



GRADE 1

Curriculum Package *(September 2010)*



Ministry of
Education

For ease of reference, this Grade 1 Curriculum Package compiles all Prescribed Learning Outcomes and Suggested Achievement Indicators from within each subject-based Integrated Resource Package (IRP) into one comprehensive document.

www.bced.gov.bc.ca/irp

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This document provides basic information about the provincial curriculum requirements for **Grade 1** students in British Columbia. The full text of all provincially prescribed curricula is available online at www.bced.gov.bc.ca/irp/irp.htm

REQUIRED AREAS OF STUDY

As stated in the *Required Areas of Study In An Educational Program Order* (www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf), each school year a board must offer to all students in **Grade 1** an educational program that meets all the Prescribed Learning Outcomes set out in the applicable educational program guide in

- English Language Arts, or in the case of a student enrolled in a francophone educational program, French Language Arts
- Social Studies
- Mathematics
- Science
- Physical Education
- Arts Education: Dance, Drama, Music and Visual Arts
- Health and Career Education
- Daily Physical Activity

HOW TO USE THIS DOCUMENT

For each required area of study for **Grade 1**, the Prescribed Learning Outcomes and corresponding Suggested Achievement Indicators are presented in a series of tables.

Prescribed Learning Outcomes

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, prescribed learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools are responsible for ensuring that all Prescribed Learning Outcomes for each required area of study are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

All prescribed learning outcomes complete the stem, “It is expected that students will”

Prescribed Learning Outcomes are presented by curriculum organizer (and suborganizer as applicable), and for some subjects are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Suggested Achievement Indicators

Suggested Achievement Indicators in relation to each Prescribed Learning Outcome are included to support the assessment of provincially prescribed curricula.

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Suggested Achievement Indicators describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator presents only one aspect of the corresponding learning outcome, the entire set of achievement indicators can assist teachers when determining whether students have fully met the learning outcome.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

DAILY PHYSICAL ACTIVITY – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • participate in physical activities for a minimum of 30 minutes during each school day | <ul style="list-style-type: none"> <input type="checkbox"/> participate in daily physical activities <input type="checkbox"/> participate in physical activity in blocks of at least 10 minutes at a time, totalling a minimum of 30 minutes per day |
| <ul style="list-style-type: none"> • participate in a range of endurance activities | <ul style="list-style-type: none"> <input type="checkbox"/> participate in physical activities that help develop their cardiovascular endurance <input type="checkbox"/> participate daily in endurance activities (e.g., brisk walking, swimming, cycling, jogging, soccer, aerobics, dancing, cross-country skiing, relay games, tag games) |
| <ul style="list-style-type: none"> • participate in a range of strength activities | <ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their strength <input type="checkbox"/> participate daily in activities that help to develop the strength of different muscle groups (e.g., rope climbing, push-ups, racquet and ball games, core strength training, skating) |
| <ul style="list-style-type: none"> • participate in a range of flexibility activities | <ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their flexibility <input type="checkbox"/> participate daily in activities that help to develop the flexibility of different parts of the body (e.g., stretches, pilates, dancing) |

ENGLISH LANGUAGE ARTS – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators



PURPOSES (ORAL LANGUAGE)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> – contributing to a class goal – exchanging ideas on a topic – making connections – completing tasks – engaging in play | <ul style="list-style-type: none"> <input type="checkbox"/> engage in and contribute to class activities and discussions (e.g., a web, a chart, a think-pair-share) by offering ideas and information begin to extend conversation or understanding by commenting on and asking questions to clarify what is said by a peer, older buddy, or adult <input type="checkbox"/> use conversational language, including an increasingly specific vocabulary (e.g., specific nouns), to describe objects, events, and feelings <input type="checkbox"/> recount or discuss personal experiences <input type="checkbox"/> use language and actions that demonstrate appropriate social behaviour to facilitate interaction (e.g., greetings, please, thank you; take turns as speaker and listener in conversation; avoid interrupting) <input type="checkbox"/> offer solutions for problems in the classroom or in stories <input type="checkbox"/> ask questions to clarify or extend meaning or to request assistance <input type="checkbox"/> use speaking and listening to support imaginative play |
| <p>A2 use speaking to explore, express, and present ideas, information, and feelings, by</p> <ul style="list-style-type: none"> – 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 | <ul style="list-style-type: none"> <input type="checkbox"/> participate in discussions about different purposes for speaking (e.g., to entertain, inform, celebrate, persuade) and different audiences (e.g., parents, peers, teacher) <input type="checkbox"/> describe objects, events, and feelings <input type="checkbox"/> elaborate on information or a topic <input type="checkbox"/> offer opinions and provide reasons, when prompted to do so <input type="checkbox"/> comment on problems that arise in classroom experiences or in stories <input type="checkbox"/> tell a story in a meaningful sequence from pictures <input type="checkbox"/> retell a story or experience in a logical sequence <input type="checkbox"/> support speaking with gestures, body language, tone, and volume to enhance meaning |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p>A3 listen for a variety of purposes and demonstrate comprehension, by</p> <ul style="list-style-type: none"> – retelling or restating – following two-step instructions – asking questions for clarification and understanding – sharing connections made | <ul style="list-style-type: none"> <input type="checkbox"/> restate the purpose of a listening activity (e.g., to learn a new fact, to find out what happens, to learn a different viewpoint, to carry out instructions, for enjoyment) <input type="checkbox"/> repeat information from listening activities (e.g., retell main points) <input type="checkbox"/> join in choral refrain (e.g., poem, chant) <input type="checkbox"/> follow oral instructions and demonstrations in sequence to complete a simple task (e.g., make a craft or play a game) <input type="checkbox"/> demonstrate attentive listening in nonverbal ways for an appropriate period of time (e.g., nod to show agreement, show responsive facial expressions) <input type="checkbox"/> ask speaker for clarification where needed |

Strategies (Oral Language)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A4 use strategies when interacting with others, including</p> <ul style="list-style-type: none"> – making and sharing connections – asking questions for clarification and understanding – taking turns as speaker and listener | <ul style="list-style-type: none"> <input type="checkbox"/> share ideas in class brainstorming activities <input type="checkbox"/> relate personal or shared experience to the discussion topic <input type="checkbox"/> talk in pairs and tell partner two things or facts about a topic <input type="checkbox"/> ask or answer questions to clarify or gain further information <input type="checkbox"/> demonstrate ability to listen to partner’s ideas and information and respond appropriately <input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation |
| <p>A5 use strategies when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> – accessing prior knowledge – organizing thinking by following a simple framework – predicting some things the audience needs to know | <ul style="list-style-type: none"> <input type="checkbox"/> share ideas in class brainstorming activities <input type="checkbox"/> relate their personal or shared experiences to the discussion topic <input type="checkbox"/> use simple graphic organizers provided by the teacher to assist organization of thinking <input type="checkbox"/> make use of simple visual prompts when expressing or presenting <input type="checkbox"/> engage in informal oral presentations (e.g., show-and-tell activities, news or storytelling, dramatizations) <input type="checkbox"/> answer simple questions about information/topic presented <input type="checkbox"/> adjust volume and tone of voice as appropriate (e.g., reduce volume in pairs or small group activities, speak loudly enough for others to hear when sharing information); may need reminding |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p>A6 use strategies when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> – preparing for listening – focussing on the speaker – asking questions – recalling ideas | <ul style="list-style-type: none"> <input type="checkbox"/> make predictions before and during listening (e.g., use prior knowledge and clues) <input type="checkbox"/> contribute to a list of questions related to the topic they will hear about <input type="checkbox"/> ask speaker for clarification <input type="checkbox"/> recall information or ideas in a variety of ways (e.g., retell main points, repeat a familiar message, draw a picture, act out a sequence of events) |

THINKING (ORAL LANGUAGE)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A7 demonstrate enhanced vocabulary knowledge and usage</p> | <ul style="list-style-type: none"> <input type="checkbox"/> talk about new words and ideas with others <input type="checkbox"/> use new vocabulary words in speaking, including an expanding use of vocabulary related to specific subject areas <input type="checkbox"/> sort words and pictures into categories (e.g., living and non-living things) <input type="checkbox"/> use simple sound patterns (e.g., rhyming words) to learn new words <input type="checkbox"/> use appropriate vocabulary to convey meaning when talking (e.g., describe their own feelings and the feelings of others) |
| <p>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)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> make reasonable predictions about what to expect of a text <input type="checkbox"/> make personal connections with a text (e.g., how their family compares with a family in a story) and elaborate when prompted <input type="checkbox"/> make some simple inferences about characters' feelings <input type="checkbox"/> tell what they like about a text or activity and give a reason <input type="checkbox"/> describe main ideas in an information text <input type="checkbox"/> ask questions that have not been answered in a text |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p>A9 use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas</p> | <ul style="list-style-type: none"> <input type="checkbox"/> make connections between new ideas and prior knowledge <input type="checkbox"/> identify similarities and differences in basic information from two sources (e.g., two texts on the same topic) <input type="checkbox"/> ask questions during inquiry activities (e.g., “Know-Wonder-Learn”) <input type="checkbox"/> use “because” to relate cause and effect (e.g., “I can’t play outside because it’s raining.”) <input type="checkbox"/> offer opinions and begin to provide reasons, when prompted to do so <input type="checkbox"/> recognize differing viewpoints, with teacher support <input type="checkbox"/> use imagination to look for alternative outcomes (e.g., speculate “what if…”) <input type="checkbox"/> contribute to group discussions about possible solutions to problems and offer different ways to express an idea (e.g., restate it using different words, draw a picture, act it out) |
| <p>A10 reflect on their speaking and listening to identify their strengths and to discuss attributes of good speakers and listeners</p> | <ul style="list-style-type: none"> <input type="checkbox"/> give reasons why speaking and listening are important (e.g., to learn, so you know what to do next, to hear stories, to learn new words, for fun, to share ideas) <input type="checkbox"/> contribute to building a set of criteria for the assessment of speaking and listening (e.g., spoke clearly, faced the audience, used interesting words, did not interrupt) <input type="checkbox"/> identify what they learned about speaking and listening from discussions <input type="checkbox"/> with teacher support, self-assess oral presentations (e.g., using “two stars and a wish”), giving reasons to support their assessments <input type="checkbox"/> contribute to class discussions undertaken to set a group goal for more effective listening and speaking <input type="checkbox"/> provide ideas about ways to work toward the group goal |

