

# GRADE 1

See the Preface for important information on the organization of the following material.

## The Arts (2009)

### A. DANCE

#### A1. Creating and Presenting

**A1.3** create dance phrases using a variety of ways to connect movements (*e.g., connect a melt and a spin using a non-locomotor movement; connect a walk and a skip [locomotor movements] with a circle [pathway]*)

**Teacher prompts:** ... “If you were a seed in the ground, how would you grow into a tree? Would you grow with fast movements or slow?” ...

### B. DRAMA

#### B1. Creating and Presenting

**B1.4** communicate feelings and ideas to a familiar audience (*e.g., classmates*) using a few simple visual or technological aids to support and enhance their drama work (*e.g., use a sheer cloth moved quickly to represent water; use a rainstick or shaker to create a sense of mystery or magic; ...*)

**Teacher prompts:** ... “If your character was the weather, what body shapes and props could you use to get into character?”

### C. MUSIC

#### C3. Exploring Forms and Cultural Contexts

**C3.2** identify a variety of musical pieces from different cultures through performing and/or listening to them (*e.g., folk songs, songs for celebrations, ceremonial music from Canadian and world sources*)

**Teacher prompts:** ... “Earth Day is coming in April. What songs could we use to help to celebrate the earth?”

### D. VISUAL ARTS

#### D1. Creating and Presenting

**D1.2** demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (*e.g., a drawing of an approaching storm that uses a variety of lines to create contrast [dashed, jagged, curved, spiral]; a cardboard or papier mâché sculpture of a mythical animal in a dynamic pose that uses surface materials to show a contrast in texture [fuzzy yarn; coarse, prickly sawdust]*)

**Teacher prompts:** “How can you vary your lines to create contrast between the area of the image that is the storm and the area of calm?” “How can you use levels and positioning of your sculpture’s limbs and body to compose a sculpture that is visually interesting on all sides and that shows a variety of forms?”

**D1.3** use elements of design in art works to communicate ideas, messages, and personal understandings (e.g., *a pattern of broken, wavy, and zigzag lines to make the bark of a tree look rough in a drawing; size and arrangement of organic shapes in a painting of flowers to create the impression that the various flowers are at different distances from the viewer*)

**Teacher prompts:** “What kinds of lines would you use to show this texture?” “Look carefully at the arrangement of these flowers. How do you have to place them and change their shapes in a painting to show that some of them are closer and some farther away?”

**D1.4** use a variety of materials, tools, and techniques to respond to design challenges (e.g., ...  
• mixed media: *use torn paper and textured materials to create a landscape collage of a playground that includes a horizon line ...*)

**Teacher prompts:** ... “What techniques or tools can you use to make the texture (e.g., wood bark) look real on your paper?” ...

## **D2. Reflecting, Responding, and Analysing**

**D2.1** express their feelings and ideas about art works and art experiences (e.g., *describe feelings evoked by the use of colours in the painting Inside the Sugar Shack by Miyuki Tanobe or The Starry Night by Vincent van Gogh; use drama to respond to a community art work viewed during a neighbourhood walk; ...*)

**D2.2** explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work (e.g., *explain how repeated lines and shapes are used to depict the texture of snake, lizard, leopard, or dinosaur skin; ...*)

**D2.3** demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art (e.g., *green is associated with nature ... in the West; ...*)

## **French As a Second Language – French Immersion (2001)**

Although no overall or specific expectations explicitly address environmental education, in each of the strands the learning context (e.g., a topic or thematic unit related to the environment) and/or learning materials (e.g., books, websites, media) could be used to foster in students the development of environmental understanding.

## **Health and Physical Education (1998)**

### **HEALTHY LIVING**

The Healthy Eating and Growth and Development components of the Healthy Living strand may lend themselves to aspects of environmental education inasmuch as they provide students with opportunities to use higher-order thinking skills.

### *Growth and Development*

- identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things

### **ACTIVE PARTICIPATION**

As students acquire living skills through physical activities (third overall expectation), they can develop an appreciation of the natural environment, gain an experiential knowledge of the environment, and develop the problem-solving skills necessary for an environmentally aware citizen.

