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|  | **Learning Outcomes for Grade 1** |
|  | **English Language Arts** |
|  | **Oral Language (Speaking and Listening)** |
| A1 | * use speaking and listening to interact with others for the purposes of

 – contributing to a class goal – exchanging ideas on a topic  – making connections – completing tasks  – engaging in play |
| A2 | * use speaking to explore, express, and present ideas, information, and feelings, by

– generally staying on topic – using descriptive words about people, places, things, and events – telling or retelling stories and experiences in a logical sequence – sharing connections made |
| A3 | * listen for a variety of purposes and demonstrate comprehension, by

– retelling or restating – following two-step instructions – asking questions for clarification and understanding  – sharing connections made |
|  | **Strategies (Oral Language)** |
| A4 | * use strategies when interacting with others, including

– making and sharing connections – asking questions for clarification and understanding – taking turns as speaker and listener |
| A5 | * use strategies when expressing and presenting ideas, information, and feelings, including

– accessing prior knowledge – organizing thinking by following a simple framework  – predicting some things the audience needs to know |
| A6 | * use strategies when listening to make and clarify meaning, including

– preparing for listening – focussing on the speaker – asking questions  – recalling ideas |
|  | **Thinking (Oral Language)** |
| A7 | * demonstrate enhanced vocabulary knowledge and usage
 |
| A8 | * engage in speaking and listening activities to develop a deeper understanding of texts (e.g., presenting a personal collection, listening to the telling of a story from an oral tradition)
 |
| A9 | * use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas
 |
| A10 | * reflect on their speaking and listening to identify their strengths and to discuss attributes of good speakers and listeners
 |
|  | **Features (Oral Language)** |
| A11 | * use the features of oral language to convey and derive meaning, including using most words correctly and expressing ideas clearly
 |
| A12 | * demonstrate phonological awareness, by

– identifying and creating rhyming words – identifying and creating alliteration  – segmenting the flow of speech into separate words – using sound segmenting and sound blending of syllables and phonemes in words |
|  | **Purposes (Reading and Viewing)** |
| B1 | * read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)
 |
| B2 | * read and demonstrate comprehension of grade-appropriate information texts
 |
| B3 | * read and reread just-right texts independently for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension
 |
| B4 | * view and demonstrate understanding that visual texts are sources of information
 |
|  | **Strategies (Reading and Viewing)** |
| B5 | * 5 use strategies before reading and viewing, including accessing prior knowledge to make connections, making predictions, asking questions and setting a purpose
 |
| B6 | * use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning, including

 – predicting and making connections  – visualizing – figuring out unknown words – self-monitoring and self-correcting – retelling |
| B7 | * use strategies after reading and viewing to confirm and extend meaning, including

 – rereading or “re-viewing” – discussing with others – retelling  – sketching  – writing a response |
|  | **Features (Reading and Viewing)** |
| B8 | * respond to selections they read or view, by expressing an opinion supported with a reason, making text-to-self, text-to-text, and text-to-world connections
 |
| B9 | * read and view to expand knowledge, by predicting and connecting, comparing and inferring, inquiring and explaining
 |
| B10 | * reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers
 |
| B11 | * recognize and derive meaning from the structures and features of texts, including

– concepts about print and concepts about books – elements of stories (e.g., beginning, middle, end; character, setting, events)  – ‘text features’  – the vocabulary needed to talk about texts (e.g., book, author, title, illustrator, pictures) |
| B12 | * recognize and fluently identify all alphabetic letters and their associated sounds, and recognize word patterns and some high-frequency words
 |
|  | **Purposes (Writing and Representing)** |
| C1 | * create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes, featuring

– ideas represented through words, sentences, and images that connect to a topic – developing sentence fluency by using simple sentences that relate to each other  – developing word choice by attempting to use descriptive words and interesting details – developing voice by showing some evidence of individuality – an organization that follows a form or text presented or modelled by the teacher, such as a list, card, or letter  |
| C2 | * create straightforward informational writing and representations, using prompts to elicit ideas and knowledge, featuring

 – ideas represented through words, sentences, and images that connect to a topic – developing sentence fluency by using simple sentences, patterns, labels, and captions – developing word choice by beginning to use content-specific vocabulary and some detail  – developing voice by showing how they think and feel about a topic  – an organization that follows a form modelled by the teacher, such as a list, web, chart, cluster, or other graphic organizer |
| C3 | * create imaginative writing and representations, often modelled on those they have read, heard, or viewed, featuring

