

# The Ontario Curriculum

## GRADE 1

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checklist format

compiled by: [The Canadian Homeschooler](#)  
using the current Ontario Curriculum



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## Introduction

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Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade One Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education in Ontario.

French as a second language isn't technically required until about the 4<sup>th</sup> grade, which is why I haven't included it in this Grade 1 checklist. If you are interested in knowing what is required for Immersion French at this level, please check the curriculum listed on the Ministry website: <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



Lisa Marie Fletcher  
The Canadian Homeschooler  
(<http://thecanadianhomeschooler.com>)

*Please note that this checklist is a free product and may be distributed freely to whomever can use it.*

# Math

## Number Sense & Numeration

Section	Specific Expectations
<i>Quantity Relationships</i>	
<p>By the end of Grade 1, students will:</p> <p>- read, represent, compare and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts.</p>	<input type="checkbox"/> Represent, compare, and order whole numbers to 50, using a variety of tools and contexts
	<input type="checkbox"/> Read and print in words whole numbers to ten, using meaningful contexts
	<input type="checkbox"/> Demonstrate, using concrete materials, the concept of conservation of number
	<input type="checkbox"/> Relate numbers to the anchors of 5 and 10
	<input type="checkbox"/> Identify and describe various coins, using coin manipulatives or drawings, and state their value
	<input type="checkbox"/> Represent money amounts to 20¢, through investigation using coin manipulatives
	<input type="checkbox"/> Estimate the number of objects in a set, and check by counting
	<input type="checkbox"/> Compose and decompose numbers up to 20 in a variety of ways, using concrete materials
	<input type="checkbox"/> Divide whole objects into parts and identify and describe, through investigation, equal sized parts of the whole, using fractional names
<i>Counting</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20</p>	<input type="checkbox"/> Demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting
	<input type="checkbox"/> Count forward by 1s, 2s, 5s, and 10s to 100, using a variety of tools and strategies
	<input type="checkbox"/> Count backwards by 1s from 20 and any number less than 20
	<input type="checkbox"/> Count backwards from 20 by 2s and 5s using a variety of tools
	<input type="checkbox"/> Use ordinal number to thirty-first in meaningful contexts

<i>Operational Sense</i>	
By the end of Grade 1, students will:  -solve problems involving addition and subtraction of single-digit whole numbers, using a variety of strategies	<input type="checkbox"/> Solve a variety of problems involving the addition and subtraction of whole numbers to 20, using concrete materials and drawings
	<input type="checkbox"/> Solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of mental math strategies
	<input type="checkbox"/> Add and subtract money amounts to 10¢, using coin manipulatives and drawings.

## Measurement

Section	Specific Expectations
<i>Attributes, Units &amp; Measurement Sense</i>	
By the end of Grade 1, students will:  -estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size	<input type="checkbox"/> Demonstrate an understanding of the use of non-standard units of the same size for measuring
	<input type="checkbox"/> Estimate, measure, and record lengths, heights, and distances
	<input type="checkbox"/> Construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units
	<input type="checkbox"/> Estimate, measure, and describe area, through investigation using non-standard units
	<input type="checkbox"/> Estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units
	<input type="checkbox"/> Estimate, measure, and describe the passage of time, through investigation using non-standard units
	<input type="checkbox"/> Read demonstration digital and analogue clocks, and use them to identify benchmark times
	<input type="checkbox"/> Name the months of the year in order, and read the date on a calendar
	<input type="checkbox"/> Relate temperature to experiences of the seasons
<i>Measurement Relationships</i>	
By the end of Grade 1, students will:  - compare, describe, and order objects, using attributes measured in non-standard units.	<input type="checkbox"/> Compare two or three objects using measurable attributes and describe the objects using relative terms
	<input type="checkbox"/> Compare and order objects by their linear measurements, using the same non-standard unit
	<input type="checkbox"/> Use the metre as a benchmark for measuring length, and compare the metre with non-standard units

	<ul style="list-style-type: none"> <li>□ Describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length</li> </ul>
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## Geometry & Spatial Sense

