

The Ontario Curriculum

GRADE 1

checklist format

compiled by: [The Canadian Homeschooler](#)
using the 2022 Ontario Curriculum Guidelines



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Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade One Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education in Ontario.

French as a second language isn't technically required until about the 4th grade, which is why I haven't included it in this Grade 1 checklist. If you are interested in knowing what is required for Immersion French at this level, please check the curriculum listed on the Ministry website: <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

At the time of creating this checklist, I used the most up-to-date versions (2022) of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



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Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Math

Social-Emotional Learning (SEL) Skills and the Mathematical Processes

By the end of Grade 1, students will: apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Number

Section	Specific Expectations
<i>Number Sense</i>	
By the end of Grade 1, students will: - demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	<i>Whole Numbers</i>
	<input type="checkbox"/> Read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life
	<input type="checkbox"/> Compose and decompose numbers up to 50, using a variety of tools and strategies, in various contexts
	<input type="checkbox"/> Compare and order whole numbers up to and including 50, in various contexts
	<input type="checkbox"/> Estimate the number of objects in collections of up to 50 and verify their estimates by counting
	<input type="checkbox"/> Count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies
	<i>Fractions</i>
	<input type="checkbox"/> Use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2
	<input type="checkbox"/> Recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts
	<input type="checkbox"/> Use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10
<i>Operations</i>	
By the end of Grade 1, students will: -use knowledge of	<input type="checkbox"/> Use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations
	<input type="checkbox"/> Recall and demonstrate addition facts for numbers up to 10,

numbers and operations to solve mathematical problems encountered in everyday life	and related subtraction facts
	<input type="checkbox"/> Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used
	<input type="checkbox"/> Use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50
	<input type="checkbox"/> Represent and solve equal-group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings

Algebra

Section	Specific Expectations
<i>Patterns & Relationships</i>	
By the end of Grade 1, students will:	<input type="checkbox"/> Identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts
- identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts	<input type="checkbox"/> Create and translate patterns using movements, sounds, objects, shapes, letters, and numbers
	<input type="checkbox"/> Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns
	<input type="checkbox"/> Create and describe patterns to illustrate relationships among whole numbers up to 50
<i>Equations and Inequalities</i>	
By the end of Grade 1, students will:	<input type="checkbox"/> Identify quantities that can change and quantities that always remain the same in real-life contexts
- demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	<input type="checkbox"/> Determine whether given pairs of addition and subtraction expressions are equivalent or not
	<input type="checkbox"/> Identify and use equivalent relationships for whole numbers up to 50, in various contexts
<i>Coding</i>	
By the end of Grade 1, students will:	<input type="checkbox"/> Solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events

<p>- solve problems and create computational representations of mathematical situations using coding concepts and skills</p>	<ul style="list-style-type: none"> □ Read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes
<p><i>Mathematical Modelling</i></p>	
<p>By the end of Grade 1, students will:</p> <p>- apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations</p>	<ul style="list-style-type: none"> □ This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands.

Data

Section	Specific Expectations
<p><i>Data Literacy</i></p>	
<p>By the end of Grade 1, students will:</p> <p>-manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life</p>	<ul style="list-style-type: none"> □ Sort sets of data about people or things according to one attribute, and describe rules used for sorting □ Collect data through observations, experiments, or interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables □ Display sets of data, using one-to-one correspondence, inconcrete graphs and pictographs with proper sources, titles, and labels □ Order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs □ Analyse different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions

<i>Probability</i>	
By the end of Grade 1, students will: - Describe the likelihood that events will happen, and use that information to make predictions	<input type="checkbox"/> Use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions
	<input type="checkbox"/> Make and test predictions about the likelihood that the categories in a data set from one population will have the same frequencies in data collected from a different population of the same size

