

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Language

## GRADE 1 - Language

Status:  
 Incomplet  
 In Progres  
 Complete  
 Skipped

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs Improvement      Satisfactory      Good      Excellent

**GRADE 1 | ORAL COMMUNICATION**

**OVERALL EXPECTATIONS**

**By the end of Grade 1, students will:**

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.


**SPECIFIC EXPECTATIONS**

**1. Listening to Understand**

**By the end of Grade 1, students will:**

Purpose

1.1 identify purposes for listening in a few different situations, formal and informal (e.g., to hear the sounds of language in songs, chants, and poems; to interact socially with classmates; to enjoy and understand a story read aloud by the teacher; to follow simple directions in large- and small-group settings; to exchange ideas with a peer in a paired sharing or small group)

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Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions)

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Comprehension Strategies

1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction (e.g., use background knowledge, familiar word order, and context to make predictions about content or vocabulary before listening to an oral text; think about what known words might be related to the topic; ask questions to check understanding during and after listening; create mental pictures while listening to a read-aloud and draw or talk about what they visualized; retell the important information presented in a class discussion or a think-pair-share activity)

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Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea (e.g., use time-order words, such as first, then, next, finally, to retell a story they have heard; restate information from a movie about community workers, including a topic statement and several supporting details)

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Making Inferences/Interpreting Texts

1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions (e.g., attend to the words being spoken and also use personal experience and the speaker's intonation and facial expression to understand what is being said)

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Extending Understanding

1.6 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 (e.g., make personal connections between their own ideas about a topic and the ideas in an oral text; identify other texts that have similar elements or content)

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Analysing Texts

1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction (e.g., a personal recount might start "Last year in the summer holidays..." while a fictional story might start "Once upon a time...")

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Point of View

1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker (e.g., the narrator may be a character in a story or an expert on the topic of an informational talk; the speaker may be recounting a personal anecdote or sharing a personal opinion)

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Presentation Strategies

1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., the use of differences in tone and pitch for different characters in a story; the use of props to engage the audience)

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**2. Speaking to Communicate**

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Language

**By the end of Grade 1, students will:**

Purpose

2.1 identify a few purposes for speaking (e.g., to express needs to peers and the teacher; to establish positive personal and learning relationships with peers; to activate prior knowledge and make connections before listening; to retell stories and recount personal experiences to the class; to ask questions or explore solutions to problems in small-group and paired activities; to share ideas and information that contribute to understanding in large and small groups; to manipulate the sounds of language in songs, chants, and poems)

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Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions (e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point)

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Clarity and Coherence

2.3 communicate ideas and information orally in a clear, coherent manner (e.g., use a logical framework such as a beginning, middle, and end sequence to retell a story read aloud by the teacher)

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Appropriate Language

2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience (e.g., choose words relevant to the topic from the full range of their vocabulary, including new words used regularly in the classroom; use descriptive adjectives to clarify and add interest to a narrative; use inclusive language that conveys respect for all people)

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Vocal Skills and Strategies

2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning (e.g., increase volume to emphasize important points or to communicate to a large audience)

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Non-Verbal Cues

2.6 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

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Visual Aids

2.7 use one or more appropriate visual aids (e.g., pictures, photographs, props, puppets, masks) to support or enhance oral presentations (e.g., use a set of plastic animals during an oral recount about a visit to a zoo)

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**3. Reflecting on Oral Communication Skills and Strategies**

**By the end of Grade 1, students will:**

Metacognition

3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking

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Interconnected Skills

3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

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**GRADE 1 | READING**

**OVERALL EXPECTATIONS**

**By the end of Grade 1, students will:**

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

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2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

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3. use knowledge of words and cueing systems to read fluently;

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4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

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**SPECIFIC EXPECTATIONS**

**1. Reading for Meaning**

**By the end of Grade 1, students will:**

Variety of Texts

1.1 read a few different types of literary texts (e.g., pattern books, rhymes, books from home, simple fiction stories), graphic texts (e.g., calendars, environmental print, signs), and informational texts (e.g., morning messages, strategy charts, instructions, simple non-fiction books, labels)

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Purpose

1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes (e.g., picture books for entertainment, information, or reflection; simple factual and visual texts for information; magazines for entertainment and interest)

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Comprehension Strategies

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Language

1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction (e.g., activate prior knowledge by brainstorming about the cover, title page, or topic; describe how they visualize a character or scene in a text; ask questions about information or ideas presented in a text: I wonder if ...?, What if ...? Why did...?; identify important ideas in a text)

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**Demonstrating Understanding**

1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea (e.g., retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatize a story or informational text using puppets or props)

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**Making Inferences/Interpreting Texts**

1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them

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**Extending Understanding**

1.6 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 (e.g., identify personally significant events in stories, such as losing a tooth or getting a pet; relate information in a text to previous experiences, other familiar texts, movies, or trips)

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**Analysing Texts**

1.7 identify the main idea and a few elements of texts, initially with support and direction (e.g., narrative: characters, setting, problem/solution; information text: introductory statement, facts, photographs)

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**Responding to and Evaluating Texts**

1.8 express personal thoughts and feelings about what has been read (e.g., through role playing, drama, visual arts, music, discussion; by developing a plan to act on issues raised in the text)

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**Point of View**

1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective (e.g., dramatize the story, taking on the role of different characters; create drawings, paintings, or models to represent the perspective of different characters in a text)

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**2. Understanding Form and Style**

**By the end of Grade 1, students will:**

**Text Forms**

2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story (e.g., characters, setting, events, problem/solution), graphic texts such as a calendar (e.g., names of months and days, a grid, numbers), and informational texts such as a simple "All About \_\_\_\_" book (e.g., labels, headings, pictures)

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**Text Patterns**

2.2 recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts (e.g., signal words such as first, second, then, finally help to identify time order or sequence)

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**Text Features**

2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts

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**Elements of Style**

2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts (e.g., descriptive words help the reader make better mind pictures of the characters or setting in a story)

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**3. Reading With Fluency**

**By the end of Grade 1, students will:**

**Reading Familiar Words**

3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts (e.g., the same word in different graphic representations such as: on the word wall; in shared-, guided-, and independent-reading texts; on shared- and interactive-writing charts; in personal writing; in a variety of fonts)

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**Reading Unfamiliar Words**

3.2 predict the meaning of and solve unfamiliar words using different types of cues, including:

syntactic (language structure) cues (e.g., predictable word order, predictable language patterns, punctuation);  
graphophonic (phonological and graphic) cues (e.g., blending and segmenting of individual sounds in words; visual features of words such as shape and orientation; sound-letter relationships for initial, final, and medial sounds; onset and rime; common spelling patterns; words within words)

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**Reading Fluently**

3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader (e.g., make oral reading of a role in a simple readers' theatre script sound like natural speech)

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**4. Reflecting on Reading Skills and Strategies**

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Language

**By the end of Grade 1, students will:**

Metacognition

4.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading

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Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., reading a text independently is easier after hearing it read aloud and/or talking about it in class)

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**GRADE 1 | WRITING**

**OVERALL EXPECTATIONS**

**By the end of Grade 1, students will:**

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;  
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

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3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;  
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

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**SPECIFIC EXPECTATIONS**

**1. Developing and Organizing Content**

**By the end of Grade 1, students will:**

Purpose and Audience

1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction (e.g., a personal recount of a past experience, including pictures, to share with family or friends; an "All About the Seasons" book for the class library; labels and captions for a pictograph to share findings with a group after a math investigation)

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Developing Ideas

1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., ask questions to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with the class)

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Research

1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from listening to stories told by family members; from paired sharing with a peer; from observations; from various texts, including teacher read-alouds, mentor texts, and shared-, guided-, and independent-reading texts)

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Classifying Ideas

1.4 sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using pictures, labels, key words, hand-drawn or computer graphics, or simple graphic organizers such as a web, a list, or a five-W's framework: who, what, when, where, why)

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Organizing Ideas

1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers (e.g., a story ladder, sequence chart) and simple organizational patterns (e.g., time order: first, then, next, finally; order of importance; beginning, middle, and end)

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Review

1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose (e.g., use pictures and words to explain their material to a classmate and ask for feedback)

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**2. Using Knowledge of Form and Style in Writing**

**By the end of Grade 1, students will:**

Form

2.1 write short texts using a few simple forms (e.g., a recount of personally significant experiences; a simple report on topics of interest to the writer and identified in non-fiction reading; "How to" books identifying the steps in a procedure such as "How to Make Applesauce", including pictures, symbols, and words; a story modelled on characters and events from stories read; their own variation on a familiar poem, chant, or song; a poster for the classroom)

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Voice

2.2 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 (e.g., use pictures and words that project interest or enthusiasm)

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Word Choice

2.3 use familiar words and phrases to convey a clear meaning (e.g., some simple, familiar descriptive adjectives of size, feeling, or colour: The black dog was happy.)

