

# Grade 1 Outcomes

## Treaty Education: Learning That We Are All Treaty People

**Treaty Relationships 1<sup>1</sup>:** Examine how sharing contributes to treaty relationships. Indicators: Describe how sharing occurs in families, classrooms and communities; Explore, using family and community members as a resource, the diverse views on what it means to share (e.g. the land and resources from the land on which we live); Represent how sharing was of benefit in early contact between First Nations peoples and explorers.

**Spirit and Intent of Treaties 1<sup>2</sup>:** Examine the connections between intentions and actions. Indicators: Represent how thoughts influence actions through personal examples (e.g., if I intend to be nice, I act in a particular way; or if I intend to help my mother or father, this just remains a nice idea, unless I take action and do something to help them); Describe how some thoughts influence actions (e.g., being thankful and expressing gratitude by saying thank you establishes a pattern).

**Historical Context 1<sup>3</sup>:** Explore the many ways people meet their needs from nature and the land on which they live. Indicators: Describe various uses (e.g., food, clothing, shelter) of buffalo, elk, moose, and caribou, now and in the past; Compare how people, past and present, live on the land (e.g., agriculture, ranching, trapping, fishing, dwellings, and modes of transportation); Explain how people helped and continue to help each other live on this land.

**Treaty Promises and Provisions 1<sup>4</sup>:** Explore what is meant by We are all Treaty People. Indicators: Recognize that treaties contain promises for all people; Represent that all Saskatchewan people are treaty people from the time the treaties were signed, through to today, and into the future; Describe what a promise is using student’s personal experiences.