Spatial Sense

Section	Specific Expectations
<i>Geometric and Spatial Reasoning</i>	
By the end of Grade 1, students will: - describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them	<input type="checkbox"/> Sort three-dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used
	<input type="checkbox"/> Construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects
	<input type="checkbox"/> Construct and describe two-dimensional shapes and three-dimensional objects that have matching halves
	<input type="checkbox"/> Describe the relative locations of objects or people, using positional language
	<input type="checkbox"/> Give and follow directions for moving from one location to another
<i>Measurement</i>	
By the end of Grade 1, students will: - compare, estimate, and determine measurements in various contexts	<input type="checkbox"/> Identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle
	<input type="checkbox"/> Compare several everyday objects and order them according to length, area, mass, and capacity
	<input type="checkbox"/> Read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Financial Literacy

Section	Specific Expectations
<i>Money and Finances</i>	
By the end of Grade 1, students will: - demonstrate an understanding of the value of Canadian currency	<ul style="list-style-type: none"><li data-bbox="565 310 1414 380">□ Identify the various Canadian coins up to 50¢ and coins and bills up to \$50, and compare their values

Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 1, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<input type="checkbox"/> Identify purposes for listening in a few different situations, formal and informal
	<input type="checkbox"/> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations
	<input type="checkbox"/> Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral text, initially with support and direction
	<input type="checkbox"/> Demonstrate an understanding of the information and ideas of oral texts by retelling the story or restating the information, including the main idea
	<input type="checkbox"/> Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions
	<input type="checkbox"/> Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
	<input type="checkbox"/> Identify words or phrases that indicate whether an oral text is fact or fiction, initially with support or direction
	<input type="checkbox"/> Begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker
	<input type="checkbox"/> Begin to identify some of the presentation strategies used in oral text and explain how they influence the audience

<i>Speaking to Communicate</i>	
<p>By the end of Grade 1, students will:</p> <p>- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<input type="checkbox"/> Identify a few purposes for speaking
	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions
	<input type="checkbox"/> Communicate ideas and information orally in a clear, coherent manner
	<input type="checkbox"/> Choose appropriate words to communicate their meaning accurately and engage the interest of their audience
	<input type="checkbox"/> Begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning
	<input type="checkbox"/> Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
	<input type="checkbox"/> Use one or more appropriate visual aids to support or enhance oral presentations
<i>Reflecting on Oral Communication Skills and Strategies</i>	
<p>By the end of Grade 1, students will:</p> <p>-reflect on and identify their strengths as listeners and speakers, areas of improvement and the strategies they found most helpful in oral communication situations</p>	<input type="checkbox"/> Begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking
	<input type="checkbox"/> Begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 1, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1430 396">☐ Read a few different types of literary texts and informational texts <li data-bbox="561 417 1370 491">☐ Identify a few different purposes for reading and choose reading materials appropriate for those purposes <li data-bbox="561 512 1455 627">☐ Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction <li data-bbox="561 648 1435 722">☐ Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea <li data-bbox="561 743 1451 858">☐ Use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them <li data-bbox="561 879 1459 995">☐ Extend understanding of texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, and to the world around them <li data-bbox="561 1016 1398 1089">☐ Identify the main idea and a few elements of texts, initially with support and direction <li data-bbox="561 1110 1430 1184">☐ Express personal thoughts and feelings about what has been read <li data-bbox="561 1205 1438 1304">☐ Begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective
<i>Understanding Form and Style</i>	
<p>By the end of Grade 1, students will:</p> <p>- recognize a variety of text forms, text feature, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1373 1451 1520">☐ Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts such as a simple “All about ____” book <li data-bbox="561 1541 1459 1656">☐ Recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts <li data-bbox="561 1677 1451 1751">☐ Identify some text features and explain how they help readers understand texts

