

Prescribed Learning Outcomes for Grade 1 Required Areas of Study

Term			English Language Arts (2006)
1	2	3	Oral Language (Speaking and Listening)
			<i>Purposes (Oral Language)</i>
			It is expected that students will:
			Use speaking and listening to interact with others for the purposes of
			<ul style="list-style-type: none"> contributing to a class goal
			<ul style="list-style-type: none"> exchanging ideas on a topic
			<ul style="list-style-type: none"> making connections
			<ul style="list-style-type: none"> completing tasks
			<ul style="list-style-type: none"> engaging in play
			Use speaking to explore, express, and present ideas, information, and feelings, by
			<ul style="list-style-type: none"> generally staying on topic
			<ul style="list-style-type: none"> using descriptive words about people, places, things, and events
			<ul style="list-style-type: none"> telling or retelling stories and experiences in a logical sequence
			<ul style="list-style-type: none"> sharing connections made
			Listen for a variety of purposes and demonstrate comprehension, by
			<ul style="list-style-type: none"> retelling or restating
			<ul style="list-style-type: none"> following two-step instructions
			<ul style="list-style-type: none"> asking questions for clarification and understanding
			<ul style="list-style-type: none"> sharing connections made
			<i>Strategies (Oral Language)</i>
			Use strategies when interacting with others, including
			<ul style="list-style-type: none"> making and sharing connections
			<ul style="list-style-type: none"> asking questions for clarification and understanding
			<ul style="list-style-type: none"> taking turns as speaker and listener
			Use strategies when expressing and presenting ideas, information, and feelings, including

			<ul style="list-style-type: none"> accessing prior knowledge
			<ul style="list-style-type: none"> organizing thinking by following a simple framework
			<ul style="list-style-type: none"> predicting some things the audience needs to know
			Use strategies when listening to make and clarify meaning, including
			<ul style="list-style-type: none"> preparing for listening
			<ul style="list-style-type: none"> focussing on the speaker
			<ul style="list-style-type: none"> asking questions
			<ul style="list-style-type: none"> recalling ideas
			<i>Thinking (Oral Language)</i>
			Demonstrate enhanced vocabulary knowledge and usage
			Engage in speaking and listening activities to develop a deeper understanding of texts (e.g., presenting a personal collection, listening to the telling of a story from an oral tradition)
			Use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas
			Reflect on their speaking and listening to identify their strengths and to discuss attributes of good speakers and listeners
			<i>Features (Oral Language)</i>
			Use the features of oral language to convey and derive meaning, including using most words correctly and expressing ideas clearly
			Demonstrate phonological awareness, by
			<ul style="list-style-type: none"> identifying and creating rhyming words
			<ul style="list-style-type: none"> identifying and creating alliteration
			<ul style="list-style-type: none"> segmenting the flow of speech into separate words
			<ul style="list-style-type: none"> using sound segmenting and sound blending of syllables and phonemes in words
			Reading and Viewing
			<i>Purposes (Reading and Viewing)</i>
			Read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)
			Read and demonstrate comprehension of grade-appropriate information texts
			Read and reread just-right texts independently for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension
			View and demonstrate understanding that visual texts are sources of information
			<i>Strategies (Reading and Viewing)</i>
			Use strategies before reading and viewing, including
			<ul style="list-style-type: none"> accessing prior knowledge to make connections

			<ul style="list-style-type: none"> making predictions
			<ul style="list-style-type: none"> asking questions
			<ul style="list-style-type: none"> setting a purpose
			Use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning, including
			<ul style="list-style-type: none"> predicting and making connections
			<ul style="list-style-type: none"> visualizing
			<ul style="list-style-type: none"> figuring out unknown words
			<ul style="list-style-type: none"> self-monitoring and self-correcting
			<ul style="list-style-type: none"> retelling
			Use strategies after reading and viewing to confirm and extend meaning, including
			<ul style="list-style-type: none"> rereading or “re-viewing”
			<ul style="list-style-type: none"> discussing with others
			<ul style="list-style-type: none"> retelling
			<ul style="list-style-type: none"> sketching
			<ul style="list-style-type: none"> writing a response
Thinking (Reading and Viewing)			
			Respond to selections they read or view, by
			<ul style="list-style-type: none"> expressing an opinion supported with a reason
			<ul style="list-style-type: none"> making text-to-self, text-to-text, and text-to-world connections
			Read and view to expand knowledge, by
			<ul style="list-style-type: none"> predicting and connecting
			<ul style="list-style-type: none"> comparing and inferring
			<ul style="list-style-type: none"> inquiring and explaining
			Reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers
Features (Reading and Viewing)			
			Recognize and derive meaning from the structures and features of texts, including