Section	Specific Expectations
<i>Geometric Properties</i>	
<p>By the end of Grade 1, students will:</p> <p>- identify common two-dimensional shapes and three-dimensional figures and sort &amp; classify them by their attributes</p>	<ul style="list-style-type: none"> <li>□ Identify and describe common two-dimensional shapes and sort &amp; classify them by their attributes, using concrete materials and pictorial representations</li> </ul>
	<ul style="list-style-type: none"> <li>□ Trace and identify the two-dimensional faces of three-dimensional figures, using concrete models</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify and describe common three-dimensional figures and sort &amp; classify them by their attributes using concrete materials and pictorial representations</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe similarities and differences between an everyday object and a three-dimensional figure</li> </ul>
	<ul style="list-style-type: none"> <li>□ Locate shapes in the environment that have symmetry, and describe the symmetry</li> </ul>
<i>Geometric Relationships</i>	
<p>By the end of Grade 1, students will:</p> <p>- compose and decompose common two-dimensional shapes and three-dimensional figures</p>	<ul style="list-style-type: none"> <li>□ Compose patterns, pictures, and designs using common two-dimensional shapes</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify and describe shapes within other shapes</li> </ul>
	<ul style="list-style-type: none"> <li>□ Build three-dimensional structures using concrete materials, and describe the two-dimensional shapes the structures contain</li> </ul>
	<ul style="list-style-type: none"> <li>□ Cover outline puzzles with two-dimensional shapes</li> </ul>
<i>Location and Movement</i>	
<p>By the end of Grade 1, students will:</p> <p>- describe the relative locations of objects using positional language</p>	<ul style="list-style-type: none"> <li>□ Describe the relative locations of objects or people using positional language</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe the relative locations of objects on concrete maps created in the classroom</li> </ul>
	<ul style="list-style-type: none"> <li>□ Create symmetrical designs and pictures, using concrete materials and describe the relative locations of the parts</li> </ul>

## Patterning & Algebra

Section	Specific Expectations
<i>Patterns &amp; Relationships</i>	
By the end of Grade 1, students will:  -identify, describe, extend, and create repeating patterns	<input type="checkbox"/> Identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute
	<input type="checkbox"/> Identify and extend, through investigation, numeric repeating patterns
	<input type="checkbox"/> Describe numeric patterns in hundreds chart
	<input type="checkbox"/> Identify a rule for a repeating pattern
	<input type="checkbox"/> Create a repeating pattern involving one attribute
	<input type="checkbox"/> Represent a given repeating pattern in a variety of ways
<i>Expressions and Equality</i>	
By the end of Grade 1, students will:  - demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction to 10	<input type="checkbox"/> Create a set in which the number of objects is greater than, less than, or equal to the number of objects in a set
	<input type="checkbox"/> Demonstrate examples of equality, through investigation, using a “balance” model
	<input type="checkbox"/> Determine, through investigation using a “balance” model and whole numbers to 10, the number of identical object that must be added or subtracted to establish equality.

## Data Management & Probability

Section	Specific Expectations
<i>Collection and Organization of Data</i>	
<p>By the end of Grade 1, students will:</p> <p>- collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis</p>	<ul style="list-style-type: none"> <li data-bbox="565 310 1433 422">□ Demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute and by describing informal sorting experiences</li> <li data-bbox="565 520 1450 667">□ Collect and organize primary data that is categorical and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs and a variety of recording methods.</li> </ul>
<i>Data Relationships</i>	
<p>By the end of Grade 1, students will:</p> <p>- read and describe primary data presented in concrete graphs and pictographs;</p>	<ul style="list-style-type: none"> <li data-bbox="565 787 1466 856">□ Read primary data presented in concrete graphs and pictographs, and describe the data using comparative language</li> <li data-bbox="565 961 1263 993">□ Pose and answer questions about collected data</li> </ul>
<i>Probability</i>	
<p>By the end of Grade 1, students will:</p> <p>-describe the likelihood that everyday events will happen.</p>	<ul style="list-style-type: none"> <li data-bbox="565 1182 1442 1251">□ Describe the likelihood that everyday events will occur, using mathematical language</li> </ul>

## Language Arts

### Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 1, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<input type="checkbox"/> Identify purposes for listening in a few different situations, formal and informal
	<input type="checkbox"/> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations
	<input type="checkbox"/> Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral text, initially with support and direction
	<input type="checkbox"/> Demonstrate an understanding of the information and ideas of oral texts by retelling the story or restating the information, including the main idea
	<input type="checkbox"/> Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions
	<input type="checkbox"/> Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
	<input type="checkbox"/> Identify words or phrases that indicate whether an oral text is fact or fiction, initially with support or direction
	<input type="checkbox"/> Begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker
	<input type="checkbox"/> Begin to identify some of the presentation strategies used in oral text and explain how they influence the audience