	<ul style="list-style-type: none"> □ Identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts
	<ul style="list-style-type: none"> □ Begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning
<i>Reading with Fluency</i>	
By the end of Grade 1, students will:	<ul style="list-style-type: none"> □ Automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts
-use knowledge of words and cueing systems to read fluently	<ul style="list-style-type: none"> □ Predict the meaning of and solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> □ semantic (meaning) cues □ syntactic (language structure) cues □ graphophonic (phonological and graphic) cues
	<ul style="list-style-type: none"> □ Read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader
<i>Reflecting on Reading Skills and Strategies</i>	
By the end of Grade 1, students will:	<ul style="list-style-type: none"> □ Begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading
-reflect on and identify their strengths as readers, areas of improvement and the strategies they found most helpful before, during, and after reading	<ul style="list-style-type: none"> □ Explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
<p>By the end of Grade 1, students will:</p> <p>-generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1398 394">☐ Identify the topic, purpose, audience, and form for writing, initially with support and direction <li data-bbox="561 415 1365 487">☐ Generate ideas about a potential topic, using a variety of strategies and resources <li data-bbox="561 508 1446 579">☐ Gather information to support ideas for writing in a variety of ways and/or from a variety of sources <li data-bbox="561 600 1390 672">☐ Sort ideas and information for their writing in a variety of ways, with support and direction <li data-bbox="561 693 1438 806">☐ Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organization patterns <li data-bbox="561 827 1390 940">☐ Determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose
<i>Using Knowledge of Form and Style in Writing</i>	
<p>By the end of Grade 1, students will:</p> <p>- draft and review their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> <li data-bbox="561 1016 1162 1045">☐ Write sort texts using a few simple forms <li data-bbox="561 1073 1406 1186">☐ Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience <li data-bbox="561 1207 1390 1236">☐ Use familiar words and phrases to convey a clear meaning <li data-bbox="561 1264 1333 1293">☐ Write simple but complete sentences that make sense <li data-bbox="561 1320 1430 1392">☐ Begin to identify, with support and direction, their point of view and one possible different point of view about the topic <li data-bbox="561 1413 1455 1526">☐ Identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers <li data-bbox="561 1547 1406 1619">☐ Make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies <li data-bbox="561 1640 1349 1711">☐ Produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations

Applying Knowledge of Language Conventions and Presenting Written Work Effectively

<p>By the end of Grade 1, students will:</p> <p>-use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<input type="checkbox"/> Spell some high-frequency words correctly
	<input type="checkbox"/> Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings
	<input type="checkbox"/> Confirm spellings and word meanings or word choices using one or two resources
	<input type="checkbox"/> Use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end
	<input type="checkbox"/> Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns <i>I, you, he, she, it, we, they</i> ; verbs to tell what they do and feel; some adjectives; and simple prepositions of place
	<input type="checkbox"/> Proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference
	<input type="checkbox"/> Use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout
	<input type="checkbox"/> Produces piece of published work to meet criteria identified by the teacher, based on the expectations

Reflecting on Writing Skills and Strategies

<p>By the end of Grade 1, students will:</p> <p>-reflect on and identify their strengths as writers, areas of improvement and the strategies they found most helpful at different stages in the writing process</p>	<input type="checkbox"/> Identify some strategies they found helpful before, during, and after writing
	<input type="checkbox"/> Describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
	<input type="checkbox"/> Select pieces of writing they think show their best work and explain the reasons for their selection

