



Education and Early
Childhood Development

Specific Curriculum Outcomes Framework

Grade 1

2013

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Introduction

This learning outcomes framework comprises a series of specific curriculum outcome statements describing what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in their public school education. Through an ongoing process, the Department of Education and Early Childhood Development is developing a learning outcomes framework for each area of the public school program.

This document provides an overview of the learning outcomes framework organized by grade level and subject area. It is intended to serve as a brief survey of expected learning outcomes and as a tool to assist teachers in program planning. The connections among learning outcomes reflect natural affinities among subject areas and facilitate the design of a balanced, integrated program.

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to the *Journey On* documents, located on the Department of Education and Early Childhood Development website <http://www.edu.pe.ca/journeyon/>

Foundation documents provide the framework for general and key-stage curriculum outcomes, outline the focus and key features of the curriculum, and describe contexts for learning and teaching. Curriculum guides elaborate on specific curriculum outcomes and describe other aspects of curriculum, such as program design and components, instructional and assessment strategies, and resources.

General curriculum outcomes are statements which identify what students are expected to know and be able to do upon completion of study in a curriculum area. Key-stage curriculum outcomes are statements which identify what students are expected to know and be able to do by the end of Grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in a curriculum area. Specific curriculum outcomes are statements which identify what students are expected to know and be able to do at a particular grade level.

The following overview of the learning outcomes framework notes general curriculum outcomes and specific curriculum outcomes.

Elementary Program Components

Elementary schools must include, for all children in each year's program for kindergarten through Grades 1-6, health, language arts, mathematics, music, physical education, social studies, science, and visual arts. The elementary program does not include technology education as a subject area; however, the general and key-stage curriculum outcomes for technology education included in this booklet provide a framework for teachers of kindergarten through Grades 1-6 to use in integrating technology education within learning experiences across the curriculum.

Communication and Information Technology

General Technology Outcomes

GTO A - Technology Problem Solving

Students will be expected to design, develop, evaluate, and articulate technological solutions.

GTO B - Technology Systems

Students will be expected to operate and manage technological solutions.

GTO C - History and Evolution of Technology

Students will be expected to demonstrate an understanding of the history and evolution of technology and of its social and cultural implications.

GTO D - Technology and Careers

Students will be expected to demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work.

GTO E - Technological Responsibility

Students will be expected to demonstrate an understanding of the consequences of their technological choices.

CODES USED IN CONTINUUM

(A) AWARENESS LEVEL

The student is exposed to the technology as it is being used by others.

Specific Curriculum Outcomes

Computer System

Students will be expected to

- B1.1 (A) login, open, and close a program, open, save and manage technological solutions; close a file with a mouse
- B1.13 (A) identify computer viruses, how they are transmitted, and how anti-virus software is used to protect or clean a computer
- B1.14 (A) identify SPAM, pop-up ads, spyware, and other invasive software coding
- C1.1 (A) identify technologies that are found in everyday life

Social, Ethical, and Health

Students will be expected to

- A2.1 (A) identify aspects of an ergonomic workstation (lighting, monitor angle, work placement, keyboard height, seat height, posture, etc.)
- B2.1 (A) demonstrate proper touch keyboarding techniques (i.e., home row, quick key strokes, proper reaches)
- E2.1 (A) respect equipment and other student's work
- E2.2 (A) work cooperatively at work station
- E2.3 (A) adhere to *Acceptable Use Agreement* for work stations/network/Internet
- E2.8 (A) demonstrate caution before sending personal information over the Internet

Internet

Students will be expected to

- A3.1 (A) demonstrate awareness of the Internet as a source of information
- A3.2 (A) use various tools (search engines and directories) and strategies necessary to carry out research

Concept Maps

Students will be expected to

- A4.3 (A) categorize ideas graphically
- A4.4 (A) create links between ideas; re-link or delete links between ideas
- A4.5 (A) elaborate on ideas (i.e., adding notes, annotations, etc.)

