GRADE 1 CURRICULUM OVERVIEW

HEALTH AND LIFE SKILLS

- Comprehensive School Health
- Responsible, Healthy Choices

Wellness Choices
- Personal Health
- Safety and Responsibility

Life Learning Choices
- Learning Strategies
- Life Roles and Career Development
- Volunteerism

Relationship Choices
- Understanding and Expressing Feelings
- Interactions
- Group Roles and Processes

ENGLISH LANGUAGE ARTS

- Listening
- Reading
- Viewing
- Speaking
- Writing
- Representing

All the language arts are interrelated and interdependent; facility in one strengthens and supports the others.

Explore thoughts, ideas, feelings and experiences
- Discover and explore
- Clarify and extend

Manage ideas and information
- Plan and focus
- Select and process
- Organize, record and evaluate
- Share and review

Respect, support and collaborate with others
- Respect others and strengthen community
- Work within a group

Enhance the clarity and artistry of communication
- Enhance and improve
- Attend to conventions
- Present and share

Comprehend and respond personally and critically to oral, print and other media texts
- Use strategies and cues
- Understand forms, elements and techniques
- Respond to texts
- Create original text

SOCIAL STUDIES

Citizenship: Belonging and Connecting
- Citizenship
- Identity
- Time, Continuity and Change
- The Land: Places and People
- Power, Authority and Decision Making
- Economics and Resources
- Global Connections
- Culture and Community

Skills and Processes

My World: Home, School and Community

Moving Forward with the Past: My Family, My History and My Community

SCIENCE

- Science Inquiry
- Problem Solving through Technology
- Attitudes
- Understandings

Seasonal Changes

Building Things

Senses

Creating Colour

Needs of Animals and Plants

ART

- Individual
- Visual
- Learning
- Communication
- Creative
- Cultural
- Environmental

Composition
- emphasis
- unity
- craftsmanship

Depiction
- main forms and proportions
- actions and viewpoints
- qualities and details

Expression
- purpose—record, illustrate, decorate, express, create
- subject matter
- media and techniques

Reflection
- analysis
  - natural forms
- assessment
  - function of objects
- appreciation
  - interpret artworks literally

MATHEMATICS

- Communication
- Reasoning
- Connections
- Technology
- Problem Solving
- Visualization
- Mental Mathematics and Estimation

Number
- develop number sense

Patterns and Relations

Patterns
- use patterns to describe the world and to solve problems

Variables and Equations
- represent algebraic expressions in multiple ways

Statistics and Probability

Data Analysis
- collect, display and analyze data to solve problems

Chance and Uncertainty
- use experimental or theoretical probabilities to represent and solve problems involving uncertainty

Shape and Space

Measurement
- use direct and indirect measurement to solve problems

3-D Objects and 2-D Shapes
- describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them

Transformations
- describe and analyze position and motion of objects and shapes

PHYSICAL EDUCATION

- Health
- Active Lifestyle
- Positive Interactions
- Academic Achievement
- Self-confidence
- Self-esteem
- Goal Setting
- Economic
- Skill Development

Acquire basic locomotor, nonlocomotor and manipulative skills through a variety of developmentally appropriate movement activities

Understand, experience and appreciate the health benefits that result from physical activity

Interact positively with others

Assume responsibility to lead an active way of life

Dimensions
- dance
- games
- activities in an alternative environment
- types of gymnastics
- individual activities

MUSIC

- Listening
- Moving
- Singing
- Playing instruments
- Reading (& Writing)
- Creating

Rhythm

Expression

Melody

Harmony

Form

OPTIONAL SUBJECT AREAS

Drama

Languages Other than English

The Rationale and Philosophy for all subjects can be found at http://education.alberta.ca/teachers.aspx.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT). The ICT curriculum is not intended to stand alone as a course but rather to be infused within core courses and programs.

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General Outcome 1:
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding
- share personal experiences that are clearly related to oral, print and other media texts
- talk with others about something recently learned
- make observations about activities, experiences with oral, print and other media texts

Experiment with language and forms
- experiment with different ways of exploring and developing stories, ideas and experiences

Express preferences
- express preferences for a variety of oral, print and other media texts

Set goals
- choose to read and write for and with others

1.2 Clarify and Extend

Consider the ideas of others
- listen and respond appropriately to experiences and feelings shared by others

Combine ideas
- group ideas and information into categories determined by an adult

Extend understanding
- ask questions to get additional ideas and information on topics of interest

General Outcome 2:
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Use prior knowledge
- use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning
- use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts
- use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
- use knowledge of print, pictures, book covers and title pages to construct and confirm meaning

Use comprehension strategies
- use language prediction skills to identify unknown words within the context of a sentence
- use a variety of strategies, such as making predictions, rereading and reading on
- talk about print or other media texts previously read or viewed
- identify the main idea or topic of simple narrative and expository texts
- identify by sight some familiar words from favourite print texts
- identify high frequency words by sight
- read aloud with some fluency and accuracy, after rehearsal
- self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge

Use textual cues
- preview book cover, pictures and location of text to assist with constructing and confirming meaning
- use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading

Use phonics and structural analysis
- segment and blend sounds in words spoken or heard
- use phonic knowledge and skills to read unfamiliar words in context
- use analogy to generate and read phonically regular word families
- associate sounds with letters and some letter clusters

