

CURRICULUM MAPS FOR GRADE 1**CONTENTS:**

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|-----------------|-----------------|-------------------------|----------|
| Subject: | Religion | Grade: | 1 |
| Unit: | Title: | We Belong To God | |
| Topic: | | | |

| Concept / Values | Course outcomes | Permeation outcomes | | |
|--|--|----------------------------|--------------------|---------------------------|
| | | Task: | Virtue: | Value: |
| Welcome! You belong. | | | | |
| | To help children become aware that they are welcome in the group | 2-1 | Charity | Friendship |
| | To create a sense of belonging to the group through shared experiences | 1-4 | Charity | Respect |
| | To express belonging to one another | 2-1 | Justice | Respect |
| | To grow in awareness of belonging to family and friends | 2-3 | Charity | Cooperation |
| | To prepare a celebration | 3-1 | Charity | Kindness Empathy |
| | To celebrate our belonging with family and friends | 3-1 4-8 | Charity | Friendship cooperation |
| Jesus welcomes us | | | | |
| | To explore experiences of being with adults who welcome us | 2-1 | Justice Charity | Respect |
| | To discover Jesus as someone who welcomes children | 1-7 | Faith, charity | Respect Friendship |
| | To come to know Jesus as friend | 4-2 | Faith, charity | friendship |
| | To discover that Jesus wants a world of friends | 1-4 | Justice, charity | Kindness Empathy |
| | To meet Jesus as storyteller | 1-7 | Faith | Friendship |
| | To hear Jesus tell us that we are his friends | 4-2 | Faith, charity | Friendship |
| We hear the story of God Through Jesus | | | | |
| | To appreciate the Bible as a book of stories | 1-1 | Faith | Respect |
| | To come to know the God Jesus loved | 3-1 | Faith | Friendship |
| | To celebrate the Bible as God's word | 1-2 | Faith | Respect |
| | To deepen a sense of reverence for God's book | 1-7 | Faith | Respect |
| | To deepen the children's appreciation of God | 4-1 | Charity | Friendship |
| | To recognize God and Jesus in the image of the good shepherd | 3-1 | Hope | Courage |
| God dwells among us | | | | |
| | To treasure the gift of motherhood | 1-6,4,5 | Charity | Respect |
| | To discover how God chose Mary to give us Jesus | 1-6,4,5 | Faith, justice | Fortitude |
| | To enter into Advent as a time of anticipation | 4-2 | Hope | Self disciplin |
| | To appreciate the good news of "God with us" | 1-4 4-2 | Faith | Friendship |
| | To appreciate God's desire to be with us | 4-2 | Faith Hope | Friendship |
| | To celebrate Advent | 4-2 | Hope | Integrity |

| Concept / Values | Course outcomes | Permeation outcomes | | |
|---------------------------|--|----------------------------|-------------------------------|--|
| | | Task: | Virtue: | Value: |
| I'll always be with you | | | | |
| | To savour the Christmas story | 4-2 | Hope, faith | Integrity |
| | To enter into Epiphany | 4-2 | Faith | Motivation Initiative |
| | To explore experiences of caring | 1-4 1-7 2-7,3 | Charity Justice | Kindness Empathy |
| | To recognize how God cares for us | 1-7 2-2 | Charity fortitude | Kindness Empathy |
| | To express wonder, praise and thanks for God as Creator | 1-7,1-2 2-2,4-2 | Faith, justice, Temperance | respect |
| | To explore all of creation as gift from God | 1-1 | Faith, temperance | Respect |
| Hollowed be your name | | | | |
| | To discover how and why our names are so important | 2-3 | Justice | Cooperation |
| | To appreciate that God loves us and calls us by name | 2-2,2-3 | Prudence, Justice | Cooperation |
| | To explore images of God | 2-1,3-1 | Faith | Integrity, empathy |
| | To come to know Jesus' image of God | 3-2 1-4,1-7 | Faith | Integrity Respect |
| | To experience and explore ways we talk with those we love | 4-8 | Charity courage | Cooperation, honesty, friendship |
| | To learn to pray the Our Father | 2-2,2-3 4-8 | Faith | Integrity Self discipline |
| Your will be done | | | | |
| | To experience meals as an expression of belonging | 2-3 | Justice | Cooperation |
| | To discover how Jesus included everyone | 2-2 2-3 | Prudence Justice | Cooperation |
| | To reflect on ways Jesus shows his love for us | 2-3 | Prudence | Respect |
| | To hear and respond to Jesus' invitation to love as he loved | 2-3 | Justice | Motivation, Initiative |
| | To grow in the awareness of belonging | 3-1 3-5 | Justice Fortitude | Integrity |
| | To understand God's desire for everyone to be friends | 2-1 | Justice | friendship |
| We belong to God's family | | | | |
| | To reflect on how difficult it is to love one another | 2-8 | Justice | Kindness Empathy |
| | To see Jesus as someone who accepts us and invites us to become more loving people | 1-3 1-4 | Justice | Kindness Empathy |
| | To explore the need to receive and give forgiveness | 2-4 2-8 | Justice Fortitude | Courage |
| | To see Jesus' life as forgiving | 2-4,2-8 | Prudence | Kindness |
| | To reflect on what it means to love fully | 1-4 | Prudence | Kindness empathy |
| | To see Jesus' life and death as God's love for us | 2-2,2-5 | Prudence | courage |
| Concept / | Course outcomes | Permeation outcomes | | |

