

Grade 1 English Language Arts and Literature Learning Outcomes for Reporting – Tracking Document

*Learning Outcomes for the reporting document are parent friendly versions of the Learning Outcomes found in the curricular documents.

PS Code	English Language Arts and Literature Parent Friendly Learning Outcomes with HPSPs	S1	S2
1LO.ELA.01	Examine ways messages can be organized and presented <i>1LO.1 Text Forms and Structures</i> <ul style="list-style-type: none"> • Describe the differences between messages that are imaginary (fiction) or real (non-fiction). • Include a variety of features to help organize or clarify personal messages. • Describe story elements within a variety of imaginary stories. • Create imaginative representations or dramatizations of stories that include characters, setting, and events. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.ELA.02	Develop listening and speaking skills <i>1LO.2 Oral Language</i> <ul style="list-style-type: none"> • Discuss special rules (protocols) about how, when, or with whom stories are shared. • Share experiences, ideas, and information with appropriate volume, tone, and pace. • Contribute to discussions as a listener and speaker. • Adjust verbal or nonverbal language according to a variety of situations. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.ELA.03	Analyze word formation and meaning <i>1LO.3 Vocabulary</i> <ul style="list-style-type: none"> • Identify the meaning of tier 2 words and use them in sentences. • Identify words according to their base. • Add or remove suffixes to make words plural or singular. • Add or remove suffixes to change the tense of words. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.ELA.04	Manipulate sounds in words in oral language <i>1LO.4 Phonological Awareness</i> <ul style="list-style-type: none"> • Generate rhyming words that have up to three syllables. • Segment the sounds of words containing up to five phonemes. • Blend sounds in words that have up to five phonemes. • Add sounds to the beginning, middle, or ending of words. • Delete sounds from the beginning, middle, or ending of words. • Substitute one sound for another in one-syllable words. 	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	English Language Arts and Literature Parent Friendly Learning Outcomes with HPSPs	S1	S2
1LO.ELA.05	Recognize letters and sounds in words <i>1LO.5 Phonics</i> <ul style="list-style-type: none"> • Read one- to two syllable words that include the 60 most frequent letter-sound correspondences. • Recognize and use long and short vowel sounds in words. • Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.ELA.06	Analyze letters and sounds in words <i>1LO.5 Phonics</i> <ul style="list-style-type: none"> • Experiment with letters, sounds, and words to create new words. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.ELA.07	Apply accuracy, rate, and expression in reading fluency <i>1LO.6 Fluency</i> <ul style="list-style-type: none"> • Read 125 high frequency words in sentences and texts. • Read phrases smoothly, taking punctuation into consideration. • Read texts aloud, with appropriate expression. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.ELA.08	Investigate meaning in texts <i>1LO.7 Comprehension</i> <ul style="list-style-type: none"> • Read simple, fully predictable, and decodable texts independently. • Share understandings of print texts read independently. • Identify key ideas and details from texts. • Retell the beginning, middle, or ending of a text. • Interpret information from illustrations or visuals in texts. • Share personal connections to ideas or information in texts. • Make predictions prior to and while reading, viewing, or listening to a text. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.ELA.09	Create messages using the writing processes <i>1LO.8 Writing</i> <ul style="list-style-type: none"> • Create written messages in a variety of forms to represent ideas or information. • Write sentences that contain complete thoughts and make sense. • Edit written work for spelling, grammar, and punctuation. • Print letters and words with appropriate size and spacing. 	<input type="checkbox"/>	<input type="checkbox"/>

PS Code	English Language Arts and Literature Parent Friendly Learning Outcomes with HPSPs	S1	S2
1LO.ELA.10	<p>Apply use of grammar, spelling, and punctuation</p> <p><i>1LO.9 Conventions</i></p> <ul style="list-style-type: none"> • Apply capital letters when writing the first word of a sentence. • Identify and use end punctuation in sentences. • Apply knowledge of known words, word parts, and word patterns to attempt to spell unfamiliar words. • Attempt to spell unknown words using letter-sound relationships. 	□	□



Français immersion et littérature - 1e année
Résultats d'apprentissage – document de suivi