– ideas represented through sentences and images that generally connect to a topic– developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language – developing word choice by attempting to use new and descriptive words – developing voice by showing some evidence of individuality – an organization that generally follows a form presented or modelled by the teacher; stories include a beginning, middle, and end |
|  | **Strategies (Writing and Representing)** |
| C4 | * use strategies before writing and representing, including

– setting a purpose – identifying an audience  – participating in developing class-generated criteria  – generating, selecting, and organizing ideas from home and/or school experiences |
| C5 | * use strategies during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models)
 |
| C6 | * use a strategy after writing and representing to improve their work (e.g., sharing their written work and representations, checking for completeness, adding details)
 |
|  | **Thinking (Writing and Representing)** |
| C7 | * use writing and representing to express personal responses and likes or dislikes about experiences or texts
 |
| C8 | * use writing and representing to extend their thinking
 |
| C9 | * reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers
 |
|  | **Features (Writing and Representing)** |
| C10 | * use some features and conventions of language to express meaning in their writing and representing, including

– complete simple sentences – “s” to form plural of familiar words  – capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I” – a period to mark the end of a sentence – words from their oral language vocabulary as well as less familiar words from class-displayed lists  – knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words  – spelling phonically irregular high-frequency words from memory  – attempting to spell unknown words through phonic knowledge and skills and visual memory  – legible printing from left to right of all uppercase and lowercase letters  – appropriate spacing between letters and between words |
|  | **Mathematics** |
|  | **Number** |
| A1 | * say the number sequence, 0 to 100, by 1s forward and backward between any two given numbers, 2s to 20, forward starting at 0 and 5s and 10s to 100, forward starting at 0
 |
| A2 | * recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots
 |
| A3 | * 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 |
| A4 | * represent and describe numbers to 20 concretely, pictorially, and symbolically
 |
| A5 | * compare sets containing up to 20 elements to solve problems using referents and ­­one-to-one correspondence
 |
| A6 | * estimate quantities to 20 by using referents
 |
| A7 | * demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles
 |
| A8 | * identify the number, up to 20, that is one more, two more, one less, and two less than a given number.
 |
| A9 | * 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 |
| A10 | * 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 |
|  | **PATTERNS AND RELATIONS** |
|  | **Patterns** |
| B1 | * demonstrate an understanding of repeating patterns (two to four elements) by describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds, and actions
 |
| B2 | * translate repeating patterns from one representation to another
 |
|  | **Variables and Equations** |
| B3 | * describe equality as a balance and inequality as an imbalance, concretely, and pictorially (0 to 20)
 |
| B4 | * record equalities using the equal symbol
 |
|  | **SHAPE AND SPACE** |
|  | **Measurement** |
| C1 | * 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 |
|  | **3-D Objects and 2-D Shapes** |
| C2 | * sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule
 |
| C3 | * replicate composite 2-D shapes and 3-D objects
 |
| C4 | * compare 2-D shapes to parts of 3-D objects in the environment
 |
|  | **Science** |
|  | **Processes and Skills of Science** |
|  | **It is expected that students will:** |
| 1 | * communicate their observations, experiences, and thinking in a variety of ways (e.g., verbally, pictorially, graphically
 |
| 2 | * classify objects, events, and organisms
 |
|  | **Life Science: Needs of Living Things** |
|  | **It is expected that students will:** |