| Values | | Task: | Virtue: | Value: |
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| The Holy Spirit gathers us into God's circle of friends | | | | |
| | To celebrate the resurrection of Jesus and his new life | 3-2 | Prudence | Responsibility |
| | To reflect on the promise of new life after death | 3-2,3-3 | Prudence | Responsibility |
| | To deepen appreciation of baptism | 3-5 | Prudence | Integrity |
| | To become aware of new life through water and the Spirit | 3-1 | Prudence | integrity |
| | To deepen appreciation of belonging to the Christian Community | 3-5 | Prudence | Respect Integrity |
| | To celebrate belonging to the family of God through baptism | 3-5 | Justice | Motivation Initiative |
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| We are born of the Spirit | | Task: | Virtue: | Value: |
| | To come to know the Holy Spirit as the life of God within us | 1-8,1-9 3-3 | Faith Fortitude | Respect Self discipline |
| | To see the Christian community as people who share the life of God: Father, Son and Holy Spirit | 1-3 2-5 | Charity courage | Cooperation kindness |
| | To remember the story of God | 1-1 1-2 | Faith | Responsibility Integrity |
| | To proclaim our belief | 1-10 3-2 | Faith Charity | Courage Integrity |
| | To prepare a celebration of belonging | 3-1 | Faith, hope Charity | cooperation |
| | To celebrate our belonging to God's family | 3-1 | Faith, hope | Respect, kindness |

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| Subject: | English Language Arts | Grade: | 1 |
| Unit: | | Title: | |
| Topic: | | | |

| Concept / Values | Course outcomes | Permeation outcomes | | |
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| | | Task: | Virtue: | Value: |
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| General Outcome 1 | | | | |
| Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences | | | | |
| 1.1 Discover and Explore | | | | |
| Express ideas and develop understanding | | Task: | Virtue: | Value: |
| | share personal experiences that are clearly related to oral, print and other media texts | 1-2 | Faith | Respect |
| | talk with others about something recently learned | 2-2 | Charity | Stewardship |
| | make observations about activities, experiences and oral, print and other media texts | 1-7 4-7 | Faith | Responsibility Integrity |
| Experiment with language and forms | | | | |
| | experiment with different ways of exploring and developing stories, ideas and experiences | 1-1 1-7 | Hope | Respect |
| Express preferences | | | | |
| | express preferences for a variety of oral, print and other media texts | 2-1 | Fortitude | Courage Honesty |
| Set goals | | | | |
| | choose to read and write for and with others | 2-9 | Justice Charity | Stewardship Empathy |
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| 1.2 Clarify and Extend | | | | |
| Consider others' ideas | | Task: | Virtue: | Value: |
| | listen and respond appropriately to experiences and feelings shared by others | 2-3 | Charity Justice | Integrity Respect |
| Combine ideas | | | | |
| | group ideas and information into categories determined by an adult | 4-6 4-8 | Temperance | Cooperation Responsibility Integrity |
| Extend understanding | | | | |
| | ask questions to get additional ideas and information on topics of interest | 1-1 2-9 | Hope Prudence | Perseverance Motivation |
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| General Outcome 2 | | | | |
| Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts | | | | |
| 2.1 Use Strategies and Cues | | | | |
| Use prior knowledge | | Task: | Virtue: | Value: |
| | use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning | 1-7 4-3 | Faith Prudence | Self-discipline Honesty |
| | use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts | 4-all | Prudence Faith | Integrity Honesty |
| | use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and | 1-1 1-7 | Faith | Integrity Responsibility Self-discipline |

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| | confirm meaning | | | |
| | use knowledge of print, pictures, book covers and title pages to construct and confirm meaning | 1-1 1-7 | Faith | Integrity Responsibility Self-discipline |
| Use comprehension strategies | | | | |
| | use language prediction skills to identify unknown words within the context of a sentence | 1-1 | Hope | Perseverance |
| | use a variety of strategies, such as making predictions, rereading and reading on | 2-1 | Temperance | Perseverance Self-control |
| | talk about print or other media texts previously read or viewed | 1-3 4-4 | Prudence | Cooperation |
| | identify the main idea or topic of simple narrative and expository texts | 1-7 4-6 | Faith Prudence | |
| | identify by sight some familiar words from favourite print texts | | Faith | Self-discipline Perseverance Responsibility |
| | identify high frequency words by sight | | Faith | Self-discipline Perseverance Responsibility |
| | read aloud with some fluency and accuracy, after rehearsal | | Faith Fortitude | Perseverance Self-discipline Responsibility |
| | self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge | | Charity Faith | Forgiveness Self-discipline Responsibility |
| Use textual cues | | Task: | Virtue: | Value: |
| | preview book cover, pictures and location of text to assist with constructing and confirming meaning | 1-1 1-2 | Faith Fortitude | Responsibility Perseverance |
| | use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading | 1-1 1-2 | Faith Fortitude | Responsibility Perseverance |
| Use phonics and structural analysis | | | | |
| | segment and blend sounds in words spoken or heard | 1-1 1-2 | Faith Fortitude | Responsibility Perseverance |
| | use phonic knowledge and skills to read unfamiliar words in context | 1-1 1-2 | Faith Fortitude | Responsibility Perseverance |
| | use analogy to generate and read phonically regular word families | 1-1 1-2 | Faith Fortitude | Responsibility Perseverance |
| | associate sounds with letters and some letter clusters | 1-1 1-2 | Faith Fortitude | Responsibility Perseverance |
| Use references | | | | |
| | use a displayed alphabet as an aid when writing | 1-1 1-2 | Faith Fortitude | Responsibility Perseverance |
| | use personal word books, print texts and environmental print to assist with writing | 1-1 1-2 | Faith Fortitude | Responsibility Perseverance |
| | name and match the upper and lower case forms of letters | 1-1 1-2 | Faith Fortitude | Responsibility Perseverance |
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| 2.2 Respond to Texts | | | | |
| Experience various texts | | Task: | Virtue: | Value: |
| | participate in shared listening, reading and viewing experiences, using oral, print and other media texts | 1-2 3-1 | Justice Faith | Respect Cooperation |