Code PS	Français immersion et littérature Résultats d'apprentissage avec les HPSP	S1	S2
	<p>Les élèves écoutent et comprennent le sens global de courts messages portant sur les sujets très familiers dans les situations authentiques de communication orale.</p> <p>Les élèves expérimentent l'expression orale en français sur des sujets très familiers dans les situations authentiques de communication orale.</p> <p><i>1LO.1 La communication orale</i></p> <ul style="list-style-type: none"> • Interpréter le langage verbal et le langage non verbal pour réagir à au moins deux consignes, des histoires et de l'information simple. • S'exercer à communiquer en français sur des sujets familiers, à l'aide du langage verbal et du langage non verbal, en ajustant le volume de sa voix. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Les élèves utilisent de nouveaux mots et font des liens entre l'oral et l'écrit pour comprendre et s'exprimer.</p> <p><i>1LO.2 Le vocabulaire</i></p> <ul style="list-style-type: none"> • Discuter du sens et reconnaître de nouveaux mots fréquents de niveaux 1 et 2. • Expérimenter l'utilisation, en contexte, de nouveaux mots rencontrés fréquemment dans le milieu d'apprentissage. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Les élèves manipulent les mots dans des phrases ainsi que les phonèmes et les syllabes dans des mots à l'oral.</p> <p><i>1LO.3 La conscience phonologique</i></p> <ul style="list-style-type: none"> • S'exercer à produire des rimes avec des mots ou des pseudomots. • Segmenter des syllabes et des mots en sons (phonèmes) à l'oral. • Segmenter des mots en syllabes à l'oral. • Segmenter à l'oral des phrases en mots. 	<input type="checkbox"/>	<input type="checkbox"/>



Code PS	Français immersion et littérature Résultats d'apprentissage avec les HPSP	S1	S2
	<p>Les élèves explorent des correspondances lettres-sons (graphèmes-phonèmes) dans la pratique du décodage et de l'écriture.</p> <p><i>1LO.4 La phonographie</i></p> <ul style="list-style-type: none"> • Associer les lettres (graphèmes), isolées ou dans des mots, au son (phonème) correspondant dans des textes simples à l'écrit. • Lire et écrire des mots à une ou deux syllabes en utilisant des correspondances lettres-sons (graphèmesphonèmes). 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Les élèves remarquent des particularités de divers textes.</p> <p><i>1LO.5 L'organisation des textes</i></p> <ul style="list-style-type: none"> • Interpréter des indices dans des textes. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Les élèves utilisent des indices pour dégager le sens global de messages contenus dans de courts textes qui portent sur des sujets familiaux.</p> <p><i>1LO.6 La compréhension des textes</i></p> <ul style="list-style-type: none"> • Dégager le message global exprimé dans de courts textes portant sur des sujets familiaux, y compris des comptines, des chansons et des histoires lues à voix haute. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Les élèves reconnaissent les lettres et de smots avec précision dans de courts textes écrits.</p> <p><i>1LO.7 La fluidité en lecture</i></p> <ul style="list-style-type: none"> • Reconnaître avec précision de 80 à 100 mots très fréquents dans des textes simples à l'écrit. • Reconnaître avec précision les lettres de l'alphabet, en contexte. • Choisir et lire à voix haute des textes qui correspondent à son niveau de lecture autonome, en tenant compte de la ponctuation finale. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Les élèves produisent et partagent des textes qui représentent leurs idées, à l'aide de quelques phrases, en se référant à des modèles.</p> <p><i>1LO.8 La production de textes</i></p> <ul style="list-style-type: none"> • Produire des textes en ayant recours à des modèles. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Les élèves développent une compréhension des phrases et en produisent dans leur communication orale et écrite, en s'appuyant sur des modèles.</p> <p><i>1LO.9 La grammaire</i></p> <ul style="list-style-type: none"> • Former de courtes phrases en se référant à des modèles pour s'exprimer en contexte 	<input type="checkbox"/>	<input type="checkbox"/>