Use references
- use a displayed alphabet as an aid when writing
- use personal word books, print texts and environmental print to assist with writing
- name and match the upper and lower case forms of letters

(continued)

General Outcome 3:
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Focus attention
- explore and share own ideas on topics of discussion and study
- connect information from oral, print and other media texts to topics of study

Determine information needs
- ask and answer questions to satisfy information needs on a specific topic

Plan to gather information
- follow spoken directions for gathering ideas and information

3.2 Select and Process

Use a variety of sources
- find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips

Access information
- use text features, such as illustrations, titles and opening shots in video programs, to access information
- use questions to find specific information in oral, print and other media texts
- understand that library materials are organized systematically

Evaluate sources
- match information to research needs

3.3 Organize, Record and Evaluate

Organize information
- identify or categorize information according to sequence, or similarities and differences
- list related ideas and information on a topic, and make statements to accompany pictures

Record information
- represent and explain key facts and ideas in own words

Evaluate information
- recognize and use gathered information to communicate new learning

3.4 Share and Review

Share ideas and information
- share ideas and information from oral, print and other media texts with familiar audiences
- answer questions directly related to texts

Review research process
- talk about information-gathering experiences by describing what was interesting, valuable or helpful

General Outcome 4:
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Appraise own and others' work
- ask or respond to questions or comments related to the content of own or others' pictures, stories or talk

Revise and edit
- rephrase by adding or deleting words, ideas or information to make better sense
- check for obvious spelling errors and missing words

Enhance legibility
- print letters legibly from left to right, using lines on a page as a guide
- use appropriate spacing between letters in words and between words in sentences
- explore and use the keyboard to produce text

Expand knowledge of language
- identify and use an increasing number of words and phrases related to personal interests and topics of study
- experiment with letters, sounds, words and word patterns to learn new words

Enhance artistry
- use words and pictures to add sensory detail in oral, print and other media texts

4.2 Attend to Conventions

Attend to grammar and usage
- speak in complete statements, as appropriate
- write simple statements, demonstrating awareness of capital letters and periods

Attend to spelling
- use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing
- spell phonically irregular high frequency words in own writing
- use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing
- know that words have conventionally accepted spellings

Attend to capitalization and punctuation
- capitalize the first letter of names and the pronoun "I" in own writing
- identify periods, exclamation marks and question marks when reading, and use them to assist comprehension

(continued)

General Outcome 5:
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Appreciate diversity
- share personal experiences and family traditions related to oral, print and other media texts

Relate texts to culture
- talk about other times, places and people after exploring oral, print and other media texts from various communities

Celebrate accomplishments and events
- share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments

Use language to show respect
- use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns

5.2 Work within a Group

Cooperate with others
- work in partnerships and groups
- help others and ask others for help

Work in groups
- ask questions and contribute ideas related to class investigations on topics of interest
- take turns sharing ideas and information

Evaluate group process
- recognize personal contributions to group process

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	(continued) **2.2 Respond to Texts** **Experience various texts** • participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons • illustrate and enact stories, rhymes and songs • remember and retell familiar stories and rhymes **Construct meaning from texts** • relate aspects of stories and characters to personal feelings and experiences • retell interesting or important aspects of oral, print and other media texts • tell or represent the beginning, middle and end of stories • tell, represent or write about experiences similar or related to those in oral, print and other media texts • tell what was liked or disliked about oral, print and other media texts **Appreciate the artistry of texts** • identify how words can imitate sounds and create special effects • experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts **2.3 Understand Forms, Elements and Techniques** **Understand forms and genres** • distinguish differences in the ways various oral, print and other media texts are organized • identify various forms of media texts **Understand techniques and elements** • know that stories have beginnings, middles and endings • tell what characters do or what happens to them in a variety of oral, print and other media texts **Experiment with language** • demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play **2.4 Create Original Text** **Generate ideas** • generate and contribute ideas for individual or group oral, print and other media texts **Elaborate on the expression of ideas** • change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts **Structure texts** • write, represent and tell brief narratives about own ideas and experiences • recall and retell or represent favourite stories		*(continued)* **4.3 Present and Share** **Present information** • present ideas and information to a familiar audience, and respond to questions **Enhance presentation** • add such details as labels, captions and pictures to oral, print and other media texts **Use effective oral and visual communication** • speak in a clear voice, with appropriate volume, to an audience **Demonstrate attentive listening and viewing** • ask questions to clarify information • be attentive and show interest during listening or viewing activities	

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Strand: Number

General Outcome
Develop number sense.

Specific Outcomes

It is expected that students will:

1. Say the number sequence 0 to 100 by:
   - 1s forward between any two given numbers
   - 1s backward from 20 to 0
   - 2s forward from 0 to 20
   - 5s and 10s forward from 0 to 100.

   [C, CN, ME, V]
2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots.
   [C, CN, ME, V]
3. 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]
4. Represent and describe numbers to 20, concretely, pictorially and symbolically.
   [C, CN, V]
5. Compare sets containing up to 20 elements, using:
   - Referents
   - one-to-one correspondence

   to solve problems.
   [C, CN, ME, PS, R, V]
6. Estimate quantities to 20 by using referents.
   [C, CN, ME, PS, R, V]
7. Demonstrate an understanding of conservation of number.
   [C, R, V]
8. Identify the number, up to 20, that is:
   - one more
   - two more
   - one less
   - two less

   than a given number.
   [C, CN, ME, R, V]
9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:
   - using familiar mathematical language to describe additive and subtractive actions
   - 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]
10. Describe and use mental mathematics strategies (memorization not intended), such as:
    - counting on and counting back
    - making 10
    - using doubles
    - thinking addition for subtraction

    for basic addition facts and related subtraction facts to 18.
    [C, CN, ME, PS, R, V]

Strand: Patterns and Relations

Patterns

General Outcome
Use patterns to describe the world and to solve problems.

