

CURRICULUM CONNECTIONS ONTARIO

Grade 1

SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

Arts

- Emphasis in the primary grades should be on exploration of the student's self, family, personal experiences, and world.
- develop the ability to use the creative process and the critical thinking process in their explorations.
- make choices and to use their observations, experiences, and background knowledge to engage in a wide range of arts activities.
- develop an understanding of appropriate listening, speaking, viewing, and collaborative behaviours and identify strategies they can use to understand what they hear, view, and experience and to communicate what they want to say.

Health and Physical Education

- develop physical and health literacy and acquire the commitment and capacity to lead healthy, active lives.
- participate fully (e.g., by ensuring that each child has a piece of equipment needed to participate in the activity) and explore a wide range of activities.
- make connections between their health and well-being and their interactions with others and the world around them.
- learn how to take responsibility for their own safety, at home and in the community, how to stand up for themselves, and how to get help in situations of abuse.

Language

- Oral communication provides a bridge to the interconnected knowledge, skills, and strategies that primary students will use to read, write, view, and represent. Real, purposeful talk is not only an essential component of the language curriculum.
- The expectations focus on foundational knowledge and skills that students need in order to establish a strong basis for language development.
- develop an understanding of appropriate listening and speaking behaviours and identify strategies they can use to understand what they hear and clearly communicate what they want to say.
- choose from a wide range of texts that are engaging and relevant to their personal interests as readers, writers, and viewers.

Mathematics

- apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.
- apply developing reasoning skills (e.g., pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others).
- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct).
- relate mathematical ideas to situations drawn from everyday contexts.

LINKS TO GLOBAL CONCEPTS

CONVENTION ARTICLES

INTERDEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
3, 12, 13, 15, 17, 29	✓	✓	✓	✓	
3, 16, 17, 29, 31, 37, 39	✓	✓		✓	✓
12, 13, 15, 17, 28, 29		✓	✓	✓	
12, 13, 17, 28, 29			✓	✓	

SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

Science and Technology

- The focus is on investigating the basic needs and characteristics of living things, observing their similarities and differences, and developing an understanding of their general characteristics.
- recognize that humans have a special responsibility for maintaining a healthy environment, so that they and other living things can continue to have their needs met by that environment. Students will learn why all living things are important and why they should be treated with care and respect.
- develop an understanding that they have a variety of choices when using energy, and that these choices should be made responsibly.

Social Science

- identify the relationships, rules, and responsibilities in their home, school, and community in order to understand the basis of citizenship.
- draw conclusions about why rules and responsibilities are important in the relationships of their daily lives.

CONVENTION ARTICLES

LINKS TO GLOBAL CONCEPTS

	INTER-DEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
12, 13, 17, 19, 24, 28, 29	✓		✓		✓	✓
2, 3, 12, 13, 14, 15, 17, 19, 30, 42	✓		✓	✓		