			<ul style="list-style-type: none"> • concepts about print and concepts about books
			<ul style="list-style-type: none"> • elements of stories (e.g., beginning, middle, end; character, setting, events) ‘text features’
			<ul style="list-style-type: none"> • the vocabulary needed to talk about texts (e.g., book, author, title, illustrator, pictures)
			Recognize and fluently identify all alphabetic letters and their associated sounds, and recognize word patterns and some high-frequency words
Writing and Representing			
<i>Purposes (Writing and Representing)</i>			
Create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes, featuring			
			<ul style="list-style-type: none"> • ideas represented through words, sentences, and images that connect to a topic
			<ul style="list-style-type: none"> • developing sentence fluency by using simple sentences that relate to each other
			<ul style="list-style-type: none"> • developing word choice by attempting to use descriptive words and interesting details
			<ul style="list-style-type: none"> • developing voice by showing some evidence of individuality
			<ul style="list-style-type: none"> • an organization that follows a form or text presented or modeled by the teacher, such as a list, card, or letter
Create straightforward informational writing and representations, using prompts to elicit ideas and knowledge, featuring			
			<ul style="list-style-type: none"> • ideas represented through words, sentences, and images that connect to a topic
			<ul style="list-style-type: none"> • developing sentence fluency by using simple sentences, patterns, labels, and captions
			<ul style="list-style-type: none"> • developing word choice by beginning to use content-specific vocabulary and some detail
			<ul style="list-style-type: none"> • developing voice by showing how they think and feel about a topic
			<ul style="list-style-type: none"> • an organization that follows a form modeled by the teacher, such as a list, web, chart, cluster, or other graphic organizer
Create imaginative writing and representations, often modeled on those they have read, heard, or viewed, featuring			
			<ul style="list-style-type: none"> • ideas represented through sentences and images that generally connect to a topic
			<ul style="list-style-type: none"> • developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language
			<ul style="list-style-type: none"> • developing word choice by attempting to use new and descriptive words
			<ul style="list-style-type: none"> • developing voice by showing some evidence of individuality

		<ul style="list-style-type: none"> • an organization that generally follows a form presented or modeled by the teacher; stories include a beginning, middle, and end
<i>Strategies (Writing and Representing)</i>		
Use strategies before writing and representing, including		
		<ul style="list-style-type: none"> • setting a purpose
		<ul style="list-style-type: none"> • identifying an audience
		<ul style="list-style-type: none"> • participating in developing class-generated criteria
		<ul style="list-style-type: none"> • generating, selecting, and organizing ideas from home and/or school experiences
Use strategies during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models)		
Use a strategy after writing and representing to improve their work (e.g., sharing their written work and representations, checking for completeness, adding details)		
<i>Thinking (Writing and Representing)</i>		
Use writing and representing to express personal responses and likes or dislikes about experiences or texts		
Use writing and representing to extend their thinking		
Reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers		
<i>Features (Writing and Representing)</i>		
Use some features and conventions of language to express meaning in their writing and representing, including		
		<ul style="list-style-type: none"> • complete simple sentences
		<ul style="list-style-type: none"> • “s” to form plural of familiar words
		<ul style="list-style-type: none"> • capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I”
		<ul style="list-style-type: none"> • a period to mark the end of a sentence
		<ul style="list-style-type: none"> • words from their oral language vocabulary as well as less familiar words from class-displayed lists
		<ul style="list-style-type: none"> • knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words
		<ul style="list-style-type: none"> • spelling phonically irregular high-frequency words from memory
		<ul style="list-style-type: none"> • attempting to spell unknown words through phonic knowledge and skills and visual memory
		<ul style="list-style-type: none"> • legible printing from left to right of all uppercase and lowercase letters
		<ul style="list-style-type: none"> • appropriate spacing between letters and between words