Specific Outcomes

It is expected that students will:

1. Demonstrate an understanding of repeating patterns (two to four elements) by:
   - describing
   - reproducing
   - extending
   - creating

   patterns using manipulatives, diagrams, sounds and actions.
   [C, PS, R, V]
   [ICT: P2–1.1]
2. Translate repeating patterns from one representation to another.
   [C, CN, R, V]
3. Sort objects, using one attribute, and explain the sorting rule.
   [C, CN, R, V]

Variables and Equations

General Outcome
Represent algebraic expressions in multiple ways.

Specific Outcomes

It is expected that students will:

4. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).
   [C, CN, R, V]
5. Record equalities, using the equal symbol.
   [C, CN, PS, V]

Strand: Shape and Space

Measurement

General Outcome
Use direct and indirect measurement to solve problems.

Specific Outcomes

It is expected that students will:

1. Demonstrate an understanding of measurement as a process of comparing by:
   - identifying attributes that can be compared
   - ordering objects
   - making statements of comparison
   - filling, covering or matching.

   [C, CN, PS, R, V]

3-D Objects and 2-D Shapes

General Outcome
Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Specific Outcomes

It is expected that students will:

2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.
   [C, CN, R, V]
3. Replicate composite 2-D shapes and 3-D objects.
   [CN, PS, V]
4. Compare 2-D shapes to parts of 3-D objects in the environment.
   [C, CN, V]

Mathematical Processes:

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

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SKILLS

Science Inquiry

General Learner Expectations
Students will:
1–1 Bring focus to investigative activities, based on their own questions and those of others.
1–2 Describe materials and objects that have been observed and manipulated, and identify what was done and found out.

Specific Learner Expectations
Students will:
Focus
- ask questions that lead to exploration and investigation
- predict what they think will happen or what they might find

Explore and Investigate
- manipulate materials and make observations that are relevant to questions asked
- identify materials used
- recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others

Reflect and Interpret
- describe what was observed, using pictures and oral language
- identify questions being investigated and identify what was learned about each question
- identify new questions that arise from what was learned.

Problem Solving through Technology

General Learner Expectations
Students will:
1–3 Construct, with guidance, an object that achieves a given purpose, using materials that are provided.
Note: *Construction tasks will involve the use of a variety of materials to make models of familiar objects.*

Specific Learner Expectations
Students will:
Focus
- identify the problem or task: What structure do we need to make?

Explore and Investigate
- attempt, with guidance, one or more strategies to complete the task
- engage in all parts of the task
- identify materials used
- recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others

Reflect and Interpret
- describe the product of the activity, using pictures and oral language
- identify processes by which the product was made
- identify how the product might be used.

ATTITUDES

General Learner Expectation
Students will:
1–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.

Specific Learner Expectations
Students will show growth in acquiring and applying the following traits:
- curiosity
- confidence in personal ability to explore materials and learn by direct study
- inventiveness
- perseverance: staying with an investigation over a sustained period of time
- appreciation of the value of experience and careful observation
- a willingness to work with others and to consider their ideas
- a sense of responsibility for actions taken
- respect for living things and environments, and commitment for their care.

UNDERSTANDINGS

Creating Colour

General Learner Expectations
Students will:
1–5 Identify and evaluate methods for creating colour and for applying colours to different materials.

Specific Learner Expectations
Students will:
1. Identify colours in a variety of natural and manufactured objects.
2. Compare and contrast colours, using terms such as lighter than, darker than, more blue, brighter than.
3. Order a group of coloured objects, based on a given colour criterion.
4. Predict and describe changes in colour that result from the mixing of primary colours and from mixing a primary colour with white or with black.
5. Create a colour that matches a given sample, by mixing the appropriate amounts of two primary colours.
6. Distinguish colours that are transparent from those that are not. Students should recognize that some coloured liquids and gels can be seen through and are thus transparent and that other colours are opaque.
7. Compare the effect of different thicknesses of paint. Students should recognize that a very thin layer of paint, or a paint that has been watered down, may be partly transparent.
8. Compare the adherence of a paint to different surfaces; e.g., different forms of papers, fabrics and plastics.
9. Demonstrate that colour can sometimes be extracted from one material and applied to another; e.g., by extracting a vegetable dye and applying it to a cloth, by dissolving and transferring a water-soluble paint.
10. Demonstrate at least one way to separate sunlight into component colours.

Seasonal Changes

General Learner Expectations
Students will:
1–6 Describe seasonal changes, and interpret the effects of seasonal changes on living things.