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| | from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons | | | Self-discipline |
| | illustrate and enact stories, rhymes and songs | 1-7 3-3 | Faith | Respect |
| | remember and retell familiar stories and rhymes | 1-7 3-3 | Faith | Respect |
| Construct meaning from texts | | Task: | Virtue: | Value: |
| | relate aspects of stories and characters to personal feelings and experiences | 3-1 1-7 | Prudence Justice | Responsibility Integrity |
| | retell interesting or important aspects of oral, print and other media texts | 1-7 3-3 | Faith | Respect |
| | tell or represent the beginning, middle and end of stories | 1-1 | Faith Prudence | Perseverance |
| | tell, represent or write about experiences similar or related to those in oral, print and other media texts | 1-1 | Faith Prudence | Perseverance |
| | tell what was liked or disliked about oral, print and other media texts | 2-2 | Prudence Charity | Integrity Stewardship Respect |
| Appreciate the artistry of texts | | | | |
| | identify how words can imitate sounds and create special effects | 4-2 4-3 | Charity Faith | Celebration Praise |
| | experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts | 4-2 4-3 | Charity Faith | Celebration Praise |
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| 2.3 Understand Forms, Elements and Techniques | | | | |
| Understand forms and genres | | Task: | Virtue: | Value: |
| | distinguish differences in the ways various oral, print and other media texts are organized | 1-1 1-2 3-3 | Prudence | Respect Cooperation |
| | identify various forms of media texts | 1-1 1-2 3-3 | Prudence | Respect Cooperation |
| Understand techniques and elements | | | | |
| | know that stories have beginnings, middles and endings | 1-1 | Faith Prudence | Perseverance |
| | tell what characters do or what happens to them in a variety of oral, print and other media texts | 1-7 | Faith Justice | Respect Empathy |
| Experiment with language | | | | |
| | demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play | 4-2 4-3 | Charity Faith | Celebration Praise |
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| 2.4 Create Original Text | | | | |
| Generate ideas | | Task: | Virtue: | Value: |
| | generate and contribute ideas for individual or group oral, print and other media texts | 3-2 3-3 | Fortitude Justice | Responsibility Motivation Initiative Cooperation |
| Elaborate on the expression of ideas | | | | |
| | change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and | 4-2 4-3 | Charity Faith | Celebration Praise |

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| | other oral, print and other media texts | | | |
| Structure texts | | | | |
| | write, represent and tell brief narratives about own ideas and experiences | 1-2 1-5 | Fortitude Faith | Celebration Integrity |
| | recall and retell or represent favourite stories | 1-7 3-1 | Faith | Responsibility Celebration |
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| 3.1 Plan and Focus | | | | |
| Focus attention | | Task: | Virtue: | Value: |
| | explore and share own ideas on topics of discussion and study | 1-1 to 1-7 | Prudence Fortitude | Cooperation Integrity |
| | connect information from oral, print and other media texts to topics of study | 1-1 to 1-7 | Prudence Fortitude | Cooperation Integrity |
| Determine information needs | | | | |
| | ask and answer questions to satisfy information needs on a specific topic | 1-1 to 1-7 | Prudence Fortitude | Cooperation Integrity |
| Plan to gather information | | | | |
| | follow spoken directions for gathering ideas and information | 1-1 to 1-7 | Prudence Fortitude | Cooperation Integrity |
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| 3.2 Select and Process | | | | |
| Use a variety of sources | | Task: | Virtue: | Value: |
| | find information on a topic using a variety of sources, such as picture books, concept books, people and field trips | 1-2 3-1 | Prudence Justice | Integrity Respect |
| Access information | | | | |
| | use text features, such as illustrations, titles and opening shots in video programs, to access information | 1-2 3-1 | Prudence Justice | Integrity Respect |
| | use questions to find specific information in oral, print and other media texts | 1-2 3-1 | Prudence Justice | Integrity Respect |
| | understand that library materials are organized systematically | | | Stewardship Responsibility |
| Evaluate sources | | | | |
| | match information to research needs | 1-1 | Prudence Justice | Integrity Honesty |
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| 3.3 Organize, Record and Evaluate | | | | |
| Organize information | | Task: | Virtue: | Value: |
| | identify or categorize information according to sequence, or similarities and differences | 1-1 1-2 | Prudence | Respect Cooperation |
| | list related ideas and information on a topic, and make statements to accompany pictures | 1-1 1-2 | Prudence | Respect Cooperation |
| Record information | | | | |
| | represent and explain key facts and ideas in own words | 1-7 | Prudence | Honesty Integrity |
| Evaluate information | | | | |
| | recognize and use gathered information to communicate new learning | 4-3 2-6 | Fortitude Justice | Motivation Initiative |
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| 3.4 Share and Review | | | | |
| Share ideas and information | | Task: | Virtue: | Value: |
| | share ideas and information from oral, print and other | 4-3 | Charity | Celebration |

