations, changes in heat and light from the sun over a period of time (e.g., measure and describe outdoor temperature changes at different times of the day; observe and describe how the position of the sun influences the length and shape of shadows).

Developing Skills of Inquiry, Design and Communication

- 1s96** – design and construct models of structures that would provide protection against local weather conditions (e.g., bus shelters, umbrellas, houses);
- 1s97** – ask questions about and identify needs or problems arising from observable events in the environment, and explore possible answers and solutions (e.g., chart observations of a sunflower over several days and identify a pattern in the movement of the head of the flower; record sunrise times and sunset times and observe a pattern);
- 1s98** – plan investigations to answer some of these questions or solve some of these problems;
- 1s99** – use appropriate vocabulary in describing their explorations, investigations, and observations (e.g., use words such as buds, flowers, seeds, and leaves to identify seasonal changes in plants);
- 1s100** – record relevant observations, findings, and measurements, using written language, drawings, concrete materials, and charts (e.g., draw pictures of how animals live and what they do at different times of the year; measure and record changes in temperature);
- 1s101** – communicate the procedures and results of explorations and investigations for specific purposes, using demonstrations, drawings, and oral and written descriptions (e.g., write and illustrate a booklet about their observations of seasonal changes; keep a journal recording and describing the weather for a given period of time).

Relating Science and Technology to the World Outside the School

- 1s102** – identify outdoor human activities that are based on the seasons (e.g., swimming, gardening, skating) and examine some of the solutions humans have found to make it possible to engage in these activities out of season (e.g., community and sports centres make it possible to swim and skate in any season; greenhouses make it possible to garden in any season);
- 1s103** – identify characteristics of clothing worn in different seasons and make appropriate decisions about clothing for different environmental conditions;
- 1s104** – identify features of houses that help keep us sheltered and comfortable throughout daily and seasonal cycles (e.g., lights, furnaces);
- 1s105** – describe changes in the characteristics and behaviour of living things that occur on a daily basis (e.g., their own daily routines at school and at home, the behaviour of nocturnal animals, changes in certain plants and flowers);
- 1s106** – describe changes in the characteristics, behaviour, and location of living things that occur in seasonal cycles (e.g., trees shed their leaves, birds migrate);
- 1s107** – describe ways in which humans modify their behaviour to adapt to changes in temperature and sunlight during the day (e.g., they put on extra clothing when it gets colder, they wear sunglasses).

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;
- 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;
- 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;
- 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);
- 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.

Healthy Living

Overall Expectations

- 1p1** • identify healthy eating habits;
- 1p2** • identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things;
- 1p3** • recognize safety risks and safe practices;
- 1p4** • recognize commonly used medicines and household products.

Healthy Eating

- 1p5** – identify the food groups and give examples of foods in each group;
- 1p6** – suggest occasions (e.g., a bake sale, a class party) when they can choose healthy food snacks, and describe the factors affecting their choices (e.g., choices made because of allergies or culture);
- 1p7** – describe ways to care for their teeth;

Growth and Development

- 1p8** – describe simple life cycles of plants and animals, including humans;
- 1p9** – recognize that rest, food, and exercise affect growth;
- 1p10** – identify the major parts of the body by their proper names;

Personal Safety / Injury Prevention

- 1p11** – outline the potential safety risks in the home, school, and community (e.g., from fire or toys);
- 1p12** – describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them;
- 1p13** – identify people who can provide personal safety assistance (e.g., block parents) and explain how to access them (e.g., by phoning 9-1-1);

Substance Use / Abuse

- 1p14** – recognize that there are some medicines (e.g., cough syrup, nose drops) and other substances (e.g., vitamins) that help the body when used properly (safely);
- 1p15** – identify (e.g., from their symbols and labels) medicines and household products that are harmful to the body;
- 1p16** – employ decision-making skills to identify when and how medicines should be used (e.g., seeking out adult assistance).

Fundamental Movement Skills

Overall Expectations

- 1p17** • perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., galloping, running), manipulation (e.g., throwing, catching), and stability (e.g., jumping, landing);
- 1p18** • demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion/travelling, manipulation, and stability skills.