Graphics

Students will be expected to

- A5.1 (A) create illustrations or graphics by using the various drawing tools
- B5.1 (A) demonstrate various object editing features (i.e., select, unselect, resize, crop, area fill, add colour and pattern, size adjustment using the mouse or scale, various erasing techniques, object orientation, change font and text size, colour or appearance, create text blocks, change text wrap selection and other text manipulation functions)

General Technology Outcomes

Specific Curriculum Outcomes

Word Processing

Students will be expected to

- A7.3 (A) identify examples of desktop publishing (i.e., newspaper, catalogue, ads, brochure)
- B7.1 (A) use a grade level appropriate word processor to create and edit written work
- B7.2 (A) locate characters on a keyboard and identify functions of word processing (i.e., cursor, insertion point, enter key, space bar, upper case, backspace, shortcut key)

Multimedia

Students will be expected to

- B8.1 (A) navigate multimedia resources such as slide shows, on-line resources, or CD-ROM interactive educational activities

Database

Students will be expected to

- A9.1 (A) use an existing database (CD-ROM, MicroCat, Dynex, Internet search engine) to find information (sign up for Provincial Library Card - Abbycat)
- B9.1 (A) enter data into a pre-existing database, edit data, and use automated text

Telecommunications

Email:

Students will be expected to

- B10.1 (A) send messages
- B10.2 (A) open messages

Web Authoring

Students will be expected to

- A11.1 (A) identify web page creation possibilities

English Language Arts

General Curriculum Outcomes

Speaking and Listening

GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

GCO 3: Students will interact with sensitivity and respect, considering the situation, audience, and purpose.

Specific Curriculum Outcomes

Students will be expected to

(Emergent)

- 1.1 express feelings and give simple descriptions of past experiences
- 1.2 begin to ask and respond to questions, seeking information (i.e., who? what? why? where? when?)
- 1.3 express opinions (i.e., I like ... ; I don't like ...)
- 1.4 listen to the ideas and opinions of others

(Early)

- 1.1 express thoughts and feelings and describe experiences
- 1.2 ask and respond to questions to clarify information or gather further information
- 1.3 express opinions and give simple explanations for some of their opinions (I like ... because)
- 1.4 listen to others' ideas and opinions

(Emergent)

- 2.1 participate in conversation and in small- and whole-group discussion
- 2.2 begin to use gestures and tone to convey meaning
- 2.3 respond to and give simple directions or instructions
- 2.4 engage in simple oral presentations and respond to oral presentations and other texts

(Early)

- 2.1 sustain one-to-one conversations and contribute to small- and large-group interactions
- 2.2 use intonation, facial expressions, and gestures to communicate ideas and feelings
- 2.3 respond to and give instructions or directions that include two or three components
- 2.4 engage in informal oral presentations and respond to a variety of oral presentations and other texts

(Emergent)

- 3.1 demonstrate that they are becoming aware of social conventions in group work and co-operative play
- 3.2 develop the concepts/vocabulary of feelings and awareness that some vocabulary choices can hurt people
- 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

(Early)

- 3.1 demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- 3.2 recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- 3.3 recognize that volume of voice needs to be adjusted according to the situation (e.g., playground, classroom)

General Curriculum Outcomes

Reading & Viewing

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Specific Curriculum Outcomes

Students will be expected to

(Emergent)

- 4.1 regard reading/viewing as sources of interest, enjoyment, and information
- 4.2 understand basic concepts of print including directionality, word, space, letter, and sound
- 4.3 select, with teacher assistance, texts appropriate to their interests and learning needs
- 4.4 engage in reading or reading-like behaviour as they experience a variety of literature
- 4.5 use, with support, the various cueing systems and a variety of strategies to construct meaning from text
 - use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct
 - use knowledge of oral language patterns (syntax) to predict and confirm/self-correct
 - begin to use knowledge of sound symbol relationships as one reading cue (e.g., initial and final consonants)
 - begin to match one-to-one spoken to printed word
 - begin to recognize some high frequency sight words