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of a variety of media texts</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1414 394">☐ Identify the purpose and intended audience of some simple media texts <li data-bbox="561 415 1458 489">☐ Identify overt and implied messages, initially with support and direction, in simple media texts <li data-bbox="561 510 1403 583">☐ Express personal thoughts and feelings about some simple media works <li data-bbox="561 604 1411 678">☐ Describe how different audiences might respond to specific media texts <li data-bbox="561 699 1463 804">☐ Begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective <li data-bbox="561 825 1458 930">☐ Identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those text are produced
<i>Understanding Media Forms, Conventions, and Techniques</i>	
<p>By the end of Grade 1, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1014 1386 1087">☐ Identify some of the elements and characteristics of a few simple media form <li data-bbox="561 1108 1430 1182">☐ Identify, initially with support and direction, the conventions and techniques used in some familiar media
<i>Creating Media Texts</i>	
<p>By the end of Grade 1, students will:</p> <p>-create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<ul style="list-style-type: none"> <li data-bbox="561 1413 1438 1486">☐ Identify the topic, purpose, and audience for media texts they plan to create <li data-bbox="561 1507 1450 1581">☐ Identify an appropriate form to suit the purpose and audience for a media text they plan to create <li data-bbox="561 1602 1427 1675">☐ Identify conventions and techniques appropriate to the form chosen for a media text they plan to create <li data-bbox="561 1696 1414 1801">☐ Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

Reflecting on Media Literacy Skills and Strategies

By the end of Grade 1, students will:

-reflect on and identify their strengths as media interpreters and creators, areas of improvement and the strategies they found most helpful in understanding and creating media texts

- Identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
- Begin to explain, initially with support and direction, how their skills with listening, speaking, reading, and writing help them to make sense of and produce media texts

Science & Technology

Overall Expectations

Section	Specific Expectations
<i>STEM Investigation and Communication Skills</i>	
<p>By the end of Grade 1, students will:</p> <p>-use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use a scientific research process and associated skills to conduct investigations <input type="checkbox"/> Use a scientific experimentation process and associated skills to conduct investigations <input type="checkbox"/> Use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems <input type="checkbox"/> Follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials <input type="checkbox"/> Communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes
<i>Coding and Emerging Technologies</i>	
<p>By the end of Grade 1, students will:</p> <p>use coding in investigations and to model concepts, and assess the impact of coding and of emerging technologies on everyday life</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write and execute code in investigations and when modelling concepts, with a focus on creating clear and precise instructions for simple algorithms <input type="checkbox"/> Identify and describe impacts of coding and of emerging technologies on everyday life
<i>Applications, Connections, and Contributions</i>	
<p>By the end of Grade 1, students will:</p> <p>demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems <input type="checkbox"/> Investigate how science and technology can be used with other subject areas to address real-world problems <input type="checkbox"/> Analyse contributions to science and technology from various communities

Life Systems: Needs and Characteristics of Living Things

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
<p>By the end of Grade 1, students will:</p> <p>-assess the importance of a healthy environment for living and non-living things, and the responsibilities of humans in contributing to a healthy environment</p>	<ul style="list-style-type: none"> □ Describe changes or problems that could result from the loss of living and non-living things that are part of everyday life, while taking different perspectives into consideration □ Identify actions that can be taken to contribute to a healthy environment
<i>Exploring and Understanding Concepts</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding of the basic needs and characteristics of living things, including humans</p>	<ul style="list-style-type: none"> □ Demonstrate an understanding of the natural environment as a place where living and non-living things are interconnected □ Identify the basic needs of living things, including the need for air, water, food, heat, shelter, and space □ Identify the physical characteristics of various plants and animals, including humans, and explain how these characteristics help the plants and animals meet their basic needs □ Identify the location and the function of various parts of the human body, including sensory organs □ Describe the characteristics of a healthy environment, including clean air and water and nutritious food, and how a healthy environment enables living things to meet their needs □ Describe ways in which living things provide for the needs of other living things

Understanding Matter and Energy: Energy in Our Lives

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
<p>By the end of Grade 1, students will:</p> <p>-assess uses of energy at home, at school, and in the community, and suggest ways to less energy</p>	<ul style="list-style-type: none"> □ Describe everyday uses of energy at school and at home, and suggest ways to use energy responsibly □ Describe how the lives of people and other living things would be affected if electrical energy were no longer available
<i>Exploring and Understanding Concepts</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding of how energy affects their lives, and that the Sun is the principal source of energy for Earth</p>	<ul style="list-style-type: none"> □ Demonstrate an understanding that energy is the ability to move or change something □ Demonstrate an understanding that the Sun is Earth's principal source of energy, including how it warms the air, land, and water; is a source of light for Earth; and makes it possible for plants to grow □ Identify food as a source of energy for living things □ Identify everyday uses of various sources of energy □ Demonstrate an understanding that humans get the energy resources they need from the world around them, and that the supply of many of these resources is limited □ Describe seasonal differences in how we use energy and in the forms of energy we use

