

Learning Outcomes for Grade 1

English Language Arts

Oral Language (Speaking and Listening)

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| A1 | <ul style="list-style-type: none">• use speaking and listening to interact with others for the purposes of<ul style="list-style-type: none">– contributing to a class goal– exchanging ideas on a topic– making connections– completing tasks– engaging in play |
| A2 | <ul style="list-style-type: none">• use speaking to explore, express, and present ideas, information, and feelings, by<ul style="list-style-type: none">– generally staying on topic– using descriptive words about people, places, things, and events– telling or retelling stories and experiences in a logical sequence– sharing connections made |
| A3 | <ul style="list-style-type: none">• listen for a variety of purposes and demonstrate comprehension, by<ul style="list-style-type: none">– retelling or restating– following two-step instructions– asking questions for clarification and understanding– sharing connections made |

Strategies (Oral Language)

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| A4 | <ul style="list-style-type: none">• use strategies when interacting with others, including<ul style="list-style-type: none">– making and sharing connections– asking questions for clarification and understanding– taking turns as speaker and listener |
| A5 | <ul style="list-style-type: none">• use strategies when expressing and presenting ideas, information, and feelings, including<ul style="list-style-type: none">– accessing prior knowledge– organizing thinking by following a simple framework– predicting some things the audience needs to know |
| A6 | <ul style="list-style-type: none">• use strategies when listening to make and clarify meaning, including<ul style="list-style-type: none">– preparing for listening– focussing on the speaker– asking questions– recalling ideas |

Thinking (Oral Language)

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| A7 | <ul style="list-style-type: none">• demonstrate enhanced vocabulary knowledge and usage |
| A8 | <ul style="list-style-type: none">• 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) |
| A9 | <ul style="list-style-type: none">• use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas |
| A10 | <ul style="list-style-type: none">• reflect on their speaking and listening to identify their strengths and to discuss attributes of good speakers and listeners |

Features (Oral Language)

A11	<ul style="list-style-type: none"> • use the features of oral language to convey and derive meaning, including using most words correctly and expressing ideas clearly
A12	<ul style="list-style-type: none"> • demonstrate phonological awareness, by <ul style="list-style-type: none"> – identifying and creating rhyming words – identifying and creating alliteration – segmenting the flow of speech into separate words – using sound segmenting and sound blending of syllables and phonemes in words
Purposes (Reading and Viewing)	
B1	<ul style="list-style-type: none"> • read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)
B2	<ul style="list-style-type: none"> • read and demonstrate comprehension of grade-appropriate information texts
B3	<ul style="list-style-type: none"> • read and reread just-right texts independently for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension
B4	<ul style="list-style-type: none"> • view and demonstrate understanding that visual texts are sources of information
Strategies (Reading and Viewing)	
B5	<ul style="list-style-type: none"> • use 5 strategies before reading and viewing, including accessing prior knowledge to make connections, making predictions, asking questions and setting a purpose
B6	<ul style="list-style-type: none"> • 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 – visualizing – figuring out unknown words – self-monitoring and self-correcting – retelling
B7	<ul style="list-style-type: none"> • use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> – rereading or “re-viewing” – discussing with others – retelling – sketching – writing a response
Features (Reading and Viewing)	
B8	<ul style="list-style-type: none"> • respond to selections they read or view, by expressing an opinion supported with a reason, making text-to-self, text-to-text, and text-to-world connections
B9	<ul style="list-style-type: none"> • read and view to expand knowledge, by predicting and connecting, comparing and inferring, inquiring and explaining
B10	<ul style="list-style-type: none"> • reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers
B11	<ul style="list-style-type: none"> • 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 – elements of stories (e.g., beginning, middle, end; character, setting, events) – ‘text features’ – the vocabulary needed to talk about texts (e.g., book, author, title, illustrator, pictures)