Grade 1 Mathematics

Learning Outcomes for Reporting – Tracking Document

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PS Code	Mathematics Parent Friendly Learning Outcomes with HPSPs	S1	S2
1LO.MAT.01	Interpret and explain quantity to 100 <i>1LO.1 Number</i> <ul style="list-style-type: none"> • Represent quantities using words, numerals, objects, or pictures. • Identify a quantity of 0 in familiar situations. • Count within 100, forward by 1s, starting at any number, according to the counting principles. • Count backward from 20 to 0 by 1s. • Skip count to 100, forward by 5s and 10s, starting at 0. • Skip count to 20, forward by 2s, starting at 0. • Partition a set of objects by sharing and grouping. • Demonstrate conservation of number when sharing or grouping. • Investigate equal and unequal quantities, including using a balance model. • Identify numbers that are one more, two more, one less, and two less than a given number. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.MAT.02	Examine addition within 20 <i>1LO.2 Number</i> <ul style="list-style-type: none"> • Model addition and subtraction within 20 in various ways, including with a balance. • Investigate addition and subtraction strategies. • Determine a missing quantity in a sum or difference, within 20, in a variety of ways. • Solve problems using addition and subtraction. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.MAT.03	Examine subtraction within 20 <i>1LO.2 Number</i> <ul style="list-style-type: none"> • Model addition and subtraction within 20 in various ways, including with a balance. • Investigate addition and subtraction strategies. • Determine a missing quantity in a sum or difference, within 20, in a variety of ways. • Solve problems using addition and subtraction. 	<input type="checkbox"/>	<input type="checkbox"/>

PS Code	Mathematics Parent Friendly Learning Outcomes with HPSPs	S1	S2
1LO.MAT.04	Examine addition and subtraction within 20 <i>1LO.2 Number</i> <ul style="list-style-type: none"> • Model addition and subtraction within 20 in various ways, including with a balance. • Investigate addition and subtraction strategies. • Determine a missing quantity in a sum or difference, within 20, in a variety of ways. • Solve problems using addition and subtraction. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.MAT.05	Examine one-half as a part-whole relationship <i>1LO.3 Number</i> <ul style="list-style-type: none"> • Partition an even set of objects into two equal groups, limited to sets of 10 or less. • Partition a shape or object into two equal pieces. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.MAT.06	Interpret shape in two and three dimensions <i>1LO.4 Geometry</i> <ul style="list-style-type: none"> • Model two-dimensional shapes. • Compose and decompose two- or three-dimensional composite shapes. • Investigate symmetry of two-dimensional shapes by folding and matching. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.MAT.07	Relate length to the understanding of size <i>1LO.5 Measurement</i> <ul style="list-style-type: none"> • Compare the length, area, or capacity of two objects directly or indirectly using a third object. • Order objects according to length, area, or capacity. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.MAT.08	Examine patterns in cycles <i>1LO.6 Patterns</i> <ul style="list-style-type: none"> • Investigate cycles found in nature that inform First Nations, Métis, or Inuit practices. • Create different representations of the same repeating pattern or cycle, limited to a pattern core of up to four elements. • Extend a sequence of elements in various ways to create repeating patterns. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.MAT.09	Explain time in relation to cycles <i>1LO.7 Time</i> <ul style="list-style-type: none"> • Describe cycles of time encountered in daily routines and nature. 	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	Mathematics Parent Friendly Learning Outcomes with HPSPs	S1	S2
1LO.MAT.10	Investigate and represent data <i>1LO.8 Statistics</i> <ul style="list-style-type: none"> • Collaborate to construct a concrete graph using data collected in the learning environment. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.MAT.11	Explore money and how it is used for everyday living <i>1LO.10 Wellness – Financial Literacy</i> <ul style="list-style-type: none"> • Explore the value of Canadian coins and bills. • Identify goods and services that can be exchanged for money. 	<input type="checkbox"/>	<input type="checkbox"/>



Grade 1 Science Learning Outcomes for Reporting – Tracking Document

*In the fall, the PS Code column will be populated with the code that will appear in PowerTeacher Pro.