| 3 | * classify living and non-living things
 |
| 4 | * describe the basic needs of local plants and animals (e.g., food, water, light)
 |
| 5 | * describe how the basic needs of plants and animals are met in their environment
 |
|  | **Physical Science: Force and Motion** |
|  | **It is expected that students will:** |
| 6 | * demonstrate how force can be applied to move an object
 |
| 7 | * compare the effect of friction on the movement of an object over a variety of surfaces
 |
| 8 | * demonstrate and describe the effects of magnets on different materials
 |
|  | **Earth and Space Science: Daily and Seasonal Changes** |
|  | **It is expected that students will:** |
| 9 | * describe changes that occur in daily and seasonal cycles and their effects on living things
 |
| 10 | * describe activities of Aboriginal peoples in BC in each seasonal cycle
 |
|  | **Social Studies** |
|  | **SKILLS AND PROCESSES OF SOCIAL STUDIES** |
|  | **It is expected that students will:** |
| A1 | * use picture maps to identify familiar locations in the school or community
 |
| A2 | * participate co-operatively and productively in groups
 |
| A3 | * gather information from personal experiences, oral sources, and visual representations
 |
| A4 | * present information using oral, written, or visual representations
 |
| A5 | * identify strategies to address relevant school-based problems
 |
|  | **IDENTITY, SOCIETY, AND CULTURE** |
|  | **It is expected that students will:** |
| B1 | * describe changes that occur in their lives
 |
| B2 | * explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
 |
| B3 | * identify a variety of social structures in which they live, learn, work, and play together
 |
| B4 | * identify symbols of Canada
 |
|  | **GOVERNANCE** |
|  | **It is expected that students will:** |
| C1 | * describe their roles, rights, and responsibilities at home and at school
 |
| C2 | * explain the purpose of classroom and school expectations
 |
|  | **ECONOMY AND TECHNOLOGY** |
|  | **It is expected that students will:** |
| D1 | * describe basic human needs
 |
| D2 | * identify types of work done by people in their community
 |
| D3 | * demonstrate awareness of the purpose of money
 |
| D4 | * describe ways they use technologies
 |
|  | **HUMAN AND PHYSICAL ENVIRONMENT** |
|  | **It is expected that students will:** |
| E1 | * recognize maps of Canada
 |
| E2 | * identify characteristics of different environments
 |
| E3 | * demonstrate responsible behaviour in caring for their immediate and school environments
 |
|  | **Health and Career Education** |
|  | **Goals and Decisions** |
|  | **It is expected that students will:** |
| A1 | * identify reasons for setting goals (e.g., helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)
 |
| A2 | * identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)
 |
|  | **Career Development** |
|  | **It is expected that students will:** |
| B1 | * describe their personal skills and interests (e.g., things they are good at, things they like to do, things they’ve learned)
 |
| B2 | * describe a variety of jobs and responsibilities they have at home and at school
 |
|  | **Health** |
|  | **Healthy Living** |
|  | **It is expected that students will:** |
| C1 | * identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices
 |
| C2 | * identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)
 |
|  | **Healthy Relationships** |
|  | **It is expected that students will:** |
| C3 | * identify ways families provide support and nurturing for growth and development (e.g., encouragement, advice, affection, sharing)
 |
| C4 | * demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g., appropriate – using “I feel” statements; inappropriate – name-calling, hitting)
 |
| C5 | * differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding)
 |
| C6 | * describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)
 |
|  | **Safety and Injury Prevention** |
|  | **It is expected that students will:** |
| C7 | * use appropriate terminology to identify female and male private body parts
 |
| C8 | * differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)
 |
| C9 | * identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including

