

GRADE

1

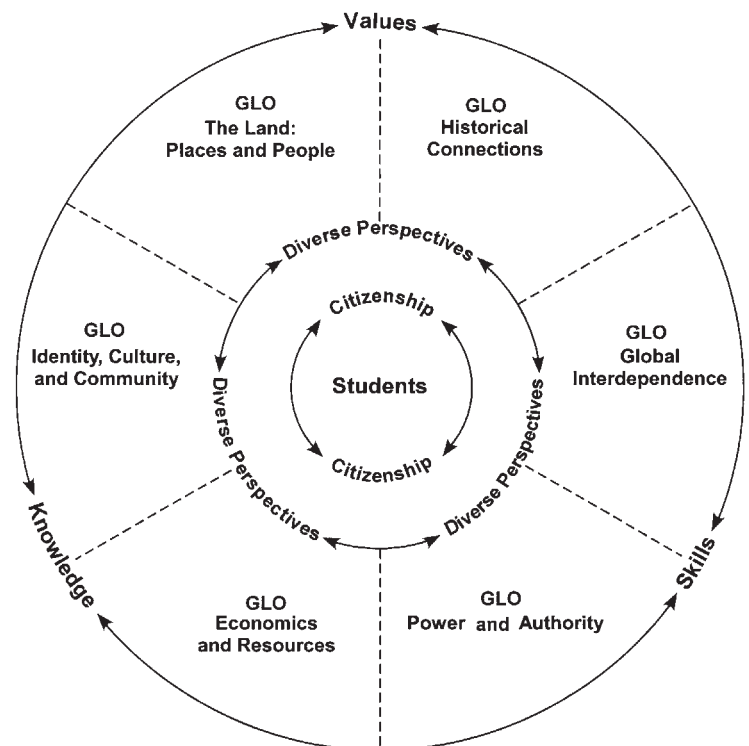
CONNECTING AND BELONGING

Grade Overview

Specific Learning Outcomes

Learning Experiences

GRADE 1 students explore connections and relationships that exist in groups and communities. They become aware of their responsibilities and rights and discover how they can contribute to the well-being of the groups and communities to which they belong. Students enhance their awareness of Canada as a country and consider the connections that bring people together in communities, past and present. As they learn about human diversity and interdependence, students begin to appreciate the importance of connecting and belonging.



Cluster Descriptions

Cluster 1: I Belong

Students examine their relationships with others as they explore groups in communities. They discover family and community expressions of culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past.

Cluster 2: My Environment

Students explore their environment. They study maps and globes, locate themselves in their community, in Manitoba, and in Canada, and discover various aspects of their community, including the natural environment and important landmarks and places. They also explore the national aspects of official languages, and Canada's national anthem. In addition, students distinguish between needs and wants, and explore how the media influence choices.

Cluster 3: Connecting with Others

Students explore their responsibilities and rights as members of communities and learn various ways people help and depend upon one another. They consider diverse and similar ways people live, meet their needs, express themselves, and influence each other. They also explore the purpose of rules and the causes of and solutions to conflict.

Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Grade 1 students will...

S-100	Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i>	S-102	Interact fairly and respectfully with others.
S-101	Consider others' needs when working and playing together.	S-103	Make decisions that reflect care, concern, and responsibility for the environment.

Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Grade 1 students will...

S-200	Gather information from oral, visual, material, print, or electronic sources.	S-205	Construct simple maps to represent familiar places and locations.
S-201	Categorize information using selected criteria.	S-206	Interpret simple maps as representations of familiar places and locations.
S-202	Use appropriate terms or expressions to describe periods of time.	S-207	Use relative terms to describe familiar locations.
S-203	Use tools and technologies to accomplish given tasks.		
S-204	Use simple timelines to organize information chronologically.		

Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Grade 1 students will...

S-300	Use comparison in investigations.	S-302	Use information or observation to form opinions.
S-301	Identify consequences of their decisions and actions.	S-303	Revise ideas and opinions based on new information.

Communication

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Grade 1 students will...

S-400	Listen actively to others.	S-403	Present information and ideas orally, visually, concretely, or electronically.
S-401	Use language that is respectful of others.	S-404	Relate events and stories in chronological order.
S-402	Express reasons for their ideas and opinions.		

