



Learning

Outcomes

Framework

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Grade 1

Learning Outcomes Framework

Grade 1

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Introduction

The learning outcomes framework comprises a series of curriculum outcomes statements describing what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in the primary–graduation continuum. Through an ongoing process, the Department of Education is developing a learning outcomes framework for each area of the public school program.

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

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides listed in *Public School Programs: 2002–2003*. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to *Vision and Learning Outcomes for the Integration of Information Technologies within Nova Scotia Public School Programs*.

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

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

The following overview of the learning outcomes framework notes general curriculum outcomes and specific curriculum outcomes. For some subject areas, key-stage curriculum outcomes are also included. It should be noted that specific curriculum outcomes noted for health education and social studies are draft statements. While implementation of new curriculum in these subjects is not yet required, teachers may wish to consider these draft statements in planning their instructional programs.

Elementary Program Components

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

English Language Arts

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

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

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

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

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

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

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

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

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

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (Did it make sense? Did it sound right? If it's tiger, would it start with "p"?)
 - 4.6 use a variety of strategies to create meaning
 - identify main idea
 - predict content using text information along with personal knowledge and experiences
 - make inferences by drawing on their own experiences and clues in the text
 - identify character traits from contextual clues
 - make connections between texts, noticing similarities in characters, events, illustrations, and language
 - follow written directions
 - 4.7 consistently match one-to-one
- GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
- 5.1 engage in research process with assistance
 - generate questions to guide research
 - locate appropriate information with assistance (classroom, library, home, community)
 - interact with the information
- GCO 6: Students will be expected to respond personally to a range of texts.
- 6.1 make personal connections to text and share their responses in a variety of ways
 - 6.2 express and begin to support opinions about texts and the work of authors and illustrators
- GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.
- 7.1 use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics
 - 7.2 respond critically to texts
 - formulate questions as well as understandings
 - develop an understanding and respect for diversity
- GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
- 8.1 use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
 - 8.2 begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)
 - 8.3 begin to experiment with language choices in imaginative writing and other ways of representing

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

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

- 9.1 use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)
- 9.2 demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes
 - realize that work to be shared with an audience needs editing
- 9.3 consider their readers’/viewers’/listeners’ questions/comments and begin to use such responses to assess and extend their learning

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

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

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

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

Health Education

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

The Body: Growth and Development

GCO A: Students will be expected to demonstrate knowledge of the body, body functions, and growth and development.

- A2.1 demonstrate a knowledge of the role of the senses in everyday experiences
- A2.2 demonstrate a knowledge of the functions of the skin
- A3.1 demonstrate an understanding of the growth of primary and permanent teeth

Strategies for Healthy Living

GCO B: Students will be expected to demonstrate knowledge, skills, and attitudes that contribute to active, healthy living.

- B1.1 differentiate between “everyday” and “sometimes” foods
- B1.2 classify simple foods in various ways, including the four major food groups
- B1.3 demonstrate an awareness of the need for a variety of foods
- B1.4 demonstrate an awareness of the importance of nutritious and environmentally friendly snacks
- B2.1 demonstrate a knowledge of what to do with unknown containers or substances that are found or offered by others
- B3.1 demonstrate a knowledge of ways to protect their skin
- B3.2 demonstrate a knowledge of basic first aid procedures for skin injuries and ailments
- B3.3 identify community hazards and practise related precautions
- B3.4 identify and practise ways of protecting their personal safety when they are not with a caregiver
- B3.5 recognize emergency situations and describe how they would respond to various types of emergency, including fire
- B4.1 identify and practise strategies for helping to protect the health of those who have special sensitivities, such as asthma and food allergies
- B5.1 demonstrate a knowledge of different ways feelings can be expressed
- B5.2 demonstrate healthy ways of responding to stressful situations

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- B6.1 identify and practise strategies for taking care of their teeth
- B7.1 engage in regular physical activity
- B7.2 identify healthy benefits of regular physical activity
- B7.3 identify a range of physical activities available to them

Values and Practices for Healthy Living

GCO C: Students will be expected to demonstrate knowledge of factors that contribute to healthy living values and practices.