(Early)

- 4.1 regard reading/viewing as sources of interest, enjoyment, and information
- 4.2 expand their understanding of concepts of print
 - punctuation in text serves a purpose
 - upper- and lower-case letters have specific forms and functions (first word in sentences and proper names)
- 4.3 select independently, and with teacher assistance, texts appropriate to their interests and learning needs
- 4.4 use some features of written text to determine content, locate topics, and obtain information
- 4.5 use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct
 - predict on the basis of what makes sense, what sounds right, and what the print suggests
 - make meaningful substitutions
 - attempt to self-correct predictions that interfere with meaning
 - begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (i.e., Did it make sense? Did it sound right? If it's tiger, would it start with "p"?)

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- 4.6 use a variety of strategies to create meaning
- identify main idea
 - predict content using text information along with personal knowledge and experiences
 - make inferences by drawing on their own experiences and clues in the text
 - identify character traits from contextual clues
 - make connections between texts, noticing similarities in characters, events, illustrations, and language
 - follow written directions
- 4.7 consistently match one-to-one

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

(Emergent)

- 5.1 with assistance, interact with a variety of simple texts (e.g., pictures, computer software, videotapes, non-fiction) as well as human and community resources

(Early)

- 5.1 engage in research process with assistance
- generate questions to guide research
 - locate appropriate information with assistance (classroom, library, home, community)
 - interact with the information

GCO 6: Students will be expected to respond personally to a range of texts.

(Emergent)

- 6.1 respond personally to texts in a variety of ways
- 6.2 express opinions about texts and the work of authors and illustrators

(Early)

- 6.1 make personal connections to text and share their responses in a variety of ways
- 6.2 express and begin to support opinions about texts and the work of authors and illustrators

GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.

(Emergent)

- 7.1 recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)
- 7.2 recognize some basic components of texts such as author, illustrator, and title
- 7.3 begin to ask questions of text
- 7.4 begin to develop an understanding and respect for diversity

General Curriculum Outcomes

Writing and Other Ways of Representing

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes

Students will be expected to

(Early)

- 7.1 use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics
- 7.2 respond critically to texts
 - formulate questions as well as understandings
 - develop an understanding and respect for diversity

(Emergent)

- 8.1 understand that print carries a message
- 8.2 use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)

(Early)

- 8.1 use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- 8.2 begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)
- 8.3 begin to experiment with language choices in imaginative writing and other ways of representing

(Emergent)

- 9.1 create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
- 9.2 demonstrate a beginning awareness of audience and purpose
- 9.3 begin to consider readers'/listeners'/viewers' questions/comments about their work

(Early)

- 9.1 use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)
- 9.2 demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes
 - realize that work to be shared with an audience needs editing

General Curriculum Outcomes

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Specific Curriculum Outcomes

Students will be expected to

- 9.3 consider their readers'/viewers'/listeners' questions/comments and begin to use such responses to assess and extend their learning

(Emergent)

- 10.1 begin to develop strategies for pre-writing, drafting, revising, editing, and presenting, e.g.,
- use drawing and talking as ways to rehearse for writing
 - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
 - confer with others, respond orally to comments, and begin to add on (simple revision strategies)
 - use simple editing strategies such as adding more letters to one or two words, or putting in periods
 - share writing and other representations with others in a variety of ways
- 10.2 use some conventions of written language
- use drawings, letters, and approximations to record meaning
 - develop the concept of directionality (left to right; top to bottom)
 - establish one-to-one correspondence between spoken and written words
 - begin to use spacing between words
 - write complete sentences (although they are not always punctuated correctly with periods)
 - experiment with punctuation (sometimes overgeneralize use of periods - e.g., periods after every word)
 - understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately)
 - use letters to represent the predominate sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and ending sound)
 - begin to spell some words conventionally
- 10.3 demonstrate engagement with writing and other forms of representation
- choose to write when given a choice of activities
 - take risks to express self in writing
 - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role-playing, telling a story through drawing and writing)
 - write in play situations (e.g., making grocery lists, making signs, playing school, preparing menus)
 - engage in writing and representing activities every day
 - share writing and other representations willingly with others

