

CONNECTING AND BELONGING

GRADE

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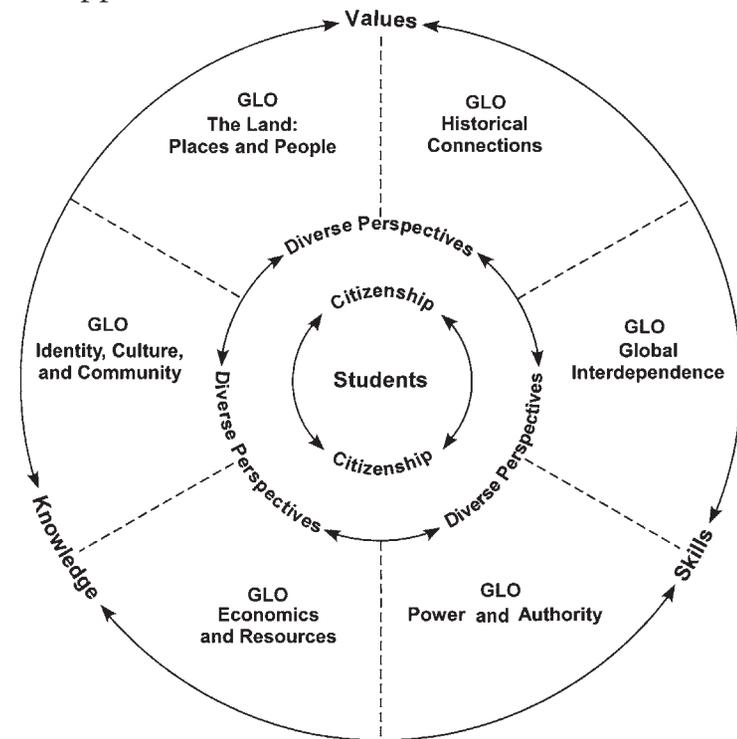


GRADE
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Connecting and Belonging

Grade Overview

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.



Connecting and Belonging

GRADE

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Cluster Overview

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.



Skills for 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.

Skills for 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.

Social Studies Skills

Active Democratic Citizenship

Students will...

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

Managing Information and Ideas

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| <ul style="list-style-type: none"> 1-S-200 Gather information from oral, visual, material, print, or electronic sources. 1-S-201 Categorize information using selected criteria. 1-S-202 Use appropriate terms or expressions to describe periods of time. 1-S-203 Use tools and technologies to accomplish given tasks. 1-S-204 Use simple timelines to organize information chronologically. 1-S-205 Construct simple maps to represent familiar places and locations. | <ul style="list-style-type: none"> 1-S-206 Interpret simple maps as representations of familiar places and locations. 1-S-207 Use relative terms to describe familiar locations. |
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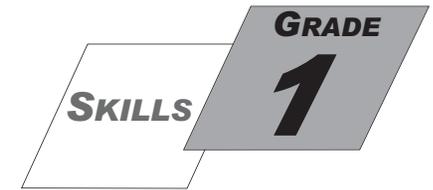
Social Studies Skills**Critical and Creative Thinking**

Students will...

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

Communication

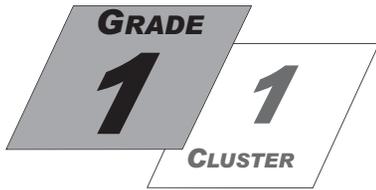
- 1-S-400** Listen actively to others.
- 1-S-401** Use language that is respectful of others.
- 1-S-402** Express reasons for their ideas and opinions.
- 1-S-403** Present information and ideas orally, visually, concretely, or electronically.
- 1-S-404** Relate events and stories in chronological order.

**Critical and Creative Thinking Skills**

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 judgements. These judgements 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.

Communication Skills

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.



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Cluster 1: I Belong

Knowledge

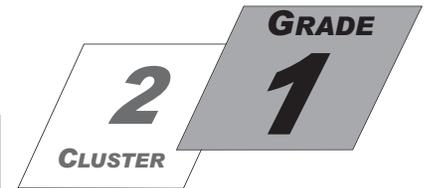
Students will...

