

1998 Curriculum

Grade 1 – Heritage and Citizenship Relationships, Rules, and Responsibilities

Overall Expectations

By the end of Grade 1, students will:

- identify significant people, places, and events in their lives, and some significant people in Canada in the past and present;
- create simple timelines to describe changes over time;
- describe the roles and responsibilities of various family members, as well as of other people in their school and neighbourhood.

Specific Expectations

Understanding Concepts

By the end of Grade 1, students will:

- identify important past and present relationships in their lives (e.g., with family members, friends, pets, teachers);
- identify important people in Canada in both the past and present (e.g., Sir John A. Macdonald, Samuel de Champlain, the current prime minister);
- describe significant places in their lives (e.g., the park, their bedroom, their classroom);
- identify significant events in their lives (e.g., their first day of school, a trip);
- describe simple patterns that influence their daily lives (e.g., the school day, week, year; seasons);
- demonstrate an understanding of the need for rules and responsibilities (e.g., need for protection, for respect);
- identify and describe the rights and responsibilities of family members (e.g., decision making, chores);
- identify rules in the home, at school, and in the community (e.g., bedtime, no running on stairs, looking before crossing the street);
- recognize and describe consequences of events and actions that affect their lives (e.g., mother's being grateful for their playing with sibling);

- demonstrate an understanding of rights and responsibilities in a way that shows respect for the rights and property of other people (e.g., sharing, being courteous, cooperating, not littering).

Developing Inquiry/Research and Communication Skills

By the end of Grade 1, students will:

- use appropriate vocabulary (e.g., change, seasons, rights, responsibilities, respecting rules, cooperating, being courteous) to describe their inquiries and observations;
- ask questions to gain information and explore alternatives (e.g., ask why rules would change);
- locate information from primary sources (e.g., interviews, eyewitness visitors, class trips) and secondary sources (e.g., maps, illustrations, print materials);
- sort and classify information (e.g., concerning responsibilities of family members);
- construct and read for specific purposes concrete, pictorial, and simple maps, graphs, charts, and diagrams (e.g., to show timelines of the school day);
- present the results of focused inquiries (e.g., a study of school rules), using simple demonstrations, drawings, and oral and written descriptions.

Applying Concepts and Skills in Various Contexts

By the end of Grade 1, students will:

- identify factors that might cause rules to change (e.g., maturity, location, weather, seasons) and describe the changes;
- identify an area of concern and contribute to a school activity connected with it (e.g., conflict resolution);
- explain how rules and responsibilities may change over time (e.g., as a result of a new baby, a new pet, a new grade, a move);
- order a sequence of events (e.g., school day, school year, class trip) orally and with pictorial symbols;
- create a simple timeline (e.g., pictorially) to show relevant family history.

2004 Curriculum

Grade 1 – Heritage and Citizenship Relationships, Rules, and Responsibilities

Overall Expectations

By the end of Grade 1, students will:

- identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;
- explain how and why relationships, rules, and responsibilities may change over time, and in different places.

Specific Expectations

Knowledge and Understanding

By the end of Grade 1, students will:

- state in simple terms what "relationships", "rules", and "responsibilities" are;
- explain why rules and responsibilities have been established (e.g., for protection and safety, for fair division of work);
- identify important relationships in their lives (e.g., with family members, friends, pets, teachers) and name some responsibilities that are part of these relationships;
- describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;
- identify significant events in their lives (e.g., their first day of school, a trip) and the rules associated with them;
- describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering).

Inquiry/Research and Communication Skills

By the end of Grade 1, students will:

- brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;
- use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, technology);
- use illustrations, key words, and simple sentences (e.g., chart, picture book, cartoon) to sort, classify, and record information about relationships, rules, and responsibilities;
- construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about relationships, rules, and responsibilities in their daily lives (e.g., timeline of a school day, class graph of students' responsibilities at home);
- use appropriate vocabulary (e.g., change, rights, responsibilities, roles, respecting rules, cooperating, being courteous) to communicate the results of inquiries and observations about relationships, rules, and responsibilities.

Application

By the end of Grade 1, students will:

- explain how events and actions (e.g., a ban on popular toys at school, birth of a sibling) can cause rules and responsibilities to change, and describe what some new rules and responsibilities might be;
- identify an area of concern (e.g., littering, sharing, conflicts), and suggest changes in rules or responsibilities to provide possible solutions;
- order a sequence of events to demonstrate how relationships, rules, or responsibilities change over time (e.g., throughout the day, throughout the school year), and in different places.

Grade 1 – Canada and World Connections The Local Community

Overall Expectations

By the end of Grade 1, students will:

- demonstrate an understanding that a local community is made up of groups of people;
- locate the distinguishing physical features of their community (e.g., buildings, parks, roads);
- describe how people in the community interact to meet basic needs.