<i>Speaking to Communicate</i>	
<p>By the end of Grade 1, students will:</p> <p>- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<input type="checkbox"/> Identify a few purposes for speaking
	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions
	<input type="checkbox"/> Communicate ideas and information orally in a clear, coherent manner
	<input type="checkbox"/> Choose appropriate words to communicate their meaning accurately and engage the interest of their audience
	<input type="checkbox"/> Begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning
	<input type="checkbox"/> Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
	<input type="checkbox"/> Use one or more appropriate visual aids to support or enhance oral presentations
<i>Reflecting on Oral Communication Skills and Strategies</i>	
<p>By the end of Grade 1, students will:</p> <p>-reflect on and identify their strengths as listeners and speakers, areas of improvement and the strategies they found most helpful in oral communication situations</p>	<input type="checkbox"/> Begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking
	<input type="checkbox"/> Begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

## Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 1, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1430 394">☐ Read a few different types of literary texts and informational texts</li> <li data-bbox="561 415 1370 489">☐ Identify a few different purposes for reading and choose reading materials appropriate for those purposes</li> <li data-bbox="561 510 1455 625">☐ Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction</li> <li data-bbox="561 646 1435 720">☐ Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</li> <li data-bbox="561 741 1450 856">☐ Use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them</li> <li data-bbox="561 877 1463 993">☐ Extend understanding of texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, and to the world around them</li> <li data-bbox="561 1014 1398 1087">☐ Identify the main idea and a few elements of texts, initially with support and direction</li> <li data-bbox="561 1108 1430 1182">☐ Express personal thoughts and feelings about what has been read</li> <li data-bbox="561 1203 1438 1297">☐ Begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective</li> </ul>
<i>Understanding Form and Style</i>	
<p>By the end of Grade 1, students will:</p> <p>- recognize a variety of text forms, text feature, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1371 1446 1518">☐ Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts such as a simple “All about ____” book</li> <li data-bbox="561 1539 1459 1654">☐ Recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts</li> <li data-bbox="561 1675 1446 1749">☐ Identify some text features and explain how they help readers understand texts</li> </ul>

	<ul style="list-style-type: none"> <li>□ Identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts</li> </ul>
	<ul style="list-style-type: none"> <li>□ Begin to identify some vocal effects, including tone, pace, pitch, and volume, and use their appropriately to help communicate their meaning</li> </ul>
<i>Reading with Fluency</i>	
By the end of Grade 1, students will:	<ul style="list-style-type: none"> <li>□ Automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts</li> </ul>
-use knowledge of words and cueing systems to read fluently	<ul style="list-style-type: none"> <li>□ Predict the meaning of and solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> <li>□ semantic (meaning) cues</li> <li>□ syntactic (language structure) cues</li> <li>□ graphophonic (phonological and graphic) cues</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>□ Read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader</li> </ul>
<i>Reflecting on Reading Skills and Strategies</i>	
By the end of Grade 1, students will:	<ul style="list-style-type: none"> <li>□ Begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading</li> </ul>
-reflect on and identify their strengths as readers, areas of improvement and the strategies they found most helpful before, during, and after reading	<ul style="list-style-type: none"> <li>□ Explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read</li> </ul>

## Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
<p>By the end of Grade 1, students will:</p> <p>-generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1398 394">☐ Identify the topic, purpose, audience, and form for writing, initially with support and direction</li> <li data-bbox="561 415 1365 489">☐ Generate ideas about a potential topic, using a variety of strategies and resources</li> <li data-bbox="561 510 1446 583">☐ Gather information to support ideas for writing in a variety of ways and/or from a variety of sources</li> <li data-bbox="561 604 1390 678">☐ Sort ideas and information for their writing in a variety of ways, with support and direction</li> <li data-bbox="561 699 1438 804">☐ Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organization patterns</li> <li data-bbox="561 825 1390 930">☐ Determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose</li> </ul>
<i>Using Knowledge of Form and Style in Writing</i>	
<p>By the end of Grade 1, students will:</p> <p>- draft and review their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> <li data-bbox="561 1014 1162 1056">☐ Write sort texts using a few simple forms</li> <li data-bbox="561 1077 1406 1182">☐ Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience</li> <li data-bbox="561 1203 1390 1245">☐ Use familiar words and phrases to convey a clear meaning</li> <li data-bbox="561 1266 1333 1308">☐ Write simple but complete sentences that make sense</li> <li data-bbox="561 1329 1430 1392">☐ Begin to identify, with support and direction, their point of view and one possible different point of view about the topic</li> <li data-bbox="561 1413 1455 1518">☐ Identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers</li> <li data-bbox="561 1539 1406 1623">☐ Make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies</li> <li data-bbox="561 1644 1349 1707">☐ Produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations</li> </ul>