Structures and Mechanisms: Everyday Materials, Objects, and Structures

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
<p>By the end of Grade 1, students will:</p> <p>- assess the impact on people and the environment of everyday objects, including structures, and the materials they are made of</p>	<ul style="list-style-type: none"> <li data-bbox="565 323 1463 474">□ Identify the kinds of waste materials produced by humans, and plan and carry out a course of action for minimizing waste in the classroom or at home, explaining why each action is important <li data-bbox="565 491 1463 642">□ Assess everyday objects, including structures, that have similar purposes, in terms of the 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
<i>Exploring and Understanding Concepts</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding that objects, including structures, have observable characteristics and are made from materials with specific properties that determine how they are used</p>	<ul style="list-style-type: none"> <li data-bbox="565 764 1365 831">□ Describe objects as things that are made of one or more materials <li data-bbox="565 848 1455 926">□ Identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects <li data-bbox="565 942 1390 1020">□ Identify materials that are used to make various everyday objects, including structures <li data-bbox="565 1037 1403 1157">□ Describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses <li data-bbox="565 1173 1419 1209">□ Describe purposes of everyday objects, including structures <li data-bbox="565 1226 1430 1304">□ Identify properties of materials that enable the objects made from them to perform their intended function <li data-bbox="565 1320 1455 1356">□ Identify different kinds of fasteners and describe uses for each <li data-bbox="565 1373 1446 1451">□ Identify sources in nature of some common materials that are used to make various objects, including structures

Understanding Earth and Space Systems: Daily and Seasonal Changes

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
<p>By the end of Grade 1, students will:</p> <p>-assess the impact of daily and seasonal changes on living things, including humans</p>	<ul style="list-style-type: none"> <li data-bbox="561 306 1446 415">□ Assess the impact of daily and seasonal changes on human outdoor activities and identify innovations that enable people to engage in various activities year-round <li data-bbox="561 436 1409 546">□ Assess ways in which daily and seasonal changes have an impact on society, the environment, and living things in the natural environment
<i>Exploring and Understanding Concepts</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding of daily and seasonal changes and of how living things respond to those changes</p>	<ul style="list-style-type: none"> <li data-bbox="561 636 1425 745">□ Demonstrate an understanding of Earth’s relationship to the Sun and that this relationship results in daily and seasonal changes on Earth <li data-bbox="561 766 1442 875">□ Demonstrate an understanding that a cycle is a series of repeating events, and that cycles can be observed in daily and seasonal changes <li data-bbox="561 896 1442 1005">□ Describe the changes in the amount of light and heat from the Sun that occur throughout the day and in the four seasons <li data-bbox="561 1026 1463 1136">□ Describe and compare the four seasons in terms of the weather, including precipitation and temperature, in their local area <li data-bbox="561 1157 1393 1266">□ Describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes <li data-bbox="561 1287 1425 1396">□ Describe how humans prepare for, and respond to, daily and seasonal changes