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- 10.4 with assistance, begin to use technology in writing and other forms of representing
- use a tape recorder to tape a completed piece of writing, an oral retelling, or a dramatization
 - use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw picture and write a caption
- 10.5 with assistance, engage in the research process to construct and communicate meaning
- interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources
 - record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)
 - share information with others in a variety of ways

(Early)

- 10.1 develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
- use prewriting strategies, such as drawing, talking, and reflecting
 - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
 - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
 - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation - capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
 - use a variety of techniques for publishing/presenting sharingwriting/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine
- 10.2 use some conventions of written language
- use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun "I", and sentence beginnings

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- 10.3 demonstrate engagement with the creation of pieces of writing and other representations
- engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.)
 - choose to write independently during free choice time
 - share writing and other representations with others and seek response
 - contribute during shared writing activities
 - contribute observations/information to classroom records of field trips, science experiments, etc.
- 10.4 with assistance, experiment with technology in writing and other forms of representing
- use a tape recorder to record choral readings, dramatizations, retellings, or finished pieces of writing
 - create illustrations/drawings with a computer graphics/drawing program
 - compose simple text (and begin to revise and edit) with a word processing program
 - share writing/representations on-line
- 10.5 select, organize, and combine, with assistance, relevant information to construct and communicate meaning
- interact with resources (print, non-print, or human) to answer their own questions or learning needs
 - with assistance, develop strategies for making and organizing notes
 - create a new product
 - share their information in a variety of simple ways

Health

General Curriculum Outcomes

Wellness Choices

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Specific Curriculum Outcomes

Personal Health

Students will be expected to

- W-1.1 describe the health benefits of physical activity
- W-1.2 demonstrate positive hygiene and health care habits
- W-1.3 identify the specific physical changes that occur during early childhood
- W-1.4 identify physical characteristics that make themselves both similar to and different from others
- W-1.5 recognize the importance of basic healthy nutritional choices to well-being of self

Safety and Responsibility

Students will be expected to

- W-1.6 identify symbols and safety rules for hazardous household products
- W-1.7 describe actions to use in unsafe or abusive situations
- W-1.8 describe fire safety behaviours and burn injury prevention
- W-1.9 describe appropriate safety behaviours in and around a school building, and on and around a school playground
- W-1.10 demonstrate how to seek emergency help using 911
- W-1.11 describe appropriate behaviour around domestic and wild animals
- W-1.12 demonstrate a beginning understanding of what rabies is and what to do if bitten or scratched by an animal
- W-1.13 give examples of animals that sometimes carry rabies
- W-1.14 describe actions of a responsible pet owner

Understanding and Expressing Feelings

Students will be expected to

- R-1.1 recognize and demonstrate various ways to express feelings
- R-1.2 identify physiological responses to feelings
- R-1.3 identify positive and negative feelings associated with stress/change
- R-1.4 compare and contrast positive and negative nonverbal communication and associated feelings

Interactions

Students will be expected to

- R-1.5 identify characteristics of being a good friend
- R-1.6 explain how personal behaviours and attitudes can influence the feelings and actions of others
- R-1.7 demonstrate age-appropriate ways to resolve conflict with limited assistance

General Curriculum Outcomes

Life Learning Choices

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Specific Curriculum Outcomes

Group Roles and Processes

Students will be expected to

- R-1.8 work cooperatively with a partner
- R-1.9 recognize and accept individual differences within groups and families

Interactions

Students will be expected to

- L-1.1 demonstrate age-appropriate independence in completing tasks and activities
- L-1.2 explore different ways to know, or come to know, new things
- L-1.3 identify steps of a decision-making process for an age-appropriate issue
- L-1.4 define a goal, and recognize that setting goals helps accomplish tasks

Life Goals and Career Development

Students will be expected to

- L-1.5 recognize interests, strengths, and skills of self
- L-1.6 demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid

Volunteerism

Students will be expected to

- L-1.7 describe ways people volunteer in the school and in the community
- L-1.8 select and perform volunteer tasks in the classroom

Mathematics

General Curriculum Outcomes

Number (N)

GCO: Develop number sense.