*Applying Knowledge of Language Conventions and Presenting Written Work Effectively*

<p>By the end of Grade 1, students will:</p> <p>-use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<input type="checkbox"/> Spell some high-frequency words correctly
	<input type="checkbox"/> Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings
	<input type="checkbox"/> Confirm spellings and word meanings or word choices using one or two resources
	<input type="checkbox"/> Use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end
	<input type="checkbox"/> Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns <i>I, you, he, she, it, we, they</i> ; verbs to tell what they do and feel; some adjectives; and simple prepositions of place
	<input type="checkbox"/> Proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference
	<input type="checkbox"/> Use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout
	<input type="checkbox"/> Produces piece of published work to meet criteria identified by the teacher, based on the expectations

*Reflecting on Writing Skills and Strategies*

<p>By the end of Grade 1, students will:</p> <p>-reflect on and identify their strengths as writers, areas of improvement and the strategies they found most helpful at different stages in the writing process</p>	<input type="checkbox"/> Identify some strategies they found helpful before, during, and after writing
	<input type="checkbox"/> Describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
	<input type="checkbox"/> Select pieces of writing they think show their best work and explain the reasons for their selection

## Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of a variety of media texts</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1414 394">☐ Identify the purpose and intended audience of some simple media texts</li> <li data-bbox="561 415 1458 489">☐ Identify overt and implied messages, initially with support and direction, in simple media texts</li> <li data-bbox="561 510 1403 583">☐ Express personal thoughts and feelings about some simple media works</li> <li data-bbox="561 604 1414 678">☐ Describe how different audiences might respond to specific media texts</li> <li data-bbox="561 699 1463 804">☐ Begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective</li> <li data-bbox="561 825 1458 930">☐ Identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those text are produced</li> </ul>
<i>Understanding Media Forms, Conventions, and Techniques</i>	
<p>By the end of Grade 1, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1014 1386 1087">☐ Identify some of the elements and characteristics of a few simple media form</li> <li data-bbox="561 1108 1430 1182">☐ Identify, initially with support and direction, the conventions and techniques used in some familiar media</li> </ul>
<i>Creating Media Texts</i>	
<p>By the end of Grade 1, students will:</p> <p>-create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<ul style="list-style-type: none"> <li data-bbox="561 1413 1438 1486">☐ Identify the topic, purpose, and audience for media texts they plan to create</li> <li data-bbox="561 1507 1450 1581">☐ Identify an appropriate form to suit the purpose and audience for a media text they plan to create</li> <li data-bbox="561 1602 1430 1675">☐ Identify conventions and techniques appropriate to the form chosen for a media text they plan to create</li> <li data-bbox="561 1696 1414 1801">☐ Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</li> </ul>

*Reflecting on Media Literacy Skills and Strategies*

By the end of Grade 1, students will:

-reflect on and identify their strengths as media interpreters and creators, areas of improvement and the strategies they found most helpful in understanding and creating media texts

- Identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
- Begin to explain, initially with support and direction, how their skills with listening, speaking, reading, and writing help them to make sense of and produce media texts

## Science & Technology

### Understanding Life Systems: Needs and Characteristics of Living Things

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 1, students will:  -assess the role of humans in maintaining a healthy environment	<input type="checkbox"/> Identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans
	<input type="checkbox"/> Describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life, taking different points of view into consideration
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 1, students will:  -investigate needs and characteristics of plants and animals, including humans	<input type="checkbox"/> Follow established safety procedures and humane practices during science and technology investigations
	<input type="checkbox"/> Investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources
	<input type="checkbox"/> Investigate and compare the physical characteristics of a variety of human plants and animals, including humans
	<input type="checkbox"/> Investigate the physical characteristics of plants and explain how they help the plant meet its basic needs, using a variety of methods and resources
	<input type="checkbox"/> Investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>investigation, explore, needs, space, and food</i> , in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes

*Understanding Basic Concepts*

By the end of Grade 1, students will:

- demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans

- Identify *environment* as the area in which something or someone exists or lives
- Identify the physical characteristics of a variety of plants and animals
- Identify the location and function of major parts of the human body, including sense organs
- Describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment
- Describe how showing care and respect for all living things helps to maintain a healthy environment
- Identify what living things provide for other living things
- Describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms

