



Learning

Outcomes

Framework

April 2004

Grade Primary

Learning Outcomes Framework
Grade Primary

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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 feelings and give simple descriptions of past experiences
- 1.2 begin to ask and respond to questions, seeking information (who? what? why? where? when?)
- 1.3 express opinions (I like ... ; I don't like ...)
- 1.4 listen to the ideas and opinions of others

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

- 2.1 participate in conversation and in small- and whole-group discussion
- 2.2 begin to use gestures and tone to convey meaning
- 2.3 respond to and give simple directions and instructions
- 2.4 engage in simple oral presentations and respond to oral presentations and other texts

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

- 3.1 demonstrate that they are becoming aware of social conventions in group work and co-operative play
- 3.2 develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people
- 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

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 understand basic concepts of print including directionality, word, space, letter, and sound
- 4.3 select, with teacher assistance, texts appropriate to their interests and learning needs
- 4.4 engage in reading or reading-like behaviour as they experience a variety of literature
- 4.5 use, with support, the various cueing systems and a variety of strategies to construct meaning from text
 - use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct
 - use knowledge of oral language patterns (syntax) to predict, confirm/self-correct
 - begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)
 - begin to match one-to-one spoken to printed word
 - begin to recognize some high-frequency sight words

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

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| <p>GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</p> | <p>5.1 with assistance, interact with a variety of simple texts (e.g., pictures, computer software, videotapes, non-fiction) as well as human and community resources</p> |
| <p>GCO 6: Students will be expected to respond personally to a range of texts.</p> | <p>6.1 respond personally to texts in a variety of ways
6.2 express opinions about texts and the work of authors and illustrators</p> |
| <p>GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.</p> | <p>7.1 recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)
7.2 recognize some basic components of texts such as author, illustrator, and title
7.3 begin to ask questions of text
7.4 begin to develop an understanding and respect for diversity</p> |
| <p>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.</p> | <p>8.1 understand that print carries a message
8.2 use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)</p> |
| <p>GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</p> | <p>9.1 create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
9.2 demonstrate a beginning awareness of audience and purpose
9.3 begin to consider readers'/listeners'/viewers' questions/comments about their work</p> |
| <p>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.</p> | <p>10.1 begin to develop strategies for pre-writing, drafting, revising, editing, and presenting, e.g.,
– use drawing and talking as ways to rehearse for writing
– take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
– confer with others, respond orally to comments, and begin to add on (simple revision strategies)
– use simple editing strategies such as adding more letters to one or two words, or putting in periods
– share writing and other representations with others in a variety of ways</p> |

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- 10.2 use some conventions of written language
- use drawings, letters, and approximations to record meaning
 - develop the concept of directionality (left to right; top to bottom)
 - establish one-to-one correspondence between spoken and written words
 - begin to use spacing between words
 - write complete sentences (although they are not always punctuated correctly with periods)
 - experiment with punctuation (sometimes overgeneralize use of periods—e.g., periods after every word)
 - understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately)
 - use letters to represent the predominate sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and ending sound)
 - begin to spell some words conventionally
- 10.3 demonstrate engagement with writing and other forms of representation
- choose to write when given a choice of activities
 - take risks to express self in writing
 - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role-playing, telling a story through drawing and writing)
 - write in play situations (e.g., making grocery lists, making signs, playing school, preparing menus)
 - engage in writing and representing activities every day
 - share writing and other representations willingly with others
- 10.4 with assistance, begin to use technology in writing and other forms of representing
- use a tape recorder to tape a completed piece of writing, an oral retelling, or a dramatization
 - use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw picture and write a caption

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- 10.5 with assistance, engage in the research process to construct and communicate meaning
- interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources
 - record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)
 - share information with others in a variety of ways

Health Education

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

The Body: Growth and Development

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

- A1.1 identify external body parts
- A2.1 identify the function of bones and muscles
- A3.1 identify ways their bodies have grown and changed since birth

Strategies for Healthy Living

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

- B1.1 demonstrate a knowledge of why their bodies need food
- B1.2 demonstrate a knowledge of where food comes from
- B1.3 identify benefits of healthy eating
- B1.4 demonstrate an awareness of the importance of breakfast
- B2.1 demonstrate an awareness that everything that goes into their bodies has an effect
- B2.2 identify warning symbols and safety precautions for poisonous, corrosive, and explosive products
- B3.1 identify and practise pedestrian, school bus, and car safety precautions
- B3.2 identify and practise ways to protect their health and safety in all kinds of weather
- B3.3 identify ways to prevent injury at home and in the community
- B3.4 describe what to do if they are lost or separated from caregivers
- B3.5 demonstrate what to do if they don't like the way someone touched them
- B3.6 identify and demonstrate emergency procedures at school
- B4.1 identify symptoms of common communicable diseases and ways of protecting themselves and others from catching them
- B5.1 identify and demonstrate acceptance of a range of their own emotions
- B5.2 recognize signs of emotions in others
- B5.3 associate different kinds of touching with different feelings