FEATURES (ORAL LANGUAGE)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A11 use the features of oral language to convey and derive meaning, including using most words correctly and expressing ideas clearly</p> | <ul style="list-style-type: none"> <input type="checkbox"/> stay on topic and sequence ideas in meaningful ways when speaking (e.g., using two or three sentences) <input type="checkbox"/> express ideas in complete sentences that make sense (may occasionally make errors in syntax or word choice that make the message unclear) <input type="checkbox"/> use simple connecting words to link ideas in their speech (e.g., and, then, because) <input type="checkbox"/> use pronouns in a way that makes meaning clear, most of the time <input type="checkbox"/> use basic tense forms (-ed), appropriately; may overgeneralize the grammatical rule (e.g., “swimmed” for swam, “kept” for kept) <input type="checkbox"/> use plurals appropriately; may overgeneralize the grammatical rule (e.g., “mouses” for mice) <input type="checkbox"/> use voice and posture to present ideas clearly (e.g., speaking loudly enough, facing audience, enunciating most sounds) |
| <p>A12 demonstrate phonological awareness, by</p> <ul style="list-style-type: none"> – 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 | <ul style="list-style-type: none"> <input type="checkbox"/> clap or chant to rhythms in a text or repeat with accuracy a pattern or a refrain from a poem, song, or story <input type="checkbox"/> identify particular sounds or sound patterns in a spoken passage (e.g., identify rhyming words in a poem and give other examples, identify the sounds in an alliteration) <input type="checkbox"/> recite poems, rhymes, riddles, tongue twisters, nonsense verse, actions, and jump-rope rhymes <input type="checkbox"/> engage with a group or the class in chants, choral reading, or reciting short, simple, rhythmic poems with repetitive patterns <input type="checkbox"/> use sound isolation to identify initial, medial, and final sounds in one-syllable words <input type="checkbox"/> use sound blending to blend three to four sounds into a new word (e.g., m/a/n: man; s/t/o/p: stop) <input type="checkbox"/> use sound segmentation to segment three to four sounds in a one-syllable word (e.g., m-a-n, s-t-e-p) <input type="checkbox"/> use sound segmentation to substitute, delete, and add sounds to a word (e.g., substitute “n” in nap to “c”; take away “f” from flake; add “s” in front of mile) |

PURPOSES (READING AND VIEWING)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> read aloud to adult or peers a variety of grade-appropriate literary texts with fluency, including expression and a sense of phrasing (e.g., three or more words at a time); may require rereads <input type="checkbox"/> retell most key story events in sequence, through discussion, drawing, or other representation, and identify basic story elements (e.g., characters, events, settings) <input type="checkbox"/> make basic inferences (e.g., about characters or situations) <input type="checkbox"/> locate some details in written text, photos, illustrations, and other graphics in response to questions or tasks <input type="checkbox"/> contribute relevant ideas to large or small group discussions about literature, such as similarities and differences between two texts and between two genres (e.g., think-pair-share activities, book chats) <input type="checkbox"/> engage in varied types of reading (e.g., buddy, echo, readers' theatre) |
| <p>B2 read and demonstrate comprehension of grade-appropriate information texts</p> | <ul style="list-style-type: none"> <input type="checkbox"/> read aloud to adult or peers a variety of grade-appropriate information texts <input type="checkbox"/> use basic 'text features' (e.g., titles, captions, illustrations, contents page) to gain understanding of information texts <input type="checkbox"/> retell key points, through discussion, drawing, or other representation <input type="checkbox"/> follow basic written directions; more complex directions may be supported with pictures |
| <p>B3 read and reread just-right texts independently for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension</p> | <ul style="list-style-type: none"> <input type="checkbox"/> choose a just-right text on their own <input type="checkbox"/> show sustained reading focus for increasingly longer periods of time (e.g., 10 to 15 minutes) <input type="checkbox"/> read and reread aloud to an adult, peer, or buddy and receive feedback <input type="checkbox"/> show engagement in reading and describe self as a reader |
| <p>B4 view and demonstrate understanding that visual texts are sources of information</p> | <ul style="list-style-type: none"> <input type="checkbox"/> recount messages and images they have remembered from viewing experiences <input type="checkbox"/> identify main ideas or key information from visual text <input type="checkbox"/> recall or locate some details in response to questions or tasks <input type="checkbox"/> use illustrations, photos, and other graphics to derive meaning |

Strategies (Reading and Viewing)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B5 use strategies before reading and viewing, including</p> <ul style="list-style-type: none"> – accessing prior knowledge to make connections – making predictions – asking questions – setting a purpose | <ul style="list-style-type: none"> <input type="checkbox"/> during a “think-aloud,” use prior knowledge and experiences to connect with a topic or ideas in response to questions about what they already know or in response to pictures and verbal prompts (e.g., “What do you already know about...?”) <input type="checkbox"/> make reasonable predictions before reading and viewing, using the title, photos, illustrations, charts and other graphics, and ‘text features’ (e.g., engage in a “picture walk”) <input type="checkbox"/> ask questions using visuals or prior knowledge that relate to the topic <input type="checkbox"/> with teacher support, state a reason for reading or viewing the selection (e.g., to find information, enjoy the story, remember the events, learn about the character) |
| <ul style="list-style-type: none"> <input type="checkbox"/> B6 use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> – predicting and making connections – visualizing – figuring out unknown words – self-monitoring and self-correcting – retelling | <ul style="list-style-type: none"> <input type="checkbox"/> use pictures, diagrams, context cues, sense of story, and prior knowledge to make ongoing predictions and confirm meaning <input type="checkbox"/> describe or sketch a mental image formed or visualized while reading a text <input type="checkbox"/> combine graphophonic cues (“looks right”), semantic cues (“makes sense”), and syntactic cues (“sounds right”) to decode new words <input type="checkbox"/> monitor and self-correct by rereading, reading-on (i.e., reading past an unknown word and guessing), using context and picture cues, “sounding it out,” looking for the little word in the big word <input type="checkbox"/> stop and summarize or retell text up to a given point |
| <ul style="list-style-type: none"> <input type="checkbox"/> B7 use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> – rereading or “re-viewing” – discussing with others – retelling– – sketching – writing a response | <ul style="list-style-type: none"> <input type="checkbox"/> reread or “re-view” to find additional ideas/information to answer a question <input type="checkbox"/> with teacher support, retell specific story events, facts about the topic, or important images (e.g., through dramatization, painting, dance, or other forms of representation) <input type="checkbox"/> discuss predictions made earlier about the text <input type="checkbox"/> respond to questions related to the text and generate new questions <input type="checkbox"/> participate in teacher-led discussions about the author’s message <input type="checkbox"/> make and share text-to-self connections (e.g., “This character is like me because...,” “This story reminds me of...”) <input type="checkbox"/> make and share text-to-text connections (e.g., “This story reminds me of the...we heard.”) <input type="checkbox"/> sketch or write a response |

THINKING (READING AND VIEWING)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> - expressing an opinion supported with a reason - making text-to-self, text-to-text, and text-to-world connections | <ul style="list-style-type: none"> <input type="checkbox"/> express opinions in response to stories, information texts, poems, performances (e.g., “I liked it because...”) <input type="checkbox"/> create a representation (e.g., draw a picture, dramatize a section) <input type="checkbox"/> identify connections between a picture and text (e.g., “What does the picture tell us about the story?” “What do the words tell us about the picture?”) <input type="checkbox"/> tell how story events or characters are the same or different from their own experiences (text-to-self) <input type="checkbox"/> make text-to-text connections by comparing two versions of the same text and expressing a preference <input type="checkbox"/> make text-to-world connections (e.g., by comparing seasonal activities in Canada to those in other countries) |
| <p>B9 read and view to expand knowledge, by</p> <ul style="list-style-type: none"> - predicting and connecting - comparing and inferring - inquiring and explaining | <ul style="list-style-type: none"> <input type="checkbox"/> discuss the accuracy of a prediction(s) made prior to reading or viewing <input type="checkbox"/> make a connection to a text and explain their thinking <input type="checkbox"/> use a Venn diagram (e.g., to compare “good” and “evil” characters in or between texts) <input type="checkbox"/> make basic inferences from ideas/information read or viewed (e.g., answer the question, “When would be the best time for picking apples?” after reading a book about the seasons) <input type="checkbox"/> after reading or viewing, formulate questions about the text that remain unanswered <input type="checkbox"/> develop explanations about what they have read or viewed (e.g., “I think this story teaches us that...,” “I think a doctor has an important job because...”) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p>B10 reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers</p> | <ul style="list-style-type: none"> <input type="checkbox"/> talk about the characteristics of good readers and viewers (e.g., are able to select just-right texts, monitor and self-correct, predict, read fluently, and make connections) <input type="checkbox"/> describe strategies good readers use (e.g., chunk, look at pictures to support meaning, use self-correcting strategies when reading does not make sense) <input type="checkbox"/> identify some strategies they use before and during reading to figure out words and confirm meaning <input type="checkbox"/> identify one strategy that they could use more often or don't yet use <input type="checkbox"/> set a goal for their reading (e.g., make a mental image), with teacher support <input type="checkbox"/> choose books they can read and want to read; explain why the chosen book is a just-right text |

FEATURES (READING AND VIEWING)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B11 recognize and derive meaning from the structures and features of texts, including</p> <ul style="list-style-type: none"> – 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) | <ul style="list-style-type: none"> <input type="checkbox"/> recognize and derive meaning from concepts about print and concepts about books, such as: <ul style="list-style-type: none"> – left to right (with return sweep) and top to bottom flow – the distinct features of letters and words (e.g., there is an uppercase and lowercase form of each letter, words are usually groups of letters, it is possible for a word to have only one letter, words are separated by spaces) – oral words can be matched to printed words (one-to-one matching) – basic print conventions (e.g., spaces between words) – sentence conventions (e.g., period, exclamation mark, question mark, sentence beginnings) <input type="checkbox"/> recognize characteristics of stories (e.g., beginning, middle, and end; basic story elements such as character, setting, and main events) <input type="checkbox"/> use 'text features' to locate information (e.g., title, page numbers, illustrations, bolded print) <input type="checkbox"/> use vocabulary such as "book," "author," "title," "illustrator," and "pictures" to talk about reading and viewing |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p>B12 recognize and fluently identify all alphabetic letters and their associated sounds, and recognize word patterns and some high-frequency words</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use common word patterns and knowledge of word families to help decode new words (e.g., -all, -ame, -ice, -ate, -ight, -ing, -op) <input type="checkbox"/> use predictable word patterns and knowledge of sentence structure in speech to determine the meaning of sentences (e.g., “I saw the cat,” “I saw the bird.”) <input type="checkbox"/> recognize all uppercase and lowercase letters automatically, no matter the order <input type="checkbox"/> provide sounds commonly associated with alphabet letters; may be more than one (e.g., /k/ sound for c and k, /e/ and /i/ for y) <input type="checkbox"/> recognize high-frequency words by sight (e.g., approximately 100 words commonly used at Grade 1) <input type="checkbox"/> use graphophonic cues (“looks right”), including decoding words using sound-symbol relationships <input type="checkbox"/> use syntactic cues (“sounds right”), including recognizing sentence structure and punctuation <input type="checkbox"/> use semantic cues (“makes sense”), using context cues and prior knowledge to make meaning |