B12	<ul style="list-style-type: none"> recognize and fluently identify all alphabetic letters and their associated sounds, and recognize word patterns and some high-frequency words
Purposes (Writing and Representing)	
C1	<ul style="list-style-type: none"> 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 developing sentence fluency by using simple sentences that relate to each other developing word choice by attempting to use descriptive words and interesting details developing voice by showing some evidence of individuality an organization that follows a form or text presented or modelled by the teacher, such as a list, card, or letter
C2	<ul style="list-style-type: none"> 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 developing sentence fluency by using simple sentences, patterns, labels, and captions developing word choice by beginning to use content-specific vocabulary and some detail developing voice by showing how they think and feel about a topic an organization that follows a form modelled by the teacher, such as a list, web, chart, cluster, or other graphic organizer
C3	<ul style="list-style-type: none"> create imaginative writing and representations, often modelled 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 developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language developing word choice by attempting to use new and descriptive words developing voice by showing some evidence of individuality an organization that generally follows a form presented or modelled by the teacher; stories include a beginning, middle, and end
Strategies (Writing and Representing)	
C4	<ul style="list-style-type: none"> use strategies before writing and representing, including <ul style="list-style-type: none"> setting a purpose identifying an audience participating in developing class-generated criteria generating, selecting, and organizing ideas from home and/or school experiences
C5	<ul style="list-style-type: none"> 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)
C6	<ul style="list-style-type: none"> use a strategy after writing and representing to improve their work (e.g., sharing their written work and representations, checking for completeness, adding details)
Thinking (Writing and Representing)	
C7	<ul style="list-style-type: none"> use writing and representing to express personal responses and likes or dislikes about experiences or texts
C8	<ul style="list-style-type: none"> use writing and representing to extend their thinking
C9	<ul style="list-style-type: none"> reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers

	Features (Writing and Representing)
C10	<ul style="list-style-type: none"> • 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 – “s” to form plural of familiar words – capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I” – a period to mark the end of a sentence – words from their oral language vocabulary as well as less familiar words from class-displayed lists – knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words – spelling phonically irregular high-frequency words from memory – attempting to spell unknown words through phonic knowledge and skills and visual memory – legible printing from left to right of all uppercase and lowercase letters – appropriate spacing between letters and between words
	Mathematics
	Number
A1	<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 0 and 5s and 10s to 100, forward starting at 0
A2	<ul style="list-style-type: none"> • recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots
A3	<ul style="list-style-type: none"> • demonstrate an understanding of counting by <ul style="list-style-type: none"> -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
A4	<ul style="list-style-type: none"> • represent and describe numbers to 20 concretely, pictorially, and symbolically
A5	<ul style="list-style-type: none"> • compare sets containing up to 20 elements to solve problems using referents and one-to-one correspondence
A6	<ul style="list-style-type: none"> • estimate quantities to 20 by using referents
A7	<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
A8	<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.
A9	<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 <ul style="list-style-type: none"> -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
A10	<ul style="list-style-type: none"> • describe and use mental mathematics strategies (memorization not intended), such as <ul style="list-style-type: none"> -counting on and counting back -making 10 -doubles -using addition to subtract to determine the basic addition facts to 18 and related subtraction facts

	PATTERNS AND RELATIONS
	Patterns
B1	<ul style="list-style-type: none"> demonstrate an understanding of repeating patterns (two to four elements) by describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds, and actions
B2	<ul style="list-style-type: none"> translate repeating patterns from one representation to another
	Variables and Equations
B3	<ul style="list-style-type: none"> describe equality as a balance and inequality as an imbalance, concretely, and pictorially (0 to 20)
B4	<ul style="list-style-type: none"> record equalities using the equal symbol
	SHAPE AND SPACE
	Measurement
C1	<ul style="list-style-type: none"> demonstrate an understanding of measurement as a process of comparing by <ul style="list-style-type: none"> -identifying attributes that can be compared -ordering objects -making statements of comparison -filling, covering, or matching
	3-D Objects and 2-D Shapes
C2	<ul style="list-style-type: none"> sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule
C3	<ul style="list-style-type: none"> replicate composite 2-D shapes and 3-D objects
C4	<ul style="list-style-type: none"> compare 2-D shapes to parts of 3-D objects in the environment
	Science
	Processes and Skills of Science
	It is expected that students will:
1	<ul style="list-style-type: none"> communicate their observations, experiences, and thinking in a variety of ways (e.g., verbally, pictorially, graphically)
2	<ul style="list-style-type: none"> classify objects, events, and organisms
	Life Science: Needs of Living Things
	It is expected that students will:
3	<ul style="list-style-type: none"> classify living and non-living things
4	<ul style="list-style-type: none"> describe the basic needs of local plants and animals (e.g., food, water, light)
5	<ul style="list-style-type: none"> describe how the basic needs of plants and animals are met in their environment
	Physical Science: Force and Motion
	It is expected that students will:
6	<ul style="list-style-type: none"> demonstrate how force can be applied to move an object
7	<ul style="list-style-type: none"> compare the effect of friction on the movement of an object over a variety of surfaces