Social Studies

Heritage and Citizenship: Our Changing Roles and Responsibilities

Section	Specific Expectations
<i>Application: Why Roles and Responsibilities Change</i>	
<p>By the end of Grade 1, students will:</p> <p>- describe some of the ways in which people’s roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people’s roles, relationships, and responsibilities as well as their sense of self</p>	<input type="checkbox"/> Describe how and why a person's roles, relationships, and responsibilities may change in different places or situations and at different times
	<input type="checkbox"/> Describe how some significant events in their lives led to changes in their roles, relationship, and/or responsibilities
	<input type="checkbox"/> Compare some of the significant events in their own lives and/or the lives of their family members with those in the lives of their peers
	<input type="checkbox"/> Describe the impact that people can have on each other in some different situations (<i>ie. a child is lost, bullying, sharing</i>) and some of the ways in which interactions between people can affect a person's sense of self
<i>Inquiry: Roles, Responsibilities, and Identity</i>	
<p>By the end of Grade 1, students will:</p> <p>- use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives</p>	<input type="checkbox"/> Formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self
	<input type="checkbox"/> Gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them (<i>eg. photos, stories, artifacts</i>)
	<input type="checkbox"/> Analyse and construct simple maps as part of their investigations into places that are significant to them or to their family
	<input type="checkbox"/> Interpret and analyse information relevant to their investigations, using a variety of tools (<i>eg. a timeline of significant events in their life</i>)

	<ul style="list-style-type: none"> □ Evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self
	<ul style="list-style-type: none"> □ Communicate the results of their inquiries, using appropriate vocabulary and formats
<i>Understanding Context: Roles, Relationships, and Respect</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities</p>	<ul style="list-style-type: none"> □ Describe some of their own roles, relationships, and responsibilities (<i>e.g., as a student, member of a family, friend, member of the community</i>)
	<ul style="list-style-type: none"> □ Identify some of the significant people, places, and things in their life, including their life in the community and describe their purpose or the role they have
	<ul style="list-style-type: none"> □ Demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience
	<ul style="list-style-type: none"> □ Identify some elements of respectful behaviour that they can practise in their everyday life (<i>e.g., sharing, cooperating, being courteous, not damaging the natural or built environment</i>) and/or that other people practise (<i>e.g., some people bow to each other as a sign of respect; when meeting an Elder, one offers tobacco, a sacred medicine, for symbolic purposes</i>)
	<ul style="list-style-type: none"> □ Demonstrate an understanding that it is important to treat other people and the environment with respect

People and Environments: The Local Community

Section	Specific Expectations
<i>Application: Interrelationships within the Community</i>	
<p>By the end of Grade 1, students will:</p> <p>-describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs</p>	<ul style="list-style-type: none"> □ Describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist □ Identify some services and service-related occupations in their community, and describe how they meet people’s needs, including their own needs □ Create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community, and describe how their actions might enhance the features of the local environment
<i>Inquiry: Interrelationships and Their Impact</i>	
<p>By the end of Grade 1, students will:</p> <p>- use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship</p>	<ul style="list-style-type: none"> □ Formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship □ Gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them □ Analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community □ Interpret and analyse information and data relevant to their investigations, using a variety of tools (<i>e.g., plot their data on a pictograph or chart to determine ways in which an area in their community has changed; compare their own photographs of the way an area looks now to old photographs to determine changes</i>) □ Evaluate evidence and draw conclusions about some aspects of the interrelationship between people and natural and built features of their local community, and some of the effects of this interrelationship

	<ul style="list-style-type: none"> □ Communicate the results of their inquiries using appropriate vocabulary and formats
<i>Understanding Context: The Elements of the Local Community</i>	
<p>By the end of Grade 1, students will:</p> <p>- describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance</p>	<ul style="list-style-type: none"> □ Identify some of the natural and built features of their community
	<ul style="list-style-type: none"> □ Identify some distinct areas in the local community and describe some of the characteristics of these areas
	<ul style="list-style-type: none"> □ Describe the location of some significant places in their community, using relative location (<i>e.g., near, far, up, down</i>), relative distance (<i>e.g., close, far, farther</i>), and relative direction (<i>e.g., right, left, in front, behind</i>)
	<ul style="list-style-type: none"> □ Demonstrate an understanding of the basic elements of a map (<i>e.g., title, symbols in the legend, direction, scale, and colour</i>) when reading and constructing simple maps showing places that are significant to them
	<ul style="list-style-type: none"> □ Demonstrate an understanding of some common non-standard units of measurement (<i>e.g., footsteps, tiles, blocks, houses</i>)
	<ul style="list-style-type: none"> □ Demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units
	<ul style="list-style-type: none"> □ Identify some of the services in the community for which the government is responsible and describe key responsibilities of people in the community in relation to those services