PURPOSES (WRITING AND REPRESENTING)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C1 create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes, featuring</p> <ul style="list-style-type: none"> – deas 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 | <p><input type="checkbox"/> create personal writing and representations (e.g., reading responses, letters, sketches, lists, greeting cards, descriptions, journal entries, and may include impromptu writing) that demonstrate the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – generally makes sense and focusses around a central idea, image, or feeling, but some details may be missing or irrelevant – tells about something learned or experienced (e.g., field trip, family excursion), often with a picture to add meaning – expresses a clear idea, and key ideas are generally obvious – includes several sentences or images that are related to each other and connected to the topic – integrates pictures and text to develop topic; pictures add interest or detail <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – evidences a sense of sentence pattern when read aloud – contains simple sentences, and sometimes contains compound sentences through the use of “and” or “but” – is characterized by simple sentences, conversational language, and familiar language patterns (e.g., “I like...,” “I like...”) – shows an attempt to “paint a picture” for the reader – shows an attempt to vary word choice by using descriptive nouns (e.g., robin) combined with general language (e.g., bird) – features generally correct use of pronouns, although sometimes the pronoun-noun agreement is unclear or incorrect – exhibits some individuality through text and pictures <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – generally follows a form or graphic organizer provided by the teacher – features pictures and text that support one another <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p>C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge, featuring</p> <ul style="list-style-type: none"> – 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 | <ul style="list-style-type: none"> ❑ create informational writing and representations (e.g., expository writing such as lists, graphs, charts, descriptive reports, webs, instructions, procedures, and may include impromptu writing) that demonstrate the following criteria <ul style="list-style-type: none"> – Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation: <ul style="list-style-type: none"> – makes sense, contains generally clear, coherent ideas, and works by itself to explain a simple idea – explains something learned and/or experienced (e.g., cooking in class, what to take on a family excursion, report on a pet), and pictures add meaning – includes obvious key ideas and some accurate information or detail – integrates pictures and text, and captions help clarify the meaning – Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation: <ul style="list-style-type: none"> – demonstrates a sense of sentence pattern when read aloud – contains short, repetitive simple sentences and sometimes contains compound sentences through the use of “and” or “but” – lists facts about a familiar topic, often accompanied by a picture – features conversational language and may include some description – begins to show varied word choice through the use of descriptive nouns (e.g., field cricket) along with general language (e.g., bug), and includes some content-specific vocabulary – features the generally correct use of pronouns, although sometimes the pronoun-noun agreement is unclear or incorrect – shows some evidence of the student’s thoughts and feelings about a topic (e.g., the writing indicates an interest in the topic) – Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation: <ul style="list-style-type: none"> – generally follows a form or graphic organizer provided by the teacher – often includes pictures or diagrams with labels or captions – may include a title which restates the topic <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p>C3 create imaginative writing and representations, often modelled on those they have read, heard, or viewed, featuring</p> <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> ❑ create imaginative writing and representations (e.g., expressive writing that begins to show sensory detail in the form of stories and poems, and may include impromptu writing) that demonstrate the following criteria - Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation: <ul style="list-style-type: none"> - generally makes sense and focusses around a central idea, image, or feeling, but some details may be missing or irrelevant - includes characters and situations when in story form, and may introduce a problem - presents ideas which may be limited by the poetic form - evidences an awareness of audience - features pictures and text that support one another - Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation: <ul style="list-style-type: none"> - shows a sense of sentence pattern or poetic form, as appropriate, when read aloud - contains repetitive simple sentences, conversational language, and may include some sensory detail - imitates familiar features of writing (e.g., rhyming lines, imagery, word choice, fairy tale elements) - begins to show evidence of varied word choice through the use of some descriptive and sensory language - shows some evidence of individuality through text and pictures - Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation: <ul style="list-style-type: none"> - generally follows a form or text presented or modelled by the teacher - connects events logically (i.e., there is a basic order with a few missteps, although the story may “wander” into a new problem) - includes a title, and some kind of beginning and ending (e.g., The END) <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

STRATEGIES (WRITING AND REPRESENTING)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C4 use strategies before writing and representing, including</p> <ul style="list-style-type: none"> – setting a purpose – identifying an audience – participating in developing class-generated criteria – generating, selecting, and organizing ideas from home and/or school experiences | <ul style="list-style-type: none"> <input type="checkbox"/> contribute to class discussion to generate criteria about what makes good writing and representing (e.g., “How would a good story begin?” “How can we choose a topic that is important to us?”) <input type="checkbox"/> engage in short individual and class brainstorming sessions <input type="checkbox"/> draw or sketch ideas in response to a topic of personal interest <input type="checkbox"/> contribute to class charts or class organizational webs and diagrams (e.g., to share experiences or interests) <input type="checkbox"/> respond to and generate ideas from photos, picture books, stories, and illustrations <input type="checkbox"/> talk to peers, older buddies, or adults in the room to develop ideas <input type="checkbox"/> with teacher support, narrow the topic to a manageable size (e.g., narrow topic from “animals” to “cats,” to “Siamese cats,” to “how Siamese cats make good guard dogs”) <input type="checkbox"/> write or draw simple lists or plans to illustrate a sequence of events in the correct order (e.g., use a beginning/middle/end frame to draw and label or write stories) |
| <p>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)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use diagrams, sketches, and pictures from books to prompt their writing <input type="checkbox"/> voice thoughts while writing or representing (e.g., “writer’s mumble,” “think-aloud”) <input type="checkbox"/> use models of story beginnings to develop own story beginning <input type="checkbox"/> use sound-symbol relationships including invented spelling to write unfamiliar words <input type="checkbox"/> choose precise words to “paint a picture” for readers by referring to class word lists, word walls, personal dictionaries, and newly acquired vocabulary <input type="checkbox"/> read work in progress aloud and ask others for suggestions (e.g., take the “author’s chair”) <input type="checkbox"/> use software tools to write or represent thoughts |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| 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) | <ul style="list-style-type: none"> <input type="checkbox"/> read writing aloud/or present representation and ask others for suggestions (e.g., take the “author’s chair”) <input type="checkbox"/> engage in partner-talk to discuss how to make the “picture” clearer for the reader <input type="checkbox"/> engage in improving a piece of writing, often in response to questions or prompts <input type="checkbox"/> begin to understand the difference between revising and editing (i.e., revising involves clarifying meaning through changing the wording whereas editing involves correcting spelling, capitalization, and punctuation) <input type="checkbox"/> share and publish selected texts (e.g., on class bulletin boards) |

THINKING (WRITING AND REPRESENTING)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| C7 use writing and representing to express personal responses and likes or dislikes about experiences or texts | <ul style="list-style-type: none"> <input type="checkbox"/> draw a picture in response to a poem or story they have heard <input type="checkbox"/> make a personal connection to a text and write about it <input type="checkbox"/> express ideas, feelings, likes, and dislikes through their writing and representing |
| C8 use writing and representing to extend their thinking | <ul style="list-style-type: none"> <input type="checkbox"/> make connections and consider alternative ways of representing their ideas (e.g., with the aid of frames or graphic organizers) <input type="checkbox"/> experiment with different ways to express their ideas (e.g., find other words that work well, create their own poem) <input type="checkbox"/> demonstrate a willingness to experiment with written, visual, kinesthetic, and electronic forms of communication |
| C9 reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers | <ul style="list-style-type: none"> <input type="checkbox"/> as part of a group discussion, tell which strategy they used at each stage of the writing process (e.g., partner-talk to generate ideas for writing, choosing words from a word wall) <input type="checkbox"/> give comments to each other about their work (e.g., “I liked the way you...”) <input type="checkbox"/> contribute to class discussion to generate criteria about what makes good writing and representing <input type="checkbox"/> compare their own writing and representing with class-generated criteria <input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a non-complex self-assessment rubric) <input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., identify what they like about their writing) <input type="checkbox"/> volunteer to, or when asked, share work with others |

FEATURES (WRITING AND REPRESENTING)

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C10 use some features and conventions of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> – 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 words | <p>Grammar and Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> use complete simple sentences <input type="checkbox"/> use an “s” to form the plural of familiar words (e.g., carpet/carpets, animal/animals, friend/friends) <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> <input type="checkbox"/> use capital letters for the beginning of most sentences; capitalize the first letter of names and the pronoun “I” <input type="checkbox"/> use periods to end most sentences <input type="checkbox"/> begin to use question marks and exclamation marks, when appropriate, to end sentences <p>Vocabulary and Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> use a range of high-frequency words from the word wall <input type="checkbox"/> generate new words by comparing them with familiar word patterns (e.g., if I know “cat,” I can spell “sat”) <input type="checkbox"/> use phonic knowledge and invented spelling when attempting to spell unknown words <input type="checkbox"/> begin to use word variety and attempt to use newly acquired vocabulary <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporate directionality into writing (e.g., left to right and line movement down a page) <input type="checkbox"/> copy words <input type="checkbox"/> print legibly and correctly form letters (e.g., strive for consistency in letter size and shape) <input type="checkbox"/> use uppercase and lowercase letters with some consistency <input type="checkbox"/> use spaces between words <input type="checkbox"/> use headings, titles, and illustrations to add more detail |

ARTS EDUCATION: DANCE – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATING DANCE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 move expressively to a variety of sounds and music</p> | <p><input type="checkbox"/> move expressively in response to a variety of sounds and music (e.g., a drum beat, recorded music, poetry read aloud), demonstrating:</p> <ul style="list-style-type: none"> – response to the feeling of the music (e.g. scary, timid, bouncy) – response to the sound cues (e.g., loud, soft, fast, slow, stop, start) – variety of movements (e.g., wiggly, extended vs. short movements) |
| <p>A2 create movements that represent patterns, characters, and other themes and topics</p> | <p><input type="checkbox"/> in response to teacher prompts or based on movement modelled by the teacher, move to express events, actions, ideas, or feelings elicited by a variety of stimuli, representing</p> <ul style="list-style-type: none"> – characters (e.g., from imagination, fairy tales) – themes and topics (e.g., seasons, force and motion, opposites) <p><input type="checkbox"/> repeat movement patterns to create a simple choreographic form (e.g., ABA, ABBA, ABC)</p> |
| <p>A3 demonstrate an understanding that there are several stages in a creative process, including exploration, selection, combination, refinement, and reflection</p> | <p><input type="checkbox"/> with teacher support, identify each stage of the creative process (e.g., as part a class discussion)</p> <p><input type="checkbox"/> with teacher support, demonstrate an understanding of why there are several stages within a creative process (e.g., opportunities to explore various ideas to see what works best, opportunities to improve, opportunities to think about why they made certain choices and what they would do differently next time)</p> |