8	<ul style="list-style-type: none"> demonstrate and describe the effects of magnets on different materials
Earth and Space Science: Daily and Seasonal Changes	
It is expected that students will:	
9	<ul style="list-style-type: none"> describe changes that occur in daily and seasonal cycles and their effects on living things
10	<ul style="list-style-type: none"> describe activities of Aboriginal peoples in BC in each seasonal cycle
Social Studies	
SKILLS AND PROCESSES OF SOCIAL STUDIES	
It is expected that students will:	
A1	<ul style="list-style-type: none"> use picture maps to identify familiar locations in the school or community
A2	<ul style="list-style-type: none"> participate co-operatively and productively in groups
A3	<ul style="list-style-type: none"> gather information from personal experiences, oral sources, and visual representations
A4	<ul style="list-style-type: none"> present information using oral, written, or visual representations
A5	<ul style="list-style-type: none"> identify strategies to address relevant school-based problems
IDENTITY, SOCIETY, AND CULTURE	
It is expected that students will:	
B1	<ul style="list-style-type: none"> describe changes that occur in their lives
B2	<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
B3	<ul style="list-style-type: none"> identify a variety of social structures in which they live, learn, work, and play together
B4	<ul style="list-style-type: none"> identify symbols of Canada
GOVERNANCE	
It is expected that students will:	
C1	<ul style="list-style-type: none"> describe their roles, rights, and responsibilities at home and at school
C2	<ul style="list-style-type: none"> explain the purpose of classroom and school expectations
ECONOMY AND TECHNOLOGY	
It is expected that students will:	
D1	<ul style="list-style-type: none"> describe basic human needs
D2	<ul style="list-style-type: none"> identify types of work done by people in their community
D3	<ul style="list-style-type: none"> demonstrate awareness of the purpose of money
D4	<ul style="list-style-type: none"> describe ways they use technologies
HUMAN AND PHYSICAL ENVIRONMENT	
It is expected that students will:	

E1	<ul style="list-style-type: none"> recognize maps of Canada
E2	<ul style="list-style-type: none"> identify characteristics of different environments
E3	<ul style="list-style-type: none"> demonstrate responsible behaviour in caring for their immediate and school environments
Health and Career Education	
Goals and Decisions	
It is expected that students will:	
A1	<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)
A2	<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)
Career Development	
It is expected that students will:	
B1	<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)
B2	<ul style="list-style-type: none"> describe a variety of jobs and responsibilities they have at home and at school
Health	
Healthy Living	
It is expected that students will:	
C1	<ul style="list-style-type: none"> identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices
C2	<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)
Healthy Relationships	
It is expected that students will:	
C3	<ul style="list-style-type: none"> identify ways families provide support and nurturing for growth and development (e.g., encouragement, advice, affection, sharing)
C4	<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)
C5	<ul style="list-style-type: none"> differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding)
C6	<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)
Safety and Injury Prevention	
It is expected that students will:	
C7	<ul style="list-style-type: none"> use appropriate terminology to identify female and male private body parts
C8	<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)
C9	<ul style="list-style-type: none"> • identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including <ul style="list-style-type: none"> -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
C10	<ul style="list-style-type: none"> • describe guidelines for safety in the home, at school, on the road, and in the community
C11	<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)
	It is expected that students will:
C12	<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)
	Physical Education
	Active Living
	Knowledge
	It is expected that students will:
A1	<ul style="list-style-type: none"> • describe benefits of regular participation in physical activity (e.g., it’s fun, it’s good for their bodies, it provides opportunities to make new friends)
A2	<ul style="list-style-type: none"> • identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)
A3	<ul style="list-style-type: none"> • identify choices they can make to be more physically active
A4	<ul style="list-style-type: none"> • describe the importance of choosing healthy food as fuel for physical activity
A5	<ul style="list-style-type: none"> • identify physical activities they feel they do well
	Participation
	It is expected that students will:
A6	<ul style="list-style-type: none"> • participate daily (e.g., five times a week) in moderate to vigorous physical activities
	Movement Skills
	It is expected that students will:
B1	<ul style="list-style-type: none"> • move through general space while maintaining control (e.g., walking in a circle in the same direction)
B2	<ul style="list-style-type: none"> • change level of body position while maintaining control (e.g., high, medium, low)
B3	<ul style="list-style-type: none"> • demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: skip, gallop, or slide two-foot stop
B4	<ul style="list-style-type: none"> • demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: kick a stationary object, strike a stationary object with an implement and two-handed catch with trapping against body