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Sentence Fluency

2.4 write simple but complete sentences that make sense

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Point of View

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Language

2.5 begin to identify, with support and direction, their point of view and one possible different point of view about the topic				
Preparing for Revision				
2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers				
Revision				
2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies (e.g., cut out words or sentences and reorder them to improve clarity; insert words from oral vocabulary and the class word wall or word webs to clarify meaning and/or add interest)				
Producing Drafts				
2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations				
<b>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b>				
<b>By the end of Grade 1, students will:</b>				
Spelling Familiar Words				
3.1 spell some high-frequency words correctly (e.g., words from their oral vocabulary, the class word wall, and shared-, guided-, and independent-reading texts)				
Spelling Unfamiliar Words				
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings (e.g., segment words to identify and record individual sound-symbol correspondences, including short vowels and simple long-vowel patterns; listen for rhyming patterns; look for common letter sequences and onset and rime in frequently used words; make analogies between words that look similar; illustrate words to link meaning to spelling)				
Vocabulary				
3.3 confirm spellings and word meanings or word choice using one or two resources (e.g., find pictures or words in a picture dictionary; locate words on an alphabetical word wall using first letter; refer to class-created word webs posted in the classroom)				
Punctuation				
3.4 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				
Grammar				
3.5 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, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place (e.g., in, on, at, to)				
Proofreading				
3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference (e.g., Can I read it? Does it "sound right"? Does it make sense? Are my word wall words spelled correctly?)				
Publishing				
3.7 use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout (e.g., use drawings, photographs, or simple labels to clarify text; print legibly; leave spaces between words)				
Producing Finished Works				
3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations				
<b>4. Reflecting on Writing Skills and Strategies</b>				
<b>By the end of Grade 1, students will:</b>				
Metacognition				
4.1 identify some strategies they found helpful before, during, and after writing (e.g., during a regular writing conference, respond to teacher prompts about what strategies helped at a specific phase in the writing process; identify strategies used before, during, and after writing on a class anchor chart; identify a strategy for future use on a strategy bookmark or chart)				
Interconnected Skills				
4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers				
Portfolio				
4.3 select pieces of writing they think show their best work and explain the reasons for their selection				
<b>GRADE 1   MEDIA LITERACY</b>				
<b>OVERALL EXPECTATIONS</b>				
<b>By the end of Grade 1, students will:</b>				
1. demonstrate an understanding of a variety of media texts;				
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;				
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;				

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Language

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

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**SPECIFIC EXPECTATIONS**

**1. Understanding Media Texts**

**By the end of Grade 1, students will:**

Purpose and Audience

1.1 identify the purpose and intended audience of some simple media texts (e.g., this movie tells a story to entertain children; this sign gives information to travellers)

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Making Inferences/Interpreting Messages

1.2 identify overt and implied messages, initially with support and direction, in simple media texts (e.g.,

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overt message of a toy advertisement showing two boys playing with a car: This toy is fun; implied message: This toy is for boys;) s

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overt message of a cartoon: the violence here is funny and doesn't hurt anyone; implied message: violence is acceptable) o

Responding to and Evaluating Texts

1.3 express personal thoughts and feelings about some simple media works (e.g., state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song)

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Audience Responses

1.4 describe how different audiences might respond to specific media texts

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Point of View

1.5 begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective (e.g., a cartoon told from the point of view of a mouse might be told from a cat's viewpoint)

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Production Perspectives

1.6 identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced (e.g., the government has traffic signs made to protect the safety of travellers and pedestrians; film companies hire manufacturers to produce toys and other products based on popular children's movies and television programs to sell to children)

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**2. Understanding Media Forms, Conventions, and Techniques**

**By the end of Grade 1, students will:**

Form

2.1 identify some of the elements and characteristics of a few simple media forms (e.g., cartoon: colour, music, animation; picture book: cover, printed words, pictures)

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Conventions and Techniques

2.2 identify, initially with support and direction, the conventions and techniques used in some familiar media forms (e.g., specific pictures and colours are used in traffic signs to make messages immediately recognizable to drivers and pedestrians; icons are used on computer screens instead of words to help users locate computer functions; jingles and slogans are used in television advertisements to make the messages memorable; background music may be used in a movie to communicate a mood such as suspense or happiness)

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**3. Creating Media Texts**

**By the end of Grade 1, students will:**

Purpose and Audience

3.1 identify the topic, purpose, and audience for media texts they plan to create (e.g., a media text to explain the importance of hand-washing to a Kindergarten class, or to tell the story of a class trip to parents or visitors)

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Form

3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create

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Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., tape-recorded music to reflect the changing scenes or moods in a picture book)

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Producing Media Texts

3.4 produce some short media texts for specific purposes and audiences, using a

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few simple media forms and appropriate conventions and techniques (e.g., a tape-recorded soundtrack for a story)

**4. Reflecting on Media Literacy Skills and Strategies**

**By the end of Grade 1, students will:**

Metacognition

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts

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Interconnected Skills

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Language

4.2 begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

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**GRADE 1 - Mathematics**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher Tracking:

Needs Improvement      Satisfactory      Good      Excellent

**Grade 1: Number Sense and Numeration**

**Overall Expectations**

**By the end of Grade 1, students will:**

- read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts;
- demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20;
- solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.

**Specific Expectations**

**Quantity Relationships**

**By the end of Grade 1, students will:**

- represent, compare, and order whole numbers to 50, using a variety of tools (e.g., connecting cubes, ten frames, base ten materials, number lines, hundreds charts) and contexts (e.g., real-life experiences, number stories);
- read and print in words whole numbers to ten, using meaningful contexts (e.g., storybooks, posters);
- demonstrate, using concrete materials, the concept of conservation of number (e.g., 5 counters represent the number 5, regardless whether they are close together or far apart);
- relate numbers to the anchors of 5 and 10 (e.g., 7 is 2 more than 5 and 3 less than 10);
- identify and describe various coins (i.e., penny, nickel, dime, quarter, \$1 coin, \$2 coin), using coin manipulatives or drawings, and state their value (e.g., the value of a penny is one cent; the value of a toonie is two dollars);
- represent money amounts to 20¢, through investigation using coin manipulatives;
- estimate the number of objects in a set, and check by counting (e.g., “I guessed that there were 20 cubes in the pile. I counted them and there were only 17 cubes. 17 is close to 20.”);
- compose and decompose numbers up to 20 in a variety of ways, using concrete materials (e.g., 7 can be decomposed using connecting cubes into 6 and 1, or 5 and 2, or 4 and 3);
- divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names (e.g., halves; fourths or quarters).

**Counting**

**By the end of Grade 1, students will:**

- demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting;
- count forward by 1’s, 2’s, 5’s, and 10’s to 100, using a variety of tools and strategies (e.g., move with steps; skip count on a number line; place counters on a hundreds chart; connect cubes to show equal groups; count groups of pennies, nickels, or dimes);
- count backwards by 1’s from 20 and any number less than 20 (e.g., count backwards from 18 to 11), with and without the use of concrete materials and number lines;
- count backwards from 20 by 2’s and 5’s, using a variety of tools (e.g., number lines, hundreds charts);
- use ordinal numbers to thirty-first in meaningful contexts (e.g., identify the days of the month on a calendar).

**Operational Sense**

**By the end of Grade 1, students will:**

- solve a variety of problems involving the addition and subtraction of whole numbers to 20, using concrete materials and




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# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Math

drawings (e.g., pictures, number lines) (Sample problem: Miguel has 12 cookies. Seven cookies are chocolate. Use counters to determine how many cookies are not chocolate.);

– solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of mental strategies (e.g., one more than, one less than, counting on, counting back, doubles);

– add and subtract money amounts to 10¢, using coin manipulatives and drawings.

## Grade 1: Measurement

### Overall Expectations

#### By the end of Grade 1, students will:

- estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size;
- compare, describe, and order objects, using attributes measured in non-standard units.

### Specific Expectations

#### Attributes, Units, and Measurement Sense

#### By the end of Grade 1, students will:

– demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring (Sample problem: Measure the length of your desk in different ways; for example, by using several different non-standard units or by starting measurements from opposite ends of the desk. Discuss your findings.);

– estimate, measure (i.e., by placing nonstandard units repeatedly, without overlaps or gaps), and record lengths, heights, and distances (e.g., a book is about 10 paper clips wide; a pencil is about 3 toothpicks long);

– construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units (e.g., footprints on cash register tape or on connecting cubes);

– estimate, measure (i.e., by minimizing overlaps and gaps), and describe area, through investigation using non-standard units (e.g., “It took about 15 index cards to cover my desk, with only a little bit of space left over.”);

– estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units (e.g., “My journal has the same mass as 13 pencils.” “The juice can has the same capacity as 4 pop cans.”);

– estimate, measure, and describe the passage of time, through investigation using nonstandard units (e.g., number of sleeps; number of claps; number of flips of a sand timer);

– read demonstration digital and analogue clocks, and use them to identify benchmark times (e.g., times for breakfast, lunch, dinner; the start and end of school; bedtime) and to tell and write time to the hour and half-hour in everyday settings;

– name the months of the year in order, and read the date on a calendar;

– relate temperature to experiences of the seasons (e.g., “In winter, we can skate because it’s cold enough for there to be ice.”).