Term			Fine Arts (1998)
1	2	3	It is expected that students will:
			DANCE
			<i>Elements of Movement</i>
			<ul style="list-style-type: none"> • move safely in both personal and general space
			<ul style="list-style-type: none"> • move in a variety of levels, pathways, and directions, using a variety of body shapes
			<ul style="list-style-type: none"> • move in time to a steady beat
			<ul style="list-style-type: none"> • demonstrate an ability to balance in locomotor and non-locomotor movements
			<i>Creation and Composition</i>
			<ul style="list-style-type: none"> • move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> • create movements that represent patterns, characters, and other aspects of their world
			<i>Presentation and Performance</i>
			<ul style="list-style-type: none"> • demonstrate a willingness to perform dance
			<ul style="list-style-type: none"> • demonstrate respect for the contributions of others
			<ul style="list-style-type: none"> • demonstrate an awareness of appropriate performance skills and audience etiquette
			<i>Dance and Society</i>
			<ul style="list-style-type: none"> • demonstrate an awareness of a variety of dances that exist
			<ul style="list-style-type: none"> • demonstrate an awareness of a variety of reasons why people dance
			DRAMA
			<i>Exploration and Imagination</i>
			<ul style="list-style-type: none"> • demonstrate a willingness to express their feelings and ideas
			<ul style="list-style-type: none"> • demonstrate respect for the contributions of others
			<ul style="list-style-type: none"> • describe their response to a dramatic work
			<ul style="list-style-type: none"> • demonstrate a willingness to work co-operatively
			<i>Drama Skills</i>
			<ul style="list-style-type: none"> • use vocal elements (high-low, loud-soft), when developing roles
			<ul style="list-style-type: none"> • demonstrate an awareness of a variety of movements used to express an idea, mood, or role
			<ul style="list-style-type: none"> • retell known stories in correct sequence
			<ul style="list-style-type: none"> • identify appropriate environments for a dramatic work

			Context
			<ul style="list-style-type: none"> demonstrate a willingness to participate in drama activities that explore the roles of community members
			<ul style="list-style-type: none"> demonstrate an awareness of drama from a variety of cultures
			<ul style="list-style-type: none"> demonstrate appropriate audience skills
			MUSIC
			Structure (Elements of Rhythm)
			<ul style="list-style-type: none"> respond to beat in music
			<ul style="list-style-type: none"> perform rhythmic patterns from classroom repertoire
			<ul style="list-style-type: none"> maintain a repeated rhythmic pattern in a simple texture
			<ul style="list-style-type: none"> demonstrate an awareness of rhythmic phrases in classroom music
			<ul style="list-style-type: none"> identify form in terms of repetition and unity of rhythmic patterns
			<ul style="list-style-type: none"> use symbols to represent simple rhythmic patterns
			Structure (Elements of Melody)
			<ul style="list-style-type: none"> identify changes in pitch and melodic direction
			<ul style="list-style-type: none"> use singing skills to reproduce melodies
			<ul style="list-style-type: none"> distinguish one melody from another
			<ul style="list-style-type: none"> identify melodic phrases in classroom repertoire
			Thoughts, Images, and Feelings
			<ul style="list-style-type: none"> represent personal thoughts, images, and feelings experienced in classroom repertoire
			<ul style="list-style-type: none"> identify elements of expression that evoke thoughts, images, and feelings
			Context (Self and Community)
			<ul style="list-style-type: none"> demonstrate a willingness to participate in music experiences
			<ul style="list-style-type: none"> identify appropriate audience and performance skills
			<ul style="list-style-type: none"> demonstrate respect for the contributions of others
			Context (Historical and Cultural)
			<ul style="list-style-type: none"> demonstrate an awareness of historical and cultural contexts of music
			<ul style="list-style-type: none"> demonstrate an awareness of a variety of purposes for music