	Safety, Fair Play, and Leadership
	It is expected that students will:
C1	<ul style="list-style-type: none"> describe why safety guidelines for physical activity are important
C2	<ul style="list-style-type: none"> respond appropriately to instructions and safety guidelines when participating in physical activity
C3	<ul style="list-style-type: none"> work co-operatively with others during physical activity (e.g., taking turns, encouraging others)
	Fine Arts
	Dance
	Creating Dance
	It is expected that students will:
A1	<ul style="list-style-type: none"> move expressively to a variety of sounds and music
A2	<ul style="list-style-type: none"> create movements that represent patterns, characters, and other themes and topics
A3	<ul style="list-style-type: none"> demonstrate an understanding that there are several stages in a creative process, including exploration, selection, combination, refinement, and reflection
	Elements of Dance
B1	<ul style="list-style-type: none"> move safely in both personal space and general space during dance activities
B2	<ul style="list-style-type: none"> move using a variety of levels, pathways, dynamics, directions, and body shapes
B3	<ul style="list-style-type: none"> move in time to a steady beat in phrases of varying lengths
	Context
C1	<ul style="list-style-type: none"> demonstrate an awareness of a variety of dances that exist
	Presenting and Performing
D1	<ul style="list-style-type: none"> demonstrate willingness to perform dance
D2	<ul style="list-style-type: none"> demonstrate appropriate performance skills in dance settings
	Drama
	Exploring and Creating
	It is expected that students will:
A1	<ul style="list-style-type: none"> use exploration and imagination to create drama
A2	<ul style="list-style-type: none"> demonstrate engagement in drama activities
A3	<ul style="list-style-type: none"> demonstrate co-operation in drama activities
A4	<ul style="list-style-type: none"> reflect on classroom drama experiences
	Drama Forms, Strategies, and Skills
B1	<ul style="list-style-type: none"> use voice to explore a range of ideas and feelings
B2	<ul style="list-style-type: none"> use movement and their bodies to explore a range of ideas, feelings, and actions

B3	<ul style="list-style-type: none"> represent ideas and feelings through a variety of drama forms
B4	<ul style="list-style-type: none"> participate safely in drama activities
Context	
C1	<ul style="list-style-type: none"> participate in drama from a variety of contexts
Presenting and Performing	
D1	<ul style="list-style-type: none"> participate in and share drama work
D2	<ul style="list-style-type: none"> describe their responses to a drama work
Music	
Exploring and Creating	
It is expected that students will:	
A1	<ul style="list-style-type: none"> sing and play classroom repertoire
A2	<ul style="list-style-type: none"> represent personal thoughts, images, and feelings experienced in classroom repertoire
A3	<ul style="list-style-type: none"> create sounds to accompany stories, nursery rhymes, or songs
Elements and Skills	
B1	<ul style="list-style-type: none"> respond to beat in music
B2	<ul style="list-style-type: none"> demonstrate an awareness of rhythmic patterns and melodic phrases in classroom repertoire
B3	<ul style="list-style-type: none"> perform rhythmic patterns from classroom repertoire
B4	<ul style="list-style-type: none"> sing short melodies
B5	<ul style="list-style-type: none"> identify elements of tempo, dynamics, articulation, and timbre in classroom repertoire
B6	<ul style="list-style-type: none"> demonstrate appropriate use of classroom instruments
Context	
C1	<ul style="list-style-type: none"> participate in music activities from a variety of historical, cultural, and social contexts
Presenting and Performing	
D1	<ul style="list-style-type: none"> demonstrate appropriate performance skills in music settings
D2	<ul style="list-style-type: none"> describe their response to a music work
Visual Arts	
Creative Processes	
It is expected that students will:	
A1	<ul style="list-style-type: none"> use a variety of image sources to create images
A2	<ul style="list-style-type: none"> create images <ul style="list-style-type: none"> – using the image-development strategy of repetition

	<ul style="list-style-type: none"> – that feature colour, line, shape, texture, and/or pattern
A3	<ul style="list-style-type: none"> • experiment with a variety of materials, technologies, and processes to make images
A4	<ul style="list-style-type: none"> • create 2-D and 3-D images <ul style="list-style-type: none"> – for a given purpose – of personal significance – that represent time – to communicate experiences and moods – in response to objects and other images they have experienced
Skills and Strategies	
B1	<ul style="list-style-type: none"> • describe and apply <ul style="list-style-type: none"> – the visual elements of colour, shape, line, and texture – the principle of pattern – the image-development strategy of repetition
B2	<ul style="list-style-type: none"> • describe and apply a variety of materials, technologies, and processes to create images
B3	<ul style="list-style-type: none"> • demonstrate awareness of safety and environmental considerations for the use of materials, technologies, and processes
Context	
C1	<ul style="list-style-type: none"> • describe various purposes of visual arts
Exhibition and Response	
D1	<ul style="list-style-type: none"> • identify personal preferences for artworks
D2	<ul style="list-style-type: none"> • display individual and group artworks