#### Measurement Relationships

#### By the end of Grade 1, students will:

– compare two or three objects using measurable attributes (e.g., length, height, width, area, temperature, mass, capacity),

and describe the objects using relative terms (e.g., taller, heavier, faster, bigger, warmer; “If I put an eraser, a pencil, and a metre stick beside each other, I can see that the eraser is shortest and the metre stick is longest.”);

– compare and order objects by their linear measurements, using the same non-standard unit (Sample problem: Using a length of string equal to the length of your forearm, work with a partner to find other objects that are about the same length.);

– use the metre as a benchmark for measuring length, and compare the metre with non-standard units (Sample problem: In the classroom, use a metre stick to find objects that are taller than one metre and objects that are shorter than one metre.);

– describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length (Sample problem: Compare the numbers of paper clips and pencils needed to measure the length of the same table.).

## Grade 1: Geometry and Spatial Sense

### Overall Expectations

#### By the end of Grade 1, students will:

- identify common two-dimensional shapes and three-dimensional figures and sort and classify them by their attributes;\*
- compose and decompose common two-dimensional shapes and three-dimensional figures;
- describe the relative locations of objects using positional language.





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# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Math

**Specific Expectations**

**Geometric Properties**

**By the end of Grade 1, students will:**

- identify and describe common twodimensional shapes (e.g., circles, triangles, rectangles, squares) and sort and classify them by their attributes (e.g., colour; size; texture; number of sides), using concrete materials and pictorial representations (e.g., “I put all the triangles in one group. Some are long and skinny, and some are short and fat, but they all have three sides.”);
- trace and identify the two-dimensional faces of three-dimensional figures, using concrete models (e.g., “I can see squares on the cube.”);
- identify and describe common threedimensional figures (e.g., cubes, cones, cylinders, spheres, rectangular prisms) and sort and classify them by their attributes (e.g., colour; size; texture; number and shape of faces), using concrete materials and pictorial representations (e.g., “I put the cones and the cylinders in the same group because they all have circles on them.”);
- describe similarities and differences between an everyday object and a threedimensional figure (e.g., “A water bottle looks like a cylinder, except the bottle gets thinner at the top.”);
- locate shapes in the environment that have symmetry, and describe the symmetry.


**Geometric Relationships**

**By the end of Grade 1, students will:**

- compose patterns, pictures, and designs, using common two-dimensional shapes (Sample problem: Create a picture of a flower using pattern blocks.);
- identify and describe shapes within other shapes (e.g., shapes within a geometric design);
- build three-dimensional structures using concrete materials, and describe the twodimensional shapes the structures contain;
- cover outline puzzles with two-dimensional shapes (e.g., pattern blocks, tangrams) (Sample problem: Fill in the outline of a boat with tangram pieces.).


**Location and Movement**

**By the end of Grade 1, students will:**

- describe the relative locations of objects or people using positional language (e.g., over, under, above, below, in front of, behind, inside, outside, beside, between, along);
- \* For the purposes of student learning in Grade 1, “attributes” refers to the various characteristics of twodimensional shapes and three-dimensional figures, including geometric properties. (See glossary entries for “attribute” and “property (geometric).”) Students learn to distinguish attributes that are geometric properties from attributes that are not geometric properties in Grade 2.
- describe the relative locations of objects on concrete maps created in the classroom (Sample problem: Work with your group to create a map of the classroom in the sand table, using smaller objects to represent the classroom objects. Describe where the teacher’s desk and the bookshelves are located.);
- create symmetrical designs and pictures, using concrete materials (e.g., pattern blocks, connecting cubes, paper for folding), and describe the relative locations of the parts.


**Grade 1: Patterning and Algebra**

**Overall Expectations**

**By the end of Grade 1, students will:**

- identify, describe, extend, and create repeating patterns;
- demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction to 10.


**Specific Expectations**

**Patterns and Relationships**

**By the end of Grade 1, students will:**

- identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute (e.g., colour, size, shape, thickness, orientation);
- identify and extend, through investigation, numeric repeating patterns (e.g., 1, 2, 3, 1, 2, 3, 1, 2, 3, ...);


# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Math

- describe numeric repeating patterns in a hundreds chart;
- identify a rule for a repeating pattern (e.g., “We’re lining up boy, girl, boy, girl, boy, girl.”);
- create a repeating pattern involving one attribute (e.g., colour, size, shape, sound) (Sample problem: Use beads to make a string that shows a repeating pattern involving one attribute.);
- represent a given repeating pattern in a variety of ways (e.g., pictures, actions, colours, sounds, numbers, letters) (Sample problem: Make an ABA,ABA,ABA pattern using actions like clapping or tapping.).


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**Expressions and Equality**

**By the end of Grade 1, students will:**

- create a set in which the number of objects is greater than, less than, or equal to the number of objects in a given set;
- demonstrate examples of equality, through investigation, using a “balance” model (Sample problem: Demonstrate, using a pan balance, that a train of 7 attached cubes on one side balances a train of 3 cubes and a train of 4 cubes on the other side.);
- determine, through investigation using a “balance” model and whole numbers to 10, the number of identical objects that must be added or subtracted to establish equality (Sample problem: On a pan balance, 5 cubes are placed on the left side and 8 cubes are placed on the right side. How many cubes should you take off the right side so that both sides balance?).


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**Grade 1: Data Management and Probability**

**Overall Expectations**

**By the end of Grade 1, students will:**

- collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis;
- read and describe primary data presented in concrete graphs and pictographs;
- describe the likelihood that everyday events will happen.


**Specific Expectations**

**Collection and Organization of Data**

**By the end of Grade 1, students will:**

- demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour, size), and by describing informal sorting experiences (e.g., helping to put away groceries) (Sample problem: Sort a collection of attribute blocks by colour. Re-sort the same collection by shape.);


- collect and organize primary data (e.g., data collected by the class) that is categorical (i.e., that can be organized into categories based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods (e.g., arranging objects, placing stickers, drawing pictures, making tally marks) (Sample problem: Collect and organize data about the favourite fruit that students in your class like to eat.).

**Data Relationships**

**By the end of Grade 1, students will:**

- read primary data presented in concrete graphs and pictographs, and describe the data using comparative language (e.g., more students chose summer than winter as their single favourite season);
- pose and answer questions about collected data (Sample problem: What was the most popular fruit chosen by the students in your class?).


**Probability**

**By the end of Grade 1, students will:**

- describe the likelihood that everyday events will occur, using mathematical language (i.e., impossible, unlikely, less likely, more likely, certain) (e.g., “It’s unlikely that I will win the contest shown on the cereal box.”).

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**GRADE 1 - Science & Technology**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher Tracking:

Needs Improvement      Satisfactory      Good      Excellent

**GRADE 1 | UNDERSTANDING LIFE SYSTEMS NEEDS AND CHARACTERISTICS OF LIVING THINGS**

**OVERALL EXPECTATIONS**

**By the end of Grade 1, students will:**

1. assess the role of humans in maintaining a healthy environment;
2. investigate needs and characteristics of plants and animals, including humans;
3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.


**SPECIFIC EXPECTATIONS**

**1. Relating Science and Technology to Society and the Environment**

**By the end of Grade 1, students will:**

- 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans (e.g., walk to school instead of being driven in the car; be careful what they put down the drain at home; practise cleanliness to reduce the spread of germs when helping in the kitchen; show care and concern for all living things)
- 1.2 describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life (e.g., if we lost all the cows, all the insects, all the bats, all the trees, all the grasses), taking different points of view into consideration (e.g., the point of view of farmers, children, parents)


**2. Developing Investigation and Communication Skills**

**By the end of Grade 1, students will:**

- 2.1 follow established safety procedures and humane practices during science and technology investigations (e.g., show care and concern when handling animals)
- 2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources (e.g., prior knowledge, personal experience, discussion, books, videos/DVDs, CD-ROMs)
- 2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans (e.g., some plants produce flowers and some do not; most plants have roots; some animals have two legs, while others have four; all animals have sense organs)
- 2.4 investigate the physical characteristics of plants (e.g., basic parts, size, shape, colour) and explain how they help the plant meet its basic needs (e.g., roots anchor the plant and help provide the plant with food and water; some plants have brightly coloured flowers to attract bees), using a variety of methods and resources (e.g., direct observation of live plants in the classroom and in the schoolyard, prior knowledge, personal experience, diagrams and/or charts)
- 2.5 investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them (e.g., our hands have fingers and a thumb that are flexible to allow us to pick up food; our legs have the two biggest bones in our bodies, to carry us around to do the things we need to do; our tongue has bumps that help us to determine if our food is too hot, too cold, or tastes bad; our ears are shaped like cones to catch sounds that warn us that danger is near and to hear the beautiful sounds of nature), using a variety of methods and resources (e.g., observation of themselves and other animals, outdoor experiences, prior knowledge, personal experience, diagrams and/or charts)
- 2.6 use appropriate science and technology vocabulary, including investigation, explore, needs, space, and food, in oral and written communication
- 2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., create a diorama to illustrate the basic needs of plants and animals, including humans)