			<ul style="list-style-type: none"> demonstrate a willingness to experience music from a variety of historical and cultural contexts
VISUAL ARTS			
<i>Image-Development and Design Strategies</i>			
<i>(Perceiving/Responding)</i>			
			<ul style="list-style-type: none"> identify a variety of image sources, their own and others
			<ul style="list-style-type: none"> describe the many forms that images take
			<ul style="list-style-type: none"> suggest purposes for a variety of images
			<ul style="list-style-type: none"> demonstrate an awareness that an image can be an original artwork or a reproduction
<i>(Creating/Communicating)</i>			
			<ul style="list-style-type: none"> use feelings, observation, memory, and imagination as sources for images
			<ul style="list-style-type: none"> make 2-D and 3-D images: using a variety of design strategies, including elaboration and magnification, exploring a variety of media, to communicate experiences and moods, to tell a story, and that engage more than one of the senses
Context			
<i>(Perceiving/Responding)</i>			
			<ul style="list-style-type: none"> demonstrate an awareness that images come from a variety of contexts
			<ul style="list-style-type: none"> demonstrate an awareness that particular images have personal value
			<ul style="list-style-type: none"> demonstrate an awareness that there are reasons for preferences in artworks
			<ul style="list-style-type: none"> demonstrate an awareness that people make and use art
			<ul style="list-style-type: none"> demonstrate respect for the work of self and others
<i>(Creating/Communicating)</i>			
			<ul style="list-style-type: none"> create images: in response to objects and other images they have experienced, in response to images from a variety of cultural contexts
			<ul style="list-style-type: none"> demonstrate a willingness to display individual and group artworks
<i>Visual Elements and Principles of Art and Design</i>			
<i>(Perceiving/Responding)</i>			
			<ul style="list-style-type: none"> identify the elements of colour, shape, line, and texture, and the principle of pattern in images and in their environment
			<ul style="list-style-type: none"> demonstrate recognition of the expressive qualities of individual visual elements
			<ul style="list-style-type: none"> suggest reasons for the use of elements and principles in their work
<i>(Creating/Communicating)</i>			

			<ul style="list-style-type: none"> • create images emphasizing one or more elements and principles
			<i>Materials, Technologies, and Processes</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> • demonstrate an awareness that a variety of materials, tools, equipment, and processes can be used to create images
			<ul style="list-style-type: none"> • demonstrate an awareness of safety and environmental considerations in the use of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • use appropriate vocabulary to identify materials, tools, equipment, and processes used to create images
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> • use a variety of materials, tools, equipment, and processes to make images
			<ul style="list-style-type: none"> • demonstrate a willingness to explore a range of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • demonstrate care of the materials, tools, and equipment they use

Term			Health and Career Education (2006)
1	2	3	It is expected that students will:
			<i>Goals and Decisions</i>
			<ul style="list-style-type: none"> identify reasons for setting goals (e.g., helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)
			<ul style="list-style-type: none"> identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)
			<i>Career Development</i>
			<ul style="list-style-type: none"> describe their personal skills and interests (e.g., things they are good at, things they like to do, things they've learned)
			<ul style="list-style-type: none"> describe a variety of jobs and responsibilities they have at home and at school
			<i>Health: Healthy Living</i>
			<ul style="list-style-type: none"> identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices
			<ul style="list-style-type: none"> identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)
			<i>Health: Healthy Relationships</i>
			<ul style="list-style-type: none"> identify ways families provide support and nurturing for growth and development (e.g., encouragement, advice, affection, sharing)
			<ul style="list-style-type: none"> demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g., appropriate – using “I feel” statements; inappropriate – name-calling, hitting)
			<ul style="list-style-type: none"> differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding)
			<ul style="list-style-type: none"> describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)
			<i>Health: Safety and Injury Prevention</i>
			<ul style="list-style-type: none"> use appropriate terminology to identify female and male private body parts
			<ul style="list-style-type: none"> differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)

			<ul style="list-style-type: none"> identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including saying “no” or “stop” calling out for help and getting away if possible telling a trusted adult and continuing to tell until someone listens and takes action not keeping a secret about the situation even if someone asks you to
			<ul style="list-style-type: none"> describe guidelines for safety in the home, at school, on the road, and in the community
			<ul style="list-style-type: none"> demonstrate an ability to access emergency services, including calling 911 and giving relevant information (e.g., name, location, and nature of problem)
			<i>Health: Substance Misuse Prevention</i>
			<ul style="list-style-type: none"> demonstrate an understanding of the concept of unsafe substances (e.g., any unknown substance, any substance from an unknown person, any substance used for other than its intended purpose)

Key to symbols used in Mathematics section

C=Communication **ME=Mental Mathematics and Estimation** **PS=Problem Solving**
T=Technology **CN=Connections** **R=Reasoning** **V=Visualization**