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- B6.1 describe the importance of personal cleanliness
- B7.1 engage in regular physical activity
- B7.2 identify ways that physical activity benefits the bones and muscles
- B7.3 recognize when they are physically active and when they are not

Values and Practices for Healthy Living

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

- C1.1 describe their family and identify ways that family members help and support each other
- C2.1 identify ways that classmates enjoy and help each other
- C2.2 identify emergency helpers and other support people in the community
- C2.3 demonstrate an understanding of the role of health care workers
- C3.1 demonstrate awareness of ways their needs change as they grow
- C4.1 demonstrate an appreciation for the rhythms and cycles of nature
- C4.2 demonstrate an awareness of factors that contribute to a healthy classroom and school environment
- C4.3 demonstrate an appreciation for clean, fresh air
- C5.1 demonstrate an awareness and appreciation of physical similarities and differences among their classmates

Strategies for Positive Personal Development and Healthy Relationships

GCO D: Students will 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 awareness of their need to feel safe, loved, and cared for
- D1.2 demonstrate an appreciation of their own qualities
- D2.1 identify and practise thoughtful and caring behaviours in the classroom
- D3.1 define and demonstrate what friendship means to them
- D4.1 recognize choices they are making or have made and associate feelings with those choices
- D4.2 recognize situations in which it is appropriate to say no
- D4.3 differentiate between problems they can solve themselves and those with which they need help

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

Mathematics

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

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

- A1 sort sets on the basis of number
- A2 count to determine the number in a group
- A3 create sets of a given number
- A4 explore a variety of physical representations of numbers
- A5 count in a variety of ways
- A6 interpret ordinal numbers
- A7 recognize the meaning of halves when used in context
- A8 use symbols to represent numbers
- A9 determine which group has more, which has less/fewer, or whether groups are equivalent

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

- B1 count the results when small groups are combined
- B2 count the results when small groups are separated
- B3 determine how many more one group has than another

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

- C1 copy and extend patterns including those involving number, shape, size, and colour
- C2 copy patterns based on measurement attributes
- C3 create patterns
- C4 represent the same pattern in multiple ways

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

- D1 compare and order objects based on length, capacity, and mass
- D2 sequence events
- D3 sort items based on measurement attributes

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

- E1 develop spatial sense, including position-in-space and the language associated with it
- E2 develop spatial sense, including eye-motor co-ordination
- E3 sort and build with 2-D and 3-D shapes
- E4 pattern with 2-D and 3-D shapes
- E5 recognize, name, describe, and compare 3-D shapes (including sphere, cylinder, cone, and cube) and 2-D shapes (including square, triangle, circle, and rectangle)
- E6 build 2-D shapes using structured materials
- E7 subdivide and change shapes
- E8 make transformations of figures and shapes
- E9 recognize familiar shapes occurring in the environment

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

- F1 collect and organize data about issues of personal interest
- F2 form and interpret “people” graphs
- F3 interpret and create real and picture graphs

Music

General Curriculum Outcomes Specific 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.

Students will be expected to

- 1.1.1 distinguish between beat, rhythm, fast/slow, higher, lower, loud/soft, the speaking voice, and the singing voice
- 1.2.1 explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on sound sources
- 1.2.2 explore rhythm, dynamics, and pitch to communicate thoughts, experiences, and feelings
- 1.2.3 participate in activities that explore a variety of sound sources

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.

- 1.3.1 record simple rhythmic patterns, using adapted notation and record up and down motion of melodies using contour mapping

- 2.1.1 perform simple rhythmic patterns
- 2.1.2 explore improvising answers in the a style similar to a given rhythmic and melodic phrase

- 2.2.1 combine music and movement in their music making

- 2.3.1 explore songs about celebration and family
- 2.3.2 participate in group music making

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

- 3.1.1 describe and share music they encounter at home, both in daily life and as part of seasonal celebrations.
- 3.1.2 talk about their music making in school and at home

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.