-saying “no” or “stop”-calling out for help and getting away if possible-telling a trusted adult and continuing to tell until someone listens and takes action -not keeping a secret about the situation even if someone asks you to |
| C10 | * describe guidelines for safety in the home, at school, on the road, and in the community
 |
| C11 | * demonstrate an ability to access emergency services, including calling 911 and giving relevant information (e.g., name, location, and nature of problem)
 |
|  |  |
|  | **It is expected that students will:** |
| C12 | * demonstrate an understanding of the concept of unsafe substances (e.g., any unknown substance, any substance from an unknown person, any substance used for other than its intended purpose)
 |
|  | **Physical Education** |
|  | **Active Living** |
|  | **Knowledge** |
|  | **It is expected that students will:** |
| A1 | * describe benefits of regular participation in physical activity (e.g., it’s fun, it’s good for their bodies, it provides opportunities to make new friends)
 |
| A2 | * identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)
 |
| A3 | * identify choices they can make to be more physically active
 |
| A4 | * describe the importance of choosing healthy food as fuel for physical activity
 |
| A5 | * identify physical activities they feel they do well
 |
|  | **Participation** |
|  | **It is expected that students will:** |
| A6 | * participate daily (e.g., five times a week) in moderate to vigorous physical activities
 |
|  | **Movement Skills** |
|  | **It is expected that students will:** |
| B1 | * move through general space while maintaining control (e.g., walking in a circle in the same direction)
 |
| B2 | * change level of body position while maintaining control (e.g., high, medium, low)
 |
| B3 | * demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: skip, gallop, or slide two-foot stop
 |
| B4 | * demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: kick a stationary object, strike a stationary object with an implement and two-handed catch with trapping against body
 |
|  | **Safety, Fair Play, and Leadership** |
|  | **It is expected that students will:** |
| C1 | * describe why safety guidelines for physical activity are important
 |
| C2 | * respond appropriately to instructions and safety guidelines when participating in physical activity
 |
| C3 | * work co-operatively with others during physical activity (e.g., taking turns, encouraging others)
 |
|  | **Fine Arts** |
|  | **Dance** |
|  | **Creating Dance** |
|  | **It is expected that students will:** |
| A1 | * move expressively to a variety of sounds and music
 |
| A2 | * create movements that represent patterns, characters, and other themes and topics
 |
| A3 | * demonstrate an understanding that there are several stages in a creative process, including exploration, selection, combination, refinement, and reflection
 |
|  | **Elements of Dance** |
| B1 | * move safely in both personal space and general space during dance activities
 |
| B2 | * move using a variety of levels, pathways, dynamics, directions, and body shapes
 |
| B3 | * move in time to a steady beat in phrases of varying lengths
 |
|  | **Context** |
| C1 | * demonstrate an awareness of a variety of dances that exist
 |
|  | **Presenting and Performing** |
| D1 | * demonstrate willingness to perform dance
 |
| D2 | * demonstrate appropriate performance skills in dance settings
 |
|  | **Drama** |
|  | **Exploring and Creating** |
|  | **It is expected that students will:** |
| A1 | * use exploration and imagination to create drama
 |
| A2 | * demonstrate engagement in drama activities
 |
| A3 | * demonstrate co-operation in drama activities
 |
| A4 | * reflect on classroom drama experiences
 |
|  | **Drama Forms, Strategies, and Skills** |
| B1 | * use voice to explore a range of ideas and feelings
 |
| B2 | * use movement and their bodies to explore a range of ideas, feelings, and actions
 |
| B3 | * represent ideas and feelings through a variety of drama forms
 |
| B4 | * participate safely in drama activities
 |
|  | **Context** |
| C1 | * participate in drama from a variety of contexts
 |
|  | **Presenting and Performing** |
| D1 | * participate in and share drama work
 |
| D2 | * describe their responses to a drama work
 |
|  | **Music** |
|  | **Exploring and Creating** |
|  | **It is expected that students will:** |
| A1 | * sing and play classroom repertoire
 |
| A2 | * represent personal thoughts, images, and feelings experienced in classroom repertoire
 |
| A3 | * create sounds to accompany stories, nursery rhymes, or songs
 |
|  | **Elements and Skills** |
| B1 | * respond to beat in music
 |
| B2 | * demonstrate an awareness of rhythmic patterns and melodic phrases in classroom repertoire
 |
| B3 | * perform rhythmic patterns from classroom repertoire
 |
| B4 | * sing short melodies
 |
| B5 | * identify elements of tempo, dynamics, articulation, and timbre in classroom repertoire
 |
| B6 | * demonstrate appropriate use of classroom instruments
 |
|  | **Context** |
| C1 | * participate in music activities from a variety of historical, cultural, and social contexts
 |
|  | **Presenting and Performing** |
| D1 | * demonstrate appropriate performance skills in music settings
 |
| D2 | * describe their response to a music work
 |
|  | **Visual Arts** |
|  | **Creative Processes** |
|  | **It is expected that students will:** |
| A1 | * use a variety of image sources to create images
 |
| A2 | * create images

− using the image-development strategy of repetition− that feature colour, line, shape, texture, and/or pattern |
| A3 | * experiment with a variety of materials, technologies, and processes to make images
 |
| A4 | * create 2-D and 3-D images

 − for a given purpose − of personal significance − that represent time  − to communicate experiences and moods − in response to objects and other images they have experienced |
|  | Skills and Strategies |
| B1 | * describe and apply

− the visual elements of colour, shape, line, and texture − the principle of pattern  − the image-development strategy of repetition |
| B2 | * describe and apply a variety of materials, technologies, and processes to create images
 |
| B3 | * demonstrate awareness of safety and environmental considerations for the use of materials, technologies, and processes
 |
|  | **Context** |
| C1 | * describe various purposes of visual arts
 |
|  | **Exhibition and Response** |
| D1 | * identify personal preferences for artworks
 |
| D2 | * display individual and group artworks
 |