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| | media texts with familiar audiences | 2-5 | | Praise Respect Empathy |
| | answer questions directly related to texts | 1-5 | Prudence | Perseverance Motivation Integrity |
| Review research process | | | | |
| | talk about information gathering experiences by describing what was interesting, valuable or helpful | 4-3 2-6 | Charity | Empathy Celebration |
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| General Outcome 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication | | | | |
| 4.1 Enhance and Improve | | | | |
| Appraise own and others' work | | Task: | Virtue: | Value: |
| | ask or respond to questions or comments related to the content of own or others' pictures, stories or talk | 1-7 4-4 | Charity Prudence | Empathy Respect Kindness |
| Revise and edit | | | | |
| | rephrase by adding or deleting words, ideas or information to make sense | 4-4 2-5 | Prudence Justice Temperance | Self-discipline Perseverance |
| | check for obvious spelling errors and missing words | 2-3 | Prudence Justice Temperance | Perseverance Courage Responsibility |
| Enhance legibility | | | | |
| | print letters legibly from left to right, using lines on a page as a guide | 2-3 | Prudence Justice Temperance | Perseverance Courage Responsibility |
| | use appropriate spacing between letters in words and between words in sentences | 2-3 | Justice Prudence Temperance | Perseverance Courage Responsibility |
| | explore and use the keyboard to produce text | 2-3 | Temperance Justice Prudence | Perseverance Courage Responsibility |
| Expand knowledge of language | | | | |
| | identify and use an increasing number of words and phrases related to personal interests and topics of study | 2-3 | Prudence Justice Temperance | Perseverance Courage Responsibility |
| | experiment with letters, sounds, words and word patterns to learn new words | 2-3 | Justice Prudence Temperance | Perseverance Courage Responsibility |
| Enhance artistry | | | | |
| | use words and pictures to add sensory detail in oral, print and other media texts | 1-1 2-1 4-4 | | Celebration Praise |
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| 4.2 Attend to Conventions | | | | |
| Attend to grammar and usage | | Task: | Virtue: | Value: |
| | speak in complete statements, as appropriate | 2-3 | Prudence Justice Temperance | Perseverance Courage Responsibility |
| | write simple statements, demonstrating awareness of capital letters and periods | 2-3 | Prudence Justice | Perseverance Courage |

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| | communities | 3-4 3-5 4-6 | | Cooperation Empathy |
| Celebrate accomplishments and events | | | | |
| | share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments | 4-8 1-7 | Charity | Celebration Praise Respect |
| Use language to show respect | | | | |
| | use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns | 1-4 4-6 | Charity Prudence Justice Fortitude | Respect Empathy Cooperation Self-discipline |
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| 5.2 Work within a Group | | | | |
| Cooperate with others | | Task: | Virtue: | Value: |
| | work in partnerships and groups | 1-4 4-6 1-1 2-8 | Justice Charity | Cooperation Friendship Respect |
| | help others and ask others for help | 1-4 4-6 1-1 2-8 | Justice Charity | Cooperation Friendship Respect |
| Work in groups | | | | |
| | ask questions and contribute ideas related to class investigations on topics of interest | 1-4 4-6 1-1 2-8 | Justice Charity | Cooperation Friendship Respect |
| | take turns sharing ideas and information | 1-4 4-6 1-1 2-8 | Justice Charity | Cooperation Friendship Respect |
| Evaluate group process | | | | |
| | recognize personal contributions to group process | 2-4 2-3 2-5 | Temperance Charity | Responsibility Motivation |

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| Subject: | Science | Grade: | 1 |
| Unit: | | Title: | |
| Topic: | | | |

| Concept / Values | Course outcomes | Permeation outcomes | | |
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| SKILLS | | | | |
| 1 –1 Bring focus to investigative activities, based on their own questions and those of others. | | | | |
| 1-2 Describe materials and objects that have been observed and manipulated, and identify what was done and found out | | Permeation outcomes | | |
| | | Task: | Virtue: | Value: |
| Focus | ask questions that lead to exploration and investigation | 1-1 | Faith Prudence | Integrity Self-discipline Stewardship |
| | predict what they think will happen or what they might find | 1 | Prudence | Integrity |
| Explore and Investigate | manipulate materials and make observations that are relevant to questions asked | 1 | Prudence | Integrity |
| | identify materials used | 1 | Prudence | Integrity |
| | recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others | 1 | Prudence | Integrity |
| Reflect and Interpret | describe what was observed, using pictures and oral language | 1 | Prudence | Integrity |
| | identify questions being investigated and identify what was learned about each question | 1 | Prudence | Integrity |
| | identify new questions that arise from what was learned | 1 | Prudence | Integrity |
| 1-3 Construct, with guidance, an object that achieves a given purpose, using materials that are provided | | Permeation outcomes | | |
| | | Task: | Virtue: | Value: |
| Focus | identify the problem or task: What structure do we need to make? | 1 | Prudence | Integrity |
| Explore and Investigate | attempt, with guidance, one or more strategies to complete the task | 1 | Prudence | Integrity |
| | engage in all parts of the task | 1 | Prudence | Cooperation |
| | identify materials used | 1 | Prudence | Integrity |
| | recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others | 1 | Prudence | Integrity |
| Reflect and Interpret | describe the product of the activity, using pictures and oral language | 1 | Prudence | Integrity |
| | identify processes by which the product was made | 1 | Prudence | Motivation |
| | identify how the product might be used | 1 | Prudence | Stewardship |
| 1-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways | | Permeation outcomes | | |
| | | Task: | Virtue: | Value: |
| <i>Students will show growth in acquiring and applying the following traits:</i> | Curiosity | 1-2 2-9 | Faith | Motivation Initiative |
| | confidence in personal ability to explore materials and learn by direct study | 2-1 | Fortitude | Courage |
| | inventiveness | 1-1 | Faith Hope | Stewardship |
| | perseverance: staying with an investigation over a sustained period of time | 2-8 | Fortitude | Work & Perseverance |
| | appreciation of the value of experience and careful observation | 1-1 | Faith | Stewardship |
| | a willingness to work with others and to consider their ideas | 1-3 | Temperance | Kindness Empathy |