**3. Understanding Basic Concepts**

**By the end of Grade 1, students will:**

- 3.1 identify environment as the area in which something or someone exists or lives
- 3.2 identify the physical characteristics (e.g., size, shape, colour, common parts) of a variety of plants and animals (e.g., sunflowers are tall, with a long stalk, leaves, and big, round, yellow flowers with hundreds of seeds; dogs can be big or small, come in many shapes and colours, have four legs, and usually have a tail and are covered with fur)


# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Sci & Tech

- 3.3 identify the location and function of major parts of the human body, including sense organs (e.g., lungs are in my chest and are used for breathing; teeth are in my mouth and are used for eating; hair is on my head for protection from the cold; ears are on the sides of my head and are used for hearing)
- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment
- 3.5 describe how showing care and respect for all living things helps to maintain a healthy environment (e.g., leaving all living things in their natural environment; feeding birds during cold winter months; helping to plant and care for plants in the gardens that attract birds and butterflies; caring for the school and the schoolyard as an environment)
- 3.6 identify what living things provide for other living things (e.g., trees produce the oxygen that other living things breathe; plants such as tomatoes and apple trees and animals such as cows and fish provide food for humans and for other animals; a tree stump provides a home for a chipmunk; porcupines chew off the tips of hemlock limbs, providing food for deer in winter)
- 3.7 describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms (e.g., the food animals eat and the water they drink are returned to the earth as scat and urine)


## GRADE 1 | UNDERSTANDING STRUCTURES AND MECHANISMS

### MATERIALS, OBJECTS, AND EVERYDAY STRUCTURES

#### OVERALL EXPECTATIONS

**By the end of Grade 1, students will:**

1. assess the impact on people and the environment of objects and structures and the materials used in them;
2. investigate structures that are built for a specific purpose to see how their design and materials suit the purpose;
3. demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used.


#### SPECIFIC EXPECTATIONS

**By the end of Grade 1, students will:**

#### 1. Relating Science and Technology to Society and the Environment

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


#### 2. Developing Investigation and Communication Skills

**By the end of Grade 1, students will:**

- 2.1 follow established safety procedures during science and technology investigations (e.g., wear safety goggles when using saws and hammers)
- 2.2 investigate characteristics of various objects and structures, using their senses
- 2.3 investigate, through experimentation, the properties of various materials (e.g., the best materials for absorbing or repelling water, for flexibility, for strength: the flexibility of plastic makes plastic wrap useful for covering food in order to keep it fresh; the impermeability of rubber enables rubber boots to keep feet dry)
- 2.4 use technological problem-solving skills (see page 16), and knowledge acquired from previous investigations, to design, build, and test a structure for a specific purpose (e.g., a tent, a model of a swing set or other playground equipment, a bird feeder, a wigwam for people who need to move throughout the year)
- 2.5 use appropriate science and technology vocabulary, including experiment, explore, purpose, rigid, flexible, solid, and smooth, in oral and written communication
- 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., orally explain their choices of materials and design decisions when presenting their structures)


#### 3. Understanding Basic Concepts

**By the end of Grade 1, students will:**

- 3.1 describe objects as things that are made of one or more materials
- 3.2 describe structures as supporting frameworks
- 3.3 describe materials as the substances from which something is made


# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Sci & Tech

- 3.4 describe the function/purpose of the observable characteristics (e.g., texture, height, shape, colour) of various objects and structures, using information gathered through their senses (e.g., sandpaper is rough to help take the rough edges off wood; a traffic light is tall so it can be easily seen; a stop sign is the same shape and colour in many countries around the world to make it easily recognizable)
- 3.5 identify the materials that make up objects and structures (e.g., wood, plastic, steel, paper, polystyrene foam, cloth)
- 3.6 distinguish between objects (including structures) and materials found in nature (e.g., tree: sap) and those made by humans (e.g., toy: plastic)
- 3.7 describe the properties of materials that enable the objects and structures made from them to perform their intended function
- 3.8 list different kinds of fasteners (e.g., tape, glue, button, zipper), and describe the uses of each
- 3.9 identify the sources in nature of some common materials that are used in making structures (e.g., paper and rubber come from trees; plastic comes from petroleum; steel comes from metals and minerals in the ground)


**GRADE 1 | UNDERSTANDING MATTER AND ENERGY**

**ENERGY IN OUR LIVES**

**OVERALL EXPECTATIONS**

**By the end of Grade 1, students will:**

- 1. assess uses of energy at home, at school, and in the community, and suggest ways to use less energy;
- 2. investigate how different types of energy are used in daily life;
- 3. demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth.


**SPECIFIC EXPECTATIONS**

**1. Relating Science and Technology to Society and the Environment**

**By the end of Grade 1, students will:**

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


**2. Developing Investigation and Communication Skills**

**By the end of Grade 1, students will:**

- 2.1 follow established safety procedures during science and technology investigations (e.g., keep work spaces neat and tidy by putting all tools, materials, and equipment back where they belong)
- 2.2 investigate how the sun affects the air, land, and/or water, using a variety of methods (e.g., standing outside on a sunny and a cloudy day and noting the differences; putting a dish of water in the sun and the shade and observing what happens) and resources (e.g., books, videos/DVDs, CD-ROMs, the Internet)
- 2.3 design and construct a device that uses energy to perform a task (e.g., a kite that flies using the wind; a musical instrument that uses human energy to make sounds)
- 2.4 investigate and compare seasonal differences in the ways we use energy and the types of energy we use (e.g., we keep warm in winter by wearing a sweater and using furnaces and woodstoves; we stay cool in summer by sitting in the shade or going to places that are air conditioned; we adjust the amount of light we need by opening or closing the curtains and turning lights on or off)
- 2.5 use scientific inquiry/experimentation skills (see page 12), and knowledge acquired from previous investigations, to explore the effects of light and heat from the sun (e.g., by growing plants in the presence and absence of sunlight; by feeling the temperature of dark papers that have been in the sun and in the shade; by covering a portion of a piece of coloured paper and exposing the paper to the sun)
- 2.6 investigate how the sun's energy allows humans to meet their basic needs, including the need for food (e.g., trace the flow of energy from the sun, which provides energy to plants, which make food for animals to eat, and then from plants and animals, which provide food for humans to eat)
- 2.7 use appropriate science and technology vocabulary, including explore, investigate, design, energy, and survival, in oral and written communication
- 2.8 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use labelled diagrams to show what happened when plants were grown in varying light conditions)


**3. Understanding Basic Concepts**

**By the end of Grade 1, students will:**

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Sci & Tech

- 3.1 demonstrate an understanding that energy is what makes the things they do or see happen
- 3.2 demonstrate an understanding that the sun, as the earth's principal source of energy, warms the air, land, and water; is a source of light for the earth; and makes it possible to grow food
- 3.3 identify food as a source of energy for themselves and other living things
- 3.4 identify everyday uses of various sources of energy (e.g., food to help animals, including humans, survive and move; natural gas to heat homes and schools; petroleum to power cars and buses; electricity to power lights; batteries to power toys)
- 3.5 demonstrate an understanding that humans get the energy resources they need from the world around them (e.g., the wood, oil, and gas to heat our homes and cook our food) and that the supply of many of these resources is limited so care needs to be taken in how we use them


**GRADE 1 | UNDERSTANDING EARTH AND SPACE SYSTEMS**

DAILY AND SEASONAL CHANGES

**OVERALL EXPECTATIONS**

**By the end of Grade 1, students will:**

- 1. assess the impact of daily and seasonal changes on living things, including humans;
- 2. investigate daily and seasonal changes;
- 3. demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.


**SPECIFIC EXPECTATIONS**

**1. Relating Science and Technology to Society and the Environment**

**By the end of Grade 1, students will:**

1.1 assess the impact of daily and seasonal changes on human outdoor activities (e.g., farming, gardening, swimming, skating, soccer) and identify innovations that allow for some of these activities to take place indoors out of season (e.g., greenhouses allow farming and gardening to happen in cold weather; arenas can make ice in all seasons for skating and hockey; community centres can provide warm places in all seasons for swimming)


1.2 assess ways in which daily and seasonal changes have an impact on society and the environment (e.g., In winter, some people suffer from seasonal disorders because there is less light from the sun than in summer. When the weather gets cold, people turn on heat in their homes; when the weather gets hotter they turn on fans, air conditioners, and pool heaters and pumps, all of which means that more energy is being used. At night in winter, when people get home from work and school, they all turn on appliances at around the same time [peak hours], which puts a strain on the power supplies. In summer, people increase their use of water to wash their cars and water their lawns and gardens; unless there is plenty of rain, this usage of water puts a strain on water supplies. In winter, it is harder for birds that do not migrate and animals that do not hibernate to find food and water. Some plants die when summer is over; others undergo changes, such as losing their leaves and going dormant until spring. The Anishinaabe people tell their stories only in the winter when there is snow on the ground.)