## Understanding Structures and Mechanisms: Materials, Objects, and Everyday Structures

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 1, students will:</p> <p>-assess the impact of people and the environment of objects and structures and the materials used in them</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1468 436">□ Identify the kinds of waste produced in the classroom, and plan and carry out a classroom course of action for minimizing waste, explaining why each action is important</li> <li data-bbox="561 447 1468 604">□ Assess objects in their environment that are constructed for similar purposes in terms of the type of materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer needed</li> </ul>
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 1, students will:</p> <p>-investigate structures that are built for a specific purpose to see how their design and materials suit the purpose</p>	<ul style="list-style-type: none"> <li data-bbox="561 684 1468 762">□ Follow established safety procedures during science and technology investigations</li> <li data-bbox="561 772 1468 850">□ Investigate characteristics of various objects and structures, using their senses</li> <li data-bbox="561 861 1468 938">□ Investigate, through experimentation, the properties of various materials</li> <li data-bbox="561 949 1468 1077">□ Use technological problem-solving skills, and knowledge acquired from previous investigations, to design, build, and test a structure for a specific purpose</li> <li data-bbox="561 1087 1468 1215">□ Use appropriate science and technology vocabulary, including <i>investigation, experiment, explore, purpose, rigid, flexible, solid, and smooth</i>, in oral and written communication</li> <li data-bbox="561 1226 1468 1304">□ Use a variety of forms to communicate with different audiences and for a variety of purposes</li> </ul>
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used</p>	<ul style="list-style-type: none"> <li data-bbox="561 1377 1468 1455">□ Describe objects as things that are made of one or more materials</li> <li data-bbox="561 1465 1468 1509">□ Describe structures as supporting frameworks</li> <li data-bbox="561 1520 1468 1598">□ Describing materials as substances from which something is made</li> <li data-bbox="561 1608 1468 1736">□ Describe the function/purpose of the observable characteristics of various objects and structures, using information gathered through their senses</li> <li data-bbox="561 1747 1468 1824">□ Describe how showing care and respect for all living things helps to maintain a healthy environment</li> </ul>

	<input type="checkbox"/> Identify the materials that make up objects and structures
	<input type="checkbox"/> Distinguish between objects (including structures) and materials found in nature and those made by humans
	<input type="checkbox"/> Describe between properties of materials that enable objects and structures made from them to perform their intended function
	<input type="checkbox"/> List different kinds of fasteners ( <i>e.g. zipper, tape, glue, button</i> ) and describe the uses of each
	<input type="checkbox"/> Identify the sources in nature of some common materials that are used in making structures

### Understanding Matter and Energy: Energy in Our Lives

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 1, students will:  -assess uses of energy at home, at school, and in the community, and suggest ways to less energy	<input type="checkbox"/> Describe their own and their family's uses of energy; identify ways in which these uses are efficient or wasteful, taking different points of view into consideration; suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices
	<input type="checkbox"/> Describe how the everyday lives of different people and other living things would be affected if electrical energy were no longer available
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 1, students will:  -investigate how different types of energy are used in daily life	<input type="checkbox"/> Follow established safety procedures during science and technology investigations
	<input type="checkbox"/> Investigate how the sun affects the air, land, and/or water, using a variety of methods and resources
	<input type="checkbox"/> Design and construct a device that uses energy to perform a task
	<input type="checkbox"/> Investigate and compare seasonal difference in the ways we use energy and the types of energy we use
	<input type="checkbox"/> Use scientific inquiry/experimentation skill, and knowledge acquired from previous investigations, to explore the effects of light and heat from the sun
	<input type="checkbox"/> Investigate how the sun's energy allows humans to meet their basic needs, including the need for food

	<ul style="list-style-type: none"> <li>□ Use appropriate science and technology vocabulary, including <i>investigate, explore, design, energy, and survival</i>, in oral and written communication</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use a variety of forms to communicate with different audiences and for a variety of purposes</li> </ul>
<i>Understanding Basic Concepts</i>	
By the end of Grade 1, students will:	<ul style="list-style-type: none"> <li>□ Demonstrate an understanding that energy is what makes the thing they do or see happen</li> </ul>
- demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth	<ul style="list-style-type: none"> <li>□ Demonstrate an understanding that the sun, and the earth's principal source of energy, warms the air, land, and water; is a source of light for the earth; and makes it possible for food to grow</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify food as a source of energy for themselves and other living things</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify everyday uses of various sources of energy</li> </ul>
	<ul style="list-style-type: none"> <li>□ Demonstrate an understanding that humans get the energy they need from the world around them, and that supply of many of these resources is limited so care needs to be taken in how we use them</li> </ul>