- C1.1 describe what they appreciate most about their families
- C1.2 demonstrate an awareness of, and respect for, a variety of family structures
- C2.1 identify ways that neighbours can help each other
- C2.2 describe work (paid and unpaid) that family members do, both at home and in the community
- C2.3 demonstrate an awareness of community groups and services that support healthy lifestyles for children
- C3.1 demonstrate an awareness of changes that affect family structure
- C4.1 demonstrate an appreciation for the rhythms and cycles of nature
- C4.2 demonstrate an appreciation for a diversity of life forms
- C4.3 demonstrate an awareness of factors that contribute to a healthy home environment
- C5.1 demonstrate an awareness that everyone has their own strengths

Strategies for Positive Personal Development and Healthy Relationships

GCO D: Students will be expected to demonstrate the knowledge, skills, and attitudes necessary to live happily and productively as an individual, within a family, and within the community.

- D1.1 demonstrate an appreciation for their qualities and abilities
- D2.1 acknowledge and practise thoughtful and caring behaviours in the classroom
- D2.2 identify thoughtful and caring behaviours in the home
- D3.1 identify and demonstrate ways that friends help each other
- D4.1 make decisions based on preference, interest, and need
- D4.2 recognize opportunities to take responsibility for their choices
- D4.3 demonstrate assertiveness

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- D4.4 as part of a group, identify problems and suggest solutions that take the needs and feelings of others into account
- D4.5 differentiate between decisions they can make themselves and those that are the responsibility of others

Mathematics

General Curriculum Outcomes

GCO A: Students will demonstrate number sense and apply number theory concepts.

GCO B: Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.

GCO C: Students will explore, recognize, represent, and apply patterns and relationships, both informally and formally.

Specific Curriculum Outcomes

Students will be expected to

- A1 compare two sets for size in a variety of ways
 - A2 create equivalent sets and sets that differ by small amounts
 - A3 count in a variety of ways
 - A4 sort sets based on number
 - A5 match quantities with numerals
 - A6 count beyond 10 in a variety of ways
 - A7 estimate amounts between 10 and 100
 - A8 demonstrate an understanding of simple fractional parts
 - A9 order numbers and use ordinal language
 - A10 explore the meaning of the numbers between 10 and 20
 - A11 model numbers grouped in tens and ones
 - A12 compare 2-digit numbers
-
- B1 recognize that addition is used to represent the joining of two groups
 - B2 recognize that subtraction is used to represent separating situations
 - B3 recognize the relationship between addition and subtraction
 - B4 recognize that subtraction can be used to solve missing addend problems
 - B5 recognize how to use addition or subtraction to solve comparison problems
 - B6 move freely among representing an addition or subtraction situation with a picture, a model, or a number sentence
 - B7 use mental strategies to find sums to 18 and differences from 18 or less
 - B8 know simple addition facts from among those for which the total is 10 or less and know the corresponding subtraction facts
-
- C1 create and recognize physical configurations for numbers
 - C2 reproduce, extend, and create simple patterns based on number
 - C3 sequence events
 - C4 create patterns with 3-D solids and 2-D shapes
 - C5 use number patterns to help solve addition and subtraction questions

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

GCO D: Students will demonstrate an understanding of and apply concepts and skills associated with measurement.

- D1 identify procedures (not involving units) to compare and/or order lengths, capacities, and areas
- D2 identify procedures (not involving units) to compare and/or order masses and durations of time
- D3 identify and use non-standard units to estimate and measure length, capacity, time, mass, and area
- D4 read hours on an analog clock

GCO E: Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.

- E1 develop aspects of spatial sense, including visual memory
- E2 develop aspects of spatial sense, including figure ground perception
- E3 sort, build, and pattern with 2-D and 3-D shapes
- E4 recognize and represent angles
- E5 recognize, name, describe, and represent a variety of 2-D and 3-D shapes
- E6 describe attributes of and sort and compare 2-D and 3-D shapes
- E7 recognize 2-D figures in 3-D shapes
- E8 build, divide, and change 2-D shapes
- E9 recognize, name, describe, and represent slides and reflections of 2-D shapes
- E10 recognize and identify 2-D and 3-D shapes in the environment
- E11 cover figures and fill shapes with countable non-standard units

GCO F: Students will solve problems involving the collection, display, and analysis of data.

- F1 collect and organize data
- F2 interpret and create concrete and picture graphs
- F3 interpret and create pictographs and symbolic graphs
- F4 pose oral questions in relation to conducting surveys and/or interpreting data

GCO G: Students will represent and solve problems involving uncertainty.

- G1 predict whether an event can never occur, must always occur, or simply might occur sometimes

Music

General Curriculum Outcomes

GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

GCO 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

GCO 3: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

GCO 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.