Locomotion / Travelling Skills

- 1p19** – travel in a variety of ways (e.g., leap, gallop) in different directions in response to signals (e.g., stop or go signals);
- 1p20** – travel in a variety of ways using different pathways (e.g., straight, curved, or zigzag pathways in creative dance);

Manipulation Skills

- 1p21** – throw objects of various sizes and shapes underhand, using one or two hands and large targets (e.g., toss a bean bag through a hoop);
- 1p22** – catch objects of various sizes, shapes, and textures below the waist and using two hands (e.g., catch a utility or beach ball);
- 1p23** – bounce, while stationary, a ball with one hand;

Stability Skills

- 1p24** – jump forward with control, using a variety of take-offs and landings;
- 1p25** – demonstrate basic static balances (e.g., stork balance) without equipment;
- 1p26** – transfer their weight from one body part to another.

Active Participation

Overall Expectations

- 1p27** • participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance, fitness activities, outdoor pursuits);
- 1p28** • recognize the importance of being physically active;
- 1p29** • acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
- 1p30** • follow safety procedures related to physical activity, equipment, and facilities.

Physical Activity

- 1p31** – participate vigorously in all aspects of the program (e.g., physical activity centres, dancing to music, tag games);
- 1p32** – display readiness to participate in the instructional program (e.g., joining in readily, wearing appropriate clothing, removing jewellery);
- 1p33** – follow instructions, pay attention, and attempt new activities;

Physical Fitness

- 1p34** – participate in moderate to vigorous physical activity (e.g., animal-walk fitness circuit) for a minimum of twenty minutes each day, including appropriate warm-up and cool-down procedures;
- 1p35** – recognize that the heart is always beating and pumping blood to the muscles and the rest of the body, and that increased activity increases both the work of the heart and the speed of breathing;

Living Skills

- 1p36** – participate in class or small-group discussion activities related to physical activity (e.g., goal setting through a theme-related activity such as a walk-run to the Olympics);
- 1p37** – work co-operatively with others (e.g., sharing equipment, helping others);
- 1p38** – demonstrate respect for others in group situations (e.g., being courteous, speaking kindly).

Music

Overall Expectations

- 1a1** • demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- 1a2** • use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- 1a3** • listen to and identify music from different cultures and historical periods (e.g., French- Canadian folk songs such as “Alouette”, Native Canadian songs such as “Ho Ho Watenay”);
- 1a4** • communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

Knowledge of Elements

- 1a5** – identify correctly specific sounds heard in their classroom environment (e.g., sound of a door closing, chalk squeaking);
- 1a6** – identify examples of beat in daily life and in music (e.g., heartbeat, steady pulse of a bass drum in a march);
- 1a7** – identify rhythms in language (e.g., patterns of long and short sounds in nursery rhymes);
- 1a8** – distinguish between beat and rhythm in a simple song;
- 1a9** – identify higher- and lower-pitched sounds in their environment and in music;
- 1a10** – identify examples of dynamics (the varying degree of volume of sound) in their environment and in music;
- 1a11** – identify different tempi (faster and slower speeds) in their environment and in music;
- 1a12** – reproduce specific pitches in group call-and-response activities (e.g., respond with “I am fine” to the leader’s question “How are you?”).

Creative Work

- 1a13** – express their responses to various kinds of music (e.g., fast, slow, loud, soft) by means of appropriate movements (e.g., marching, dancing);
- 1a14** – sing music from a variety of cultures and historical periods;
- 1a15** – create rhythmic patterns, using a variety of sounds (e.g., sounds made with the voice or instruments or by clapping);
- 1a16** – produce a specific effect (e.g., the sound of wind, sounds of farm animals), using various sound sources (e.g., the voice, the body, musical instruments, “found” materials such as sticks or combs);
- 1a17** – sing expressively, showing awareness of the meaning of the text;
- 1a18** – create simple accompaniments and sound effects to songs, poems, and chants, using the voice, instruments, or “found” materials;
- 1a19** – accompany songs, using appropriate rhythm instruments (e.g., tambourines), body percussion (e.g., clapping), or “found” instruments;
- 1a20** – create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound.

Critical Thinking

- 1a21** – communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer, paints, crayons);
- 1a22** – identify ways in which music is a part of their daily life (e.g., music is used in the media, in family celebrations);
- 1a23** – describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (e.g., “I like this music because it is fast and it makes me want to dance”);

- 1a24** – recognize that mood can be created through music (e.g., in “Lullaby” by Brahms, in “Dance of the Sugar Plum Fairy” by Tchaikovsky).