The Arts

Dance

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 1, students will:</p> <p>-apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas.</p>	<input type="checkbox"/> Use movements that are part of their daily experience in a variety of ways in dance phrases
	<input type="checkbox"/> Use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes
	<input type="checkbox"/> Create dance phrases using a variety of ways to connect movements
	<input type="checkbox"/> Use varied and/or contrasting body shapes to communicate different types of messages
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 1, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences</p>	<input type="checkbox"/> Describe differences they observe when various movements from daily life are used as the basis or stimulus for movements in a dance phrase
	<input type="checkbox"/> Identify and describe how the element of body is used in contrasting ways to communicate ideas in their own and others' dance phrases, with teacher support
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as dance creators and audience members
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts</p>	<input type="checkbox"/> Describe, with teacher guidance, a variety of dances from different communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom
	<input type="checkbox"/> Identify and describe dance experiences in their own lives and communities

Drama

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 1, students will:</p> <p>-apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories</p>	<ul style="list-style-type: none"> <li data-bbox="565 321 1386 432">☐ Engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places <li data-bbox="565 453 1446 564">☐ Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played <li data-bbox="565 585 1373 655">☐ Plan and shape dramatic play by building on the ideas of others, both in and out of role <li data-bbox="565 676 1459 787">☐ Communicate feelings and ideas to a familiar audience using a few simple visual or technological aids to support and enhance their drama work
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 1, students will:</p> <p>-apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences</p>	<ul style="list-style-type: none"> <li data-bbox="565 861 1466 972">☐ Express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story <li data-bbox="565 993 1455 1104">☐ Demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning <li data-bbox="565 1125 1409 1236">☐ Identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts</p>	<ul style="list-style-type: none"> <li data-bbox="565 1337 1409 1449">☐ Identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community <li data-bbox="565 1470 1422 1581">☐ Demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world

Music

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 1, students will:</p> <p>-apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1390 436">☐ Sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods <li data-bbox="561 453 1357 531">☐ Apply the elements of music when singing, playing, and moving <li data-bbox="561 548 1357 625">☐ Create compositions for specific purpose and a familiar audience <li data-bbox="561 642 1365 720">☐ Use the tools and techniques of musicianship in musical performances <li data-bbox="561 737 1463 814">☐ Demonstrate understanding that sounds can be represented by symbols
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 1, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences</p>	<ul style="list-style-type: none"> <li data-bbox="561 884 1409 961">☐ Express initial reactions and personal responses to musical performances in a variety of ways <li data-bbox="561 978 1406 1089">☐ Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create <li data-bbox="561 1106 1398 1218">☐ Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts</p>	<ul style="list-style-type: none"> <li data-bbox="561 1358 1419 1394">☐ Identify and describe musical experiences in their own lives <li data-bbox="561 1411 1393 1488">☐ Identify a variety of musical pieces from different cultures through performing and/or listening to them