**2. Developing Investigation and Communication Skills**

**By the end of Grade 1, students will:**

- 2.1 follow established safety procedures during science and technology investigations (e.g., never look directly at the sun; wear a hat and sunscreen when working outdoors)
- 2.2 investigate the changes in the amount of light from the sun that occur throughout the day and year (e.g., compare the amount of light observed at bedtime during summer vacation with the amount observed at bedtime during winter vacation)
- 2.3 investigate the changes in the amount of heat from the sun that occur throughout the day and in the various seasons (e.g., use their prior experience of the sun's warmth, and measure, record, and compare outdoor temperatures at different times of day and in different months of the year)
- 2.4 use scientific inquiry/research skills (see page 15), including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects (e.g., the sun shines during the day, and the moon and stars are visible at night; leaves change colour in the fall; there are fewer birds in winter; dogs' fur gets thicker in winter; trees and flowers bloom in spring)
- 2.5 use appropriate science and technology vocabulary, including investigate, temperature, hibernate, dormant, energy, and survival, in oral and written communication
- 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., contribute to a class book about their observations of seasonal changes; keep a weekly pictorial journal in which they record and describe the weather through the seasons)


**3. Understanding Basic Concepts**

**By the end of Grade 1, students will:**

- 3.1 identify the sun as Earth's principal source of heat and light
- 3.2 define a cycle as a circular sequence of events


# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Sci & Tech

3.3 describe changes in the amount of heat and light from the sun that occur throughout the day and the seasons

3.4 describe and compare the four seasons (e.g., in terms of amount of daylight, type of precipitation, temperature)

3.5 describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes (e.g., in fall, some plants shed their leaves and some birds migrate; in winter some animals change colour)

3.6 describe how humans prepare for and/or respond to daily and seasonal changes (e.g., by wearing appropriate clothing, carrying an umbrella, turning on an air conditioner or heater)


**GRADE 1 - HERITAGE AND IDENTITY: OUR CHANGING ROLES AND RESPONSIBILITIES**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs Improvement      Satisfactory      Good      Excellent

**GRADE 1 - HERITAGE AND IDENTITY: OUR CHANGING ROLES AND RESPONSIBILITIES**

**Overall Expectations**

**By the end of Grade 1, students will:**

**A1 - Application:** 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 (FOCUS ON: Continuity and Change)

**A2 - Inquiry:** 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 (FOCUS ON: Interrelationships)

**A3 - Understanding Context:** 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 (FOCUS ON: Significance)


**Specific Expectations**

**FOCUS ON: Continuity and Change - A1. Application: Why Roles and Responsibilities Change**

**By the end of Grade 1, students will:**

A1.1 describe how and why a person's roles, relationships, and responsibilities may change in different places or situations and at different times.

A1.2 describe how some significant events in their lives (e.g., the birth of a sibling, starting school, moving to a new home, getting a pet) led to changes in their roles, relationships, and/or responsibilities

A1.3 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

A1.4 describe the impact that people can have on each other in some different situations (e.g., when a person helps a child who is lost, when a child bullies another child, when a teacher helps a student find the answer to a problem, when schoolmates share toys or art supplies) and some of the ways in which interactions between people can affect a person's sense of self


**FOCUS ON: Interrelationships - A2. Inquiry: Roles, Responsibilities, and Identity**

**By the end of Grade 1, students will:**

A2.1 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

A2.2 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 (e.g., a birth or death in the family, their first day at school, a friend getting hurt at the park, getting lost in a shopping mall, their family's place of worship), using primary and/or secondary sources that they have located themselves or that have been provided to them

A2.3 analyse and construct simple maps as part of their investigations into places that are significant to them or to their family

A2.4 interpret and analyse information relevant to their investigations, using a variety of tools

A2.5 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

A2.6 communicate the results of their inquiries, using appropriate vocabulary


**FOCUS ON: Significance - A3. Understanding Context: Roles, Relationships, and Respect**

**By the end of Grade 1, students will:**

A3.1 describe some of their own roles, relationships, and responsibilities

A3.2 identify some of the significant people, places, and things in their life, including their life in the community (e.g., people: parent, teacher, Elder, doctor; places: school, friends' homes, the library, parks or playgrounds, their place of worship; things: pets, culturally specific items in their home, toys and comfort items), and describe their purpose or the role they have

A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience

A3.4 identify some elements of respectful behaviour that they can practise in their everyday life (e.g., sharing, cooperating, being courteous, not damaging the natural or built environment) and/or that other people practise


# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Heritage & Identity

A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect

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**GRADE 1 - PEOPLE AND ENVIRONMENTS: THE LOCAL COMMUNITY**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher Tracking:

Grade 1 - PEOPLE AND ENVIRONMENTS: THE LOCAL COMMUNITY

Needs Improvement      Satisfactory      Good      Excellent

**Overall Expectations**

By the end of Grade 1, students will:

- B1. Application:** 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 (FOCUS ON: Interrelationships)
- B2. Inquiry:** 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 (FOCUS ON: Cause and Consequence)
- B3. Understanding Context:** 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 (FOCUS ON: Significance; Patterns and Trends)


**Specific Expectations**

**B1. Application: Interrelationships within the Community - FOCUS ON: Interrelationships**

By the end of Grade 1, students will:

- B1.1 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
- B1.2 identify some services and service-related occupations in their community (e.g., occupations such as sanitation worker, store clerk, restaurant server, repair person; services provided by the post office, the band office, the water treatment plant, grocery stores, gas stations), and describe how they meet people's needs
- B1.3 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 (e.g., map out the location of garbage and recycling cans in parks so they can properly dispose of their waste; help plan a garden at home, composting in the school, or other ways of reducing their environmental footprint; plan ways to participate in clean-up days), and describe how their actions might enhance the features of the local environment


**B2. Inquiry: Interrelationships and Their Impact - FOCUS ON: Cause and Consequence**

By the end of Grade 1, students will:

- B2.1 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
- B2.2 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
- B2.3 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
- B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools
- B2.5 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
- B2.6 communicate the results of their inquiries using appropriate vocabulary


**B3. Understanding Context: The Elements of the Local Community - FOCUS ON: Significance; Patterns and Trends**

By the end of Grade 1, students will:

- B3.1 identify some of the natural and built features of their community
- B3.2 identify some distinct areas in the local community
- B3.3 describe the location of some significant places in their community, using relative location (e.g., near, far, up, down), relative distance (e.g., close, far, farther), and relative direction (e.g., right, left, in front, behind)
- B3.4 demonstrate an understanding of the basic elements of a map (e.g., title, symbols in the legend, direction, scale, and colour) when reading and constructing simple maps showing places that are significant to them (e.g., their classroom, the school, their immediate neighbourhood)
- B3.5 demonstrate an understanding of some common non-standard units of measurement
- B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units


# Grade 1 Ontario Curriculum Tracking Template – Grade 1 People & Environments

B3.7 identify some of the services in the community for which the government is responsible (e.g., postal service, police services, fire services, hospitals, garbage collection, ploughing snow, maintenance of public areas, water treatment), and describe key responsibilities of people in the community in relation to those services

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# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Health

## GRADE 1 - Physical Education and Health

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
<b>LIVING SKILLS</b>				
<b>OVERALL EXPECTATIONS</b>				
<b>By the end of Grade 1, students will:</b>				
1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.				
<b>SPECIFIC EXPECTATIONS</b>				
<b>1. Living Skills</b>				
<b>By the end of Grade 1, students will:</b>				
<b>Personal Skills (PS)*</b>				
1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: ask themselves whether they are doing the best they can while they are participating in DPA activities in the classroom; Movement Competence: describe how they feel when they move in different ways; Healthy Living: ask themselves whether they used a tissue or did a "sleeve sneeze" to cover their nose and mouth when sneezing in order to avoid spreading germs)				
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: apply knowledge of safety procedures to make themselves feel safer and more confident as they play on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game or when they are learning a new skill; Healthy Living: be able to use proper terminology to name their body parts, so they can explain where they may be hurt or sore)				
* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 18–21 for a discussion of living skills.)				
<b>Interpersonal Skills (IS)*</b>				
1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: speak respectfully and pay attention to others when sharing equipment; Movement Competence: use eye contact, body cues, and words as needed to communicate clearly when sending and receiving objects; Healthy Living: effectively communicate feelings they might experience in response to caring behaviours and exploitive behaviours)				
Student: "I need to make sure my partner is looking at me and has her arms stretched out ready to catch before I throw the beanbag. If she is not looking, I call her name."				
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., Active Living: take turns when using equipment; Movement Competence: work cooperatively to share the space and try not to bump into others when moving around the gymnasium; Healthy Living: listen respectfully to show they care about someone)				
<b>Critical and Creative Thinking (CT)*</b>				
1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: make connections between being active and staying healthy; Movement Competence: use creative thinking skills to come up with new ways of moving and balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: make and explain choices that protect them from the sun, such as wearing a hat and applying sunscreen)				
<b>A. ACTIVE LIVING</b>				
<b>OVERALL EXPECTATIONS</b>				
<b>By the end of Grade 1, students will:</b>				
A1. participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives;				
A2. demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living;				
A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.				
<b>SPECIFIC EXPECTATIONS</b>				
<b>A1. Active Participation</b>				
<b>By the end of Grade 1, students will:</b>				
A1.1 actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., joining in willingly, showing respect for others, following directions, taking turns) [PS, IS]				

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Health

Student: “I show respect by tagging other people gently when we are playing tag and speaking politely to others.”