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| 1-KC-004 | Identify Remembrance Day as a time to think about peace and war. | 1-KH-017 | Give examples of traditions and celebrations that connect them to the past. |
| 1-KI-007 | Give examples of groups with which they identify.
<i>Examples: cultural, linguistic, community..</i> | 1-KH-017F | Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations. |
| 1-KI-007A | Recognize that they are members of a First Nation, Inuit, or Métis community. | 1-KH-018 | Identify family connections to previous generations.
<i>Examples: grandparents, parents, aunts, uncles...</i> |
| 1-KI-007F | Recognize that they are members of a francophone community. | | |
| 1-KI-009 | Describe ways in which their family expresses its culture and identity. | | |

Values

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| 1-VI-003 | Respect the stories, traditions, and celebrations of others. |
| 1-VI-005 | Value the stories, languages, traditions, and celebrations of their families and communities. |
| 1-VH-009 | Value stories of the past as an important way to learn about the present. |

Cluster 2: My Environment



Knowledge

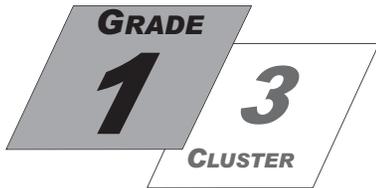
Students will...

<p>1-KC-001 Identify Manitoba as their province and Canada as their country.</p> <p>1-KC-002 Recognize English and French as the two official languages of Canada.</p> <p>1-KC-002A Identify the language spoken in their First Nation, Inuit, or Métis community.</p> <p>1-KC-003 Recite the words to Canada’s national anthem in English or French.</p> <p>1-KC-003A Recite the words to Canada’s national anthem in their First Nation, Inuit, or Métis language.</p> <p>1-KI-008 Identify characteristics of communities.</p> <p>1-KL-012 Recognize that people depend on the environment for survival.</p> <p>1-KL-013 Identify their address or describe the relative location of their home in their community, town, or city.</p> <p>1-KL-014 Recognize globes and maps as representations of the surface of the Earth.</p>	<p>1-KL-015 Distinguish land and water masses on globes and maps.</p> <p>1-KL-016 Identify and locate landmarks and significant places using relative terms. <i>Examples: the statue is in the park beside the river...</i></p> <p>1-KL-016A Identify local Aboriginal landmarks and significant places.</p> <p>1-KL-016F Identify local francophone landmarks and significant places.</p> <p>1-KH-019 Describe how the repeating patterns of the seasons influence their lives.</p> <p>1-KE-027 Give examples to distinguish needs from wants.</p> <p>1-KE-028 Give examples of how media may influence their needs, wants, and choices. <i>Include: advertising and television programming.</i></p>
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Values

<p>1-VL-007 Appreciate the beauty and benefits that the natural environment brings to their lives.</p> <p>1-VL-007A Value the special relationships Aboriginal people have with the natural environment.</p> <p>1-VL-008 Respect neighbourhood and community places and landmarks. <i>Examples: do not litter or vandalize...</i></p>	<p>1-VE-013 Respect differences between their own and others’ needs and wants.</p>
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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.

Cluster 3: Connecting with Others

Knowledge

Students will...	
1-KC-005	Describe their responsibilities and rights in the school and community.
1-KC-006	Describe various ways in which people depend upon and help one another.
1-KI-010	Give examples of diverse ways in which people live and express themselves. <i>Examples: language, clothing, food, art, celebrations...</i>
1-KI-011	Identify similarities between diverse communities. <i>Examples: cultural, social, geographic...</i>
1-KG-020	Recognize that people all over the world have similar concerns, needs, and relationships.
1-KG-021	Identify relationships or connections they have with people in other places in the world.
1-KP-022	Give examples of decision making in their daily lives. <i>Examples: families, schools, communities...</i>
1-KP-023	Describe how other people may influence their lives and how they may influence the lives of others.
1-KP-024	Explain purposes of rules and laws in the school and community.
1-KP-025	Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community.
1-KP-026	Identify ways to deal with bullying.
1-KE-029	Describe ways in which work may be shared in families, schools, and communities.
1-KE-030	Recognize the need to care for personal property.

Values

1-VC-001	Respect the needs and rights of others.	1-VP-011	Respect rules and laws in their school and community.
1-VC-002	Be willing to contribute to their groups and communities.	1-VP-011A	Respect the traditional laws of their Aboriginal community.
1-VI-004	Appreciate the importance of relationships and connections to others.	1-VP-012	Be willing to help resolve interpersonal conflicts peacefully.
1-VI-006	Value diversity among their peers and community members.	1-VE-014	Respect their own and others' property.
1-VG-010	Be willing to consider the needs of people elsewhere in the world. <i>Examples: Project Love, UNICEF...</i>		