GCO 5: Students will be expected to examine the relationship among the arts, societies, and environments.

Specific Curriculum Outcomes

Students will be expected to

- 1.1.1 demonstrate an awareness of rhythmic/melodic concepts, patterns in music, and timbre
- 1.2.1 explore and use rhythm, dynamics, and pitch to communicate thoughts, experiences, and feelings
- 1.2.2 explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on materials
- 1.2.3 contribute to activities that explore creative use of sound sources
- 1.3.1 record simple rhythmic and melodic patterns, using adapted notation
- 2.1.1 sing alone and with others, with emphasis on pitch and production
- 2.1.2 improvise answers to given rhythmic and melodic phrases
- 2.2.1 combine music and movement in their music making
- 2.3.1 explore songs about friends and play
- 3.1.1 explore and describe music they encounter in school and the purposes it serves in school life
- 3.3.1 explore songs and games of Atlantic Canada
- 4.1.1 discuss music and musicians of various cultures
- 4.2.1 explore instruments from a variety of cultures
- 5.1.1 use music to describe personal experience
- 5.1.2 explore cultural influences on the music of their community
- 5.2.1 use music and role play to interpret their world. use music and movement to describe personal experience

General Curriculum Outcomes Specific Curriculum Outcomes

GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

GCO 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.

GCO 8: Students will be expected to analyse the relationship between artistic intent and the expressive work.

Students will be expected to

- 6.1.1 respond through movement to simple melodies, with emphasis on high/low, same/different, beat/rhythm and in tune singing
- 6.2.1 describe same/different, long/short
- 6.3.1 explore possibilities and make choices during the music making process
- 7.1.1 demonstrate an awareness that classroom instruments can produce a variety of sounds such as high/low, long/short
- 7.1.2 explore, using classroom instruments, possibilities for music making to express moods and feelings
- 8.1.1 explore reasons for making music in school and community
- 8.2.1 share ideas and feelings with others during their music making

Physical Education

General Curriculum Outcomes

Students will be expected to

Knowing

- demonstrate an understanding of the concepts that support human movement
- demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

Doing

- demonstrate motor skills in all movement categories using efficient and effective body mechanics
- participate regularly in a variety of activities that develop and maintain personal physical fitness
- demonstrate creativity in all movement categories

Valuing

- demonstrate positive personal and social behaviours and interpersonal relationships
- demonstrate positive attitudes toward and an appreciation of physical activity through participation
- demonstrate awareness of career and occupational opportunities related to physical activities

Specific Curriculum Outcomes

Students will be expected to

Basic Movement

- respond to a variety of stop and start signals
- find a self-space in a large bounded area
- identify the location of different body parts
- perform fast and slow movements with various body parts
- travel while moving in a variety of body shapes, with and without a partner
- put a variety of body parts and objects into different levels, alone and with a partner
- experience changing from a leading to a following position in relation to a partner
- demonstrate ways to change direction and pathways while moving through general space, in order not to collide with others
- jump, skip, gallop, and slide

Alternative Environments

- experience walking around the school observing landmarks and being conscious of litter and the environment
- experience scaling a hill under different seasonal conditions using a different number of body parts
- participate in the building of sculptures
- play a game of shadow tag on a sunny day
- play on playground apparatus and discuss the safety issues of each piece
- experience walking as quietly as possible as a measure of sensitivity to the environment

Dance

- experience the enjoyment of participating alone and with others
- select and respond to music of different tempos to stimulate locomotor movements
- experience moving on straight, curved, and zig-zag pathways
- demonstrate ways to change from a leading to a following position in relation to a partner
- demonstrate ways to express the qualities of fast and slow speed through a variety of creative dance sequences

General Curriculum Outcomes **Specific Curriculum Outcomes**

Students will be expected to

- perform simple sequences that focus on changes in direction, level, pathway, and shape (separately or combined)

Educational Gymnastics

- demonstrate an understanding of safety rules specific to a gymnastic environment
- demonstrate a willingness to take turns, as directed, on various pieces of gymnastic equipment
- perform the qualities of fast and slow speed through a variety of gymnastic sequences on the floor and on small equipment
- demonstrate ways to follow different pathways and directions while moving on the ground or on low equipment
- demonstrate the use of movement sentences (the starting position is the capital letter, the action is the verb, the quality of movement is the adjective, and the finishing position is the period) to explore balances and shapes
- experience and perform a variety of rolls (log, shoulder, forward)
- combine jumps and landing to create a sequence
- demonstrate ways to jump and land using a variety of take-off and landing patterns (two feet to two feet, one foot to two feet, one foot to one foot, and one foot to the other foot)