### **Understanding Earth and Space Systems: Daily and Seasonal Changes**

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 1, students will:	<ul style="list-style-type: none"> <li>□ Assess the impact of daily and seasonal changes on human outdoor activities and identify innovations that allow for some of these activities to take place indoors out of season</li> </ul>
-assess the impact of daily and seasonal changes on living things, including humans	<ul style="list-style-type: none"> <li>□ Assess ways in which daily and seasonal changes have an impact on society and the environment</li> </ul>
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 1, students will:	<ul style="list-style-type: none"> <li>□ Follow established safety procedures during science and technology investigations</li> </ul>
-investigate daily and seasonal changes	<ul style="list-style-type: none"> <li>□ Investigate the changes in the amount of light from the sun that occur throughout the day and year</li> </ul>
	<ul style="list-style-type: none"> <li>□ Investigate the changes in the amount of heat from the sun that occur throughout the day and in the various seasons</li> </ul>

	<ul style="list-style-type: none"> <li>□ Use scientific inquiry/research skills, including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use appropriate science and technology vocabulary, including <i>investigate, temperature, hibernate, dormant, energy, and survival</i>, in oral and written communication</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use a variety of forms to communicate with different audiences and for a variety of purposes</li> </ul>
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things</p>	<ul style="list-style-type: none"> <li>□ Identify the sun as Earth's principal source of heat and light</li> </ul>
	<ul style="list-style-type: none"> <li>□ Define a cycle as a circular sequence of events</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe changes in the amount of heat and light from the sun that occur throughout the day and the seasons</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe and compare the four seasons</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe changes in appearance or behaviour of living things that are adaptations to seasonal changes</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe how humans prepare for and/or respond to daily and seasonal changes</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify the sources in nature of some common materials that are used in making structures</li> </ul>

## Social Studies

### Heritage and Citizenship: Relationships, Rules, and Responsibilities

Section	Specific Expectations
<i>Knowledge and Understanding</i>	
<p>By the end of Grade 1, students will:</p> <ul style="list-style-type: none"> <li>-identify people with whom they have significant relationship, and the rules and responsibilities associated with people, places, and events in their lives and communities</li> </ul>	<input type="checkbox"/> State in simple terms what “relationships”, “rules”, and “responsibilities” are
	<input type="checkbox"/> Explain why rules and responsibilities have been established
	<input type="checkbox"/> Identify important relationships in their life and name some responsibilities that are part of these relationships
	<input type="checkbox"/> Describe significant people and places in their lives and the rules associated with them
	<input type="checkbox"/> Identify significant events in their lives and rules associated with them
	<input type="checkbox"/> Describe how they follow the rules about respecting the rights and property of other people and about using shared environment responsibly
<i>Inquiry/Research and Communication Skills</i>	
<p>By the end of Grade 1, students will:</p> <ul style="list-style-type: none"> <li>- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community</li> </ul>	<input type="checkbox"/> Brainstorm and ask simple questions (e.g. How? Why?) to gain information about relationships, rules, and responsibilities
	<input type="checkbox"/> Use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community
	<input type="checkbox"/> Use illustrations, key words, and simple sentences to sort, classify, and record information about relationships, rules, and responsibilities
	<input type="checkbox"/> Construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about relationships, rules, and responsibilities in their daily lives
	<input type="checkbox"/> Use appropriate vocabulary to communicate the results of inquiries and observations about relationships, rules, and responsibilities

<i>Application</i>	
By the end of Grade 1, students will:  - explain how and why relationships, rules, and responsibilities may change over time, and in different places	<input type="checkbox"/> Explain how events and actions can cause rules and responsibilities to change, and describe what some new rules and responsibilities might be
	<input type="checkbox"/> Identify an area of concern and suggest changes in rules or responsibilities to provide possible solutions
	<input type="checkbox"/> Order a sequence of events to demonstrate how relationships, rules, or responsibilities change over time, and in different places

### **Canada and World Connections: The Local Community**

<b>Section</b>	<b>Specific Expectations</b>
<i>Knowledge and Understanding</i>	
By the end of Grade 1, students will:  -recognize that communities consist of various physical features and community facilities that meet human needs	<input type="checkbox"/> Identify the physical and social needs of residents in the an area
	<input type="checkbox"/> Identify the distinguishing physical features of their community (e.g. Buildings, roads, rivers, lakes)
	<input type="checkbox"/> List the occupations of some people in the community
	<input type="checkbox"/> Identify the places in which people work and describe the technologies, tools, and vehicles they use
	<input type="checkbox"/> List the different ways in which people travel around a community
<i>Inquiry/Research and Communication Skills</i>	
By the end of Grade 1, students will:  - use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area	<input type="checkbox"/> Brainstorm and ask simple questions (e.g. How? Why?) to gain information about their local community
	<input type="checkbox"/> Use pictures, maps, print materials, media sources, and/or class trips to locate information about their local community, including safe places in the community
	<input type="checkbox"/> Use illustrations, key words, and simple sentences to sort, classify, and record information about their local community
	<input type="checkbox"/> Use appropriate vocabulary to communicate the results of inquiries and observations about their local community