ELEMENTS OF DANCE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 move safely in both personal space and general space during dance activities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> find and stay in their own personal space throughout the activity <input type="checkbox"/> demonstrate an awareness of others' personal spaces <input type="checkbox"/> with teacher direction, demonstrate appropriate spacing and distance from other students within the activity space <input type="checkbox"/> follow rules and guidelines for safe participation in dance (e.g., take off shoes and place in designated location, stay in own space, avoid objects present in the rooms such as benches, no hitting) |
| <p>B2 move using a variety of levels, pathways, dynamics, directions, and body shapes</p> | <ul style="list-style-type: none"> <input type="checkbox"/> in response to suggestions from teacher or peers, demonstrate changes in <ul style="list-style-type: none"> – non-locomotor movement (e.g., rising, sinking, reaching, melting) – locomotor movement (e.g., hopping, crawling, skipping, rolling, sliding) – level at which movement occurs (e.g., high, low, medium) – pathways (e.g., based on the first initial of their names) – dynamics (e.g., moving through different imagined environments such as snow, water, tall grass, bubble gum stuck to their feet, a “magnetic” floor) – body shape (e.g., twisted, curled, stretched, pointy) |
| <p>B3 move in time to a steady beat in phrases of varying lengths</p> | <ul style="list-style-type: none"> <input type="checkbox"/> travel in time to music that has a clear, steady beat <input type="checkbox"/> move various parts of their bodies in time to a beat (e.g., clap hands, swing arms, nod heads, march) <input type="checkbox"/> maintain a steady beat while demonstrating movement phrases of differing lengths (e.g., 4 counts, 8 counts, 16 counts) <input type="checkbox"/> following teacher modelling, repeat movement patterns to create a simple choreographic form (e.g., ABA, ABBA, ABC) |

CONTEXT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| C1 demonstrate an awareness of a variety of dances that exist | <input type="checkbox"/> suggest a variety of reasons for dance, including: <ul style="list-style-type: none"> – to celebrate important life events (e.g., weddings) – to acknowledge seasons and the passage of time (e.g., May Day, Chinese New Year) – to remember and tell stories – to express feelings – to have fun <input type="checkbox"/> name a variety of types of dances they have learned or viewed <input type="checkbox"/> express a preference for one or more dances, and give reasons for their preference |

PRESENTING AND PERFORMING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| D1 demonstrate willingness to perform dance | <input type="checkbox"/> demonstrate willingness to participate in a variety of dance experiences <input type="checkbox"/> participate actively in dance activities (e.g., following known routines without direction) <input type="checkbox"/> present dance for others in informal or formal settings (e.g., for another group, for another class, in school assemblies) |
| D2 demonstrate appropriate performance skills in dance settings | <input type="checkbox"/> demonstrate appropriate audience skills (e.g., stay focussed, save comments until after the performance, stay in their seats, applaud at appropriate times) <input type="checkbox"/> demonstrate performance skills appropriate to the setting (e.g., paying attention, not waving at audience, not talking on stage, active participation, appropriate entrances and exits, staying in character) <input type="checkbox"/> demonstrate respect for the contributions of others (e.g., wait quietly for their turn, offering a positive comment, describing or drawing a picture of what they liked about the dance) |

ARTS EDUCATION: DRAMA – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| A1 use exploration and imagination to create drama | <ul style="list-style-type: none"> <input type="checkbox"/> retell or alter stories (e.g., create a different ending for a story, explore what might have occurred in the lives of characters prior to the beginning of the story) <input type="checkbox"/> work in role to imagine and play characters from stories or real life events <input type="checkbox"/> explore situations in role, including who, what, where, and with whom |
| A2 demonstrate engagement in drama activities | <ul style="list-style-type: none"> <input type="checkbox"/> participate actively in drama activities by <ul style="list-style-type: none"> – focussing on task – following directions – listening to the ideas of others – sharing ideas (e.g., working in pairs or small groups, large-group discussions) <input type="checkbox"/> demonstrate willingness to explore ideas through drama games and activities |
| A3 demonstrate co-operation in drama activities | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate willingness to work with others <input type="checkbox"/> work co-operatively in pairs and groups by <ul style="list-style-type: none"> – listening attentively and courteously – showing interest and attention – recognizing how others are feeling and responding appropriately – responding to questions with relevant ideas |
| A4 reflect on classroom drama experiences | <ul style="list-style-type: none"> <input type="checkbox"/> respond to teacher prompts to reflect during and after drama experiences (e.g., “What do you think the grandmother might be thinking right now?” “I wonder why the boy took the apple.”) <input type="checkbox"/> share responses to classroom drama experiences (e.g., orally, visually) <ul style="list-style-type: none"> – what they experienced – what ideas they heard or saw – what they thought about their experience |

DRAMA FORMS, STRATEGIES, AND SKILLS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 use voice to explore a range of ideas and feelings</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use vocal elements, including high/low pitches and loud/soft volume, to explore <ul style="list-style-type: none"> – ideas (e.g., commanding the wolf to go away, talking in the same room as a sleeping baby) – feelings (e.g., angry at the monster for breaking the furniture) |
| <p>B2 use movement and their bodies to explore a range of ideas, feelings, and actions</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use movement elements and their bodies to explore ideas and feelings (e.g., weariness, joy), demonstrating characteristics such as <ul style="list-style-type: none"> – heaviness and lightness – large and small movements and body shapes – quick and slow movements – gestures <input type="checkbox"/> use movement elements and their bodies to explore a variety of imagined environments (e.g., floating in outer space, swimming under water, crawling through a cave, jumping in puddles, trying to move in a crowd of people without touching anyone) <input type="checkbox"/> use movement elements and their bodies to explore representation of action (e.g., brushing your teeth, a dog chasing a ball, blowing out candles, growing from a seed to a tree) |
| <p>B3 represent ideas and feelings through a variety of drama forms</p> | <ul style="list-style-type: none"> <input type="checkbox"/> individually and in groups, create tableaux to represent ideas and feelings (e.g., playing happily at a park, sneaking past the giant) <input type="checkbox"/> participate in choral speaking (e.g., echo reading) using a familiar short poem or nursery rhyme <input type="checkbox"/> use mime to depict an imaginary object (e.g., transform a scarf into a kite, a ball, fishing pole, snake, and a flying carpet) |
| <p>B4 participate safely in drama activities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> find and use in their own personal space throughout the drama activity <input type="checkbox"/> demonstrate appropriate spacing and distance from other students within the general space <input type="checkbox"/> demonstrate appropriate vocal control and volume in the given working space <input type="checkbox"/> follow rules and guidelines for safe participation in drama <input type="checkbox"/> respond appropriately to directions related to movement and voice (e.g., stop, start, slow motion, freeze, shadow, mirror, silence) |

CONTEXT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| C1 participate in drama from a variety of contexts | <input type="checkbox"/> engage in drama activities from a variety of contexts <ul style="list-style-type: none"> – as participant – as audience member (e.g., performances of older classes, visiting ensembles) |

PRESENTING AND PERFORMING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| D1 participate in and share drama work | <input type="checkbox"/> demonstrate willingness to participate in and informally present drama work (e.g., in partners, small groups, large group) <input type="checkbox"/> demonstrate respect for the contributions of others in drama presentations |
| D2 describe their responses to a drama work | <input type="checkbox"/> identify and demonstrate positive ways an audience member expresses respect (e.g., listening attentively, applauding appropriately, not distracting performers) <input type="checkbox"/> use stories, pictures, movement, etc. to communicate personal thoughts, images, and feelings experienced in response to drama presentations and performances (e.g., in-class sharing of peers' work, school assemblies, guest performers) <input type="checkbox"/> reflect on drama work and give reasons for their responses (e.g., "I liked the puppet show because _____.") |

ARTS EDUCATION: MUSIC – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 sing and play classroom repertoire</p> | <ul style="list-style-type: none"> <input type="checkbox"/> participate in a variety of classroom songs and singing games (e.g., thematic songs, singing games from a range of cultures) <input type="checkbox"/> play classroom instruments (e.g., rhythm sticks, bells, body percussion, found instruments) in response to modelled examples <input type="checkbox"/> perform classroom repertoire, demonstrating the use of specific elements of expression, including <ul style="list-style-type: none"> – tempo (faster, slower) – dynamics (loud, soft) – articulation (legato, staccato) – timbre (voices, different instruments, environmental sounds) |
| <p>A2 represent personal thoughts, images, and feelings experienced in classroom repertoire</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use stories, pictures, movement, etc. to communicate personal thoughts, images, and feelings <input type="checkbox"/> describe how tempo, dynamics, articulation, and timbre affect thoughts, images, and feelings (e.g., “the smooth part made me feel relaxed,” “the jumpy part made me want to dance”) <input type="checkbox"/> demonstrate willingness to share their responses to music experiences (e.g., with a partner, in small group or whole class discussion) |
| <p>A3 create sounds to accompany stories, nursery rhymes, or songs</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use simple improvisation strategies to create music (e.g., question and answer responses, variation, movement) <input type="checkbox"/> demonstrate tempo, dynamics, articulation, and timbre through song, movement, and non-pitched instruments (e.g., create interludes for poems, create a new ending for a familiar story) |

ELEMENTS AND SKILLS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| B1 respond to beat in music | <input type="checkbox"/> move in response to steady beat in $\frac{2}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$ metres in classroom repertoire (e.g., clapping, stomping, patsching, dancing) <input type="checkbox"/> move freely to express story, images, or feelings evoked by music without a beat <input type="checkbox"/> identify the difference between beat and rhythm |
| B2 demonstrate an awareness of rhythmic patterns and melodic phrases in classroom repertoire | <input type="checkbox"/> identify selected rhythmic patterns and sequences in classroom music (e.g., using hand signals, movement, clapping, song maps) <input type="checkbox"/> based on song maps, chanting, or body percussion, identify examples of form (e.g., AAB, ABA, ABC) in terms of same and different rhythmic phrases <input type="checkbox"/> use hand signals or graphics (e.g., song maps, arrows, symbols) to identify ascending and descending melodic lines <input type="checkbox"/> demonstrate an ability to distinguish one melody from another (e.g., using song maps to identify differences in melodic direction) <input type="checkbox"/> identify selected melodic phrases in classroom repertoire (e.g., raising their hands every time they hear the phrase) |
| B3 perform rhythmic patterns from classroom repertoire | <input type="checkbox"/> demonstrate an ability to repeat simple rhythmic patterns <input type="checkbox"/> use body percussion, voice, or non-pitched instruments to produce rhythm |
| B4 sing short melodies | <input type="checkbox"/> participate in singing (e.g., singing games, nursery rhyme songs, folk songs, cumulative repetitive songs) <input type="checkbox"/> change between speaking and singing voices in response to a signal <input type="checkbox"/> sing higher and lower pitches in response to direction (e.g., body movements, hand signals) <input type="checkbox"/> sing melodies in age-appropriate ranges (e.g., less than one octave – C to F) |
| B5 identify elements of tempo, dynamics, articulation, and timbre in classroom repertoire | <input type="checkbox"/> identify differences in tempo (e.g., faster, slower) <input type="checkbox"/> identify differences in dynamics (e.g., louder, softer) <input type="checkbox"/> identify differences in articulation (e.g., smooth, jumpy) <input type="checkbox"/> identify differences in timbre (e.g., woods, metals, skins) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| B6 demonstrate appropriate use of classroom instruments | <input type="checkbox"/> hold and play classroom instruments correctly <input type="checkbox"/> demonstrate proper care and storage of instruments and equipment <input type="checkbox"/> demonstrate respect for their personal health and well-being in music activities (e.g., preventing voice strain or hearing loss) |