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| | a sense of responsibility for actions taken | 1-5 | Fortitude | Integrity Courage |
| | respect for living things and environments, and commitment for their care | 1-5 1-2 1-7 2-2 | Justice | Courage Respect |



Topic A: Creating Colour

| 1-5 Identify and evaluate methods for creating colour and for applying colours to different materials | | Permeation outcomes | | |
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| | | Task: | Virtue: | Value: |
| | Identify colours in a variety of natural and manufactured objects | 1-1 | Prudence | Integrity |
| | Compare and contrast colours, using terms such as lighter than, darker than, more blue, brighter than. | 1-1 1-10 4-6 | Hope | Stewardship |
| | Order a group of coloured objects, based on a given colour criterion | 1-1 1-10 4-6 | Fortitude | Stewardship |
| | Predict and describe changes in colour that result from the mixing of primary colours and from mixing a primary colour with white or with black. | 1-1 1-10 | Temperance | Stewardship |
| | Create a colour that matches a given sample, by mixing the appropriate amounts of two primary colours | 1-1 | Fortitude | Stewardship Praise & Celebration |
| | Distinguish colours that are transparent from those that are not. Students should recognize that some coloured liquids and gels can be seen through and are thus transparent and that other colours are opaque | 1-1 1-10 | Prudence | Stewardship Motivation Initiative |
| | Compare the effect of different thicknesses of paint. Students should recognize that a very thin layer of paint, or a paint that has been watered down, may be partly transparent. | 1-1 1-10 | Temperance | Stewardship Integrity |
| | Compare the adherence of a paint to different surfaces; e.g., different forms of papers, fabrics and plastics | 1-1 1-10 | Prudence | Stewardship |
| | Demonstrate that colour can sometimes be extracted from one material and applied to another; e.g., by extracting a vegetable dye and applying it to a cloth, by dissolving and transferring a water-soluble paint | 1-1 4-4 | Faith | Stewardship Work & Perseverance |
| | Demonstrate at least one way to separate sunlight into component colours | 1-1 4-4 | Faith | Stewardship Integrity |



Topic B: Seasonal Changes

| 1-6 Describe seasonal changes, and interpret the effects of seasonal changes on living things | | Permeation outcomes | | |
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| | | Task: | Virtue: | Value: |
| | Describe the regular and predictable cycle of seasonal changes: <ul style="list-style-type: none"> • changes in sunlight • changes in weather | 1-1 1-2 | Faith | Praise & Celebration Stewardship |
| | Identify and describe examples of plant and animal changes that occur on a seasonal basis: <ul style="list-style-type: none"> • changes in form and appearance • changes in location of living things • changes in activity; e.g., students should | 1-1 1-2 3-1 | Faith | Stewardship Praise & Celebration |

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| | <p>recognize that many living things go into a dormant period during winter and survive under a blanket of snow as a seed, egg or hibernating animal</p> <ul style="list-style-type: none"> production of young on a seasonal basis | | | |
| | Identify human preparations for seasonal change and identify activities that are done on a seasonal basis | 1-2 2-1 | Faith Charity | Praise & Celebration Stewardship |
| | Record observable seasonal changes over a period of time. | 1-1 | Faith | Praise & Celebration Stewardship |
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| Topic C: Building Things | | | | |
| 1-7 Construct objects and models of objects, using a variety of different materials | | 1-1 1-5 | Faith Fortitude Prudence | Work Perseverance Motivation Integrity Courage |
| 1-8 Identify the purpose of different components in a personally constructed object or model, and identify corresponding components in a related object or model | | Permeation outcomes Task: Virtue: Value: | | |
| | Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks: <ul style="list-style-type: none"> construct model buildings; e.g., homes (human, animal, from other cultures), garages, schools construct model objects; e.g., furniture, equipment, boats, vehicles construct toys; e.g., pop-ups, figures create wind- and water-related artifacts; e.g., dams, water wheels, boats | 1-1 2-9 | Justice Fortitude | Self-discipline Courage |
| | Identify component parts of personally constructed objects, and describe the purpose of each part | 2-2 | Hope Prudence | Integrity |
| | Compare two objects that have been constructed for the same purpose, identify parts in one object that correspond to parts in another, and identify similarities and differences between these parts | 2-4 2-5 | Charity Justice | Praise & Celebration Kindness Empathy |
| | Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artifact constructed | 1-1 2-9 | Faith Prudence | Respect Stewardship |
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| Topic D: Senses | | | | |
| 1-9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures | | | | |
| 1-10 Describe the role of the human senses and the senses of other living things, in enabling perception and action | | Permeation outcomes Task: Virtue: Value: | | |
| | Identify each of the senses, and explain how we use our senses in interpreting the world | 1-1 1-2 | Faith | Stewardship Praise & Celebration |
| | Identify ways that our senses contribute to our safety and quality of life | 2-4 | Hope Justice | Respect Courage |
| | Apply particular senses to identify and describe objects or materials provided and to describe living things and | 1-1 | Faith | Stewardship Praise & |