<i>Map, Globe, and Graphic Skills</i>	
By the end of Grade 1, students will:	<input type="checkbox"/> Make models and read maps of familiar areas in their local community
	<input type="checkbox"/> Use non-standard units to measure distance on a map
	<input type="checkbox"/> Demonstrate an understanding of scale
	<input type="checkbox"/> Use their own symbols on a map to identify buildings and places in their local community
	<input type="checkbox"/> Recognize that different colours represent different things on a map
	<input type="checkbox"/> Use appropriate words to describe relative locations of places and objects
<i>Application</i>	
By the end of Grade 1, students will:  - describe how people in the community interact with each other and the physical environment to meet human needs	<input type="checkbox"/> Identify and describe routes with the school, using familiar symbols and landmarks
	<input type="checkbox"/> Construct a model of their local community to show how people's physical and social needs are served within the area
	<input type="checkbox"/> List a variety of occupations in the community and explain how they meet people's needs

## The Arts

### Dance

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 1, students will:</p> <p>-apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas.</p>	<input type="checkbox"/> Use movements that are part of their daily experience in a variety of ways in dance phrases
	<input type="checkbox"/> Use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes
	<input type="checkbox"/> Create dance phrases using a variety of ways to connect movements
	<input type="checkbox"/> Use varied and/or contrasting body shapes to communicate different types of messages
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 1, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences</p>	<input type="checkbox"/> Describe differences they observe when various movements from daily life are used as the basis or stimulus for movements in a dance phrase
	<input type="checkbox"/> Identify and describe how the element of body is used in contrasting ways to communicate ideas in their own and others' dance phrases, with teacher support
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as dance creators and audience members
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts</p>	<input type="checkbox"/> Describe, with teacher guidance, a variety of dances from different communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom
	<input type="checkbox"/> Identify and describe dance experiences in their own lives and communities

## Drama

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 1, students will:</p> <p>-apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories</p>	<ul style="list-style-type: none"> <li data-bbox="565 323 1386 432">☐ Engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places</li> <li data-bbox="565 453 1446 562">☐ Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played</li> <li data-bbox="565 583 1373 653">☐ Plan and shape dramatic play by building on the ideas of others, both in and out of role</li> <li data-bbox="565 674 1459 783">☐ Communicate feelings and ideas to a familiar audience using a few simple visual or technological aids to support and enhance their drama work</li> </ul>
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 1, students will:</p> <p>-apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences</p>	<ul style="list-style-type: none"> <li data-bbox="565 863 1463 972">☐ Express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story</li> <li data-bbox="565 993 1455 1102">☐ Demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning</li> <li data-bbox="565 1123 1409 1232">☐ Identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members</li> </ul>
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts</p>	<ul style="list-style-type: none"> <li data-bbox="565 1339 1409 1449">☐ Identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community</li> <li data-bbox="565 1470 1422 1579">☐ Demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world</li> </ul>

## Music

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 1, students will:</p> <p>-apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1390 436">☐ Sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods</li> <li data-bbox="561 453 1357 531">☐ Apply the elements of music when singing, playing, and moving</li> <li data-bbox="561 548 1357 625">☐ Create compositions for specific purpose and a familiar audience</li> <li data-bbox="561 642 1365 720">☐ Use the tools and techniques of musicianship in musical performances</li> <li data-bbox="561 737 1463 814">☐ Demonstrate understanding that sounds can be represented by symbols</li> </ul>
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 1, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences</p>	<ul style="list-style-type: none"> <li data-bbox="561 884 1409 961">☐ Express initial reactions and personal responses to musical performances in a variety of ways</li> <li data-bbox="561 978 1406 1089">☐ Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create</li> <li data-bbox="561 1106 1398 1218">☐ Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members</li> </ul>
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts</p>	<ul style="list-style-type: none"> <li data-bbox="561 1358 1419 1394">☐ Identify and describe musical experiences in their own lives</li> <li data-bbox="561 1411 1393 1488">☐ Identify a variety of musical pieces from different cultures through performing and/or listening to them</li> </ul>