| Arts Ed   | ELA   | Health/Career Ed  | Math  | Phys Ed   | Science  | Social Studies   |
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| <p><b>CP1.1</b> Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points.</p> <p><b>CP1.2</b> Create short dance phrases using the elements of dance including: actions (locomotor and non-locomotor), body (whole and parts), dynamics (different ways of moving), relationships (explore variety), and space (awareness of pathways, levels, sizes, shapes).</p> <p><b>CP1.3</b> Enter into the fiction provided by the drama.</p> <p><b>CP1.4</b> Use language, visual images, and other ways (e.g., movement, sound effects) to represent ideas both in and out of role.</p> <p><b>CP1.5</b> Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low).</p> <p><b>CP1.6</b> Demonstrate understanding of patterns and the elements of music including:, same and different patterns, rhythm (e.g., difference between beat and rhythm, sounds and silence, long and short sounds), dynamics (loud and soft), pitch (high and low sounds), texture (sounds heard alone or together), and tone, colours (distinguish between).</p> <p><b>CP1.7</b> Investigate a variety of formal and informal patterns in art works and the environment and apply observations to own work.</p> <p><b>CP1.8</b> Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).</p> <p><b>CR1.1</b> Demonstrate understanding that the arts are a way of expressing ideas.</p> <p><b>CR1.2</b> Investigate and describe various reasons for creating arts expressions.</p> <p><b>CH1.1</b> Describe the arts and cultural traditions found in own home and school community.</p> <p><b>CH1.2</b> Identify traditional arts expressions of First Nations and Métis artists.</p> | <p><b>CR1.1</b> Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., All About Me) community (e.g., Friends and Family) social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.</p> <p><b>CR1.2</b> View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).</p> <p><b>CR1.3</b> Listen to and comprehend a variety of texts (including book read aloud, a person speaking, and directions) to retell the sequence of (who, what, when, where, why, how).</p> <p><b>CR1.4</b> Read and comprehend grade-appropriate texts by relating the sequence, the key points, and the problems and solutions.</p> <p><b>CC1.1</b> Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: identity, community, social responsibility.</p> <p><b>CC1.2</b> Represent key ideas and events, in a logical sequence and with detail, in different ways.</p> <p><b>CC1.3</b> Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</p> <p><b>CC1.4</b> Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.</p> <p><b>AR1.1</b> Identify, with teacher guidance, what good viewers, listeners, readers, presenters, speakers, and writers do.</p> <p><b>AR1.2</b> Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.</p> | <p><b>USC1.1</b> Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.</p> <p><b>USC1.2</b> Determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy.</p> <p><b>USC1.3</b> Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.</p> <p><b>USC1.4</b> Determine and practice safe pedestrian/ street behaviours and examine related safety challenges in the community.</p> <p><b>USC1.5</b> Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment.</p> <p><b>DM1.1</b> Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self.</p> <p><b>AP1.1</b> Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/ street safety; and a healthy sense of self.</p> | <p><b>N1.1</b> 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.</p> <p><b>N1.2</b> Recognize, at a glance, and name familiar arrangements of 1 to 10 objects, dots, and pictures.</p> <p><b>N1.3</b> 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, and using parts or equal groups to count sets.</p> <p><b>N1.4</b> Represent and describe whole numbers to 20 concretely, pictorially, and symbolically.</p> <p><b>N1.5</b> Compare sets containing up to 20 elements to solve problems using: referents (known quantity) &amp; one-to-one correspondence.</p> <p><b>N1.6</b> Estimate quantities to 20 by using referents.</p> <p><b>N1.7</b> Demonstrate, concretely, physically, and pictorially, how whole numbers can be represented by a variety of equal groupings with and without singles.</p> <p><b>N1.8</b> Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.</p> <p><b>N1.9</b> Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts, concretely, pictorially, physically, and symbolically by: using familiar and mathematical language to describe additive and subtractive actions from their experience, creating and solving problems in context that involve addition and subtraction, and modelling addition and subtraction using a variety of concrete and visual representations and recording the process symbolically.</p> <p><b>N1.10</b> Describe and use mental mathematics strategies (memorization not intended), such as: counting on and counting back, making 10, doubles, using addition to subtract, and to determine basic addition facts to 18 and related subtraction facts.</p> <p><b>P1.1</b> Demonstrate an understanding of repeating patterns (two to four elements) by: describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds, and actions.</p> <p><b>P1.2</b> Translate repeating patterns from one form of representation to another.</p> <p><b>P1.3</b> Describe equality as a balance and inequality as an imbalance, concretely, physically, and pictorially (0 to 20).</p> <p><b>P1.4</b> Record equalities using the equal symbol.</p> <p><b>SS1.1</b> Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared, ordering objects, making statements of comparison, and filling, covering, or matching.</p> <p><b>SS1.2</b> Sort 3-D objects and 2-D shapes using one attribute and explain the sorting rule.</p> <p><b>SS1.3</b> Replicate composite 2-D shapes and 3-D objects.</p> <p><b>SS1.4</b> Compare 2-D shapes to parts of 3-D objects in the environment.</p> | <p><b>PE1.1</b> Health-related Fitness Build a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength.</p> <p><b>PE1.2</b> Examine and express what it means to live actively each day and the personal benefits of being active.</p> <p><b>PE1.3</b> Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a: control level of skill when: walking running jumping forward and landing jumping sideways and landing progressing-towards-control level of skill when: jumping backward and landing hopping (body moves on one foot as in right foot to right foot) skipping (combines a step and a hop) leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot) sliding (one foot steps and the other moves to meet the first foot, “step-close”) galloping (one foot steps, body propels upward, other foot moves to meet the first foot) rolling forward (see note) rolling sideways.</p> <p><b>PE1.4</b> Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot, including a control level of skill when: balancing: jumping on the spot, and progressing-towards-control level of skill when: landing on hands from kneeling position rotating on the spot</p> <p><b>PE1.5</b> Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing-towards-control level when: throwing (rolling), and catching (collecting, gathering); kicking.</p> <p><b>PE1.6</b> Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in: space (personal space, general space, levels, directions, pathways), effort (force, time/speed), and relationships (individually and with objects).</p> <p><b>PE1.7</b> Explore and demonstrate rhythmical movement in response to different rhythms (e.g., quick, slow, sharp, soft) and dance patterns, using locomotor skills and non-locomotor skills.</p> <p><b>PE1.8</b> Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: low-organizational games involving travelling (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping), target games (e.g., ring or hoop toss, bowling, bocce ball), and alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing).</p> <p><b>PE1.9</b> Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities.</p> <p><b>PE1.10</b> Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.</p> | <p><b>LT1.1</b> Differentiate between living things according to observable characteristics, including appearance and behaviour.</p> <p><b>LT1.2</b> Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs.</p> <p><b>OM1.1</b> Investigate observable characteristics and uses of natural and constructed objects and materials in their environment.</p> <p><b>OM1.2</b> Examine methods of altering and combining materials to create objects that meet student- and/or teacher-specified criteria.</p> <p><b>SE1.1</b> Investigate characteristics of the five traditional external senses (i.e., sight, sound, smell, touch, and taste) in humans and animals.</p> <p><b>SE1.2</b> Explore how humans and animals use their senses to interact with their environment.</p> <p><b>DS1.1</b> Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording.</p> <p><b>DS1.2</b> Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location.</p> | <p><b>IN1.1</b> Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.</p> <p><b>IN1.2</b> Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.</p> <p><b>IN1.3</b> Assess ways in which relationships help to meet human needs.</p> <p><b>DR1.1</b> Relate family events and stories of the recent or distant past to the student’s place in present day family life</p> <p><b>DR1.2</b> Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings)</p> <p><b>DR1.3</b> Demonstrate awareness of humans’ reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.</p> <p><b>DR1.4</b> Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps.</p> <p><b>DR1.5</b> Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.</p> <p><b>PA1.1</b> Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.</p> <p><b>PA1.2</b> Analyze the causes of disharmony and ways of returning to harmony.</p> <p><b>RW1.1</b> Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.</p> <p><b>RW1.2</b> Discuss ways in which work may be managed and distributed in families, schools, and groups.</p> |