PS Code	Science Learning Outcomes with High Priority Skills and Procedures (HPSPs)	S1	S2
	<p>Students analyze properties of objects and investigate how they can be changed. <i>1LO.1 Matter</i></p> <ul style="list-style-type: none"> • Identify measurable properties of objects. • Explore actions that physically change properties of various objects. • Describe physical changes that result from various actions. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Students investigate direction, pathway, and speed of moving objects and animals. <i>1LO.2 Energy</i></p> <ul style="list-style-type: none"> • Conduct an investigation to determine how objects move. • Describe and record ways objects or animals move along different pathways. • Demonstrate how the movement of objects can be influenced. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Students analyze environments and investigate interactions and changes. <i>1LO.3 Earth Systems</i></p> <ul style="list-style-type: none"> • Discuss how changes in the appearance of environments, plants, and animals are related to the seasons. • Investigate animal behaviour throughout the seasons, including migration and hibernation. • Describe various environments, drawing from information gathered using senses. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Students investigate and examine needs of plants and animals. <i>1LO.4 Living Systems</i></p> <ul style="list-style-type: none"> • Observe and describe similarities and differences between plants and animals. • Determine how a local environment meets the basic needs of plants and animals. • Identify products made by various cultures, including local First Nations, Métis, or Inuit, that use plant and animal parts. 	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	Science Learning Outcomes with High Priority Skills and Procedures (HPSPs)	S1	S2
	<p>Students follow instructions and relate them to outcomes. <i>1LO.5 Computer Science</i></p> <ul style="list-style-type: none"> • Determine if instructions with two or three steps given in different orders still produce the desired outcome. • Sequence two or three instruction steps to achieve a desired outcome. 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Students engage in and describe investigation. <i>1LO.6 Scientific Methods</i></p> <ul style="list-style-type: none"> • Describe steps of an investigation. • Demonstrate safety and respect during investigations. • Record observations as data. • Reflect on recorded data to make conclusions. 	<input type="checkbox"/>	<input type="checkbox"/>



Grade 1 Physical Education and Wellness Learning Outcomes for Reporting – Tracking Document

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PS Code	Physical Education and Wellness Parent Friendly Learning Outcomes with HPSPs	S1	S2
1LO.PEW.01	Investigate the benefits of physical activity <i>1LO.1 Active Living</i> <ul style="list-style-type: none"> • Participate in physical activity in a variety of contexts to improve well-being. • Describe health benefits of regular physical activity. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.PEW.02	Exhibit spatial awareness during a variety of physical activities <i>1LO.2 Movement Skill Development</i> <ul style="list-style-type: none"> • Demonstrate various ways of moving safely through space during physical activity. • Demonstrate appropriate responses to environmental cues. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.PEW.03	Demonstrate how movement can support different types of physical activity <i>1LO.3 Movement Skill Development</i> <ul style="list-style-type: none"> • Perform locomotor movements in a variety of physical activity contexts. • Participate in a variety of First Nations, Métis, and Inuit physical activities and games. • Perform non-locomotor movements in a variety of physical activity contexts. • Demonstrate a variety of object-manipulation skills. • Select appropriate object-manipulation skills required for various physical activity contexts. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.PEW.04	Demonstrate fair play and support engagement in a variety of physical activities <i>1LO.4 Movement Skill Development</i> <ul style="list-style-type: none"> • Demonstrate how fair play encourages participation. • Demonstrate practices that support fair play. 	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	Physical Education and Wellness Parent Friendly Learning Outcomes with HPSPs	S1	S2
1LO.PEW.05	<p>Examine personal characteristics, feelings, and emotions and explore understanding of self <i>1LO.5 Character Development</i></p> <ul style="list-style-type: none"> • Describe personal learning strengths and abilities. • Recognize that cultures celebrate personal characteristics in a variety of ways. • Identify and communicate feelings in a variety of contexts. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.PEW.06	<p>Explain how boundaries connect to safety <i>1LO.6 Safety</i></p> <ul style="list-style-type: none"> • Practise ways to express, request, obtain, or refuse consent relating to personal boundaries. • Identify trusted adults in the school and community who can support personal safety. • Describe differences between safe situations and unsafe or uncomfortable situations. • Identify household substances that may be harmful. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.PEW.07	<p>Connect a variety of foods to growth and development <i>1LO.7 Healthy Eating</i></p> <ul style="list-style-type: none"> • Differentiate between whole foods and processed foods. • Examine decision making in food selection. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.PEW.08	<p>Investigate how healthy relationships are built through connection <i>1LO.8 Healthy Relationships</i></p> <ul style="list-style-type: none"> • Practise words and actions that support friendship. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.PEW.09	<p>Investigate growth and its connection to healthy practices <i>1LO.9 Growth and Development</i></p> <ul style="list-style-type: none"> • Describe how the body grows and changes over time. • Describe healthy hygiene practices. 	<input type="checkbox"/>	<input type="checkbox"/>
1LO.PEW.10	<p>Explore money and how it is used for everyday living <i>1LO.10 Financial Literacy</i></p> <ul style="list-style-type: none"> • Explore the value of Canadian coins and bills. • Identify goods and services that can be exchanged for money. 	<input type="checkbox"/>	<input type="checkbox"/>