Specific Expectations

Understanding Concepts

By the end of Grade 1, students will:

- demonstrate an understanding of basic personal and family needs (e.g., food, water, shelter, and protection);
- identify how their basic needs are met (e.g., food from farms, markets, and stores; garbage collection and/or disposal);
- identify buildings in their community and their uses (e.g., houses, schools, silos);
- identify the occupations of some people in the community (e.g., storekeeper, mail carrier, farmer, teacher, police officer, fire-fighter, doctor);
- show an understanding of how these people are important to meeting their needs and ensuring their safety (e.g., the need for food, clothing, shelter, mail delivery, transportation, education, health care);
- identify the buildings in which these people work and describe the tools and vehicles they use (e.g., secretaries work in the school and use computers; fire-fighters are located in the firehall and drive fire trucks);
- identify safe places in the community (e.g., school, police station, homes of block parents);
- identify ways in which people travel around the community (e.g., bus, car, bicycle);
- identify events, places, and celebrations significant to them (e.g., park, zoo, community centre, arenas, holidays);
- describe how families and friends in the community interact (e.g., they play games, participate in celebrations).

Developing Inquiry/Research and Communication Skills

By the end of Grade 1, students will:

- use appropriate vocabulary (e.g., location, map, symbol, distance, title, legend, direction) to describe their inquiries and observations;
- ask simple questions to gain information about their local community;
- locate basic information about their local community from pictures, maps, print materials, and other media sources;
- sort and classify basic information about people in their local community;
- communicate the results of inquiries concerning their local community, using simple demonstrations, drawings, and oral and written descriptions.

Developing Map and Globe Skills

By the end of Grade 1, students will:

- make and read simple models and maps of familiar areas in their local community;
- use non-standard units to measure distance on a map (e.g., paces, tiles, blocks);
- demonstrate an understanding of scale, that is, give the reasons for using small objects to represent large ones on a map.

Applying Concepts and Skills in Various Contexts

By the end of Grade 1, students will:

- construct a simple model of their local community, using small objects to represent large ones;
- recall and record specific information about themselves, their school, and their community (e.g., birthplace, address, phone numbers, school name, community name);
- identify and describe routes within the school (e.g., fire route, exit route), using familiar symbols and landmarks (e.g., washroom, drinking fountain, offices);

Grade 1 – Canada and World Connections The Local Community

Overall Expectations

By the end of Grade 1, students will:

- recognize that communities consist of various physical features and community facilities that meet human needs;
- use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area;
- describe how people in the community interact with each other and the physical environment to meet human needs.

Specific Expectations

Knowledge and Understanding

By the end of Grade 1, students will:

- identify the physical and social needs of residents in an area (e.g., for food, water, shelter, safety, recreation, social interaction);
- identify the distinguishing physical features of their community (e.g., buildings, roads, rivers, lakes);
- list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- identify the places in which people work and describe the technologies, tools, and vehicles they use;
- list the different ways in which people travel around the community (e.g., by bus, car, bicycle; on foot).

Inquiry/Research and Communication Skills

By the end of Grade 1, students will:

- brainstorm and ask simple questions (e.g., Who? What? When? Where?) to gain information about their local community;
- use pictures, maps, print materials, media sources, and/or class trips to locate information about their local community, including safe places in the community (e.g., school, police station, homes of block parents and neighbours);
- use illustrations, key words, and simple sentences (e.g., graphic organizer, cooperative big book) to sort, classify, and record information about their local community;
- use appropriate vocabulary (e.g., location, map, symbol, distance, title, legend, direction) to communicate the results of inquiries and observations about their local community.

Map, Globe, and Graphic Skills

By the end of Grade 1, students will:

- make models and read maps of familiar areas in their local community;
- use non-standard units to measure distance on a map (e.g., paces, tiles, blocks);
- demonstrate an understanding of scale (e.g., give the reasons for using small objects to represent large ones on a map);
- use their own symbols on a map to identify buildings and places in their local community (e.g., house, barn, school, fire station, police station, community centre, road, shopping area);
- recognize that different colours represent different things on a map (e.g., blue/water, green/land);
- use appropriate words (e.g., left/right, up/down, front/back, near/far, above/below) to describe relative locations of places and objects.

Application

By the end of Grade 1, students will:

- identify and describe routes within the school (e.g., fire route, exit route), using familiar symbols and landmarks (e.g., washroom, drinking fountain, offices);
- construct a model of their local community to show how people's physical and social needs are served within the area (e.g., locations of fire station, small or large retail buildings, recreational facilities, school, library; transportation routes);
- list a variety of occupations in the community and explain how they meet people's needs.

- describe the route to school, using familiar landmarks and symbols;
- use their own symbols on a map to identify buildings and places in their local community (e.g., house, school, fire station, police station, road).