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| | environments. Students meeting this expectation will be able to describe characteristics, such as colour, shape, size, texture, smell and sound | | | Celebration |
| | Recognize the limitations of our senses, and identify situations where our senses can mislead us; e.g., feeling hot or cold, optical illusions, tasting with a plugged nose | 2-8 | Hope Prudence | Cooperation |
| | Recognize that other living things have senses, and identify ways that various animals use their senses; e.g., sensing danger, finding food, recognizing their own young, recognizing a potential mate | 4-4 | Faith | Respect Responsibility Courage Kindness & Empathy |
| | Describe ways that people adapt to limited sensory abilities or to the loss of a particular sense; e.g., colour blindness, inability to see objects at close range | 2-8 | Hope Prudence | Cooperation |
| | Describe ways to take care of our sensory organs, in particular, our eyes and ears | 1-1 | Faith Charity | Respect Self-discipline Stewardship Praise & Celebration |



Topic E: Needs of Animals and Plants

| 1–11 Describe some common living things, and identify needs of those living things | | Permeation outcomes | | |
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| | | Task: | Virtue: | Value: |
| | Observe, describe and compare living things | 1-1 | Prudence | Respect |
| | Contrast living and nonliving things | 1-1 | Justice | Respect |
| | Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter | 5-2 1-1 | Charity | Praise Stewardship Kindness Empathy |
| | Classify some common local plants and animals into groups on the basis of visible characteristics; e.g., adaptations for survival, such as claws, beaks, prickles | 5-2 1-1 | Faith | Work & Perseverance |
| | Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care | 6-2 1-4 | Charity Prudence | Stewardship Kindness Empathy |
| | Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care | 6-2 1-4 | Charity Prudence | Stewardship Responsibility |
| | Identify ways that land plants depend on soil. | 6-2 1-1 | Faith | Work & Perseverance |
| | Recognize that some plants and animals must adapt to extreme conditions to meet their basic needs; e.g., arctic and desert plants and animals | 1-1 | Faith | Respect |
| | Give examples of ways in which animals depend on plants and ways in which plants depend on animals; e.g., particular plants may serve as a source of food and shelter, animals may help spread pollen and seeds. | 1-1 | Faith | Cooperation Respect Praise & Celebration |

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| 1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry: | | Task: | Virtue: | Value: |
| | What are some familiar landmarks and places in my community? (CC, TCC) | | | |
| | Why are these landmarks and places significant features of the community? (CC, I, TCC) | | | |
| | What are some differences between rural and urban communities? (CC, LPP) | | | |
| | Where is my community on a map or on a globe? (LPP) | | | |

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

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| Subject: | Social Studies | | Grade: | 1 |
| Unit: | Topic 2 | Title: | | |
| Topic: | Moving Forward With The Past: My Family, My History and My Community | | | |

| Concept / Values | Course outcomes | Permeation outcomes | | |
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| | | Task: | Virtue: | Value: |
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| 1.2.1 appreciate how stories and events of the past connect their families and communities to the present: | | Task: | Virtue: | Value: |
| | recognize how their families and communities might have been different in the past than they are today (CC, TCC) | | | |
| | appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC) | | | |
| | recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I) | | | |
| | appreciate people who have contributed to their communities over time (CC, I, TCC) | | | |
| | recognize how diverse Aboriginal and Francophone communities are integral to Canada’s character (CC, I) | | | |
| | acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC) | | | |
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| 1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry: | | Task: | Virtue: | Value: |
| | How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC) | | | |
| | What is my family’s past in our community? (CC, I, TCC) | | | |
| | In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC) | | | |
| | How have changes over time affected their families and communities in the present? (I, TCC) | | | |
| | In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC) | | | |
| | What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC) | | | |
| | What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC) | | | |
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| 1.S.1 develop skills of critical thinking and creative thinking: | | Task: | Virtue: | Value: |
| | examine ideas and information from varied sources | | | |
| | choose and justify a course of action | | | |
| | compare and contrast information from similar types of electronic sources | | | |
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| 1.S.2 develop skills of historical thinking: | | Task: | Virtue: | Value: |
| | recognize that some activities or events occur on a seasonal basis | | | |

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| | differentiate between activities and events that occurred recently and long ago | | | |
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| 1.S.3 | develop skills of geographic thinking: | Task: | Virtue: | Value: |
| | use a simple map to locate specific areas within the school and community | | | |
| | ask geographic questions, such as asking for directions | | | |
| | understand that globes and maps are visual representations of the world | | | |
| | locate Canada on a globe or map | | | |
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| 1.S.4 | demonstrate skills of decision making and problem solving: | Task: | Virtue: | Value: |
| | collaborate with others to devise strategies for decision making and problem solving | | | |
| | apply ideas and strategies to contribute to decision making and problem solving | | | |
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| 1.S.5 | demonstrate skills of cooperation, conflict resolution and consensus building: | Task: | Virtue: | Value: |
| | consider the ideas and suggestions of others | | | |
| | work and play in harmony with others to create a safe and caring environment | | | |
| | demonstrate a willingness to share space and resources | | | |
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| 1.S.6 | develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as: | Task: | Virtue: | Value: |
| | behaviour in accordance with classroom, school and community expectations | | | |
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| 1.S.7 | apply the research process: | Task: | Virtue: | Value: |
| | ask questions to make meaning of a topic | | | |
| | compare and contrast information gathered navigate within an electronic document | | | |
| | access and retrieve appropriate information from electronic sources, when available, for a specific inquiry | | | |
| | process information from more than one source to retell what has been discovered draw conclusions from organized information | | | |
| | make predictions based on organized information | | | |
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| 1.S.8 | demonstrate skills of oral, written and visual literacy: | Task: | Virtue: | Value: |
| | interact with others in a socially appropriate manner | | | |
| | respond appropriately, verbally and in written forms, using language respectful of human diversity | | | |
| | listen to others in order to understand their point of view | | | |
| | create visual images using paint and draw programs | | | |
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| 1.S.9 | develop skills of media literacy: | Task: | Virtue: | Value: |
| | identify key words in a media presentation to determine the main idea | | | |