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities [PS]

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Students: “I like it when everyone has their own ball, so we all get to play and practise a lot.” “I have more fun when I have lots of space to run and move.” “I love playing outside. When it is really hot, I play under the trees so I am in the shade.” “I liked this activity because it reminded me of a game we used to play in my home country.”

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A1.3 identify a variety of ways to be physically active at school and at home (e.g., at school: playing actively at recess; participating in a variety of physical activities in class, including DPA activities; participating in after-school physical activities; at home: helping with outdoor activities like gardening, raking, or shovelling snow; going for a walk with family members; playing in the park; riding bikes on the community trail) [CT]

**A2. Physical Fitness**

**By the end of Grade 1, students will:**

A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., doing an animal walk, a fitness circuit, parachute activities; galloping to music, wheeling their wheelchair around the gym) [PS]

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Student: “When I roll a hoop, I need to watch out for other children around me so I don’t hit anyone. When I jump into a hoop, I need to be careful not to land on the hoop, because I could slip. If I am holding a hoop with my partner, we should be careful not to pull the hoop and bend it.”

A2.2 demonstrate an understanding of how being active helps them to be healthy [CT]

A2.3 identify the physical signs of exertion during a variety of physical activities (e.g., heart beats faster, body gets warmer, breathing becomes faster and deeper, perspiration increases) [CT]

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**A3. Safety**

**By the end of Grade 1, students will:**

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body) [PS, IS]

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Student: “I can stretch my arms out and not touch anyone or the wall from where I’m standing/sitting.”

A3.2 identify environmental factors that pose safety risks during their participation in physical activity (e.g., extreme heat may cause fatigue, too much sun exposure will cause sunburn, extreme cold and wind chill may cause frostbite, objects on the ground may trip someone who cannot see, wet pavement or floors may create a slipping hazard), and describe ways of preparing themselves to enjoy outdoor activities safely [PS, CT]

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Student: “In the summer, I should wear a hat and sunscreen when I go outside. In the winter, I need to wear a warm coat, a hat, mittens, and boots. If I wear a scarf, it needs to be tucked in so it does not catch on anything.”

**B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES**

**OVERALL EXPECTATIONS**

**By the end of Grade 1, students will:**

B1. 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;


B2. 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.

**SPECIFIC EXPECTATIONS**

**B1. Movement Skills and Concepts**

**By the end of Grade 1, students will:**

B1.1 perform a variety of static balances, using different body parts at different levels (e.g., low level: crouch with weight balanced on hands and feet; medium level: stand and lean forward with arms outstretched; high level: stretch tall with arms overhead and legs wide apart) [PS]

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B1.2 demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them [PS]

B1.3 perform a variety of locomotor movements, travelling in different directions and using different body parts (e.g., jump over lines; walk carefully backwards along a line while looking over their shoulder; move forward with different body parts touching the ground; move arms in different ways while walking, dancing, or skipping; take giant steps while moving sideways) [PS]

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Students: “Look how I can pull my body along the floor with my arms to move like a seal.” “I am using my arms to make big circles while I jump over all the lines in the gym.” “I can slide sideways taking big steps.”

B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., roll a ball along a line, throw a rubber chicken underhand to a chosen spot, kick a ball to a specific area, toss or drop a beanbag into a hula hoop, pass a sponge ball over their head to the next person in a short line who passes it between his or her legs to the next person) [PS]

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B1.5 receive objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., catch or trap a ball with two hands, catch a beanbag that they toss themselves or that a partner tosses to them, stop a rolling ball with hands or feet) [PS, IS]

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**B2. Movement Strategies**

**By the end of Grade 1, students will:**

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Health

B2.1 demonstrate an understanding that different physical activities have different components (e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]

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Student: “When we are playing tag, I need to keep moving, watch out for the person who is ‘it’, and make sure I don’t run into anybody else. When I am rolling a hoop with a partner, I need to be able to roll the hoop in one direction and catch it when comes back. I only need to be ready to move if my partner doesn’t send the hoop close to me. I need to make sure nobody is in between me and my partner when I roll it to her, so I don’t hit anyone.”

Student: “When I am picking the ball I am going to use, I can wait my turn without pushing. When I am throwing the ball, if it bounces into someone else’s space, I need to wait until the way is clear before I run after the ball so I don’t wreck their game.”

B2.2 apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities (e.g., extend arms to improve stability when balancing on one foot; change speed, direction, or level to avoid being tagged; move closer to a target to increase the likelihood of success when sending an object) [PS, CT]\*

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Students: “I am a fast runner/I can make my wheelchair move fast. I kept moving the whole time so I wouldn’t get tagged.” “I am deaf and can’t hear the music, but I watched for your hand signal so I knew when to change direction.”

\* The types of living skills associated with students’ application of tactical solutions differ with the students’ developmental stage. Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. At the different stages of development, however, students are able to focus on applying critical and creative thinking to a greater or lesser degree.

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In Grades 1–3, students are also occupied with developing personal skills (e.g., understanding that success in an activity leads to increased self-esteem, improving the ability to control their bodies while moving); in Grades 4–6, most students are ready to focus on interpersonal skills as they apply tactical solutions; and in Grades 7 and 8, most are prepared to focus their energy on the thinking skills involved.

**C. HEALTHY LIVING**

**OVERALL EXPECTATIONS**

**By the end of Grade 1, students will:**

C1. demonstrate an understanding of factors that contribute to healthy development;  
 C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

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C3. 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.

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**SPECIFIC EXPECTATIONS**

**C1. Understanding Health Concepts**

**By the end of Grade 1, students will:**

**Healthy Eating**

C1.1 explain why people need food to have healthy bodies (e.g., food provides energy for the healthy growth of teeth, skin, bones, muscles, and other body components)

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Student: “It gives me energy to help me stay alert and concentrate.”

Personal Safety and Injury Prevention

C1.2 demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, elder, or other trusted adult; knowing routines for safe pickup from school or activities) [PS]

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**C2. Making Healthy Choices**

**By the end of Grade 1, students will:**

**Healthy Eating**

C2.1 describe how the food groups in Canada’s Food Guide (i.e., vegetables and fruit, grain products, milk and alternatives, meat and alternatives) can be used to make healthy food choices [CT]

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Teacher: “Can you tell me which foods we should eat every day, and which ones we should eat less often?”

Student: “We should eat fruits and vegetables every day. We should eat treats that are not in the food guide less often. Sometimes it is okay to have foods that are not in the guide – like candies, cookies, and sweet treats – but there are also lots of foods that are in the food guide – like berries and other fruits – that are great to have as treats.”

C2.2 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 [PS]

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Student: “My stomach grumbles when I’m hungry and my mouth is dry when I’m thirsty.”

Teacher: “What should you do when this happens?”

Student: “I should try to have a snack or a drink when I feel hungry or thirsty.”

Personal Safety and Injury Prevention

C2.3 demonstrate the ability to recognize caring behaviours (e.g., listening with respect, giving positive reinforcement, being helpful) and exploitive behaviours (e.g., inappropriate touching, verbal or physical abuse, bullying), and describe the feelings associated with each [IS]

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Student: “I might feel happy, safe, secure, cared for.”

Teacher: “How might you feel in a relationship that is not healthy?”

Student: “I might feel sad, scared, angry, confused, hurt.”

Teacher: “What are some situations in which you might feel that way?”

Student: “I might feel that way if someone was being mean or leaving me out, if someone was touching me when I didn’t want to be touched, or if I was left at home alone.”

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Health

C2.4 apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school) [PS]

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Student: “They may be allergic to nuts and other foods, bee stings, or medicine.”

Teacher: “What can we do to make the classroom as safe as possible?”

Student: “We should not bring anything that might have nuts in it to school. People with allergies who need to use medicine if they have a reaction should carry their medicine [epinephrine autoinjector] with them. We should know who has an allergy and what the signs of an allergic reaction are, and we should get an adult to help if someone is having a reaction.”

### C3. Making Connections for Healthy Living

**By the end of Grade 1, students will:**

#### Personal Safety and Injury Prevention

C3.1 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 (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, insecure furniture, candles, toys; road, water, and playground hazards; weather and sun hazards) [PS, CT]

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Student: “I wear a helmet when I ride my bike. I wear sunscreen and a hat in the summer. I never swim alone. I only take medicine if my parents/caregivers give it to me.”

Teacher: “How do you cross the road safely?”

Student: “I cross where there is a traffic light or a crosswalk, or at a corner. I look carefully both ways to make sure no cars are coming before crossing. I make sure that the drivers can see me, and that I am not hidden by bushes or cars.”