Term			Mathematics (2007)
1	2	3	Number
			It is expected that students will:
			<ul style="list-style-type: none"> say the number sequence, 0 to 100, by 1s forward and backward between any two given numbers, 2s to 20, forward starting at 5s, and 10s to 100, forward starting at 0 [C, CN, V, ME]
			<ul style="list-style-type: none"> recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots [C, CN, ME, V]
			<ul style="list-style-type: none"> demonstrate an understanding of counting by indicating that the last number said identifies “how many” showing that any set has only one count using the counting on strategy using parts or equal groups to count sets [C, CN, ME, R, V]
			<ul style="list-style-type: none"> represent and describe numbers to 20 concretely, pictorially, and symbolically [C, CN, V]
			<ul style="list-style-type: none"> compare sets containing up to 20 elements to solve problems using referents and one-to-one correspondence [C, CN, ME, PS, R, V]
			<ul style="list-style-type: none"> estimate quantities to 20 by using referents [C, ME, PS, R, V]
			<ul style="list-style-type: none"> demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles [C, R, V]
			<ul style="list-style-type: none"> identify the number, up to 20, that is one more, two more, one less, and two less than a given number. [C, CN, ME, R, V]
			<ul style="list-style-type: none"> demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically by using familiar and mathematical language to describe additive and subtractive actions from their experience, creating and solving problems in context that involve addition and subtraction, modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically [C, CN, ME, PS, R, V]
			<ul style="list-style-type: none"> describe and use mental mathematics strategies (memorization not intended), such as counting on and counting back, making 10, doubles and using addition to subtract to determine the basic addition facts to 18 and related subtraction facts
			Patterns and Relations
			Patterns
			<ul style="list-style-type: none"> demonstrate an understanding of repeating patterns (two to four elements) by describing, reproducing, extending and creating patterns using manipulatives, diagrams, sounds, and actions [C, PS, R, V]

			<ul style="list-style-type: none"> translate repeating patterns from one representation to another [C, R, V]
			<i>Variables and Equations</i>
			<ul style="list-style-type: none"> describe equality as a balance and inequality as an imbalance, concretely, and pictorially (0 to 20) [C, CN, R, V]
			<ul style="list-style-type: none"> record equalities using the equal symbol [C, CN, PS, V]
			<i>Shape and Space</i>
			<i>Measurement</i>
			<ul style="list-style-type: none"> demonstrate an understanding of measurement as a process of comparing by identifying attributes that can be compared, ordering objects, making statements of comparison and filling, covering, or matching [C, CN, PS, R, V]
			<i>3-D Objects and 2-D Shapes</i>
			<ul style="list-style-type: none"> sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule [C, CN, R, V]
			<ul style="list-style-type: none"> replicate composite 2-D shapes and 3-D objects [CN, PS, V]
			<ul style="list-style-type: none"> compare 2-D shapes to parts of 3-D objects in the environment [C, CN, V]

Term			Physical Education (1995)
1	2	3	It is expected that students will:
			<i>Active Living</i>
			<ul style="list-style-type: none"> participate regularly in short periods of vigorous activity with frequent rest intervals
			<ul style="list-style-type: none"> demonstrate behaviours that indicate interest and enjoyment in physical activity
			<ul style="list-style-type: none"> identify the importance of physical activity
			<ul style="list-style-type: none"> identify the parts of the human body
			<ul style="list-style-type: none"> identify the changes that take place in the body during physical activity
			<ul style="list-style-type: none"> identify good nutritional habits
			<ul style="list-style-type: none"> move safely and sensitively through all environments
			<i>Movement (Alternative-Environment Activities)</i>
			<ul style="list-style-type: none"> move safely in a variety of alternative environments
			<ul style="list-style-type: none"> use movement concepts and skills to participate in alternative-environment activities
			<i>Movement (Dance)</i>
			<ul style="list-style-type: none"> demonstrate body awareness when performing dance activities
			<ul style="list-style-type: none"> move safely through space when creating movement sequences with or without music
			<ul style="list-style-type: none"> perform locomotor and non-locomotor skills individually, with a partner, and with objects
			<ul style="list-style-type: none"> demonstrate basic dance steps, alone and with others
			<ul style="list-style-type: none"> use movement to respond to a variety of stimuli
			<i>Movement (Games)</i>
			<ul style="list-style-type: none"> move safely in personal and general space, demonstrating body awareness
			<ul style="list-style-type: none"> demonstrate ways to retain possession of an object
			<ul style="list-style-type: none"> demonstrate ways to send and project an object using a variety of body parts and implements
			<ul style="list-style-type: none"> demonstrate ways to receive an object using a variety of body parts and implements
			<ul style="list-style-type: none"> create and play simple games
			<i>Movement (Gymnastics)</i>
			<ul style="list-style-type: none"> create shapes and balances, and transfer weight using a variety of body parts