Glossary of Terms and Concepts—Grade 1

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

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| characteristics | The particular combination of qualities in a person or place that makes that person or place different from others. |
| community | A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space. |
| cooperation | To act or work together for a particular purpose, or to help someone willingly when help is requested. |
| decision making | The process of making a choice after careful consideration of all available options and potential consequences. |
| family | A social group of people that care for and support one another, often consisting of a parent, or parents, and their children, siblings and sometimes grandparents, uncles, aunts and other caregivers. |
| interests | Particular characteristics that motivate people to become involved with or participate in something. |
| responsibility | Having control and authority over something or someone and the duty of taking care of it or him/her. |
| role | The position of a person or group of people in a particular situation, or the duty which someone is expected to perform. |
| traditions | Beliefs, principles or ways of acting which people in a particular society or group have continued to follow for a long time, or all of the beliefs, principles or ways of acting in a particular group or society. |
| vitality | The capacity of a group or community to connect with its heritage and establish the institutions necessary for its functioning, growth and empowerment. |

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| C | Citizenship | CC | Culture and Community | |
| I | Identity | TCC | Time, Continuity and Change | |
| ER | Economics and Resources | GC | Global ConnectionLPP | The Land: Places and People PADM |
| | | | Power, Authority and | |
| | | | Decision Making | |

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| Subject: | Health | Grade: | Grade 1 |
| Unit: | | Title: | |
| Topic: | | | |

| Concept / Values | Course outcomes | Permeation outcomes | | |
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| | | Task: | Virtue: | Value: |
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| WELLNESS CHOICES–General Outcome <i>Students will make responsible and informed choices to maintain health and to promote safety for self and others</i> | | | | |
| 1. Personal Health | | Task: | Virtue: | Value: |
| | describe the health benefits of physical activity | | | |
| | demonstrate positive hygiene and health care habits; e.g., habits to reduce germ transmission, habits for dental hygiene | | | |
| | identify the specific physical changes that occur during early childhood; e.g., dental changes | | | |
| | identify physical characteristics that make themselves both similar to and different from others | | | |
| | recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast | | | |
| | determine safe and responsible use of various household/garage substances | | | |
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| 2. Safety and Responsibility | | Task: | Virtue: | Value: |
| | describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you | | | |
| | determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours | | | |
| | describe and apply appropriate street safety behaviours in the community; e.g., as a pedestrian, passenger, cyclist | | | |
| | recognize community helpers, and identify how to seek their help; e.g., appropriate use of 911 | | | |
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| RELATIONSHIP CHOICES–General Outcome <i>Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions</i> | | | | |
| 1. Understanding and Expressing Feelings | | Task: | Virtue: | Value: |
| | recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal | | | |
| | identify physiological responses to feelings; e.g., being sad can make you tired | | | |
| | identify positive and negative feelings associated with stress/change | | | |
| | compare and contrast positive and negative nonverbal communication and associated feelings; e.g., positive and negative touches | | | |
| 2. Interactions | | Task: | Virtue: | Value: |
| | identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening | | | |
| | examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g., inviting others to join | | | |

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| | demonstrate simple ways to resolve conflict, with limited adult assistance; e.g., agree to try to solve the problem | | | |
| 3. Group Roles and Processes | | Task: | Virtue: | Value: |
| | work cooperatively with a partner; e.g., take turns, respect space and property of others | | | |
| | recognize and accept individual differences within groups; e.g., one's own family | | | |
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| LIFE LEARNING CHOICES–General Outcome <i>Students will use resources effectively to manage and explore life roles and career opportunities and challenges</i> | | | | |
| 1. Learning Strategies | | Task: | Virtue: | Value: |
| | demonstrate independence in completing tasks and activities, when appropriate | | | |
| | explore different ways to know, or come to know, new things; e.g., seeing, smelling, touching | | | |
| | identify steps of a decision-making process for an age-appropriate issue | | | |
| | define a goal, and recognize that setting goals helps accomplish tasks | | | |
| 2. Life Roles and Career Development | | Task: | Virtue: | Value: |
| | recognize interests, strengths and skills of self | | | |
| | demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work | | | |
| 3. Volunteerism | | Task: | Virtue: | Value: |
| | describe ways people volunteer in the school and in the community | | | |
| | select and perform volunteer tasks in the classroom | | | |