Visual Arts

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 1, students will:</p> <p>-apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings</p>	<ul style="list-style-type: none"> <li data-bbox="565 323 1430 394">□ Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences <li data-bbox="565 422 1446 527">□ Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic <li data-bbox="565 554 1403 625">□ Use elements of design in art works to communicate ideas, messages, and personal understandings <li data-bbox="565 653 1442 926">□ Use a variety of materials, tools, and techniques to respond to design challenges: <ul style="list-style-type: none"> <li data-bbox="656 724 818 758">□ drawing <li data-bbox="656 768 878 802">□ mixed media <li data-bbox="656 812 818 846">□ painting <li data-bbox="656 856 873 890">□ printmaking <li data-bbox="656 900 829 934">□ sculpture
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 1, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences</p>	<ul style="list-style-type: none"> <li data-bbox="565 1001 1365 1073">□ Express their feelings and ideas about art works and art experiences <li data-bbox="565 1100 1393 1205">□ Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work <li data-bbox="565 1232 1446 1304">□ Demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art <li data-bbox="565 1331 1398 1402">□ Identify and document their strengths, their interests, and areas for improvement as creators of art
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts</p>	<ul style="list-style-type: none"> <li data-bbox="565 1478 1403 1583">□ Identify and describe visual art forms that they see in their home, at school, in their community, and in visual art experiences <li data-bbox="565 1610 1414 1682">□ Demonstrate an awareness of a variety of works of art from diverse communities, times, and places

Health & Physical Education

Social-Emotional Learning Skills

Section	Specific Expectations
<p>By the end of Grade 1, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:</p> <p>-apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p>Identification and Management of Emotions</p> <ul style="list-style-type: none"> □ Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others
	<p>Stress Management and Coping</p> <ul style="list-style-type: none"> □ Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience
	<p>Positive Motivation and Perseverance</p> <ul style="list-style-type: none"> □ Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope
	<p>Healthy Relationships</p> <ul style="list-style-type: none"> □ Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
	<p>Self-Awareness and Sense of Identity</p> <ul style="list-style-type: none"> □ Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging
	<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> □ Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

Active Living

Section	Specific Expectations
<i>Active Participation</i>	
<p>By the end of Grade 1, students will:</p> <p>-participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives</p>	<ul style="list-style-type: none"> □ Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part □ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities □ Identify a variety of ways to be physically active at school and at home
<i>Physical Fitness</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living</p>	<ul style="list-style-type: none"> □ Daily Physical Activity (DPA): participate in sustained moderate to vigorous physical activity for a minimum of 20 minutes each day □ Demonstrate an understanding of how being active helps them to be healthy □ Identify the physical signs of exertion during a variety of physical activities
<i>Safety</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<ul style="list-style-type: none"> □ Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity □ Identify environmental factors that post safety risks during their participation in physical activities and describe ways of preparing themselves to enjoy outdoor activities safely

Movement Competence: Skills, Concepts, and Strategies

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
By the end of Grade 1, students will: - perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities	<input type="checkbox"/> Perform a variety of static balance, using different body parts at different levels
	<input type="checkbox"/> Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them
	<input type="checkbox"/> Perform a variety of locomotor movements, travelling in different directions and using different body parts
	<input type="checkbox"/> Send objects of different shapes and sizes at different levels and in different ways, using different body parts
	<input type="checkbox"/> Receive objects of different shapes and sizes at different levels and in different ways, using different body parts
<i>Movement Strategies</i>	
By the end of Grade 1, students will: - apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities	<input type="checkbox"/> Demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities
	<input type="checkbox"/> Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities

Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 1, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain why people need food to have healthy bodies and minds
	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify body parts, including genitalia (<i>e.g., penis, testicles, vagina, vulva</i>), using correct terminology and body-positive language <input type="checkbox"/> Identify the five senses and describe how each functions
	<p>Mental Health Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind
<i>Making Healthy Choices</i>	
<p>By the end of Grade 1, students will:</p> <p>- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how the food groups in Canada's Food Guide can be used to make healthy food choices <input type="checkbox"/> Know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits
	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the ability to recognize caring behaviours and behaviours that can be harmful to physical and mental health and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent <input type="checkbox"/> Apply their knowledge of essential safety practices to take an active role in their own safety at school
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others

Making Connections for Healthy Living

By the end of Grade 1, students will:

-demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

Personal Safety and Injury Prevention

- Demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors

Substance Use, Addictions, and Related Behaviours

- Identify habits and behaviours that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives

Mental Health Literacy

- Demonstrate an understanding that a person's thoughts, emotions, and actions can affect mental health