Specific Learner Expectations
Students will:
1. Describe the regular and predictable cycle of seasonal changes:
   - changes in sunlight
   - changes in weather.
2. Identify and describe examples of plant and animal changes that occur on a seasonal basis:
   - changes in form and appearance
   - changes in location of living things
   - changes in activity; e.g., students should recognize that many living things go into a dormant period during winter and survive under a blanket of snow as a seed, egg or hibernating animal
   - production of young on a seasonal basis.
3. Identify human preparations for seasonal change and identify activities that are done on a seasonal basis.
4. Record observable seasonal changes over a period of time.

Building Things

General Learner Expectations
Students will:
1–7 Construct objects and models of objects, using a variety of different materials.
1–8 Identify the purpose of different components in a personally constructed object or model, and identify corresponding components in a related object or model.

Specific Learner Expectations
Students will:
1. Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks:
   - construct model buildings; e.g., homes (human, animal, from other cultures), garages, schools
   - construct model objects; e.g., furniture, equipment, boats, vehicles
   - construct toys; e.g., pop-ups, figures
   - create wind- and water-related artifacts; e.g., dams, water wheels, boats.
2. Identify component parts of personally constructed objects, and describe the purpose of each part.
3. Compare two objects that have been constructed for the same purpose, identify parts in one object that correspond to parts in another, and identify similarities and differences between these parts.
4. Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artifact constructed.

Senses

General Learner Expectations
Students will:
1–9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures.
1–10 Describe the role of the human senses and the senses of other living things, in enabling perception and action.

Specific Learner Expectations
Students will:
1. Identify each of the senses, and explain how we use our senses in interpreting the world.
2. Identify ways that our senses contribute to our safety and quality of life.
3. Apply particular senses to identify and describe objects or materials provided and to describe living things and environments. Students meeting this expectation will be able to describe characteristics, such as colour, shape, size, texture, smell and sound.
4. Recognize the limitations of our senses, and identify situations where our senses can mislead us; e.g., feeling hot or cold, optical illusions, tasting with a plugged nose.
5. Recognize that other living things have senses, and identify ways that various animals use their senses; e.g., sensing danger, finding food, recognizing their own young, recognizing a potential mate.
6. Describe ways that people adapt to limited sensory abilities or to the loss of a particular sense; e.g., colour blindness, inability to see objects at close range.
7. Describe ways to take care of our sensory organs, in particular, our eyes and ears.

Needs of Animals and Plants

General Learner Expectations
Students will:
1–11 Describe some common living things, and identify needs of those living things.

Specific Learner Expectations
Students will:
1. Observe, describe and compare living things.
2. Contrast living and nonliving things.
3. Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.
4. Classify some common local plants and animals into groups on the basis of visible characteristics; e.g., adaptations for survival, such as claws, beaks, prickles.
5. Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
6. Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.
7. Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care.
8. Identify ways that land plants depend on soil.
9. Recognize that some plants and animals must adapt to extreme conditions to meet their basic needs; e.g., arctic and desert plants and animals.
10. Give examples of ways in which animals depend on plants and ways in which plants depend on animals; e.g., particular plants may serve as a source of food and shelter, animals may help spread pollen and seeds.

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1.1 MY WORLD: HOME, SCHOOL AND COMMUNITY

General Outcome
Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

Specific Outcomes

Values and Attitudes

Students will:

1.1.1 value self and others as unique individuals in relation to their world:
- appreciate how belonging to groups and communities enriches an individual's identity (I)
- appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC)
- demonstrate respect for their individual rights and the rights of others (C, I)
- recognize and respect how the needs of others may be different from their own (C)

1.1.2 value the groups and communities to which they belong:
- demonstrate a willingness to share and cooperate with others (C, PADM)
- appreciate how their actions might affect other people and how the actions of others might affect them (C)
- demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM)
- assume responsibility for their individual choices and actions (CC, I)

Knowledge and Understanding

Students will:

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:
- What different types of communities or groups do you belong to? (CC)
- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)
- In what ways do we belong to more than one group or community at the same time? (CC, I)
- In what ways do we benefit from belonging to groups and communities? (C, CC, I)
- What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)

(continued)

1.2 MOVING FORWARD WITH THE PAST: MY FAMILY, MY HISTORY AND MY COMMUNITY

General Outcome
Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

Specific Outcomes

Values and Attitudes

Students will:

1.2.1 appreciate how stories and events of the past connect their families and communities to the present:
- recognize how their families and communities might have been different in the past than they are today (CC, TCC)
- appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC)
- recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I)
- appreciate people who have contributed to their communities over time (CC, I, TCC)
- recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I)
- acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC)

Knowledge and Understanding

Students will:

1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:
- How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC)
- What is my family's past in our community? (CC, I, TCC)
- In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC)
- How have changes over time affected their families and communities in the present? (I, TCC)
- In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC)
- What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC)
- What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC)

SKILLS AND PROCESSES

DIMENSIONS OF THINKING

Students will:

1.S.1 develop skills of critical thinking and creative thinking:
- examine ideas and information from varied sources
- choose and justify a course of action
- ➢ compare and contrast information from similar types of electronic sources

1.S.2 develop skills of historical thinking:
- recognize that some activities or events occur on a seasonal basis
- differentiate between activities and events that occurred recently and long ago

1.S.3 develop skills of geographic thinking:
- use a simple map to locate specific areas within the school and community
- ask geographic questions, such as asking for directions
- understand that globes and maps are visual representations of the world
- locate Canada on a globe or map

1.S.4 demonstrate skills of decision making and problem solving:
- collaborate with others to devise strategies for decision making and problem solving
- apply ideas and strategies to contribute to decision making and problem solving

