



Alberta Curriculum Links

Grade 1

Sources:

Health and Life Skills (K-9), Alberta Learning, 2002 <http://education.alberta.ca/media/313382/health.pdf>

English Language Arts (K-9), Alberta Education, 2000 <http://www.education.alberta.ca/media/450519/elak-9.pdf>

Social Studies (Kindergarten to Grade 3), Alberta Education, 2005 <http://www.education.alberta.ca/media/456082/sockto3.pdf>

Specific Outcome	Lesson											
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Health and Life Skills – Wellness Choices												
Personal Health												
W- 1.4 Recognize physical characteristics that make themselves both similar to and different from others	√											
W-1.5 Recognize the importance of basic, healthy, nutritional choices to well-being of self	√	√	√	√	√	√	√	√	√	√	√	√
Safety and Responsibility												
W- 1.10 Recognize community helpers and identify how to seek their help								√		√	√	
Health and Life Skills - Relationship Choices												
Understanding and Expressing Feelings												
R-1.1 Recognize and demonstrate various ways to express feelings	√	√	√	√	√	√	√	√	√	√	√	√
R-1.2 Identify physiological responses to feelings		√	√	√	√	√	√	√	√	√	√	
R-1.3 Identify positive and negative feelings associated with stress/change		√	√	√	√							
R-1.4 Compare and contrast positive and negative nonverbal communication and associated feelings				√	√	√	√	√	√			
Interactions												
R-1.5 Identify the characteristics of being a good friend								√	√	√		√
R-1.6 Examine how personal behavior and attitudes can influence the feelings and actions of others					√	√	√	√				
R-1.7 Demonstrate simple ways to resolve conflict, with limited adult		√	√	√	√	√	√					



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assistance													
Group Roles and Processes													
R-1.8 Work cooperatively with a partner	√	√	√	√	√	√	√	√	√	√	√	√	√
R-1.9 Recognize and accept individual differences within groups	√	√	√	√	√	√	√	√	√	√	√	√	√
Health and Life Skills – Life Learning Choices													
Learning Strategies													
L-1.3 Identify steps of a decision-making process for an age-appropriate issue								√	√	√	√		
L-1.4 Define a goal and recognize that setting goals helps accomplish tasks								√	√	√	√		
English Language Arts													
1.1 Discover and Explore													
• Share personal experiences that are clearly related to oral, print and other media texts	√	√	√	√	√	√	√	√	√	√	√	√	√
• Talk with others about something recently learned	√	√	√	√	√	√	√	√	√	√	√	√	√
• Make observations about activities, experiences and oral, print and other media texts	√	√	√	√	√	√	√	√	√	√	√	√	√
• Choose to read and write for and with others	√	√	√	√	√	√	√	√	√	√	√	√	√
• Listen and respond appropriately to experiences and feelings shared by others	√	√	√	√	√	√	√	√	√	√	√	√	√
• Ask questions to get additional ideas and information on topics of interest	√	√	√	√	√	√	√	√	√	√	√	√	√
2.1 Use Strategies and Clues													
• Identify the main idea or topic of simple narrative and expository texts	√	√	√	√	√	√	√	√	√	√	√	√	√
2.2 Respond to Texts													
• Participate in shared listening, reading and viewing experiences	√	√	√	√	√	√	√	√	√	√	√	√	√
• Illustrate and enact stories, rhymes and songs	√	√	√	√	√	√	√	√	√	√	√	√	√
• Relate aspects of stories and characters to personal feelings and experiences	√	√	√	√	√	√	√	√	√	√	√	√	√
• Retell interesting and important aspects of oral, print and other media texts	√	√	√	√	√	√	√	√	√	√	√	√	√
• Tell, represent or write about experiences similar or related to those in oral, print and other media texts	√	√	√	√	√	√	√	√	√	√	√	√	√



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• Tell what was liked or disliked about oral, print and other media texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3 Understand Forms, Elements and Techniques													
• Tell what characters do or what happens to them in a variety of oral, print and other media texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.4 Create Original Text													
• Generate and contribute ideas for individual or group oral, print or other media texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Change, extend or complete rhymes, rhythms and sounds in pattern stories, poems or rhymes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Write, represent and tell brief narratives about own ideas and experiences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.1 Plan and Focus													
• Explore and share own ideas on topics of discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Connect information from oral, print and other media texts to topics of study	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.3 Organize, record and Evaluate													
• Identify or categorize information according to sequence, or similarities and differences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
• List related ideas and information on a topic, and make statements to accompany pictures			✓	✓	✓	✓	✓	✓	✓	✓	✓		
• Recognize and use gathered information to communicate new learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.4 Share and Review													
• Share ideas and information from oral, print and other media texts with familiar audiences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Talk about information gathering experiences by describing what was interesting, valuable and helpful	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.3 Present and Share													
• Present ideas and information to a familiar audience and respond to questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Be attentive and show interest during listening or viewing activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5.1 Respect Others and Strengthen Community													



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• Share personal experiences and family traditions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Share ideas and experiences through conversation, puppets, drama and songs to celebrate individual and class accomplishments	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.2 Working within a Group													
• Work in partnerships and groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Ask questions and contribute ideas related to class topics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Take turns sharing ideas and information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Social Studies													
1.1 My World: Home, School and Community													
• Value self and others as unique individuals in relation to their world	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Value the groups and communities to which they belong	✓	✓					✓	✓	✓	✓	✓	✓	✓
• Examine how they belong and are connected to their world	✓			✓	✓	✓							
1.2 Moving Forward with the Past; My Family, My History and My Community													
• Appreciate how the languages, traditions, celebrations and stories of their families contribute to their sense of identity within their family	✓											✓	
Skills and Processes: Information and Communication Technology (ICT)													
1.S.1 Develop skills of critical thinking and creative thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.S.4 Demonstrate skills of decision making and problem solving	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.S.8 Demonstrate skills of oral, written and visual literacy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

*** These curriculum links are based on the assumption that the program is taught in its entirety. When the FRIENDS for Life Extra Games and Activity Ideas are utilized additional curriculum links will occur.*