Skill Development

- demonstrate an understanding of fair-play principles
- demonstrate a willingness to move in various formations (line, circle, scattered)
- demonstrate an understanding of the difference between right and left
- catch a softly thrown ball at different levels using properly positioned hands
- travel slowly in different directions while manipulating a ball with various implements and body parts (hands, feet, scoop, hockey stick) on the spot or while travelling
- use both right and left hands to push a balloon upward and keep it off the ground with the hands, or with an implement (e.g., lightweight paddle)
- strike a lightweight ball with at least three different body parts (e.g., knee, foot, elbow) keeping it in self-space

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- strike a small playground ball off a tee or cone using the hand
- throw various objects (e.g., ball, beanbag, Frisbee) at targets and play target games
- demonstrate techniques for throwing (stance, step, follow-through)
- trap a slow moving ball with the bottom of both feet
- swing a short rope in various positions with both the right and the left hand (above head, in front of body, to right/left, under body)
- bounce a ball using two hands
- demonstrate ways to bounce and catch using two hands, using a variety of balls (sponge, tennis, playground)
- use a variety of small equipment (e.g., rope, hoop, ball, beanbag) to practise jumping over, around, and through
- kick a ball at a large target (larger ball, hoop, pylon, partner)
- skip with a short rope forward and backward

Science

General Curriculum Outcomes

STSE/Knowledge

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

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

Skills

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

Attitudes

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

Specific Curriculum Outcomes

Students will be expected to

Physical Science: Materials, Objects, and Our Senses

The Senses

- identify each of the senses (100-9a)
- demonstrate ways that materials can be changed to alert their smell and taste (100-11)
- demonstrate ways we can use materials to make different sounds (101-3)
- describe ways in which materials can be changed to alter their appearance and texture (101-4)
- demonstrate how each of the senses helps us to recognize, describe, and safely use a variety of materials (100-9b)

Objects are Made from Materials

- identify objects used, how they are used, and for what purpose they are used (102-2)
- compare and describe the parts of some familiar objects using their senses (100-13, 100-10)
- observe similar objects made with different materials, and describe their similarities and differences (100-12a, 100-10)
- organize objects or pictures in concrete-object graphs, pictographs, or symbolic bar graphs to show the number of similar objects made with various types of materials (202-4)

Properties of Materials

- observe different forms that some materials can take, and note their similarities and differences (100-12b)
- make predictions about the way a material will perform, for example, predict which material will be the strongest (200-3)
- follow a simple procedure where instructions are given, one step at a time, to test their predictions of properties of materials (201-1)
- communicate questions, ideas, and intentions while conducting their explorations (203-1)
- select and use their own explorations to test the properties of the materials (200-4)

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- make and record observations and measurements during investigations of materials (201-5, 100-10, 203-3)

Constructing Objects

- explore and describe ways to create functional and aesthetically pleasing objects by safely selecting, combining, modifying, or joining different components or materials (101-5, 102-1, 201-8)
- select the amount and kind (recycled or reused, if possible) of materials that are appropriate while constructing objects (103-3)
- use appropriate tools, such as safety glue and scissors, for manipulating materials when building objects (201-3)
- identify problems to be solved while constructing objects, and work co-operatively and collaboratively to propose answers during the design process (200-2, 202-7, 203-1)
- compare and evaluate personally constructed objects with respect to their form and function (202-8)

Life Science: Needs and Characteristics of Living Things**Characteristics of Living Things**

- make and record relevant observations and measurements about animals and plants, using written language, pictures, and charts (201-5)
- identify and use common terms for parts of humans, other animals, and plants (203-5)
- identify and describe common characteristics of humans, other animals, and plants, and identify variations that make each person, animal, and plant unique (100-8)
- listen and respond to another student's description of an animal or plant (203-4)
- place animals and plants in groups according to one or more characteristics (202-2)

Needs of Living Things

- ask questions about the needs of living things that lead to exploration and investigation (200-1)
- observe and identify similarities and differences in the needs of living things (100-4)