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
- consider the ideas and suggestions of others
- work and play in harmony with others to create a safe and caring environment
- demonstrate a willingness to share space and resources

1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
- behaviour in accordance with classroom, school and community expectations

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

1.S.7 apply the research process:
- ask questions to make meaning of a topic
- compare and contrast information gathered
- ➢ navigate within an electronic document
- ➢ access and retrieve appropriate information from electronic sources, when available, for a specific inquiry
- ➢ process information from more than one source to retell what has been discovered
- ➢ draw conclusions from organized information
- ➢ make predictions based on organized information

(continued)

Core Concepts: C Citizenship; I Identity
Strands: ER Economics and Resources; LPP The Land: Places and People; GC Global Connections; CC Culture and Community; PADM Power, Authority and Decision Making; TCC Time, Continuity and Change

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(continued) **1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:** • In what ways do people cooperate in order to live together peacefully? (C, I) • How do groups make decisions? (PADM) • In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C) • How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) • How does caring for the natural environment contribute to the well-being of our community? (C, LPP) **1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:** • What are some familiar landmarks and places in my community? (CC, TCC) • Why are these landmarks and places significant features of the community? (CC, I, TCC) • What are some differences between rural and urban communities? (CC, LPP) • Where is my community on a map or on a globe? (LPP)		*(continued)* **COMMUNICATION** *Students will:* **1.S.8 demonstrate skills of oral, written and visual literacy:** • interact with others in a socially appropriate manner • respond appropriately, verbally and in written forms, using language respectful of human diversity • listen to others in order to understand their point of view ➢ create visual images using paint and draw programs **1.S.9 develop skills of media literacy:** • identify key words in a media presentation to determine the main idea

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WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Personal Health

Students will:

W–1.1 describe the health benefits of physical activity

W–1.2 demonstrate positive hygiene and health care habits; e.g., habits to reduce germ transmission, habits for dental hygiene

W–1.3 identify the specific physical changes that occur during early childhood; e.g., dental changes

W–1.4 identify physical characteristics that make themselves both similar to and different from others

W–1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast

W–1.6 determine safe and responsible use of various household/garage substances

Safety and Responsibility

Students will:

W–1.7 describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you

W–1.8 determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours

W–1.9 describe and apply appropriate street safety behaviours in the community; e.g., as a pedestrian, passenger, cyclist

W–1.10 recognize community helpers, and identify how to seek their help; e.g., appropriate use of 911

RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Understanding and Expressing Feelings

Students will:

R–1.1 recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal

R–1.2 identify physiological responses to feelings; e.g., being sad can make you tired

R–1.3 identify positive and negative feelings associated with stress/change

R–1.4 compare and contrast positive and negative nonverbal communication and associated feelings; e.g., positive and negative touches

Interactions

Students will:

R–1.5 identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening

R–1.6 examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g., inviting others to join

R–1.7 demonstrate simple ways to resolve conflict, with limited adult assistance; e.g., agree to try to solve the problem

Group Roles and Processes

Students will:

R–1.8 work cooperatively with a partner; e.g., take turns, respect space and property of others

R–1.9 recognize and accept individual differences within groups; e.g., one's own family

LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Learning Strategies

Students will:

L–1.1 demonstrate independence in completing tasks and activities, when appropriate

L–1.2 explore different ways to know, or come to know, new things; e.g., seeing, smelling, touching

L–1.3 identify steps of a decision-making process for an age-appropriate issue

L–1.4 define a goal, and recognize that setting goals helps accomplish tasks

Life Roles and Career Development

Students will:

L–1.5 recognize interests, strengths and skills of self

L–1.6 demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work

Volunteerism

Students will:

L–1.7 describe ways people volunteer in the school and in the community

L–1.8 select and perform volunteer tasks in the classroom

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General Outcome A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Students will:

Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water

A1–1 perform locomotor skills through a variety of activities

Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging

A1–3 perform nonlocomotor skills through a variety of activities

Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking

A1–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others

Application of Basic Skills in an Alternative Environment

A1–7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities

Application of Basic Skills in Dance

A1–8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music

A1–9 demonstrate body awareness when performing dance activities

Application of Basic Skills in Games

A1–10 demonstrate body and space awareness when performing space awareness games

A1–11 demonstrate an understanding of basic rules and fair play for simple games

Application of Basic Skills in Types of Gymnastics

A1–12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships

Application of Basic Skills in Individual Activities

A1–13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes

General Outcome B

Students will understand, experience and appreciate the health benefits that result from physical activity.

Students will:

Functional Fitness

B1–1 identify healthy nutritional habits

B1–2 demonstrate ways to improve personal growth in physical abilities

B1–3 experience and improve continued frequency of involvement in cardio-respiratory activities

Body Image

B1–4 recognize personal abilities while participating in physical activity

Well-being

B1–6 describe how physical activity makes you feel

B1–7 recognize the changes that take place in the body during physical activity

B1–8 understand the connections between physical activity and emotional well-being; e.g., feels good

General Outcome C

Students will interact positively with others.

Students will:

Communication

C1–1 develop and demonstrate respectful communication skills appropriate to context

Fair Play

C1–3 identify and demonstrate etiquette and fair play

Leadership

C1–4 identify different roles in a variety of physical activities

Teamwork

C1–5 display a willingness to play cooperatively with others in large and small groups

General Outcome D

Students will assume responsibility to lead an active way of life.