			<ul style="list-style-type: none"> • select ways to roll, travel, take off, and land safely
			<ul style="list-style-type: none"> • create movements to perform individual movement sequences in gymnastics
			<i>Movement (Individual and Dual Activities)</i>
			<ul style="list-style-type: none"> • demonstrate ways to run, jump, and throw safely
			<ul style="list-style-type: none"> • perform simple motor skills involved in individual and dual activities
			<ul style="list-style-type: none"> • perform locomotor and non-locomotor skills, individually and with objects
			<i>Personal and Social Responsibility</i>
			<ul style="list-style-type: none"> • show a willingness to listen to directions and simple explanations
			<ul style="list-style-type: none"> • use safe behaviours when responding to simple movement tasks
			<ul style="list-style-type: none"> • demonstrate self-confidence while participating in activities from different movement categories
			<ul style="list-style-type: none"> • stay on-task when participating in physical activity
			<ul style="list-style-type: none"> • display a willingness to work with others
			<ul style="list-style-type: none"> • identify different roles in a variety of physical activities
			<ul style="list-style-type: none"> • identify the links between work and leisure

Term			Science (2005)
1	2	3	It is expected that students will:
			<i>Processes and Skills of Science</i>
			<ul style="list-style-type: none"> communicate their observations, experiences, and thinking in a variety of ways (e.g., verbally, pictorially, graphically)
			<ul style="list-style-type: none"> classify objects, and organisms
			<i>Life Science: Needs of Living Things</i>
			<ul style="list-style-type: none"> classify living and non-living things
			<ul style="list-style-type: none"> describe the basic needs of local plants and animals (e.g., food, water, light)
			<ul style="list-style-type: none"> describe how the basic needs of plants and animals are met in their environment
			<i>Physical Science: Force and Motion</i>
			<ul style="list-style-type: none"> demonstrate how force can be applied to move an object
			<ul style="list-style-type: none"> compare the effect of friction on the movement of an object over a variety of surfaces
			<ul style="list-style-type: none"> demonstrate and describe the effects of magnets on different materials
			<i>Earth and Space Science: Daily and Seasonal Changes</i>
			<ul style="list-style-type: none"> describe changes that occur in daily and seasonal cycles and their effects on living things
			<ul style="list-style-type: none"> describe activities of Aboriginal peoples in BC in each seasonal cycle

Term			Social Studies (2006)
1	2	3	It is expected that students will:
			<i>Skills and Processes of Social Studies</i>
			<ul style="list-style-type: none"> • use picture maps to identify familiar locations in the school or community
			<ul style="list-style-type: none"> • participate co-operatively and productively in groups
			<ul style="list-style-type: none"> • gather information from personal experiences, oral sources, and visual representations
			<ul style="list-style-type: none"> • present information using oral, written, or visual representations
			<ul style="list-style-type: none"> • identify strategies to address relevant school-based problems
			<i>Identity, Society, and Culture</i>
			<ul style="list-style-type: none"> • describe changes that occur in their lives
			<ul style="list-style-type: none"> • explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
			<ul style="list-style-type: none"> • identify a variety of social structures in which they live, learn, work, and play together
			<ul style="list-style-type: none"> • identify symbols of Canada
			<i>Governance</i>
			<ul style="list-style-type: none"> • describe their roles, rights, and responsibilities at home and at school
			<ul style="list-style-type: none"> • explain the purpose of classroom and school expectations
			<i>Economy and Technology</i>
			<ul style="list-style-type: none"> • describe basic human needs
			<ul style="list-style-type: none"> • identify types of work done by people in their community
			<ul style="list-style-type: none"> • demonstrate awareness of the purpose of money
			<ul style="list-style-type: none"> • describe ways they use technologies
			<i>Human and Physical Environment</i>
			<ul style="list-style-type: none"> • recognize maps of Canada
			<ul style="list-style-type: none"> • identify characteristics of different environments
			<ul style="list-style-type: none"> • demonstrate responsible behaviour in caring for their immediate and school environments