CONTEXT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| C1 participate in music activities from a variety of historical, cultural, and social contexts | <input type="checkbox"/> give examples from classroom repertoire of music from a variety of historical, cultural, and social contexts <input type="checkbox"/> discuss a variety of purposes of music (e.g., family events, celebrations, entertainment, national anthems, seasonal songs) <input type="checkbox"/> actively engage in activities related to music from a variety of historical, cultural, and social contexts (e.g., working with a guest performer, participating in folk dances, drawing in response to listening experiences, attending school-wide music events, singing or playing at a school assembly) |

RESENTING AND PERFORMING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| D1 demonstrate appropriate performance skills in music settings | <input type="checkbox"/> demonstrate performance skills appropriate to the setting (e.g., paying attention to conductor, not talking on stage, active participation, appropriate entries and exits, following cues) <input type="checkbox"/> demonstrate willingness to participate in music experiences (e.g., share their work with others in simple and familiar activities) <input type="checkbox"/> demonstrate respect for the contributions of others (e.g., follow attentively when other students lead activities, wait quietly for their turn) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| D2 describe their response to a music work | <ul style="list-style-type: none"><input type="checkbox"/> demonstrate ways to show engagement with and appreciation for music performances (e.g., listening attentively, appropriate applause, not distracting performers)<input type="checkbox"/> use stories, pictures, movement, etc. to communicate personal thoughts, images, and feelings experienced in response to music presentations (e.g., “How does this music make you want to dance?” “Does this song remind you of anything?”)<input type="checkbox"/> give reasons to support their responses to music presentations (e.g., “I liked the drumming and dancing because _____”) |

ARTS EDUCATION: VISUAL ARTS – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATIVE PROCESSES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 use a variety of image sources to create images</p> | <ul style="list-style-type: none"> <input type="checkbox"/> brainstorm and discuss sources they can use for their own image making (e.g., memory, observation, stories) <input type="checkbox"/> responding to specific examples, identify sources used in others' images (e.g., looking at an illustration from a picture book and identifying the inspiration as observation, imagination, or memory) <input type="checkbox"/> create images in response to something they observed and experienced <input type="checkbox"/> create images that tell a story (e.g., to illustrate a story they have heard or viewed from memory, observation, or imagination) <input type="checkbox"/> create images in response to a particular memory (e.g., first day of school, a birthday party, moving to a new home, going to the dentist) <input type="checkbox"/> create images from their imagination (e.g., to illustrate an imaginary character, creature, or place) <input type="checkbox"/> demonstrate an awareness of the variety of images that can be produced from the same source or subject (e.g., a photograph, a sculpture, and a cartoon of a cat) |
| <p>A2 create images</p> <ul style="list-style-type: none"> – using the image-development strategy of repetition – that feature colour, line, shape, texture, and/or pattern | <ul style="list-style-type: none"> <input type="checkbox"/> create images using repetition as an image-development strategy (e.g., a shell, leaf, insect) <input type="checkbox"/> create images that repeat images to create a patterns (e.g., footprints, beadwork, waves) <input type="checkbox"/> create images featuring colour (e.g., using favourite colours, primary colours, warm and cool colours) <input type="checkbox"/> create images featuring line (e.g., straight, wavy, curvy, thick, thin) <input type="checkbox"/> create images featuring shape (e.g., same and different geometric and organic shapes) <input type="checkbox"/> create images featuring pattern (e.g., alternating and repeating shapes, alternating and repeating colours) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p>A3 experiment with a variety of materials, technologies, and processes to make images</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use materials such as paint, pencils, crayons, fabric, modelling clay, and found objects to create a variety of images <input type="checkbox"/> use technologies such as computers, paint brushes, scissors, and cameras to create a variety of images <input type="checkbox"/> use processes such as painting, drawing, weaving, photography, collage, printmaking, and assemblage to create a variety of images <input type="checkbox"/> explore a range of materials, technologies, and processes to create images |
| <p>A4 create 2-D and 3-D images</p> <ul style="list-style-type: none"> – 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 | <ul style="list-style-type: none"> <input type="checkbox"/> create images that represent something or someone of personal significance (e.g., a favourite toy, a family member, a personal accomplishment) <input type="checkbox"/> create images for a specific purpose (e.g., illustrating a card, recording a memory, enhancing the beauty of the environment) <input type="checkbox"/> create images that represent concepts of time (e.g., a visual journal of a family trip, self-portraits) <input type="checkbox"/> create images that express a particular emotion or mood (e.g., a time when they felt happy, sad, frightened, excited) <input type="checkbox"/> create images that represent their response to other images they have viewed (e.g., images from symbols and signs, artist reproductions, work done by older students) |

SKILLS AND STRATEGIES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| B1 describe and apply <ul style="list-style-type: none"> – the visual elements of colour, shape, line, and texture – the principle of pattern – the image-development strategy of repetition | <ul style="list-style-type: none"> <input type="checkbox"/> describe examples of colour and explore the use of colour such as by mixing paints to discover new colour <input type="checkbox"/> describe examples of shape and explore the use of shapes (e.g., rectangles, triangles, circles, organic shapes) <input type="checkbox"/> describe examples and explore the use of line (e.g., horizontal, diagonal, directional lines) <input type="checkbox"/> describe examples and explore the use of texture (e.g., smooth, soft, hard, rough, bumpy) <input type="checkbox"/> describe examples and explore the use of patterns (e.g., repeating patterns in beading) <input type="checkbox"/> describe examples and explore the use of repetition (e.g., snowflakes, trees) <input type="checkbox"/> describe their artworks in terms of elements and principles used (e.g., circle, square, triangle, warm colours, cool colours, curved lines) |
| B2 describe and apply a variety of materials, technologies, and processes to create images | <ul style="list-style-type: none"> <input type="checkbox"/> name common classroom and home materials that can be used to make images (e.g., crayons, paint, pens, fabric, found objects, clay, beads, chalk, pastels) <input type="checkbox"/> name common classroom and home technologies to make images (e.g., computers, paint brushes, scissors, cameras) <input type="checkbox"/> name common classroom and home processes that can be used to make images (e.g., drawing, painting, sewing, weaving, photography, collage, printmaking, assemblage) <input type="checkbox"/> 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 | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an awareness of safety considerations for the use of materials, technologies, and processes (e.g., appropriate use of scissors and other sharp tools, obeying hazard symbols) <input type="checkbox"/> demonstrate an awareness of environmental considerations for the use of materials, technologies, and processes (e.g., not wasting, saving unused materials, recycling, reusing) |

CONTEXT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| C1 describe various purposes of visual arts | <input type="checkbox"/> describe reasons people make visual images (e.g., for beauty and enjoyment, to communicate an idea, to illustrate a story, to decorate a functional item, to record a memory) <input type="checkbox"/> identify examples of images at home and school (e.g., pictures on walls, clothing, photographs, murals, statues) |

EXHIBITION AND RESPONSE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| D1 identify personal preferences for artworks | <input type="checkbox"/> respond to artworks viewed in class or in the community, stating a preference for particular works <input type="checkbox"/> compare preferences with those of their classmates <input type="checkbox"/> demonstrate respect for the preferences of others <input type="checkbox"/> use appropriate, descriptive, and positive or neutral language in their responses to artworks (e.g., “I like the wavy lines in this drawing.”) <input type="checkbox"/> explain why the artworks they have viewed are personally significant (e.g., “The wolf carving reminds me of my dog.” “I like this painting because red is my favourite colour.”) |
| D2 display individual and group artworks | <input type="checkbox"/> view and discuss a variety of displays of their own and others’ artworks <input type="checkbox"/> demonstrate respect for the work of self and others |

HEALTH AND CAREER EDUCATION – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators



GOALS AND DECISIONS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 identify reasons for setting goals (e.g., helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> based on class activities and additional information, define goal (e.g., something that is to be achieved or is wanted; can be individual or group want) <input type="checkbox"/> with teacher support, give reasons for setting goals (e.g., helps to identify the steps needed to achieve what is wanted, helps focus on achieving the goal, helps to recognize personal accomplishments) |
| <p>A2 identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> create a list or chart of people in the school they can go to for information or assistance (e.g., teachers, assistants, counsellors, principals, playground monitors) <input type="checkbox"/> create a list or chart of the people in their community that they can go to for information and assistance (e.g., police officers, block parents, elders, other community members, friends) |

CAREER DEVELOPMENT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 describe their personal skills and interests (e.g., things they are good at, things they like to do, things they've learned)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe things they are good at <input type="checkbox"/> describe things they like to do <input type="checkbox"/> describe things they can do now that they couldn't do before (e.g., count to 100, print, ride a bike) <input type="checkbox"/> describe things they may want to achieve or learn (e.g., a sport, play an instrument, cooking) |
| <p>B2 describe a variety of jobs and responsibilities they have at home and at school</p> | <ul style="list-style-type: none"> <input type="checkbox"/> name and describe the jobs they do at home (e.g., set the table, feed pet, pick up clothes) <input type="checkbox"/> name and describe jobs they do at school (e.g., clean up classroom, follow directions, obey playground rules) |