Students will:

Effort

D1–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals

D1–2 demonstrate effort while participating in various activities

Safety

D1–3 show a willingness to listen to directions and simple explanations

D1–4 participate in safe warm-up and cool-down activities

D1–5 move safely and sensitively through all environments; e.g., space awareness activities

Goal Setting/Personal Challenge

D1–6 participate in a class activity with a group goal; e.g., walk a predetermined distance

D1–7 try a challenging movement experience based on personal abilities

Active Living in the Community

D1–8 identify and experience safe places to play in the community

D1–9 make decisions to be active

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REFLECTION
Responses to visual forms in nature, designed objects and artworks.

1. Students will notice commonalities within classes of natural objects or forms.
   - A. Natural forms have common physical attributes according to the class in which they belong.
   - B. Natural forms are related to the environment from which they originate.
   - C. Natural forms have different surface qualities in colour, texture and tone.
   - D. Natural forms display patterns and make patterns.
2. Students will assess the use or function of objects.
   - A. Designed objects serve specific purposes.
   - B. Designed objects serve people.
   - C. Designed objects are made by people or machines.
   - D. Designed objects must function well to be valuable.
3. Students will interpret artworks literally.
   - A. Art takes different forms depending on the materials and techniques used.
   - B. An art form dictates the way it is experienced.
   - C. An artwork tells something about its subject matter and the artist who made it.
   - D. Colour variation is built on three basic colours.
   - E. Tints and shades of colours or hues affect the contrast of a composition.
   - F. All aspects of an artwork contribute to the story it tells.

DEPICTION
Development of imagery based on observations of the visual world.

1. Students will learn the shapes of things as well as develop decorative styles.
   - A. All shapes can be reduced to basic shapes; i.e., circular, triangular, rectangular.
   - B. Shapes can be depicted as organic or geometric.
   - C. Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.
   - D. Animals and plants can be represented in terms of their proportions.
   - E. A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.
2. Students will increase the range of actions and viewpoints depicted.
   - A. Movement of figures and objects can be shown in different ways.
   - B. An X-ray view shows the inside of something.
   - C. Forms can be overlapping to show depth or distance.
3. Students will represent surface qualities of objects and forms.
   - A. Texture is a surface quality that can be captured by rubbings or markings.
   - B. Textures form patterns.
   - C. Primary colours can be mixed to produce new hues.
   - D. Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.
   - E. Images are stronger when contrasts of light and dark are used.
   - F. Details enrich forms.

COMPOSITION
Organization of images and their qualities in the creation of unified statements.

1. Students will create emphasis based on personal choices.
   - A. An active, interesting part of a theme can become the main part of a composition.
   - B. The main part of a composition can be treated thoroughly before adding related parts.
   - C. Contrast subject matter with the ground for emphasis.
   - D. Forms can run off the edges of the picture space in a composition.
2. Students will create unity through density and rhythm.
   - A. Families of shapes, and shapes inside or beside shapes, create harmony.
   - B. Overlapping forms help to unify a composition.
   - C. Repetition of qualities such as colour, texture and tone produce rhythm and balance.
   - D. A composition should develop the setting or supporting forms, as well as the subject matter.
3. Students will add finishing touches.
   - A. Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful.
   - B. Stepping back from a work helps in judging how it can be improved.

EXPRESSION
Use of art materials as a vehicle or medium for saying something in a meaningful way.

1. Students will record or document activities, people and discoveries.
   - A. Everyday activities can be documented visually.
   - B. Special events, such as field trips, visits and festive occasions can be recorded visually.
   - C. Family groups and people relationships can be recorded visually.
   - D. Knowledge gained from study or experimentation can be recorded visually.
2. Students will illustrate or tell a story.
   - A. A narrative can be retold or interpreted visually.
   - B. An original story can be created visually.
3. Students will decorate items personally created.
   - A. Details, patterns or textures can be added to two-dimensional works.
   - B. Details, patterns or textures can be added to the surface of three-dimensional works.
4. Students will express a feeling or a message.
   - A. Feelings and moods can be interpreted visually.
   - B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.
5. Students will create an original composition, object or space based on supplied motivation.
   - A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.
6. Students will develop themes, with an emphasis on personal concerns, based on:
   - A. Plants and animals
   - B. Environment and places
   - C. Manufactured or human-made things
   - D. Fantasy
   - E. People
7. Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.
   - A. Drawing
     - Use a variety of drawing media in an exploratory way to see how each one has its own characteristics.
     - Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous.
     - Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric (rectangles, squares, circles and triangles) and free form.
     - Make drawings from direct observation.
     - Use drawing media in combination with other media such as painting, print making or fabric.
     - Use drawing to add details and textures, or to create pattern.
   - B. Painting
     - Learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush.
     - Experiment with the medium to explore its possibilities.
     - Work primarily with tempera paint or tempera paint with additives, using large brushes to paint.
     - Mix primary colours and lighten and darken colours.
     - Paint using experimental methods, including without a brush.
     - Paint directly without preliminary sketching.
     - Use paint in combination with other media and techniques.
     - Make small group and/or large group murals.