Specific Curriculum Outcomes

Students will be expected to

- N1 Say the number sequence, 0 to 100, by:
- 1s forward and backward between any two given numbers;
 - 2s to 20, forward starting at 0;
 - 5s and 10s to 100, forward starting at 0.
- N2 Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots.
- N3 Demonstrate an understanding of counting by:
- indicating that the last number said identifies “how many”;
 - showing that any set has only one count;
 - using the counting on strategy;
 - using parts or equal groups to count sets.
- N4 Represent and describe numbers to 20 concretely, pictorially, and symbolically.
- N5 Compare sets containing up to 20 elements to solve problems using:
- referents;
 - one-to-one correspondence.
- N6 Estimate quantities to 20 by using referents.
- N7 Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles.
- N8 Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.
- N9 Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically by:
- using familiar and mathematical language to describe additive and subtractive actions from their experience;
 - creating and solving problems in context that involve addition and subtraction;
 - modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically.
- N10 Describe and use mental mathematics strategies (memorization not intended), such as:
- counting on and counting back;
 - making 10;
 - doubles;
 - using addition to subtract
- to determine the basic addition facts to 18 and related subtraction facts.

General Curriculum Outcomes

Patterns and Relations (PR)

GCO: Use patterns to describe the world and solve problems.

Shape and Space (SS)

GCO: Use direct and indirect measure to solve problems.

Specific Curriculum Outcomes

Students will be expected to

- PR1 Demonstrate an understanding of repeating patterns (two to four elements) by:
- describing;
 - reproducing;
 - extending;
 - creating
- patterns using manipulatives, diagrams, sounds and actions.
- PR2 Translate repeating patterns from one representation to another.
- PR3 Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).
- PR4 Record equalities using the equal symbol.
- SS1 Demonstrate an understanding of measurement as a process of comparing by:
- identifying attributes that can be compared;
 - ordering objects;
 - making statements of comparison;
 - filling, covering, or matching.
- SS2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.
- SS3 Replicate composite 2-D shapes and 3-D objects.
- SS4 Compare 2-D shapes to parts of 3-D objects in the environment.

Music

General Curriculum Outcomes

Musical Awareness and Appreciation

GCO 2: Students will be expected to develop an appreciation of the importance of music in daily life and respect the role that music plays in their heritage and culture.

Specific Curriculum Outcomes

Students will be expected to

- 1.2.1 talk about how music is a source of enjoyment and personal well-being
- 1.2.2 be aware of the different roles music has in a variety of private and public contexts, for example, home, school, church, and community events
- 1.2.3 describe their thoughts and feelings about music and explore ways in which music expresses events and experiences in their everyday lives
- 1.2.4 demonstrate an awareness of cultural contexts of music, including the music of Atlantic Canada
- 1.2.5 explore different and diverse musical cultures of the past and present
- 1.2.6 experience artistic, kinesthetic, and social connections between music and the other arts (dance, drama, literature, and visual arts)

Physical Education

Please note: The three goals, Active Living, Skilful Movement, and Relationships will be referred throughout this section as GCO 1, GCO 2, and GCO 3.