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| Subject: | Phys Ed / Health | Grade: | 1 |
| Unit: | | Title: | Mapped Phys. Ed and Health curriculums |
| Topic: | | | |

| Concept / Values | | Course outcomes | Permeation outcomes | | |
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| | | | Task: | Virtue: | Value: |
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| Physical Education Curriculum | | Health Curriculum | | | |
| Benefits Health | | Wellness Choices | Task: | Virtue: | Value: |
| | B1-6 describe how physical activity makes you feel | W1.1 describe the benefits of physical activity | | | |
| | B1-7 recognize the changes that take place in the body during physical activity | | | | |
| | B1-8 understand the connections between physical activity and emotional well-being; e.g., feels good | | | | |
| | B1-1 identify healthy nutritional habits | W1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast | | | |
| Physical Education Curriculum | | Health Curriculum | Task: | Virtue: | Value: |
| Cooperation | | Relationship Choices | | | |
| | C1-1 develop and demonstrate respectful communication skills appropriate to context | R1.1 recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal | | | |
| | C1-3 identify and demonstrate etiquette and fair play | R1.5 identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening | | | |
| | C1-5 display a willingness to play cooperatively with others in large and small groups | R1.8 work cooperatively with a partner; e.g., take turns, respect space and property of others | | | |
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| Physical Education Curriculum | | Health Curriculum | | | |
| Do it daily! | | Life Learning Choices | Task: | Virtue: | Value: |
| | D1-6 participate in a class activity with a group goal; e.g., walk a predetermined distance | L1.4 define a goal, and recognize that setting goals helps accomplish tasks | | | |

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| Subject: | Phys Ed | Grade: | 1 |
| Unit: | | Title: | |
| Topic: | | | |

| Concept / Values | Course outcomes | Permeation outcomes | | |
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| | | Task: | Virtue: | Value: |
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| | <i>Students will</i> acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits | | | |
| | Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water | Task: | Virtue: | Value: |
| | A1-1 perform locomotor skills through a variety of activities | | | |
| | A1-2 N/A | | | |
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| | Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging | Task: | Virtue: | Value: |
| | A1-3 perform nonlocomotor skills through a variety of activities | | | |
| | A1-4 N/A | | | |
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| | Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking | Task: | Virtue: | Value: |
| | A1-5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others | | | |
| | A1-6 N/A | | | |
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| | Application of Basic Skills in an Alternative Environment | Task: | Virtue: | Value: |
| | A1-7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities | | | |
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| | Application of Basic Skills in Dance | Task: | Virtue: | Value: |
| | A1-8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music | | | |
| | A1-9 demonstrate body awareness when performing dance activities | | | |
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| | Application of Basic Skills in Games | Task: | Virtue: | Value: |
| | A1-10 demonstrate body and space awareness when performing space awareness games | | | |
| | A1-11 demonstrate an understanding of basic rules and fair play for simple games | | | |
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| | Application of Basic Skills in Types of Gymnastics | Task: | Virtue: | Value: |
| | A1-12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships | | | |
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| | Application of Basic Skills in Individual Activities | Task: | Virtue: | Value: |

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| | A1-13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes | | | |
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| GENERAL OUTCOME B: <i>Students will understand, experience and appreciate the health benefits that result from physical activity</i> | | | | |
| Functional Fitness | | Task: | Virtue: | Value: |
| | B1-1 identify healthy nutritional habits | | | |
| | B1-2 demonstrate ways to improve personal growth in physical abilities | | | |
| | B1-3 experience and improve continued frequency of involvement in cardio-respiratory activities | | | |
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| Body Image | | Task: | Virtue: | Value: |
| | B1-4 recognize personal abilities while participating in physical activity | | | |
| | B1-5 N/A | | | |
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| Well-being | | Task: | Virtue: | Value: |
| | B1-6 describe how physical activity makes you feel | | | |
| | B1-7 recognize the changes that take place in the body during physical activity | | | |
| | B1-8 understand the connections between physical activity and emotional well-being; e.g., feels good | | | |
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| GENERAL OUTCOME C: <i>Students will interact positively with others</i> | | | | |
| Communication | | Task: | Virtue: | Value: |
| | C1-1 develop and demonstrate respectful communication skills appropriate to context | | | |
| | C1-2 N/A | | | |
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| Fair Play | | Task: | Virtue: | Value: |
| | C1-3 identify and demonstrate etiquette and fair play | | | |
| //////////////////////////////////// | | | | |
| Leadership | | Task: | Virtue: | Value: |
| | C1-4 identify different roles in a variety of physical activities | | | |
| //////////////////////////////////// | | | | |
| Teamwork | | Task: | Virtue: | Value: |
| | C1-5 display a willingness to play cooperatively with others in large and small groups | | | |
| | C1-6 N/A | | | |
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| GENERAL OUTCOME D: <i>Students will assume responsibility to lead an active way of life</i> | | | | |
| Effort | | Task: | Virtue: | Value: |
| | D1-1 show a willingness to participate regularly in short periods of activity with frequent rest intervals | | | |
| | D1-2 demonstrate effort while participating in various activities | | | |
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| Safety | | Task: | Virtue: | Value: |
| | D1-3 show a willingness to listen to directions and simple explanations | | | |

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| | D1-4 participate in safe warm-up and cool- down activities | | | |
| | D1-5 move safely and sensitively through all environments; e.g., space awareness activities | | | |
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| Goal Setting/Personal Challenge | | Task: | Virtue: | Value: |
| | D1-6 participate in a class activity with a group goal; e.g., walk a predetermined distance | | | |
| | D1-7 try a challenging movement experience based on personal abilities | | | |
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| Active Living in the Community | | Task: | Virtue: | Value: |
| | D1-8 identify and experience safe places to play in the community | | | |
| | D1-9 make decisions to be active | | | |