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Grade 1 students will...

KC-001	Identify Manitoba as their province and Canada as their country.	VC-001	Respect the needs and rights of others.
KC-002	Recognize English and French as the two official languages of Canada.	VC-002	Be willing to contribute to their groups and communities.
KC-002A	Identify the language spoken in their First Nation, Inuit, or Métis community.		
KC-003	Recite the words to Canada's national anthem in English or French.		
KC-003A	Recite the words to Canada's national anthem in their First Nation, Inuit, or Métis language.		
KC-004	Identify Remembrance Day as a time to think about peace and war.		
KC-005	Describe their responsibilities and rights in the school and community.		
KC-006	Describe various ways in which people depend upon and help one another.		

Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Grade 1 students will...

KI-007	Give examples of groups with which they identify <i>Examples: cultural, linguistic, community...</i>	VI-003	Respect the stories, traditions, and celebrations of others.
KI-007A	Recognize that they are members of a First Nation, Inuit, or Métis community.	VI-004	Appreciate the importance of relationships and connections to others.
KI-007F	Recognize that they are members of a francophone community.	VI-005	Value the stories, languages, traditions, and celebrations of their families and communities.
KI-008	Identify characteristics of communities.	VI-006	Value diversity among their peers and community members.
KI-009	Describe ways in which their family expresses its culture and identity.		
KI-010	Give examples of diverse ways in which people live and express themselves. <i>Examples: language, clothing, food, art, celebrations...</i>		
KI-011	Identify similarities between diverse communities. <i>Examples: cultural, social, geographic...</i>		

The Land: Places and People

Students will explore people's dynamic relationships with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Grade 1 students will...

KL-012	Recognize that people depend on the environment for survival.	VL-007	Appreciate the beauty and benefits that the natural environment brings to their lives.
KL-013	Identify their address or describe the relative location of their home in their community, town, or city.	VL-007A	Value the special relationships Aboriginal people have with the natural environment.
KL-014	Recognize globes and maps as representations of the surface of the Earth.	VL-008	Respect neighbourhood and community places and landmarks. <i>Examples: do not litter or vandalize...</i>
KL-015	Distinguish land and water masses on globes and maps.		
KL-016	Identify and locate landmarks and significant places using relative terms. <i>Examples: the statue is in the park beside the river...</i>		
KL-016A	Identify local Aboriginal landmarks and significant places.		
KL-016F	Identify local francophone landmarks and significant places.		

Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Grade 1 students will...

KH-017	Give examples of traditions and celebrations that connect them to the past.	VH-009	Value stories of the past as an important way to learn about the present.
KH-017F	Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations.		
KH-018	Identify family connections to previous generations. <i>Examples: grandparents, parents, aunts, uncles...</i>		
KH-019	Describe how the repeating patterns of the seasons influence their lives.		

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Grade 1 students will...

KG-020	Recognize that people all over the world have similar concerns, needs, and relationships.	VG-010	Be willing to consider the needs of people elsewhere in the world. <i>Examples: Project Love, UNICEF...</i>
KG-021	Identify relationships or connections they have with people in other places in the world.		

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Grade 1 students will...

KP-022	Give examples of decision making in their daily lives. <i>Examples: families, schools, communities...</i>	VP-011	Respect rules and laws in their school and community.
KP-023	Describe how other people may influence their lives and how they may influence the lives of others.	VP-011A	Respect the traditional laws of their Aboriginal community.
KP-024	Explain purposes of rules and laws in the school and community.	VP-012	Be willing to help resolve interpersonal conflicts peacefully.
KP-025	Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community.		
KP-026	Identify ways to deal with bullying.		

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Grade 1 students will...

KE-027	Give examples to distinguish needs from wants.	VE-013	Respect differences between their own and others' needs and wants.
KE-028	Give examples of how media may influence their needs, wants, and choices. Include: advertising and television programming.	VE-014	Respect their own and others' property.
KE-029	Describe ways in which work may be shared in families, schools, and communities.		
KE-030	Recognize the need to care for personal property.		