

## GRADE 1 CURRICULUM CONNECTIONS

<b>English Language Arts &amp; Literature</b>		
<b>Organizing Idea</b>	<b>Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.</b>	
<b>Guiding Question</b>	<b>How can the organization of ideas and information support the sharing of messages?</b>	
<b>Learning Outcome</b>	<b>Students examine ways that messages can be organized and presented for different purposes.</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss reasons for messages to be shared.	1
	Identify the title and author or creator of a variety of digital or non-digital messages.	1
	Examine information provided by the narrator in a story or message.	1
	Share connections between personal experiences and messages represented through poetry and song.	1
<b>Organizing Idea</b>	<b>Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.</b>	
<b>Guiding Question</b>	<b>In what ways can listening and speaking be applied to develop oral communication?</b>	
<b>Learning Outcome</b>	<b>Students develop listening and speaking skills through sharing stories and information.</b>	
	<b>Skills &amp; Procedures</b>	
	Practise listening and speaking skills through sharing oral stories.	1,9
	Discuss special rules (protocols) about how, when, or with whom stories are shared.	9
	Present stories, songs, poems, or dramatizations individually or as a part of a group.	8
	Ask questions to clarify information during discussions.	1,2,3,4,5,6,7,8
	Respond orally to questions during discussions.	1,2,3,4,5,6,7,8
	Contribute to discussions as a listener and speaker.	1,2,3,4,5,6,7,8,9
	Listen to and follow two-step instructions.	2,3,4,5,6,7,8
<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b>	
<b>Guiding Question</b>	<b>What messages are conveyed through ideas and information within texts?</b>	
<b>Learning Outcome</b>	<b>Students investigate meaning communicated in texts.</b>	
	<b>Skills &amp; Procedures</b>	
	Listen to a variety of fictional and informational texts that are read aloud.	1,2,3,4,5,6,7,8,9
	Respond to texts that have been read aloud.	1,2,3,4,5,6,7,8
	Understand words and phrases from texts that have been read aloud.	1,2,3,4,5,6,7,8
	Discuss the main idea of a variety of texts.	1
	Identify key ideas and details from texts.	1
	Interpret information from illustrations or visuals in texts.	1,8
	Share personal connections to ideas or information in texts.	2,3,4,5,6,7,8,9
	Make predictions prior to and while reading, viewing, or listening to a text.	2,3,4,5,6,7,8

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<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>	
<b>Guiding Question</b>	<b>How can writing be used to communicate meaning?</b>	
<b>Learning Outcome</b>	<b>Students create messages through the application of writing processes.</b>	
	<b>Skills &amp; Procedures</b>	
	Create written messages that align with an intended audience or purpose.	2,4,6
	Write sentences that contain complete thoughts and make sense.	2,3,6
	Edit written work for spelling, grammar, and punctuation.	2,6
	Add images or features to written messages.	2,3,4,5,6,7
	Share messages with others.	2,5,6,7
	Include own name on messages created.	2
	Use organizational tools to record information.	5

<b>Physical Education and Wellness</b>		
<b>Organizing Idea</b>	<b>Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.</b>	
<b>Guiding Question</b>	<b>How can personal characteristics contribute to self-understanding?</b>	
<b>Learning Outcome</b>	<b>Students examine personal characteristics, feelings, and emotions and explore understanding of self.</b>	
	<b>Skills &amp; Procedures</b>	
	Recognize that cultures celebrate personal characteristics in a variety of ways.	1,9
	Recognize how emotions can be expressed.	2,3,4,5
	Identify and communicate feelings in a variety of contexts.	2,3,4,5
	Identify responses to emotions.	2,3,4,5,7
	Reflect on feelings and emotions that result from various personal experiences.	2,3,4,5,7
<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	
<b>Guiding Question</b>	<b>How can connections support healthy relationships?</b>	
<b>Learning Outcome</b>	<b>Students investigate how healthy relationships in learning and playing environments are built through connection.</b>	
	<b>Skills &amp; Procedures</b>	
	Practise words and actions that support friendship.	1,2,3,4,7,8

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<b>Social Studies</b>		
General Outcome	Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.	
General Outcome	Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.	
<b>"Moving Forward with the Past: My Family, My History and My Community"</b>		
<b>1.2.1</b>	<b>appreciate how stories and events of the past connect their families and communities to the present:</b> appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC)	1,2,3,4,5,6,7,8,9
<b>1.2.2</b>	<b>analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:</b> What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC)	1

<b>Science</b>		
General Learner Expectations	<b>1-4 Demonstrate positive ways for the study of science and for the application of science in responsible ways.</b>	
Specific Learner Expectations	<i>Students will show growth in acquiring and applying the following traits:</i>	
	respect for living things and environments, and commitment for their care.	2,3,5,7

<b>Art</b>		
Component 3	<b>APPRECIATION: Students will interpret artworks literally.</b>	
C	An artwork tells something about its subject matter and the artist who made it	8
F	All aspects of an artwork contribute to the story it tells	8
Component 10 (i)	<b>PURPOSE 1: Students will record or document activities, people and discoveries.</b>	
A	Everyday activities can be documented visually	6,7
C	Family groups and people relationships can be recorded visually	2