GCO 1: Active Living

Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

GCO 2: Skilful Movement

Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

GCO 3: Relationships

Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

General Curriculum Outcomes

GCO 1

Active Living

Students will be expected to

1.1 Health-Related Fitness

Build a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength

Cross-curricular link

Science: Needs and Characteristics of Living Things

1.2 Active Living

Examine and express what it means to be active each day, and the personal benefits of being active

Cross-curricular link

Health: Wellness Choices - W-1.1

GCO 2

Skilful Movement

Students will be expected to

1.3 Locomotor Skills

Explore, express, and apply, with guidance, a variety of ways to skilfully move the body through space, including at a

- control level of skill when
 - walking
 - running
 - jumping forward and landing
 - jumping sideways and landing
- progressive-toward-control level of skill when:
 - jumping backward and landing
 - hopping (body moves on one foot as in right foot to right foot)
 - skipping (combines a step and a hop)
 - leaping (body “takes off” from one foot, propels through air for distance, then lands on the opposite foot)

General Curriculum Outcomes

NOTE: Rolling is a safety skill that supports future participation in movement activities. Grade 1 students should be asked to show how they can roll forward and not be challenged to go beyond forward rolls of their own creation. Descriptors of how to roll safely are provided here as they appear in the Grade 2 curriculum.

GCO 1, GCO 2, GCO 3

Specific Curriculum Outcomes

Students will be expected to

- sliding (one foot steps and the other moves to meet the first foot, “step-close”)
- galloping (one foot steps, body propels upward, other foot moves to meet the first foot)
- rolling forward (see note at the left)
- rolling sideways

1.4 Non-Locomotor Skills

Explore, express, and apply, with guidance, a variety of ways to skilfully move the body on the spot, including at a

- control level of skill when
 - balancing
 - jumping and landing on feet on the spot
- progressing-towards-control level of skill when
 - landing on hands from kneeling position
 - rotating on the spot

1.5 Manipulative Skills

Explore, express, and apply, with guidance, a variety of ways to skilfully move objects, including at a progressing-towards-control level when

- throwing (rolling)
- catching (collecting, gathering)
- kicking
- dribbling
- striking

Active Living, Skilful Movement, Relationships

Students will be expected to

1.6 Movement Variables

Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in

- space (personal space, general space, levels, directions, pathways)
- effort (force, time/speed)
- relationships (individually and with objects)

1.7 Rhythmical Movement

Explore and demonstrate rhythmical movement in response to different rhythms (e.g., quick, slow, sharp, soft) and dance patterns, using locomotor skills and non-locomotor skills

- hopping (body moves on one foot as in right foot to right foot)
- skipping (combines a step and a hop)
- leaping (body “takes off” from one foot, propels through air for distance, then lands on the opposite foot)

General Curriculum Outcomes

GCO 3

(Prince Edward Island Physical Education Safety Guidelines document.)

Specific Curriculum Outcomes

Students will be expected to

- 1.8 Play Strategies and Skills
Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including
- low-organizational games involving travelling (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping)
 - target games (e.g., ring or hoop toss, bowling, bocce ball)
 - alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing)

Relationships

Students will be expected to

- 1.9 Safety and Co-operation
Demonstrate, with little or no support, safe and co-operative behaviours while participating in physical education activities
- 1.10 Relationships
Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings

Cross-curricular link

Health: Relationship Choices Outcomes

Science

General Curriculum Outcomes

STSE/Knowledge

GCO 1: Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)

GCO 3: Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

Skills

GCO 2: Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

Attitudes

GCO 4: Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

Specific Curriculum Outcomes

Skills and Process of Science (SP)

Students will be expected to

SP-1 Share their own observations and ideas in a variety of ways

Physical Science - Materials, Objects and our Senses (PS)

Students will be expected to

PS-1 Describe a wide range of materials using their senses

PS-2 Evaluate the suitability of materials for a specific purpose

PS-3 Create a model or toy from scrap material

Life Science (LS): Needs and Characteristics of Living Things

Students will be expected to

LS-1 Distinguish between characteristics that make plants and animals unique

LS-2 Classify the characteristics and needs of living things

Earth and Space Science (ESS): Daily and Seasonal Changes

Students will be expected to

ESS-1 Analyse daily and seasonal changes in the environment

ESS-2 Evaluate the characteristics of the four seasons

Social Studies

General Curriculum Outcomes

Citizenship, Power, and Governance

GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

Individuals, Societies, and Economic Decisions

GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Interdependence

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment — locally, nationally, and globally — and the implications for a sustainable future.