Teacher: “What can you do to stay safe in the kitchen?”

Student: “I make sure an adult is with me when I’m doing things in the kitchen. I do not use a knife or other sharp tools on my own, and I don’t touch cleaners and products that are marked with danger symbols.”

#### Substance Use, Addictions, and Related Behaviours

C3.2 identify habits and behaviours (e.g., excessive screen time or video game usage, smoking) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives [PS]

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Student: “Spending too much time watching television or playing computer games keeps us from getting all the physical activity we need. We can play outside after school instead. Smoking is bad for you, and so is breathing smoke that is in the air when other people are smoking. We can ask people not to smoke around us. It is against the law for people to smoke in cars when there are children in the car.”

### GROWTH AND DEVELOPMENT (1998) (Table from page 83)

#### OVERALL EXPECTATION

**By the end of Grade 1, students will:**

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

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#### SPECIFIC EXPECTATIONS

**By the end of Grade 1, students will:**

- describe simple life cycles of plants and animals, including humans;
- recognize that rest, food, and exercise affect growth;
- identify the major parts of the body by their proper names.


# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Arts

## GRADE 1 - The Arts

Student's  
Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs  
Improvement      Satisfactory      Good      Excellent

**A. DANCE**

**OVERALL EXPECTATIONS**

**By the end of Grade 1, students will:**

- A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;  
A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;  
  
A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.


**SPECIFIC EXPECTATIONS**

**A1. Creating and Presenting**

**By the end of Grade 1, students will:**

- A1.1 use movements that are part of their daily experience in a variety of ways in dance phrases (e.g., alter and exaggerate movements based on even rhythms such as walking, galloping, and swimming, and on uneven rhythms such as skipping and jumping; amplify and modify percussive movements such as the movement of a clock ticking or the sustained hold of a cat stretching)  
A1.2 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 (e.g., use the entire body [crouch, slump] and body parts [folded arms, bowed head] to express an idea such as deep thought)  
A1.3 create dance phrases using a variety of ways to connect movements (e.g., connect a melt and a spin using a non-locomotor movement; connect a walk and a skip [locomotor movements] with a circle [pathway])  
A1.4 use varied and/or contrasting body shapes to communicate different types of messages (e.g., a high level and open, expansive shape to show dominance; a closed huddled shape to show that you are holding a treasured or secret object)


**A2. Reflecting, Responding, and Analysing**

**By the end of Grade 1, students will:**

- A2.1 describe differences they observe when various movements from daily life are used as the basis or stimulus for movements in a dance phrase (e.g., describe ways in which everyday actions and movements such as skipping on the playground, walking to school, brushing their teeth, or getting dressed are changed when they are used in a dance phrase)  
A2.2 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 (e.g., standing versus kneeling body bases can communicate differences in power; curved versus straight shapes can communicate contrasting emotions)  
A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members (e.g., using connecting movements; working collaboratively in groups to create dance phrases incorporating everyone's ideas; watching peer performances attentively and asking relevant questions)


**A3. Exploring Forms and Cultural Contexts**

**By the end of Grade 1, students will:**

- A3.1 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 (e.g., describe traditional dances they have seen to a partner [Chinese ribbon dance, Highland fling, powwow dance styles])  
A3.2 identify and describe dance experiences in their own lives and communities (e.g., At home: dancing or moving to a favourite song/story; seeing dance on television or in a movie DVD; At school: playing at recess; In the community: dancing or observing dances at weddings, parties, cultural celebrations)


**B. DRAMA**

**OVERALL EXPECTATIONS**

**By the end of Grade 1, students will:**

- B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;  
B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;  
B3. Exploring Forms and Cultural Contexts: 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.


**SPECIFIC EXPECTATIONS**

**B1. Creating and Presenting**

**By the end of Grade 1, students will:**

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Arts

B1.1 engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places (e.g., retell and enact nursery and other childhood rhymes, stories, or narratives from picture books; use movement and voice to explore the thoughts of a familiar folk tale character in a variety of situations; use guided imagery and descriptive language to explore what a character might feel and experience in a story setting or picture; use group role play to explore alternative


B1.2 demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played (e.g., use facial expressions, body movement, and words to respond in role to scenarios and questions; express different points of view after reading a picture book about issues of belonging and discrimination; work with a partner to create a short scene that shows the importance of acceptance, understanding, and inclusion)

B1.3 plan and shape dramatic play by building on the ideas of others, both in and out of role (e.g., In role: add ideas to the dramatic play that reflect the knowledge and experience of the role that is being played [such as a scientist mentioning an experiment or a journalist mentioning an

interview]; create and share scenes from their own experiences; Out of role: work in a group to plan and prepare a scene and ask follow-up questions such as “How could we make this clearer? What changes can we make to help our story be understood?”; describe the sort of person who might own a particular found object such as a bag or a coat)

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

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**B2. Reflecting, Responding, and Analysing**

By the end of Grade 1, students will:

B2.1 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 (e.g., in oral discussion, relate themes about family relationships or friendships to their own lives; after viewing a play or clip of a movie dealing with family issues [such as Cinderella or Princess Mononoke], contribute to a class journal entry or draw a picture to show the feelings of one or more of the characters – a stepsister, Cinderella, the m


B2.2 demonstrate an understanding of how the element of character/role is used in shared classroom drama experiences and theatre to communicate meaning (e.g., to provide important information in a situation; to represent a particular perspective/point of view; to change the direction of the plot; to symbolize an idea such as friendship)

B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members (e.g., using personal experience and imagination to extend ideas in the drama; building on their own or others’ ideas)

**B3. Exploring Forms and Cultural Contexts**

By the end of Grade 1, students will:

B3.1 identify and describe drama and theatre forms, events, and activities that they experience in their home, school, and community (e.g., favourite television or computer programs and characters, imaginative play with action figures, dramatic play, attending plays and celebrations, interacting with picture books, storytelling)


B3.2 demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world (e.g., contribute to a class scrapbook about characters such as trolls/faeries, trickster themes in Nanabush stories [from Native folklore] and Anansi stories [from West African folklore])

**C. MUSIC**

**OVERALL EXPECTATIONS**

By the end of Grade 1, students will:

C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.


**SPECIFIC EXPECTATIONS**

**C1. Creating and Performing**

By the end of Grade 1, students will:

C1.1 sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods (e.g., play a simple rhythmic ostinato on a drum or tambourine to accompany singing; match pitches in echo singing)

C1.2 apply the elements of music when singing, playing, and moving (e.g., duration: while singing a familiar song, clap the rhythm while others pat the beat, and on a signal switch roles)


C1.3 create compositions for a specific purpose and a familiar audience (e.g., use the notes “mi”, “so”, and “la” to create a melodic phrase that answers a sung question; use rhythm instruments, body percussion, or everyday objects to create an accompaniment to a story or song; use short rhythmic phrases in improvised answers to clapped questions)

C1.4 use the tools and techniques of musicianship in musical performances (e.g., sing with relaxed but straight posture and controlled breathing; rehearse music to perform with others)

C1.5 demonstrate understanding that sounds can be represented by symbols (e.g., show rhythm and beat with manipulatives such as math cubes or Popsicle sticks; use devised, or invented, forms of musical notation, or simple forms of standard musical notation)

**C2. Reflecting, Responding, and Analysing**

By the end of Grade 1, students will:

C2.1 express initial reactions and personal responses to musical performances in a variety of ways (e.g., move like an animal of which the music reminds them)

C2.2 describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create (e.g., the tempo and dynamics of a lullaby, the beat and rhythm of a march, the sound quality of a trumpet in a fanfare)

C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members (e.g., singing in unison, providing constructive feedback and suggestions for a classmate’s or guest performer’s performance)

**C3. Exploring Forms and Cultural Contexts**

By the end of Grade 1, students will:


# Grade 1 Ontario Curriculum Tracking Template – Grade 1 Arts

C3.1 identify and describe musical experiences in their own lives (e.g., list the places and times within a day when they hear or perform music; describe various times when they sing, play, and move to music in school, at home, and in the community)  
 C3.2 identify a variety of musical pieces from different cultures through performing and/or listening to them (e.g., folk songs, songs for celebrations, ceremonial music from Canadian and world sources)


## D. VISUAL ARTS

### OVERALL EXPECTATIONS

**By the end of Grade 1, students will:**

D1. Creating and Presenting: apply the creative process (see pages 19–22) 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;  
 D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;  
 D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.