(continued)

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			(continued) C. Print Making • Use frottage (texture rubbings). • Make lifts or transfers, using wax crayon or fabric crayon. • Explore the use of print-making materials and the application of paint, using brushes and rollers (brayers). • Explore found object printing and the making of pattern through stamping. • Use print-making images in making pictures or compositions. D. Sculpture • Make two- and three-dimensional assemblages from found materials. • Learn the care and handling of clay, and explore the modelling possibilities. • Use simple clay modelling techniques of rolling, pinching, adding, pressing, making coils, texturing. • Create three-dimensional forms, using paper sculpture techniques of folding, scoring, cutting, curling, weaving, rolling, twisting, joining. • Cast plaster of Paris relief sculptures in sand molds. E. Fabric Arts • Decorate fabric, using print-making techniques of relief printing, stamping, stencilling. • Use collage techniques for picture making with fabric. • Learn the basics of thread and needle manipulation, and use simple stitchery (running stitch and blanket stitch) for decoration and picture making. • Use a simple, handmade loom to weave plain or tabby pattern. • Braid wool or cloth strips to be used as enhancements. • Tie-dye using one colour of dye. • Use simple batik or resist dyeing using a safe resist such as flour and water paste, or margarine. F. Photography and Technographic Arts • Take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies. Included at this level: – simple camera for documentation and sequencing of events – overhead projector for experimenting with shapes, colours, compositions and the relating of a story using cutout shapes, real objects or drawings on acetate rolls – computer software packages and devices, such as the light pen and the mouse, to explore, design and compose – copying devices for recording images and textures – slides: handmade using ink, crayon, acrylic paint or felt pen for exploring line and shape – emerging technologies, as available and applicable. • Employ technological media techniques, practices and capabilities to promote art understanding and create designs and compositions. Included at this level: – storyboards to show a sequence of events – roll movies to show sequence or tell a story – different kinds of viewfinders to select and frame shots – shadow puppets – moving, changing, experimenting to obtain different effects, designs, compositions – retaining copies of only that which is of particular interest – photograms with found objects.

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GENERAL LEARNER EXPECTATIONS

Through the elementary music program, students will develop:

- enjoyment of music
- awareness and appreciation of a variety of music, including music of the many cultures represented in Canada
- insights into music through meaningful musical activities
- self-expression and creativity
- musical skills and knowledge.

CONCEPTS

Rhythm

The student will understand that:

- Music may move to a steady beat.
- Music may move evenly or unevenly.
  (— — — or — — — — — —)
- Music is made up of long sounds, short sounds and silences.
- There are strong and weak beats in music.
- Long sounds, short sounds and silences may be grouped to form rhythm patterns.
  Ta, ti–ti, rest = | ⎍ ∈

Melody

The student will understand that:

- Sounds may be high or low.
- Sounds are also in the middle.
- A sequence of sounds may move from low to high, high to low, or stay the same.
- A melody is made up of sounds organized in patterns.
- Melodies are based on scales: major, minor and pentatonic (5-tone).

Harmony

The student will understand that:

- Two or more sounds can occur simultaneously.
- Melodies may be accompanied by harmony.

Form

The student will understand that:

- Music can be organized into sections—alike or different.
- A section may be repeated (verse, chorus).
- Music is organized into phrases.

Expression

The student will understand that:

- The beat in music may be fast or slow (tempo).
- Music may be soft (p) or loud (f), dynamics.
- Music may express our feelings.
- Musical instruments have different tonal qualities.
- The human voice has different tonal qualities.
- Music reflects our feelings about holidays, seasons, our country and cultural heritage.
- The words of a song are very important to the understanding of the song (text).

SKILLS

Listening

The student will be able to:

- Distinguish environmental sounds: school, home, weather, animals, machines.
- Identify and compare sounds (musical and non-musical):
  high–low, loud–soft, short–long, slow–fast, up–down.
- Distinguish voice sounds.
- Distinguish among the sounds of common musical instruments.
- Be an attentive member of an audience.
- Understand and appreciate the effect of music that is high–low, loud–soft, short–long, slow–fast, up–down.
- Be aware of and enjoy seasonal, holiday and ethnic music.
- Follow a story told by music.

Moving

The student will be able to:

- Mime animals, machines and other sounds.
- Move to the beat in music through walking, running, hopping, galloping and skipping, as appropriate to the psychomotor development of the students.
- Respond to beat through action and simple body percussion.
- Perform simple action songs and singing games.
- Improvise movement for high–low, loud–soft, short–long, slow–fast.
- Respond to music through movement in an individual manner.

Singing

The student will be able to:

- Distinguish between children's speaking and singing voices.
- Respond to tone matching and echo games.
- Respond to so–mi hand signals.
- Respond to hand signals for so–mi–la.
- Sing, in tune, many rhythmic and melodic songs, singing games and action songs.
- Experience singing alone and in a group.
- Sing accurately in unison.
- Respond appropriately and with confidence to a conductor's signals.

Playing Instruments

The student will be able to:

- Explore the sound of various musical instruments.
- Play a steady beat using rhythm instruments.
- Discover that some instruments play low notes and some play high notes.
- Echo rhythm patterns.
- Accompany singing with appropriate body percussion and movement (beat, accent, rhythm patterns) and transfer these to instruments.
- Play rhythm instruments correctly.
- Accompany songs, stories and poems with appropriate instrumental effects.