- 4.1.1 explore and respond to music of various cultures

- 4.4.1 explore music as part of their daily classroom activities

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

- 5.2.1 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 beat, tempo, and dynamics

6.2.1 describe high/low fast/slow and loud/soft

6.3.1 explore rhythmic, melodic and dynamic possibilities during their music activities

7.1.1 identify, by sight and sound, musical technologies with which they have personal experience

7.1.2 demonstrate an awareness of how to make sounds using classroom technologies

8.1.1 talk about reasons for making music at home

8.2.1 share ideas and feelings during 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

General Curriculum Outcomes**Specific Curriculum Outcomes**

Students will be expected to

- demonstrate ways to express the qualities of fast and slow speed through a variety of creative dance sequences
- 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

General Curriculum Outcomes**Specific Curriculum Outcomes**

Students will be expected to

- 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
- 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

The four units and their two-page spread titles covered in the grade primary program are as follows:

- Exploring the World with Our Senses
 - Sight
 - Hearing
 - Smell
 - Taste
 - Touch
 - Observing Using More Than One Sense
- Exploring Sand and Water with Our Senses
 - Sand Investigations
 - Water
- Exploring Moving Things with Our Senses
 - Exploring with Ramps, Rollers, and Sliders
 - Investigating with Ramps
 - Investigating Our Own Movement
 - Investigating Balancing
- Exploring the World of Living Things with Our Senses
 - Investigating Living Things Outdoors
 - Investigating Living Things in the Classroom

Teachers may choose to follow the design of the four units presented in the curriculum guide. Alternately, they may choose to begin with learning experiences based on the first unit, Exploring the World with Our Senses, and then select activities from the other three units as contexts for reinforcing the outcomes addressed in the first unit and for focussing on the other specific curriculum outcomes for grade primary science. All the following outcomes must be covered in grade primary.

Students will be expected to

- develop vocabulary and use language to bring meaning to what is seen, felt, smelled, heard, tasted, and thought (100-1)
- explore and select different ways to represent ideas, actions, and experiences, and to communicate with others (100-2)
- detect consistency and pattern in objects and events and use language to describe these patterns (100-3)
- explore how characteristics of materials may change as a result of manipulating them (101-1)

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

- identify and explore ways to use tools to help carry out a variety of useful tasks (101-2)
- choose materials to build a variety of real and imaginary settings, and play roles that correspond to those settings (103-1)
- ask questions that lead to exploration and investigation (200-1)
- select and use materials to carry out their own explorations (200-4)
- follow a simple procedure where instructions are given one step at a time (201-1)
- manipulate materials purposefully (201-2)
- observe, using one or a combination of the senses (201-4)
- use personal observations when asked to describe characteristics of materials and objects studied (202-1)
- place materials and objects in a sequence or in groups according to one or more attributes (202-2)
- communicate questions, ideas, and intentions while conducting their explorations (203-1)
- identify common objects and events, using terminology and language that others understand (203-2)
- respond to the ideas and actions of others and acknowledge their ideas and contributions (203-4)

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: Connections

Students will be expected to

Unit One: Social Connections

- E.1.1 demonstrate an understanding of themselves as unique and special
- E.1.2 identify needs and wants that are common to all children
- E.1.3 identify and describe groups to which they belong
- E.1.4 demonstrate an understanding that the need for co-operation is an important part of being a member of a formal and informal group

Unit Two: Roots

- E.2.1 demonstrate an understanding that families have historic roots
- E.2.2 demonstrate an understanding of how the roles of family members change over time
- E.2.3 recognize that families (local, national, and global) have varied traditions, rituals, and celebrations

Unit Three: Place

- E.3.1 describe some of the natural and constructed characteristics of their community
- E.3.2 use basic mapping skills to identify, locate, and name familiar places within the community
- E.3.3 identify connections between their community and other communities (local, national, and global)

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.

1.1.1 demonstrate that personal feelings, ideas, and understandings can be expressed through art-making

1.2.1 use a range of materials and processes

1.3.1 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.

2.1.1 work individually and with others in art-making

Looking

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

3.1.1 recognize that there are a variety of art forms

3.2.1 recognize art as an expression of culture

3.3.1 recognize that people create art for a variety of reasons

3.4.1 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.

4.1.1 show respect for their own work and that of others

4.2.1 share and talk about their art

4.3.1 use their senses to discover similarities and differences in art

Reflecting

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

5.1.1 discover art as a way of expressing ideas

5.2.1 explore language that is used to talk about art

5.3.1 explore artwork from a variety of cultural/historical contexts

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

6.1.1 explore the natural and built environment

6.2.1 identify different types of media

6.3.1 explore art and artists within their community