### SPECIFIC EXPECTATIONS

#### D1. Creating and Presenting

**By the end of Grade 1, students will:**

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences (e.g., a tempera painting that communicates their feelings about a special occasion or event such as a fair or a parade; a sculpture of a favourite musical instrument made with found objects; a watercolour painting of a favourite part of the schoolyard; an assemblage in which images and objects from home and school are used to represent special memories)


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


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


D1.4 use a variety of materials, tools, and techniques to respond to design challenges (e.g.,

- drawing: use wax crayon or oil pastel lines on coloured paper to express their responses to different kinds of music or rhythm
- mixed media: use torn paper and textured materials to create a landscape collage of a playground that includes a horizon line
- painting: create paint resists that are made with wax crayon on paper, using rubbing plates that have a variety of textures [e.g., bumpy, wavy] to create imaginary creatures inspired by the artistic style of Eric Carle
- printmaking: use cut sponge or cardboard and paint stamping to make a pattern of geometric and organic shapes
- sculpture: use glued or taped scrap wood to build a wood block sculpture of an imaginary geometric machine)

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

**By the end of Grade 1, students will:**

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


D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work (e.g., explain how repeated lines and shapes are used to depict the texture of snake, lizard, leopard, or dinosaur skin; classify images on a topic, and, focusing on a dominant element, use the images to explain that there are many different ways of approaching the same subject)


use some of these shapes to make a collage that depicts the music, a musical instrument, and the mood of the music?"

D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art (e.g., green is associated with nature and sometimes with envy or illness in the West; red is associated with stopping [traffic lights] in the West, luck in China, success in Cherokee culture, mourning in South Africa)


D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art (e.g., discuss what they think is good about works in their art folder during conferences with their teacher; do a think-pair-share on their favourite part of one of their art works)


#### D3. Exploring Forms and Cultural Contexts

**By the end of Grade 1, students will:**

D3.1 identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences (e.g., illustrations in picture books, designs of various toys, patterns on clothing or other textiles, classroom visits by artists, student displays at their school, visits to galleries)


D3.2 demonstrate an awareness of a variety of works of art from diverse communities, times, and places (e.g., iconic architecture they have seen either in pictures or in real life, such as the CN Tower, the Eiffel Tower, the Taj Mahal; comics from different countries; decorations or patterns on crafts or old artefacts; contemporary and ancient clay sculptures; paintings of family or community events from different cultures or from previous eras)


**GRADE 1 - French Immersion Language**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

**Grade 1: Oral Communication, Reading, and Writing**

Needs Improvement      Satisfactory      Good      Excellent

**Overall Expectations**

**By the end of Grade 1, student will:**

- \* listen and respond to short, simple spoken texts and media works;
- \* talk about familiar topics, using simple vocabulary and expressions;
- \* read short, simple written materials and demonstrate understanding through oral and very brief written responses;
- \* produce short, simple pieces of writing, following appropriate models;
- \* identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.


**Specific Expectations**

**Oral Communication Listening**

**By the end of Grade 1, students will:**

- \* follow instructions to perform simple tasks;
- \* demonstrate an understanding of short, simple spoken texts and media works (e.g., stories, songs, audiotapes, videos) (e.g., by answering short, simple questions; acting out the words of a song; illustrating the events described);
- \* identify rhymes and word patterns in familiar contexts (e.g., poems, comptines, songs);
- \* recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.


**Speaking**

**By the end of Grade 1, students will:**

- \* repeat and recite a variety of short, simple spoken texts (e.g., poems, comptines, songs) to develop vocabulary, pronunciation, and knowledge of language structures;
- \* ask and answer simple questions about familiar topics (e.g., classroom routines, the school environment, the weather);
- \* use visual cues (e.g., gestures, facial expressions) to communicate needs and express feelings;
- \* use simple vocabulary and language structures to communicate needs and express likes and dislikes;
- \* listen and react to stories (e.g., comment on events, characters) and recount personal experiences;
- \* dramatize stories, using their own words and appropriate expressions and gestures.


**Application of Language Conventions**

**By the end of Grade 1, students will:**

- \* recognize and use appropriate language structures in oral communication activities;
- \* pronounce familiar vocabulary correctly;
- \* recognize and use masculine and feminine word endings in adjectives (e.g., grand/grande, rond/ronde, petit/petite).


**Reading Comprehension and Response to Text**

**By the end of Grade 1, students will:**

- \* read a variety of short, simple written materials (e.g., signs, pattern books, rhymes) for different purposes (e.g., to obtain information, build vocabulary);
- \* express their reactions to texts read independently (e.g., say what they like or dislike about a story);
- \* respond to written materials, relating the content to their own knowledge and experience;
- \* follow simple written instructions (e.g., on labels, diagrams);
- \* demonstrate an understanding of simple texts (e.g., answer questions, identify key information);
- \* extend their understanding of a story through follow-up activities (e.g., illustrate a character or an action, role play);
- \* identify ways in which different kinds of written materials are organized (e.g., stories, poems, comptines);
- \* identify the key elements of a story (e.g., plot, characters).


**Application of Language Conventions:**

**By the end of Grade 1, students will:**

- \* recognize and use appropriate language structures in their response to written texts;
- \* use reading strategies (e.g., visual cues, language and word patterns, phonics, word lists) to determine the meaning of unfamiliar vocabulary;
- \* read aloud, observing the rules of pronunciation and intonation;
- \* recognize and use punctuation as an aid to comprehension;
- \* use some basic conventions of text (e.g., illustrations, headings, page numbers) to find information.


**Writing Communication of Information and Ideas**

# Grade 1 Ontario Curriculum Tracking Template – Grade 1 French Immersion

**By the end of Grade 1, students will:**

- \* list key words related to a topic;
- \* create short written texts for specific purposes (e.g., a story, an invitation, a description), following a model;
- \* organize information so that the writing conveys a clear message (e.g., describe events in proper sequence);
- \* write brief texts to explain a picture or photograph.


**Application of Language Conventions**

**By the end of Grade 1, students will:**

- \* use appropriate language structures in their writing;
- \* use and spell correctly the vocabulary appropriate for this grade level;
- \* print legibly, using capitals and small letters and leaving spaces between words;
- \* use simple but complete sentences in their writing;
- \* use capitals at the beginning of sentences and periods at the end of sentences;
- \* use appropriate resources to verify spelling (e.g., word lists, personal dictionaries).


**Language Structures**

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

- \* personal pronouns je, tu, il, elle, nous, vous, ils, elles
- \* agreement of definite articles (le, la, l', les) and indefinite articles (un, une, des) with nouns
- \* addition of "s" to form the plural of nouns (e.g., un enfant/des enfants)


Verbs

- \* présent of avoir, être, and regular -er verbs
- \* aller + infinitive to form the futur proche (e.g., Je vais marcher.)


Adjectives

- \* position and agreement, in gender and number, of regular adjectives with nouns (e.g., le chat noir, la voiture noire, les crayons noirs, les plumes noires)

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Prepositions and Conjunctions

- \* preposition de to indicate possession
- \* use of avec
- \* prepositions of place au, à la, à l'\_, aux, chez, dans, sur, sous


Interrogative Constructions

- \* questions starting with est-ce que
- \* questions indicated by rising intonation (e.g., Tu viens?)
- \* questions starting with question words quand, qui, combien, où


Sentence Structure

- \* simple sentences consisting of subject + verb + object (e.g., J'aime mon chat.)

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**GRADE 1 - Native Language**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher Tracking:

Needs Improvement    Satisfactory    Good    Excellent

**Grade 1: Oral Communication, Reading, and Writing**

**Overall Expectations**

**By the end of Grade 1, students will:**

- + demonstrate basic communication skills;
- + talk about familiar topics using simple words;
- + use both verbal and non-verbal cues to understand spoken language;
- + demonstrate a basic understanding of vocabulary and language structures appropriate for this grade;
- + demonstrate a basic understanding of the reading process;
- + demonstrate a basic understanding of the writing system used in the program;
- + demonstrate an appreciation and understanding of aspects of the Native culture under study.<sup>4</sup>


**Specific Expectations**

**Oral Communication**

**By the end of Grade 1, students will:**

- + talk about familiar topics using basic vocabulary (e.g., identify members of the family);
- + demonstrate basic communication skills by participating in simple activities (e.g., work with peers to classify objects in the classroom by colour);
- + follow simple instructions (e.g., by making a physical response - see Total Physical Response (TPR) in "Explanatory Notes");
- + respond appropriately to simple questions (e.g., Who are you? When are you going? Where are you going?);
- + listen to simple oral messages using both verbal and non-verbal cues (e.g., tone of voice, facial expression, gestures).


**Reading**

**By the end of Grade 1, students will:**

- + demonstrate familiarity with the writing system used in the program (alphabet or syllabics chart);
- + read simple words, using the alphabet or syllabics chart, pictures, and other visual aids;
- + participate in structured reading activities appropriate for the grade (e.g., read the alphabet or syllabics chart, match words to pictures);
- + use pictures and other visual cues to develop reading skills;
- + recognize words and language structures that have been introduced orally;
- + read familiar words aloud using pictures.


**Writing**

**By the end of Grade 1, students will:**

- + demonstrate a basic understanding of the writing system used in the program (alphabet or syllabics chart);
- + write the letters of the alphabet or syllabic characters correctly;
- + write simple words, using the alphabet or syllabics chart, pictures, and other visual aids;
- + demonstrate an understanding of words introduced orally by creating vocabulary lists for specific topics (e.g., words associated with the family, special days).


**Grammar, Language Conventions, and Vocabulary**

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