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- describe different ways that plants and animals meet their needs (100-5)
- describe ways that humans and other living things move to meet their needs (100-7)
- make predictions about the movement of animals based on their previous observations (200-3)
- identify new questions about the needs of living things, and identify and use a variety of sources of science information to answer them (201-7, 202-9)
- describe ways that humans use their knowledge of the needs of living things (100-6)
- recognize that humans and other living things depend on their environment, and identify personal actions that can contribute to a healthy environment (103-2)

Investigating Balance

- identify and describe common characteristics of humans and other animals, and identify variations that make each person and animal unique (100-8)
- recognize that humans and other living things depend on their environment, and identify personal actions that can contribute to a healthy environment (103-2)
- ask questions that lead to exploration and investigation (200-1)
- make and record relevant observations and measurements, using written language, pictures, and charts (201-5)

Earth and Space Science: Daily and Seasonal Changes**Introduction to Cycles: Daily/Seasonal Changes in Heat and Light**

- identify the days of the week and the names of the seasons (203-2)
- describe ways of qualitatively measuring and recording environmental changes that occur in daily and seasonal cycles (101-6)
- observe and describe daily and seasonal changes in heat and light from the sun (100-14)
- predict the types of weather for a certain season, based on their observations of the patterns of weather during the year (200-3)

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

Daily Changes in Living Things

- ask questions about daily changes that affect the characteristics, behaviours, and locations of living things, that lead to exploration and investigation (200-1)
- investigate and describe daily changes in the characteristics, behaviours, and location of living things (102-4)
- make and record relevant observations and measurements, using written language, pictures, and charts, while investigating daily changes in the characteristics, behaviours, and locations of living things (201-5)

Seasonal Changes in Living Things

- identify questions about how living things cope with seasonal changes in temperature and amount of light that arise from their study of seasonal changes (202-9)
- answer questions raised by investigating and describing seasonal changes in the characteristics, behaviours, and location of living things (102-5, 202-7)
- observe and describe changes in sunlight and describe how these changes affect living things (102-3)
- communicate questions, ideas, and intentions while conducting their explorations into how living things cope with seasonal changes (203-1)
- make predictions about seasonal changes in plants and animals (200-3)
- group pictures by the season that they depict (202-2)
- investigate and describe human preparations for seasonal changes (103-4)
- follow safety procedures and rules related to dressing appropriately for the weather and explain why they are needed (201-8)

Social Studies

General Curriculum Outcomes

Citizenship, Power, and Governance

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

Culture and Diversity

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

Individuals, Societies, and Economic Decisions

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

Interdependence

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

People, Place, and Environment

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

Time, Continuity, and Change

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

Specific Curriculum Outcomes

NOTE: The specific curriculum outcomes for social studies listed below are draft outcomes, as of September 2003, developed through APEF. They are provided for your information only. Until this new curriculum is field-tested, piloted, and implemented, the current curriculum is to be followed.

Conceptual Organizer: Interactions

Students will be expected to

Unit One: Groups

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

Unit Two: Environment

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

Unit Three: Place/Time

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

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

Unit Four: Needs and Wants

- 1.4.1 identify the difference between needs and wants
- 1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met
- 1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services

Visual Arts

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

Making

GCO 1: Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.

- 1.1 demonstrate that personal feelings, ideas, and understandings can be expressed through art-making
- 1.2 use a range of materials and processes
- 1.3 use one or more of the visual elements and principles of art and design in art-making

GCO 2: Students will use a range of independent and collaborative art-making strategies.

- 2.1 work individually and with others in art-making

Looking

GCO 3: Students will examine a broad range of artworks through time and cultures.

- 3.1 recognize that there are a variety of art forms
- 3.2 recognize art as an expression of culture
- 3.3 recognize that people create art for a variety of reasons
- 3.4 identify various forms of technology used to make art

GCO 4: Students will interact with sensitivity to and respect for their own artwork and that of others.

- 4.1 show respect for their own work and that of others
- 4.2 share and talk about their art
- 4.3 use their senses to discover similarities and differences in art

Reflecting

GCO 5: Students will bring personal meaning to artwork and communicate their discoveries.

- 5.1 discover art as a way of expressing ideas
- 5.2 explore language that is used to talk about art
- 5.3 explore artwork from a variety of cultural/historical contexts

GCO 6: Students will demonstrate an awareness and appreciation of art as a lifelong process.

- 6.1 explore the natural and built environment
- 6.2 identify different types of media
- 6.3 explore art and artists within their community