## **Language (2006)**

Although no specific or overall expectations explicitly address environmental education, in each of the strands the learning context (e.g., a topic or thematic unit related to the environment) and/or learning materials (e.g., books, websites, media) could be used to foster in students the development of environmental understanding. Also, in each of the strands, there are some expectations that can provide opportunities for exploring environmental education – for example, expectations on making inferences, making connections, analysing and evaluating texts, developing a point of view, and doing research. The example in the following expectation from the language document provides a context for environmental education.

### **WRITING**

- 1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction (e.g., ... an “*All About the Seasons*” book for the class library; ...)

## **Mathematics (2005)**

Although no overall or specific expectations explicitly address environmental education, in each of the strands the learning context could be used to foster in students the development of environmental understanding (e.g., problems relating to climate or waste management could be the focus of student learning). In addition, the mathematical processes (e.g., problem solving, connecting) address skills that can be used to support the development of environmental literacy.

## **Native Languages (2001)**

Although no overall or specific expectations explicitly address environmental education, in each of the strands the learning context (e.g., a topic or thematic unit related to the environment) and/or learning materials (e.g., books, websites, media) could be used to foster in students the development of environmental understanding. Learning about aspects of Native culture and communities may provide for students opportunities to make connections with local places.

## Science and Technology (2007)

### UNDERSTANDING LIFE SYSTEMS: NEEDS AND CHARACTERISTICS OF LIVING THINGS

- 1** assess the role of humans in maintaining a healthy environment
- 1.1** identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans (*e.g., walk to school instead of being driven in the car; be careful what they put down the drain at home; practise cleanliness to reduce the spread of germs when helping in the kitchen; show care and concern for all living things*)
- 1.2** describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life (*e.g., if we lost all the cows, all the insects, all the bats, all the trees, all the grasses*), taking different points of view into consideration (*e.g., the point of view of farmers, children, parents*)
- 2** investigate needs and characteristics of plants and animals, including humans
- 2.2** investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources (*e.g., prior knowledge, personal experience, discussion, books, videos/DVDs, CD-ROMs*)
- 3** demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans
- 3.1** identify *environment* as the area in which something or someone exists or lives
- 3.4** describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment
- 3.7** describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms (*e.g., the food animals eat and the water they drink are returned to the earth as scat and urine*)

### UNDERSTANDING STRUCTURES AND MECHANISMS: MATERIALS, OBJECTS, AND EVERYDAY STRUCTURES

- 1** assess the impact on people and the environment of objects and structures and the materials used in them
- 1.1** identify the kinds of waste produced in the classroom, and plan and carry out a classroom course of action for minimizing waste, explaining why each action is important
- 1.2** assess objects in their environment that are constructed for similar purposes (*e.g., chairs at home and at school; different kinds of shoes; different kinds of floor coverings*) in terms of the type of materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer needed

## **UNDERSTANDING MATTER AND ENERGY: ENERGY IN OUR LIVES**

- 1** assess uses of energy at home, at school, and in the community, and suggest ways to use less energy
- 1.1** describe their own and their family's uses of energy (*e.g., to operate lights, video games, cars, computers*); identify ways in which these uses are efficient or wasteful, taking different points of view into consideration (*e.g., the point of view of a parent, a sibling, a member of their extended family*); suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices
- 1.2** describe how the everyday lives of different people and other living things would be affected if electrical energy were no longer available (*e.g., families, farmers, businesses and stores, a company that offers alternative energy sources such as solar-powered devices, the plants in a hydroponic greenhouse, the tropical animals in a Canadian zoo*)

## **Social Studies (2004)**

### **HERITAGE AND CITIZENSHIP: RELATIONSHIPS, RULES, AND RESPONSIBILITIES**

In the Heritage and Citizenship strand, students build a foundation for understanding citizenship. They begin by learning the importance of rules and responsibilities in their daily lives.

- 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*)

### **CANADA AND WORLD CONNECTIONS: THE LOCAL COMMUNITY**

- 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