

## Social Studies

The curriculum organizes the knowledge and skills that students need to acquire to demonstrate learning into two strands:

- Strand A: Heritage and Identity: **Our Changing Roles and Responsibilities**
- Strand B: People and Environments: **The Local Community**

Students will examine various roles, relationships, and responsibilities, how and why these may change, and how they are connected to one's identity, culture and sense of self. Students will examine their local community, its characteristics and services, and how it meets the needs of the people that live and work there.

## Physical Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into two strands, or areas of learning: **Active Living** and **Movement Competence: Skills, Concepts, and Strategies**.

## Health Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into three strands, or areas of learning: **Understanding Health Concepts, Making Healthy Choices, and Making Connections for Healthy Living**

## The Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts – **dance, drama, music, and visual arts** – play a valuable role in helping students to achieve their potential as learners, make connections with other subjects and the world around them.



## Contact Information

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**Mission Statement:** Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

**Vision Statement:** Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

# 1

CURRICULUM OVERVIEW:  
**GRADE 1**



**CURRICULUM**

## Religious Education

York Catholic District School Board uses *Growing in Faith, Growing in Christ*, a Canadian series organized to follow the sequence of the liturgical year of the Catholic Church. The program highlights and references the liturgical celebrations within our parishes.

The Grade 1 program is comprised of the following five units:

- **Unit 1: I Am a Child of God** is based in Ordinary Time and introduces students to God as Creator and Father. Students learn about God's covenant with Noah and Abraham, the call of Moses, and God's love for His Chosen People as demonstrated by our Saints.
- **Unit 2: The Road to Bethlehem** presents the seasons of Advent and Christmas through story and Scripture. Students focus on Advent as a time of waiting and learn about Mary's obedience to God. The story of the Nativity is related as God's gift to us.
- **Unit 3: My Life in Jesus** is based in Ordinary Time and focuses on Baptism. Students learn about Jesus through many stories including the wedding at Cana and Jesus feeding the 5000. They explore the lives of saints who lived as Jesus taught.
- **Unit 4: The Story of Lent and Easter** recounts the passion and death of Jesus and helps students to understand the various liturgical celebrations that occur during this holy time.
- **Unit 5: Jesus Is Always with Us** is based in Ordinary Time and focuses on the call to live our lives as Jesus taught. Through the stories of the risen Christ, students come to know that Jesus promised to strengthen us through the Eucharist and the Holy Spirit.

## Family Life

*Fully Alive* is a Family Life Education program developed for Ontario Catholic schools. This program is organized into five themes: **Created and Loved by God, Living in Relationship, Created Sexual, Growing in Commitment, and Living in the World.**

## Language Arts

The curriculum organizes the knowledge and skills that students need to become literate into the following four strands:

- **Oral Communication**
  - listen in order to understand and respond appropriately (e.g., follow simple directions)
  - use speaking skills and strategies appropriately (e.g., recount personal experiences)
  - reflect on and identify their strengths and next steps as listeners and speakers (e.g., *What do I need to think about before I speak?*)

### ● Reading

- read and demonstrate an understanding of a variety of texts (e.g., pattern books, signs, labels) using a range of strategies to make meaning (e.g., making connections, retell a story)
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (e.g., title, pictures, captions)
- use knowledge of words and cueing system to read fluently (e.g., *Does it look right, sound right, and make sense?*)
- reflect on and identify their strengths and next steps as readers (e.g., *When you come to a word that you don't know, what do you do?*)

### ● Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience (e.g., a book for the class library, labels and captions for a picture)
- draft and revise their writing (e.g., add some descriptive adjectives)
- use editing, proofreading, and publishing skills and strategies (e.g., refer to word wall/charts)
- reflect on and identify their strengths and next steps as writers (e.g., *How can listening to someone else's ideas help you with your writing?*)

### ● Media Literacy

- demonstrate an understanding of a variety of media texts (e.g., advertisements, signs)
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning (e.g., colour, size)
- create a variety of media texts (e.g., poster, P.A. announcement)
- reflect on and identify their strengths and next steps as media interpreters and creators (e.g., *How did talking about the project with other students help you create a better poster?*)

## Core French

The curriculum is organized in four strands: **Listening, Speaking, Reading** and **Writing**. Students build their vocabulary and understanding of French through meaningful and authentic oral activities.

## French Immersion (if applicable)

French Immersion is intended for students whose parents do not have a French background but would like their children to become fluent in French. Although the curriculum is the same as in the English language program, the language of instruction is French. Students will receive 85% of their instructional time in French. Please note that Language Arts, Mathematics, Science, Social Studies, and the Arts (Dance, Drama, Music, Visual Arts) are

taught in French. Religion, Family Life, Physical Education and Health are taught in English.

## Mathematics

The curriculum organizes the knowledge and skills that students need to become numerate in five strands, or areas of learning:

- **Number Sense and Numeration:** representing and ordering whole numbers to 50; establishing the conservation of number; representing money amounts to 20¢; decomposing and composing numbers to 20; establishing a one-to-one correspondence when counting the elements in a set; counting by 1's, 2's, 5's, and 10's; adding and subtracting numbers to 20
- **Measurement:** measuring using non-standard units; telling time to the nearest half-hour; developing a sense of area; comparing objects using measurable attributes; comparing objects using non-standard units; investigating the relationship between the size of a unit and the number of units needed to measure the length of an object
- **Geometry and Spatial Sense:** sorting and classifying two-dimensional shapes and three-dimensional figures by attributes; recognizing symmetry; relating shapes to other shapes, to designs, and to figures; describing location using positional language
- **Patterning and Algebra:** creating and extending repeating patterns involving one attribute; introducing the concept of equality using only concrete materials
- **Data Management and Probability:** organizing objects into categories using one attribute; collecting and organizing categorical data; reading and displaying data using concrete graphs and pictographs, describing the likelihood an event will occur

## Science and Technology

The curriculum organizes the knowledge and skills that students need to acquire, demonstrate and apply into four strands, or areas of learning:

- Understanding Life Systems: **Needs and Characteristics of Living Things**
- Understanding Structures and Mechanisms: **Materials, Objects, and Everyday Structures**
- Understanding Matter and Energy: **Energy in Our Lives**
- Understanding Earth and Space Systems: **Daily and Seasonal Changes**