Visual Arts

Overall Expectations

- 1a25** • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes;
- 1a26** • use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art;
- 1a27** • describe how the ideas in a variety of art works relate to their own knowledge and experience;
- 1a28** • use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Knowledge of Elements

- 1a29** – recognize and name the primary colours of pigment (red, blue, yellow);
- 1a30** – identify the value of a colour (i.e., distinguish between lighter and darker tones of a colour);
- 1a31** – describe different kinds of lines (e.g., jagged, broken, straight, curved);
- 1a32** – identify the horizon line;
- 1a33** – distinguish between geometric and organic shapes and forms;
- 1a34** – describe the texture of various familiar objects (e.g., rough, smooth, slippery, wet), using vocabulary and terminology appropriate for this grade;
- 1a35** – identify the elements of design in familiar environments (e.g., the colours in the classroom; the shapes used in wallpaper samples; the forms found in a piano, rectangles, columns);
- 1a36** – identify a variety of art tools, materials, and techniques, and demonstrate understanding of their proper and safe use (e.g., brushes, sponges, fingers, sticks for painting; modelling clay for making sculptures; oil pastels, crayons, markers, pencil crayons for drawing).

Creative Work

- 1a37** – make artistic choices in their work, using at least one of the elements of design specified for this grade (e.g., create a three-dimensional work, using “found” materials to create specific textures);
- 1a38** – produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings (e.g., paint a picture about a class trip);
- 1a39** – identify, in a plan, the subject matter and the tools and materials they will use to produce an art work;
- 1a40** – identify strengths and areas for improvement in their own and others’ art works (e.g., “I like the way I painted the dog. Next time I will use smaller brushes so I can make the fur look real”).

Critical Thinking

- 1a41** – describe the subject matter in both their own and others’ art work (e.g., La Orana Maria by Paul Gauguin and Kettle of Soap by Joseph-Charles Franchère, which depict people engaged in everyday activities);
- 1a42** – describe, using appropriate vocabulary, how artists use the elements of design to communicate information and create a particular mood (e.g., the use of the bright primary colours red and yellow to suggest happiness);

- 1a43** – express a response to an art work that clearly communicates how the ideas, information, and feelings relate to their own experiences (e.g., a response in which they note that the artist’s representation of a boy playing with a dog relates to the stories they have been reading about pets).

Drama & Dance

Overall Expectations

- 1a44** • demonstrate an understanding of some basic elements of drama and dance (e.g., character, rhythm);
- 1a45** • interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences);
- 1a46** • create short dance pieces, using techniques learned in this grade;
- 1a47** • communicate understanding of works in drama and dance through discussion, movement, and visual art work;
- 1a48** • solve problems in everyday situations through role playing and movement in drama and dance.

Knowledge of Elements

- 1a49** – identify ways in which the voice and body can be used to convey thoughts and feelings when role playing (e.g., changing tone of voice and volume; changing speed or rhythm of movement);
- 1a50** – identify and correctly use drama and dance vocabulary (e.g., in role, out of role, position, direction);
- 1a51** – identify the meaning of symbols used in their dramatic exploration of stories and poems (e.g., the “circle of friendship”);
- 1a52** – describe some basic ways in which the body can be used in space and time (e.g., freezing in position to look like a statue);
- 1a53** – demonstrate their knowledge of the movements of natural objects and materials (e.g., trees, flowers, water), using their voice and/or body.

Creative Work

- 1a54** – communicate their responses to a variety of stimuli (e.g., nursery rhymes, poetry, stories, picture books) by using elements of drama and dance (e.g., chanting in a group, movement);
- 1a55** – use the vocabulary and body movements of a particular character when role playing;
- 1a56** – demonstrate control of their bodies when moving like different objects and animals (e.g., a clock ticking, a cat stretching);
- 1a57** – create dance phrases, showing the beginning and the end of their work in appropriate ways.

Critical Thinking

- 1a58** – describe ways in which the experiences of characters in simple performances relate to their own experiences;
- 1a59** – identify themes and subjects used in works of drama and dance;
- 1a60** – demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face);
- 1a61** – identify ways in which role playing and movement are part of their daily experience (e.g., changing tone of voice or speed of walking to express a mood).