## Visual Arts

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 1, students will:</p> <p>-apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings</p>	<ul style="list-style-type: none"> <li data-bbox="565 323 1430 394">□ Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences</li> <li data-bbox="565 422 1446 527">□ Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic</li> <li data-bbox="565 554 1403 625">□ Use elements of design in art works to communicate ideas, messages, and personal understandings</li> <li data-bbox="565 653 1442 926">□ Use a variety of materials, tools, and techniques to respond to design challenges:               <ul style="list-style-type: none"> <li data-bbox="656 724 818 758">□ drawing</li> <li data-bbox="656 768 878 802">□ mixed media</li> <li data-bbox="656 812 818 846">□ painting</li> <li data-bbox="656 856 873 890">□ printmaking</li> <li data-bbox="656 900 829 934">□ sculpture</li> </ul> </li> </ul>
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 1, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences</p>	<ul style="list-style-type: none"> <li data-bbox="565 1001 1365 1073">□ Express their feelings and ideas about art works and art experiences</li> <li data-bbox="565 1100 1393 1205">□ Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work</li> <li data-bbox="565 1232 1446 1304">□ Demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art</li> <li data-bbox="565 1331 1393 1402">□ Identify and document their strengths, their interests, and areas for improvement as creators of art</li> </ul>
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts</p>	<ul style="list-style-type: none"> <li data-bbox="565 1478 1403 1583">□ Identify and describe visual art forms that they see in their home, at school, in their community, and in visual art experiences</li> <li data-bbox="565 1610 1414 1682">□ Demonstrate an awareness of a variety of works of art from diverse communities, times, and places</li> </ul>

## Health & Physical Education

### Active Living

Section	Specific Expectations
<i>Active Participation</i>	
<p>By the end of Grade 1, students will:</p> <p>-participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a variety of ways to be physically active at school and at home</li> </ul>
<i>Physical Fitness</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily Physical Activity (DPA): participate in sustained moderate to vigorous physical activity for a minimum of 20 minutes each day</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an understanding of how being active helps them to be healthy</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the physical signs of exertion during a variety of physical activities</li> </ul>
<i>Safety</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify environmental factors that post safety risks during their participation in physical activities and describe ways of preparing themselves to enjoy outdoor activities safely</li> </ul>

**Movement Competence: Skills, Concepts, and Strategies**

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
<p>By the end of Grade 1, students will:</p> <p>- perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities</p>	<ul style="list-style-type: none"> <li data-bbox="561 306 1438 380">□ Perform a variety of static balance, using different body parts at different levels</li> <li data-bbox="561 401 1458 474">□ Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them</li> <li data-bbox="561 495 1369 569">□ Perform a variety of locomotor movements, travelling in different directions and using different body parts</li> <li data-bbox="561 590 1414 663">□ Send objects of different shapes and sizes at different levels and in different ways, using different body parts</li> <li data-bbox="561 684 1451 758">□ Receive objects of different shapes and sizes at different levels and in different ways, using different body parts</li> </ul>
<i>Movement Strategies</i>	
<p>By the end of Grade 1, students will:</p> <p>- apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities</p>	<ul style="list-style-type: none"> <li data-bbox="561 829 1430 978">□ Demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities</li> <li data-bbox="561 999 1455 1073">□ Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities</li> </ul>

## Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<ul style="list-style-type: none"> <li data-bbox="565 306 1325 342">☐ Explain why people need food to have healthy bodies</li> <li data-bbox="565 363 1406 436">☐ Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety</li> <li data-bbox="565 457 1414 531">☐ Identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology</li> <li data-bbox="565 552 1369 588">☐ Identify the five senses and describe how each functions</li> </ul>
<i>Making Healthy Choices</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<ul style="list-style-type: none"> <li data-bbox="565 661 1430 735">☐ Describe how the food groups in Canada's Food Guide can be used to make healthy food choices</li> <li data-bbox="565 756 1425 865">☐ Know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits</li> <li data-bbox="565 886 1463 995">☐ Demonstrate the ability to recognize caring behaviours and exploitive behaviours and describe the feelings associated with each</li> <li data-bbox="565 1016 1435 1089">☐ Apply their knowledge of essential safety practices to take an active role in their own safety at school</li> <li data-bbox="565 1110 1455 1220">☐ Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others.</li> </ul>
<i>Making Connections for Healthy Living</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being</p>	<ul style="list-style-type: none"> <li data-bbox="565 1293 1430 1444">☐ Demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors</li> <li data-bbox="565 1465 1414 1575">☐ Identify habits and behaviours that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives</li> </ul>