People, Place, and Environment

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Time, Continuity, and Change

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Specific Curriculum Outcomes

Conceptual Organizer: Interactions

Students will be expected to

Unit One: Groups

- 1.1.1 demonstrate an understanding of the importance of interactions between people
- 1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups
- 1.1.3 demonstrate an understanding that people within groups have rights and responsibilities

Unit Two: Environments

Students will be expected to

- 1.2.1 recognize that environments have natural and constructed features
- 1.2.2 describe how people depend upon and interact with different natural environments
- 1.2.3 take age-appropriate action to practise responsible behaviour in caring for the environment

Unit Three: Place and Time

Students will be expected to

- 1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations
- 1.3.2 demonstrate an understanding that the way people live in their community evolves over time
- 1.3.3 demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time
- 1.3.4 explain how interactions between communities have changed over time

Unit Four: Needs and Wants

- 1.4.1 recognize that all people have needs and wants
- 1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met
- 1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services

Visual Arts

General Curriculum Outcomes

Strand One: Fundamental Concepts

Students will be expected to develop an understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

Strand Two: Creating and Presenting

Students will be expected to apply the creative process 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.

Specific Curriculum Outcomes

Elements of Art and Design

Students will be expected to

- FC1.1 develop an understanding of the elements and principles of art and design in creating and viewing artwork
- line: jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines
 - shape and form: geometric and organic shapes and forms of familiar objects
 - space and colours: depiction of objects in the distance as smaller and closer to the top of the art paper
 - colour: mixing of primary colours; identification of warm and cool colours
 - texture: textures of familiar objects; changes in texture; a pattern of lines to show texture
 - value: light, dark

Principles of Art and Design

Students will develop understanding of all principles of design (that is contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 1 will be on contrast.

- contrast: light/dark; large/small; pure/mixed colours

Students will be expected to

- CP1.1 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)
- CP1.2 demonstrate an understanding of composition, using principles of art and 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])
- CP1.3 use the elements of art and design in artworks to communicate ideas, messages, and understandings (e.g., a pattern of broken, wavy, and zigzag lines to make the bark of a tree look rough in a drawing)
- CP1.4 use a variety of materials, tools, and techniques to respond to design challenges
- drawing: use wax crayon or oil pastel lines on coloured paper to express their responses to different kinds of music or rhythm

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- mixed media: use torn paper and textured materials to create a landscape collage of a playground that includes a horizon line
- painting: create *paint resist that are made with wax crayon on paper, using rubbing plates that use a variety of textures (e.g., bumpy, wavy) to create imaginary creatures
- printmaking: use cut sponge or cardboard and paint stamping to make a pattern of geometric and organ shapes
- sculpture: use glued or taped scrap wood to build a wood block sculpture of an imaginary geometric machine

Strand Three: Reflecting, Responding, and Analysing

Students will be expected to apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.

- RRA1.1 express personal feelings and ideas about art experiences and images
(e.g., use drama to respond to a community art work viewed during a neighbourhood walk)
- RRA1.2 explain how elements and principles of art and 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)
- RRA1.3 demonstrate an awareness of the meaning of signs and symbols encountered in their daily life lives and in works of art
(e.g., red is associated with stopping [traffic lights] in PEI, Canada, and United States, luck in China, success in Cherokee culture, mourning in South Africa)
- RRA1.4 identify and document their strengths, their interests, and areas for improvement as creators of art
(e.g., do a think-pair-share on their favourite part of one of their art works)

Strand Four: 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.

- EC1.1 identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences
(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)
- EC1.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places
(e.g., iconic architecture they have seen either in pictures or in real life, such as the Province House, the Eiffel Tower, the Taj Mahal)