HEALTH

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>Healthy Living C1 identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices</p> | <ul style="list-style-type: none"> <input type="checkbox"/> name a variety of activities that promote physical health (e.g., regular physical activity, adequate rest, healthy eating, regular medical and dental checkups, oral hygiene, sun protection, hygiene, getting fresh air, dressing appropriately for the weather) <input type="checkbox"/> name a variety of healthy eating practices (e.g., eating a variety of foods from each food group in <i>Canada’s Food Guide to Healthy Eating</i>, choosing healthy snacks, eating a healthy breakfast, drinking plenty of water) <input type="checkbox"/> name a variety of emotional health practices (e.g., recognizing things you are good at, things you like to do, things that make you feel unique and special; giving compliments to others and receiving compliments from friends and family; celebrating goals you have achieved; maintaining healthy relationships) |
| <p>C2 identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify germs (viruses and bacteria) as invisible causes of communicable diseases <input type="checkbox"/> name common childhood communicable diseases and conditions (e.g., colds, strep throat, chicken pox, lice) <input type="checkbox"/> accurately identify ways in which germs and lice can spread (e.g., sneezing, coughing, unclean hands, physical contact, sharing water bottles, sharing clothing and personal items such as combs) <input type="checkbox"/> list practices that help prevent the spread of germs and lice (e.g., washing hands often, covering mouth and nose when sneezing or coughing, disinfecting cuts; vaccinations; not sharing water bottles, not sharing hats or hair accessories; avoiding others’ body fluids; not touching garbage such as used tissues, bandages, broken glass, needles, condoms; staying away from others when they are contagious, extra rest when sick) |
| <p>Healthy Relationships C3 identify ways families provide support and nurturing for growth and development (e.g., encouragement, advice, affection, sharing)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify thoughtful, caring behaviours in families (e.g., love, affection, helping, sharing, having fun, respectful communication, sharing interests, special care for people when they are sick, encouragement, advice) <input type="checkbox"/> give examples of how family members can share responsibilities and tasks |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| C4 demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g., appropriate – using “I feel” statements; inappropriate – name-calling, hitting) | <ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to express feelings (e.g., “I feel left out” “I’m embarrassed” “I am grateful”) <input type="checkbox"/> show connections between feelings and the circumstances that cause them (e.g., “I’m excited because my birthday is tomorrow” “I feel frustrated because I can’t climb the monkey bars”) <input type="checkbox"/> select and use appropriate strategies to express feelings (e.g., verbal communication, drawing a picture, body language) <input type="checkbox"/> list inappropriate ways to express feelings (e.g., pinching, hitting, kicking objects, name-calling, intruding on others’ personal space, inappropriate body language) <input type="checkbox"/> give specific examples to describe how different people may have different reactions to the same situation |
| C5 differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding) | <ul style="list-style-type: none"> <input type="checkbox"/> identify ways of being a good friend (e.g., sharing, listening, helping, apologizing when necessary, including others, problem solving) <input type="checkbox"/> identify behaviours that are negative or hurtful in friendships (e.g., teasing, lying, manipulating, excluding, ignoring) <input type="checkbox"/> compare the feelings caused by positive and negative behaviours |
| C6 describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult for help) | <ul style="list-style-type: none"> <input type="checkbox"/> list situations where common interpersonal conflicts can arise (e.g., sharing, teasing, pushing, choosing an activity, taking turns, lining up) <input type="checkbox"/> identify one or more possible solutions to specific interpersonal problems (e.g., taking turns, taking a break, communicating clearly about needs and wants, going to an adult or third party for help) <input type="checkbox"/> describe which solution they think works the best for them in a specific situation, and explain why |
| <i>Safety and Injury Prevention</i> C7 use appropriate terminology to identify female and male private body parts | <ul style="list-style-type: none"> <input type="checkbox"/> identify private body parts as being <ul style="list-style-type: none"> – parts that belong to you and shouldn’t be touched by or shown to others except for health or hygiene reasons – parts that are covered by bathing suits or underwear <input type="checkbox"/> on a diagram or model, use correct terminology to name the following parts of the female and male bodies: <ul style="list-style-type: none"> – nipples/breasts – vulva/vagina – penis – testicles – buttocks (bottom, bum) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p>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)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify different kinds of touches (e.g., hugs, hits) <input type="checkbox"/> with teacher support, identify safe, welcome, and appropriate ways of being touched (e.g., hugs, hand-holding, medical checkups) <input type="checkbox"/> with teacher support, identify inappropriate ways of being touched (e.g., any touches you don't like or want, touches that hurt you such as hitting or pinches, touches to private parts that are not for the purpose of hygiene or health, having photos taken of private body parts or looking at photos involving a person's private body parts, touches that someone asks you to keep secret) |
| <p>C9 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including</p> <ul style="list-style-type: none"> – 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 | <ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, identify ways to respond to inappropriate touches or any confusing or uncomfortable situations, including <ul style="list-style-type: none"> – saying “no” or “stop” – calling out for help – 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 <input type="checkbox"/> identify people who could provide help and support when needed (e.g., parent, relative, teacher, counsellor, elder, children's help hotline, 911, block parent) <input type="checkbox"/> recognize that abuse is never the fault of the victim |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p>C10 describe guidelines for safety in the home, at school, on the road, and in the community</p> | <ul style="list-style-type: none"> <input type="checkbox"/> name guidelines for safety at home (e.g., not touching electrical outlets, not touching stovetops or playing with matches, not touching knives or sharp tools, having a family evacuation plan, use of Internet only with parent permission and supervision) <input type="checkbox"/> name guidelines for safety at in the school (e.g., playground rules, knowing who to ask for help, earthquake procedures, fire drill procedures, reporting unsafe situations, know the school rules for safe Internet use) <input type="checkbox"/> name guidelines for safety on the road (e.g., obeying traffic signs, wearing bike helmets, crossing at crosswalks, wearing seat belts, not playing in the street, being a safe passenger) <input type="checkbox"/> name guidelines for safety in the community (e.g., walking with a buddy when possible, not going into any cars or homes alone, knowing tricks or lures that predators might use, not giving out personal information when using the telephone or Internet, avoiding and reporting infectious garbage, not approaching strange animals, ensuring that parents know your whereabouts at all times, using safety equipment and following safety rules for recreational activities) <input type="checkbox"/> identify standard hazard symbols and their meanings (e.g., poison, flammable materials, danger) and demonstrate an understanding of the importance of avoiding items with these symbols |
| <p>C11 demonstrate an ability to access emergency services, including calling 911 and giving relevant information (e.g., name, location, and nature of problem)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> name emergency services in their community (e.g., fire, police, ambulance, search and rescue) <input type="checkbox"/> using a model/simulated phone, practise dialling 911 or other emergency numbers and reporting incidents (e.g., give name and location, describe situation clearly and calmly) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p><i>Substance Misuse Prevention</i> 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)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> use statements, drawings, or yes/no answers to demonstrate an understanding of the concept of unsafe substances, including the following: <ul style="list-style-type: none"> – that any unknown substance should be considered unsafe – that any substance from an unknown person should be considered unsafe – that all over-the-counter and prescription medicines and vitamins should be taken only under direct supervision of a trusted adult – that using a substance for other than its intended purpose is unsafe <input type="checkbox"/> name a variety of substances in the home, school, and community environments that can be harmful to the body (e.g., any unknown substance, medicines prescribed to someone else or taken at the wrong dose or in combination with other medicines, gasoline, paint, second-hand smoke, alcohol, infectious garbage, products with universal hazardous products symbols) <input type="checkbox"/> practise applying ways of avoiding unknown or harmful substances in various situations (e.g., saying no, moving away, seeking help from an adult, saying “I’m not allowed,” saying “I don’t want to,” telling an adult if a confusing situation arises) |

MATHEMATICS – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators



NUMBER

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>A1 say the number sequence, 0 to 100, by</p> <ul style="list-style-type: none"> - 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 <p>[C, CN, V, ME]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> recite forward by 1s the number sequence between two given numbers (0 to 100) <input type="checkbox"/> recite backward by 1s the number sequence between two given numbers <input type="checkbox"/> record a given numeral (0 to 100) symbolically when it is presented orally <input type="checkbox"/> read a given numeral (0 to 100) when it is presented symbolically <input type="checkbox"/> skip count by 2s to 20 starting at 0 <input type="checkbox"/> skip count by 5s to 100 starting at 0 <input type="checkbox"/> skip count forward by 10s to 100 starting at 0 <input type="checkbox"/> identify and correct errors and omissions in a given number sequence |
| <p>A2 recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots</p> <p>[C, CN, ME, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> look briefly at a given familiar arrangement of objects or dots and identify the number represented without counting <input type="checkbox"/> look briefly at a given familiar arrangement and identify how many objects there are without counting <input type="checkbox"/> identify the number represented by a given arrangement of objects or dots on a ten frame |

| | | | |
|-------------------|--|----------------------|-------------------|
| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|---|--|
| <p>A3 demonstrate an understanding of counting by</p> <ul style="list-style-type: none"> - 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 <p>[C, CN, ME, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> answer the question, “How many are in the set?” using the last number counted in a given set <input type="checkbox"/> identify and correct counting errors in a given counting sequence <input type="checkbox"/> show that the count of the number of objects in a given set does not change regardless of the order in which the objects are counted <input type="checkbox"/> count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction <input type="checkbox"/> determine the total number of objects in a given set, starting from a known quantity and counting on <input type="checkbox"/> count quantity using groups of 2s, 5s, or 10s and counting on |
| <p>A4 represent and describe numbers to 20 concretely, pictorially, and symbolically</p> <p>[C, CN, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> represent a given number up to 20 using a variety of manipulatives, including ten frames and base ten materials <input type="checkbox"/> read given number words to 20 <input type="checkbox"/> partition any given quantity up to 20 into 2 parts and identify the number of objects in each part <input type="checkbox"/> model a given number using two different objects (e.g., 10 desks represents the same number as 10 pencils) <input type="checkbox"/> place given numerals on a number line with benchmarks 0, 5, 10, and 20 |
| <p>A5 compare sets containing up to 20 elements to solve problems using</p> <ul style="list-style-type: none"> - referents - one-to-one correspondence <p>[C, CN, ME, PS, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> build a set equal to a given set that contains up to 20 elements <input type="checkbox"/> build a set that has more, fewer, or as many elements as a given set <input type="checkbox"/> build several sets of different objects that have the same given number of elements in the set <input type="checkbox"/> compare two given sets using one-to-one correspondence and describe them using comparative words, such as more, fewer, or as many <input type="checkbox"/> compare a set to a given referent using comparative language <input type="checkbox"/> solve a given story problem (pictures and words) that involves the comparison of two quantities |
| <p>A6 estimate quantities to 20 by using referents</p> <p>[C, ME, PS, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> estimate a given quantity by comparing it to a given referent (known quantity) <input type="checkbox"/> select an estimate for a given quantity by choosing between at least two possible choices and explain the choice |

| | | | |
|--------------------------|----------------------------|-----------------------------|--------------------------|
| [C] Communication | [ME] Mental | [PS] Problem Solving | [T] Technology |
| [CN] Connections | Mathematics and Estimation | [R] Reasoning | [V] Visualization |

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|--|---|
| <p>A7 demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles [C, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> represent a given number in a variety of equal groups with and without singles (e.g., 17 can be represented by 8 groups of 2 and one single, 5 groups of 3 and two singles, 4 groups of 4 and one single, and 3 groups of 5 and two singles) <input type="checkbox"/> recognize that for a given number of counters, no matter how they are grouped, the total number of counters does not change <input type="checkbox"/> group a set of given counters into equal groups in more than one way |
| <p>A8 identify the number, up to 20, that is one more, two more, one less, and two less than a given number. [C, CN, ME, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> name the number that is one more, two more, one less, or two less than a given number, up to 20 <input type="checkbox"/> represent a number on a ten frame that is one more, two more, one less or two less than a given number |
| <p>A9 demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically by</p> <ul style="list-style-type: none"> – 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 <p>[C, CN, ME, PS, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> act out a given story problem presented orally or through shared reading <input type="checkbox"/> indicate if the scenario in a given story problem represents additive or subtractive action <input type="checkbox"/> represent the numbers and actions presented in a given story problem by using manipulatives, and record them using sketches and/or number sentences <input type="checkbox"/> create a story problem for addition that connects to student experience and simulate the action with counters <input type="checkbox"/> create a story problem for subtraction that connects to student experience and simulate the action with counters <input type="checkbox"/> create a word problem for a given number sentence <input type="checkbox"/> represent a given story problem pictorially or symbolically to show the additive or subtractive action and solve the problem |
| <p>A10 describe and use mental mathematics strategies (memorization not intended), such as</p> <ul style="list-style-type: none"> – counting on and counting back – making 10 – doubles – using addition to subtract to determine the basic addition facts to 18 and related subtraction facts <p>[C, CN, ME, PS, R, V]</p> | <p><i>(It is not intended that students recall the basic facts but become familiar with strategies to mentally determine sums and differences.)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> use and describe a personal strategy for determining a given sum <input type="checkbox"/> use and describe a personal strategy for determining a given difference <input type="checkbox"/> write the related subtraction fact for a given addition fact <input type="checkbox"/> write the related addition fact for a given subtraction fact |

| | | | |
|-------------------|--|----------------------|-------------------|
| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