Reading and Writing

The student will be able to:

- Recognize "ta" and "ti–ti" rhythm patterns.
  | ⎍
- Recognize the following rhythm patterns on large charts, and follow from left to right:
  | ⎍ ∈
- Echo clap and chant written rhythm patterns.
- Draw "stick" rhythm patterns on paper.
- Respond to simple instrumental scores on large charts.
- Respond to hand signals and staff notation of "so–mi", "so–mi–la".
- Build "so–mi–la" patterns on a simple staff.
- Read repeat signs, p (soft) and f (loud).

Creating

The student will be able to:

- Use suitable sound effects for poems and songs.
- Use instruments to create sounds of high–low, loud–soft, slow–fast, short–long, up–down.
- Create singing "conversations" (tone matching).

ATTITUDES

An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost.

Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music.

OPTIONAL SUBJECT AREAS GRADE 1 OUTCOMES

Drama: For Grade 1 outcomes in Drama, please refer to the Fine Arts section of the *Program of Studies: Elementary Schools*.

Languages Other than English: Please refer to the *Program of Studies: Elementary Schools* for Grade 1 outcomes in the following other languages programs:

- Français
- French Language Arts
- French as a Second Language
- Ukrainian Language Arts
- Blackfoot Language and Culture Program
- Cree Language and Culture Program

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Communicating, Inquiring, Decision Making and Problem Solving

General Outcome C1
Students will access, use and communicate information from a variety of technologies.

Specific Outcomes
1.1 access and retrieve appropriate information from electronic sources for a specific inquiry
1.2 process information from more than one source to retell what has been discovered

General Outcome C2
Students will seek alternative viewpoints, using information technologies.

Specific Outcome
1.1 [no outcomes for this division]

General Outcome C3
Students will critically assess information accessed through the use of a variety of technologies.

Specific Outcome
1.1 compare and contrast information from similar types of electronic sources

General Outcome C4
Students will use organizational processes and tools to manage inquiry.

Specific Outcomes
1.1 follow a plan to complete an inquiry
1.2 formulate new questions as research progresses
1.3 organize information from more than one source

General Outcome C5
Students will use technology to aid collaboration during inquiry.

Specific Outcome
1.1 share information collected from electronic sources to add to a group task

General Outcome C6
Students will use technology to investigate and/or solve problems.

Specific Outcomes
1.1 identify a problem within a defined context
1.2 use technology to organize and display data in a problem-solving context
1.3 use technology to support and present conclusions

General Outcome C7
Students will use electronic research techniques to construct personal knowledge and meaning.

Specific Outcomes
1.1 develop questions that reflect a personal information need
1.2 summarize data by picking key words from gathered information and by using jottings, point form or retelling
1.3 draw conclusions from organized information
1.4 make predictions based on organized information

Foundational Operations, Knowledge and Concepts

General Outcome F1
Students will demonstrate an understanding of the nature of technology.

Specific Outcomes
1.1 identify techniques and tools for communicating, storing, retrieving and selecting information
1.2 apply terminology appropriate to the technologies being used at this division level
1.3 demonstrate an understanding that the user manages and controls the outcomes of technology

General Outcome F2
Students will understand the role of technology as it applies to self, work and society.

Specific Outcomes
1.1 identify technologies used in everyday life
1.2 describe particular technologies being used for specific purposes

General Outcome F3
Students will demonstrate a moral and ethical approach to the use of technology.

Specific Outcomes
1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies
1.2 work collaboratively to share limited resources
1.3 demonstrate appropriate care of technology equipment
1.4 recognize and acknowledge the ownership of electronic material
1.5 use appropriate communication etiquette

General Outcome F4
Students will become discerning consumers of mass media and electronic information.

Specific Outcome
1.1 compare similar types of information from two different electronic sources

General Outcome F5
Students will practise the concepts of ergonomics and safety when using technology.

Specific Outcomes
1.1 demonstrate proper posture when using a computer
1.2 demonstrate safe behaviours when using technology

General Outcome F6
Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

Specific Outcomes
1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down
1.2 use proper keyboarding techniques for the home row, enter, space bar, tab, backspace, delete and insertion-point arrow keys
1.3 operate basic audio and video equipment, including inserting, playing, recording and ejecting media

Processes for Productivity

General Outcome P1
Students will compose, revise and edit text.

Specific Outcomes
1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques
1.2 edit complete sentences, using such features of word processing as cut, copy and paste

General Outcome P2
Students will organize and manipulate data.

Specific Outcome
1.1 read information from a prepared database

General Outcome P3
Students will communicate through multimedia.

Specific Outcomes
1.1 access images, such as clip art, to support communication
1.2 create visual images by using such tools as paint and draw programs for particular audiences and purposes
1.3 access sound clips or recorded voice to support communication

General Outcome P4
Students will integrate various applications.

Specific Outcomes
1.1 integrate text and graphics to form a meaningful message
1.2 balance text and graphics for visual effect

General Outcome P5
Students will navigate and create hyperlinked resources.

Specific Outcomes
1.1 navigate within a document, compact disc or other software program that contains links
1.2 access hyperlinked sites on an intranet or the Internet

General Outcome P6
Students will use communication technology to interact with others.

Specific Outcomes
1.1 compose a message that can be sent through communication technology
1.2 communicate electronically with people outside the classroom

Note: The ICT curriculum is not intended to stand alone as a course but rather to be infused within core courses and programs.

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