PATTERNS AND RELATIONS (PATTERNS)

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 demonstrate an understanding of repeating patterns (two to four elements) by</p> <ul style="list-style-type: none"> - describing - reproducing - extending - creating <p>patterns using manipulatives, diagrams, sounds, and actions [C, PS, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe a given repeating pattern containing two to four elements in its core <input type="checkbox"/> identify errors in a given repeating pattern <input type="checkbox"/> identify the missing element(s) in a given repeating pattern <input type="checkbox"/> create and describe a repeating pattern using a variety of manipulatives, musical instruments, and actions <input type="checkbox"/> reproduce and extend a given repeating pattern using manipulatives, diagrams, sounds, and actions <input type="checkbox"/> identify and describe a repeating pattern in the environment (e.g., classroom, outdoors) using everyday language <input type="checkbox"/> identify repeating events (e.g., days of the week, birthdays, seasons) |
| <p>B2 translate repeating patterns from one representation to another [C, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> represent a given repeating pattern using another mode (e.g., actions to sound, colour to shape, ABC ABC to blue yellow green blue yellow green) <input type="checkbox"/> describe a given repeating pattern using a letter code (e.g., ABC ABC...) |

| | | | |
|-------------------|--|----------------------|-------------------|
| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

PATTERNS AND RELATIONS (*Variables and Equations*)

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B3 describe equality as a balance and inequality as an imbalance, concretely, and pictorially (0 to 20) [C, CN, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> construct two equal sets using the same objects (same shape and mass) and demonstrate their equality of number using a balance scale <input type="checkbox"/> construct two unequal sets using the same objects (same shape and mass) and demonstrate their inequality of number using a balance scale <input type="checkbox"/> determine if two given concrete sets are equal or unequal and explain the process used |
| <p>B4 record equalities using the equal symbol [C, CN, PS, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> represent a given equality using manipulatives or pictures <input type="checkbox"/> represent a given pictorial or concrete equality in symbolic form <input type="checkbox"/> provide examples of equalities where the given sum or difference is on either the left or right side of the equal symbol (=) <input type="checkbox"/> record different representations of the same quantity (0 to 20) as equalities |

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|-------------------|--|----------------------|-------------------|
| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

SHAPE AND SPACE (*Measurement*)

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C1 demonstrate an understanding of measurement as a process of comparing by</p> <ul style="list-style-type: none"> - identifying attributes that can be compared - ordering objects - making statements of comparison - filling, covering, or matching <p>[C, CN, PS, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify common attributes, such as length (height), mass (weight), volume (capacity), and area, that could be used to compare a given set of two objects <input type="checkbox"/> compare two given objects and identify the attributes used to compare <input type="checkbox"/> determine which of two or more given objects is longest/shortest by matching and explain the reasoning <input type="checkbox"/> determine which of two or more given objects is heaviest/lightest by comparing and explain the reasoning <input type="checkbox"/> determine which of two or more given objects holds the most/least by filling and explain the reasoning <input type="checkbox"/> determine which of two or more given objects has the greatest/least area by covering and explain the reasoning |

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|-------------------|--|----------------------|-------------------|
| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

SHAPE AND SPACE (3-D Objects and 2-D Shapes)

| PRESCRIBED LEARNING OUTCOMES | SUGGESTED ACHIEVEMENT INDICATORS |
|---|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C2 sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule [C, CN, R, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> sort a given set of familiar 3-D objects or 2-D shapes using a given sorting rule <input type="checkbox"/> sort a given set of familiar 3-D objects using a single attribute determined by the student and explain the sorting rule <input type="checkbox"/> sort a given set of 2-D shapes using a single attribute determined by the student and explain the sorting rule <input type="checkbox"/> determine the difference between two given pre-sorted sets of familiar 3-D objects or 2-D shapes and explain a possible sorting rule used to sort them |
| <p>C3 replicate composite 2-D shapes and 3-D objects [CN, PS, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> select 2-D shapes from a given set of 2-D shapes to reproduce a given composite 2-D shape <input type="checkbox"/> select 3-D objects from a given set of 3-D objects to reproduce a given composite 3-D object <input type="checkbox"/> predict and select the 2-D shapes used to produce a composite 2-D shape, and verify by deconstructing the composite shape <input type="checkbox"/> predict and select the 3-D objects used to produce a composite 3-D object, and verify by deconstructing the composite object |
| <p>C4 compare 2-D shapes to parts of 3-D objects in the environment [C, CN, V]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> identify 3-D objects in the environment that have parts similar to a given 2-D shape |

| | | | |
|-------------------|--|----------------------|-------------------|
| [C] Communication | [ME] Mental Mathematics and Estimation | [PS] Problem Solving | [T] Technology |
| [CN] Connections | | [R] Reasoning | [V] Visualization |

PHYSICAL EDUCATION – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators



ACTIVE LIVING

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>Knowledge</p> <p>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)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe benefits of regular participation in physical activity (e.g., it’s fun, it’s good for their bodies, it’s something they can do with their friends) <input type="checkbox"/> with teacher support, demonstrate awareness that regular participation in physical activity makes muscles stronger, including the heart |
| <p>A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> on their own bodies, point to the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands, eyes, ears) <input type="checkbox"/> describe ways they know their bodies are working during physical activity (e.g., they can feel their heart beat harder, their limbs feel warm, their breathing becomes faster) |
| <p>A3 identify choices they can make to be more physically active</p> | <ul style="list-style-type: none"> <input type="checkbox"/> name three or more activities that children can do in school, at home, and in the community in order to be more physically active (e.g., walking to school, playing tag at recess, recreational activities after school, being active with family and friends, walking the dog, doing physically active chores) |
| <p>A4 describe the importance of choosing healthy food as fuel for physical activity</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe why healthy foods are important for physical activity (e.g., healthy food provides fuel and energy to move and play actively) <input type="checkbox"/> with teacher and peer support, list a variety of healthy food choices for physical activity (e.g., fruits, vegetables, whole grains, beans, meat, nuts, dairy products) <input type="checkbox"/> based on class discussions and other activities, list potential consequences of not providing enough healthy food for physical activity (e.g., not enough energy, becoming very tired during play) |
| <p>A5 identify physical activities they feel they do well</p> | <ul style="list-style-type: none"> <input type="checkbox"/> name three physical activities they feel they do well (e.g., bouncing a ball, hopping on one foot, running) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>Participation</i></p> <p>A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity (e.g., resulting in increased heart rate, huffing and puffing, feeling warm) <input type="checkbox"/> participate in moderate to vigorous physical activities continuously, allowing for recovery periods as appropriate to the individual student |

MOVEMENT SKILLS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate the preparation (ready position), movement, and follow-through phases for a selected physical activity, such as throwing, kicking, catching, or jumping demonstrate appropriate spacing and distance from other students within the activity space <input type="checkbox"/> identify the general space boundaries for the specific activity (e.g., back wall, centre line, stage line) <input type="checkbox"/> move safely through general space at varying speeds, changing speeds in response to prompts, demonstrating an awareness of others’ personal spaces during the activity <input type="checkbox"/> explore, through movement, the difference between slow and fast speeds (e.g., walking and running) <input type="checkbox"/> move appropriately in response to verbal instructions, demonstrating an understanding of directional terms related to movement such as behind, in front of, left, right, under, and over (e.g., “move in front of the line” “stretch left arm to right foot”) |
| <p>B2 change level of body position while maintaining control (e.g., high, medium, low)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> maintain balance and control while creating large and small shapes with their bodies at various high, medium, and low levels (e.g., standing, sitting, crouching, stretching upward) <input type="checkbox"/> successfully demonstrate both static (stationary) and dynamic (travelling) balance while stopping and starting in response to signals |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p>B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:</p> <ul style="list-style-type: none"> – skip – gallop or slide – two-foot stop | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate and maintain proper technique for locomotor movement skills including the following: <ul style="list-style-type: none"> – skip forward—repeat a series of step-hop patterns alternating feet with opposing arm swings – gallop or slide—maintain the same lead foot while pushing off with the back foot to travel forward (gallop) or sideways (slide) <input type="checkbox"/> skip, gallop, or slide, following lines on the floor (pathways) in relay formation, maintaining balance and without bumping into others <input type="checkbox"/> demonstrate proper technique for a controlled two-foot stop (e.g., landing a jump)—stop on two feet in response to a signal, maintaining balance and technique (with knees bent, arms out for balance, chin up, and eyes forward) |
| <p>B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:</p> <ul style="list-style-type: none"> – kick a stationary object – strike a stationary object with an implement – two-handed catch with trapping against body | <ul style="list-style-type: none"> <input type="checkbox"/> follow a slow rolling object to collect it with two hands without bumping into people or objects <input type="checkbox"/> demonstrate proper technique for manipulative movement skills including <input type="checkbox"/> kick a stationary ball or other object from a stationary position—set up kick by looking at target, look at object, step toward object with non-kicking foot, plant non-kicking foot, transfer weight, swing kicking foot forward, make contact with ball with instep of foot (as applicable), follow through with kicking leg in the direction of the target <input type="checkbox"/> strike a stationary object using an implement (e.g., a beanbag with a paddle, a ball off a T with a bat)—stand sideways to object, swing implement back 180 degrees, transfer weight from back foot to forward foot with swing, rotate trunk then hips, swing implement in horizontal plane with implement parallel to target <input type="checkbox"/> catch an object (e.g., beanbag, beach ball) with two hands by trapping against chest; track object with eyes <input type="checkbox"/> attempt kicks with either foot and strikes with either hand <input type="checkbox"/> achieve regular contact with object when kicking, striking, or catching |

SAFETY, FAIR PLAY, AND LEADERSHIP

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>C1 describe why safety guidelines for physical activity are important</p> | <p><input type="checkbox"/> name a variety of safety rules and guidelines for physical activity, and describe how each rule or guideline helps to keep students safe (e.g., stop moving when the whistle blows so everyone can hear instructions, wearing appropriate clothing and footwear allows for unrestricted and safe movement, paying attention to others and to surroundings means being able to participate in activities without accidentally hitting someone else, different activities each have specific instructions that must be followed so everyone stays safe, warming up is important to help prevent people from getting hurt)</p> |
| <p>C2 respond appropriately to instructions and safety guidelines when participating in physical activity</p> | <p><input type="checkbox"/> listen to and follow instructions and safety guidelines for specific physical activities (e.g., gymnastics—use a mat when trying tumbling moves; activity stations—rotate to new activity when the whistle blows)</p> |
| <p>C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)</p> | <p><input type="checkbox"/> work willingly and co-operatively with others during physical activity (e.g., share equipment, space, and ideas; work with a variety of partners)</p> <p><input type="checkbox"/> show fairness and respect in physical activities (e.g., take turns using equipment, encouraging others of all ability levels, expressing emotions appropriately)</p> |

SCIENCE – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators



PROCESSES OF SCIENCE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <ul style="list-style-type: none"> communicate their observations, experiences, and thinking in a variety of ways (e.g., verbally, pictorially, graphically) | <ul style="list-style-type: none"> describe findings using appropriate vocabulary with teacher support, clearly organize and record observations using graphs, pictures, symbols, and/or words |
| <ul style="list-style-type: none"> classify objects, events, and organisms | <ul style="list-style-type: none"> identify similarities and differences among objects, events, and organisms group various objects, events, and organisms according to given criteria (e.g., objects: materials and textures; events: frequency and duration; organisms: common features and structure) |

LIFE SCIENCE: NEEDS OF LIVING THINGS

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <ul style="list-style-type: none"> classify living and non-living things | <ul style="list-style-type: none"> identify the differences between living and non-living things accurately group living things according to common characteristics |
| <ul style="list-style-type: none"> describe the basic needs of local plants and animals (e.g., food, water, light) | <ul style="list-style-type: none"> with teacher support, select and observe appropriate local plants and animals accurately list the basic needs (e.g., water, food, and light) of the selected plants and animals |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <ul style="list-style-type: none"> describe how the basic needs of plants and animals are met in their environment | <ul style="list-style-type: none"> illustrate in detail how the structure of a plant helps meet its needs (e.g., function of roots, leaves) illustrate in detail how animals meet their needs (e.g., types of homes and habitats, ability to adapt to changes in temperature, ways of gathering food, ways of protecting themselves from danger) in a given environment |

PHYSICAL SCIENCE: FORCE AND MOTION

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <ul style="list-style-type: none"> demonstrate how force can be applied to move an object | <ul style="list-style-type: none"> show how forces (e.g., push/pull) can change the motion or movement of an object describe four ways in which objects can move on a surface (e.g., backward/forward; upward/downward) classify objects by the way they move (e.g., spin, swing, bounce, slide, roll) |
| <ul style="list-style-type: none"> compare the effect of friction on the movement of an object over a variety of surfaces | <ul style="list-style-type: none"> describe the observed effects of friction on the motion of objects when traveling across different surfaces with teacher support, demonstrate the effects of changing the surface of an inclined plane on the downward motion of an object, and the effort needed to push or pull an object upward |
| <ul style="list-style-type: none"> demonstrate and describe the effects of magnets on different materials | <ul style="list-style-type: none"> identify various objects that are attracted by magnets (e.g., coins and paperclips) and materials that can be magnetized (e.g., iron) with teacher support, determine the orientation of the poles of a magnet show that opposite poles attract and like poles repel |

EARTH AND SPACE SCIENCE: DAILY AND SEASONAL CHANGES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <ul style="list-style-type: none"> • describe changes that occur in daily and seasonal cycles and their effects on living things | <ul style="list-style-type: none"> ❑ describe the effects of weather on living things (e.g., migration of birds; leisure activities) ❑ accurately sort pictures or objects that pertain to daily and seasonal changes (e.g., new plant growth, snow melting, leaves falling, bears hibernating) ❑ illustrate and record changes that occur throughout the seasons (e.g., flowers blooming, snow melting, leaves falling, lakes freezing) ❑ with teacher support, identify daily weather conditions and seasonal patterns (e.g., how people or animals prepare for weather conditions) |
| <ul style="list-style-type: none"> • describe activities of Aboriginal peoples in BC in each seasonal cycle | <ul style="list-style-type: none"> ❑ give several examples that show how activities of Aboriginal peoples differ according to seasonal cycles and regions (e.g., differences between activities in the Interior/coast; north/south) ❑ prepare a detailed list of local Aboriginal activities in the <ul style="list-style-type: none"> – fall (e.g., berry picking, freezing, and drying; equipment readied for hunting season; firewood stacked) – winter (e.g., sports activities, feasts, potlatches) – spring (e.g., planting) – summer (e.g., picnics, baking bannock, preparing fishing nets) |

SOCIAL STUDIES – GRADE 1

Prescribed Learning Outcomes and Suggested Achievement Indicators



SKILLS AND PROCESSES OF SOCIAL STUDIES

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> |
| <i>It is expected that students will:</i> | <i>Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| A1 use picture maps to identify familiar locations in the school or community | <input type="checkbox"/> recognize that maps are used to represent real places <input type="checkbox"/> relate pictorial representations to their physical locations (e.g., a place within the school, a neighbourhood park) <input type="checkbox"/> follow a path to a destination using a pictorial representation (e.g., picture map) |
| A2 participate co-operatively and productively in groups | <input type="checkbox"/> independently demonstrate willingness to share and co-operate with peers (e.g., taking turns when sharing space and materials, contributing to group discussions, asking relevant questions) <input type="checkbox"/> demonstrate active listening skills <input type="checkbox"/> demonstrate abilities to consider the needs of others when working and playing together |
| A3 gather information from personal experiences, oral sources, and visual representations | <input type="checkbox"/> access information from audio, visual, material, or print sources <input type="checkbox"/> collect information from personal experiences, oral sources, and visual representations <input type="checkbox"/> use comparison to discover similarities and differences <input type="checkbox"/> with teacher prompts, draw simple interpretations from information gathered (e.g., families have similar needs, families have differences) |
| A4 present information using oral, written, or visual representations | <input type="checkbox"/> identify a variety of ways of communicating (e.g., facial expression, sign language, spoken language, text, pictures, song, dance) <input type="checkbox"/> use oral, written, or visual communication forms to accomplish given presentation tasks (e.g., show and tell, captioned picture) |
| A5 identify strategies to address relevant school-based problems | <input type="checkbox"/> identify relevant school-based problems (e.g., taking turns at stations or in the computer lab, how to get the materials they need to complete a task, litter on the school playground, respecting others' personal belongings) <input type="checkbox"/> brainstorm, discuss, and compare possible solutions to a selected problem <input type="checkbox"/> with teacher and peer support, predict the possible results of various solutions to a problem <input type="checkbox"/> recognize that diverse points of view exist <input type="checkbox"/> with teacher support, choose among possible solutions for a problem |

IDENTITY, SOCIETY, AND CULTURE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>B1 describe changes that occur in their lives</p> | <ul style="list-style-type: none"> <input type="checkbox"/> give examples of routines and repeating events in their lives (e.g., birthdays, soccer practice or piano lessons every Tuesday, visiting grandparents once a month, walking the dog every afternoon, going camping every Victoria Day weekend) <input type="checkbox"/> describe in some detail changes in their lives (e.g., “Starting Grade 1 means I go to school all day instead of only half a day.” “I’m taller now and can reach the cupboard by myself.” “We have a new cat and it’s my responsibility to feed her every day.”) <input type="checkbox"/> distinguish between past and present (e.g., before and now, yesterday and today, this year and last year, when I was younger and now) |
| <p>B2 explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe the characteristics (e.g., composition, culture, traditions, roles of various family members) of their own family and another family they know that is different from or similar to their own <input type="checkbox"/> give examples of stories, traditions, and celebrations from their families (e.g., retell a story, interview a family member and share the results, create a picture or other representation of a family celebration) |
| <p>B3 identify a variety of social structures in which they live, learn, work, and play together</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe groups to which they belong (e.g., family, clan, after-school language class, music group, dance ensemble) <input type="checkbox"/> give examples of things people do in order to live together in groups peacefully (e.g., saying “please” and “thank you,” taking turns, giving help when asked, respecting others’ personal space, not laughing at people when they make a mistake) <input type="checkbox"/> describe ways in which people depend upon and help one another in families and schools (e.g., family roles, people in the school who can help them) |
| <p>B4 identify symbols of Canada</p> | <ul style="list-style-type: none"> <input type="checkbox"/> accurately name Canada as the country in which they live <input type="checkbox"/> recognize a variety of symbols characteristic of Canada (e.g., maple leaf, Canadian flag, symbols on coins, totem poles) <input type="checkbox"/> sing or recite the words to <i>O Canada</i> |

GOVERNANCE

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| C1 describe their roles, rights, and responsibilities at home and at school | <input type="checkbox"/> demonstrate an awareness of their personal rights within the class and school context (e.g., right to work undisturbed by peers, right to personal space) <input type="checkbox"/> identify people who make decisions that influence their lives <input type="checkbox"/> give examples of how decisions are made in families, schools, and communities |
| C2 explain the purpose of classroom and school expectations | <input type="checkbox"/> name some classroom and school expectations <input type="checkbox"/> explain the purpose of selected rules (e.g., to keep people safe, to make things fair) |

ECONOMY AND TECHNOLOGY

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| D1 describe basic human needs | <input type="checkbox"/> name basic human needs (food and water, shelter, clothing, safety and protection) <input type="checkbox"/> describe how human needs are met in families <input type="checkbox"/> using a graphic organizer or responding orally, give examples to distinguish needs from wants <input type="checkbox"/> use examples to demonstrate knowledge that people all over the world have needs similar to theirs |
| D2 identify types of work done by people in their community | <input type="checkbox"/> give examples of types of work done by people in their families, schools, and communities (e.g., growing food, making products, selling products, caring for others, providing entertainment) |
| D3 demonstrate awareness of the purpose of money | <input type="checkbox"/> using models and simulations, carry out transactions using money as a means of exchange <input type="checkbox"/> recognize that specific bills and coins have specific values (e.g., a dime is worth more than a penny) |
| D4 describe ways they use technologies | <input type="checkbox"/> define <i>technology</i> as any tool, implement, or machine that they use to make their lives easier and accomplish tasks <input type="checkbox"/> create a representation – such as a chart, rhyme, or drama – to sort and classify the various purposes of technologies they use in their lives (e.g., entertainment, communication, building, travel) |

HUMAN AND PHYSICAL ENVIRONMENT

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p><i>It is expected that students will:</i></p> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| <p>E1 recognize maps of Canada</p> | <p><input type="checkbox"/> locate Canada on a globe or map of the world</p> |
| <p>E2 identify characteristics of different environments</p> | <p><input type="checkbox"/> from photographs or other images, identify natural characteristics of physical environments (e.g., mountains, rivers, forests, marshes), and name them using appropriate terminology</p> <p><input type="checkbox"/> from photographs or other images, identify human-built characteristics of the physical environments (e.g., roads, buildings, bridges), and name them using appropriate terminology</p> <p><input type="checkbox"/> give examples of how daily life is influenced by the environment (e.g., effects on transportation)</p> <p><input type="checkbox"/> on school and neighbourhood walks or from images, identify familiar places and landmarks in their school and community (e.g., town hall, library, museums, recreation centres, theatres)</p> |
| <p>E3 demonstrate responsible behaviour in caring for their immediate and school environments</p> | <p><input type="checkbox"/> demonstrate care and concern for the environment in their actions (e.g., reduce, reuse, recycle; avoid disturbing plants and animals during nature walks)</p> <p><input type="checkbox"/> describe ways they care for their environment at home (e.g., putting away their toys, helping with household chores, recycling)</p> |