

This package provides a list of Alberta Learning curriculum objectives from Health and Life Skills, Social Studies and Science programs which we believe are met under the My Pet and Me program.

Curriculum Connections My Pet and Me	Specific outcomes met
Grade 1	
Health and Life Skills	
Wellness Choices	
Safety and Responsibility	W-1.7 describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you
	W-1.8 determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours
	W-1.10 recognize community helpers, and identify how to seek their help; e.g., appropriate use of 911
Relationship Choices	
Understanding and Expressing Feelings	R-1.2 identify physiological responses to feelings; e.g., being sad can make you tired
	R-1.3 identify positive and negative feelings associated with stress/change
Interactions	R-1.6 examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g., inviting others to join
Life Learning Choices	
Life Roles and Career Development	L-1.6 demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work
Volunteerism	L-1.7 describe ways people volunteer in the school and in the community

Social Studies	
My World – Home, School and Community	
Values and Attitudes	1.1.1 value self and others as unique individuals in relation to their world: <ul style="list-style-type: none"> • appreciate how belonging to groups and communities enriches an individual's identity (I) • demonstrate respect for their individual rights and the rights of others (C, I)
Knowledge and Understanding	1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> • What helps us to recognize different groups

	<p>or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)</p> <ul style="list-style-type: none"> • In what ways do we belong to more than one group or community at the same time? (CC, I) • In what ways do we benefit from belonging to groups and communities? (C, CC, I) • What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)
	<p>1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C) • How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM) • How does caring for the natural environment contribute to the well being of our community? (C, LPP)
Skills and Processes for Grade 1	
Social Participation as a Democratic Practice	<p>1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</p> <ul style="list-style-type: none"> • behaviour in accordance with classroom, school and community expectations
Glossary of Terms and Concepts—Grade 1	<p>community A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space.</p> <p>cooperation To act or work together for a particular purpose, or to help someone willingly when help is requested.</p> <p>responsibility Having control and authority over something or someone and the duty of taking care of it or him/her.</p>

Science	
Topic E: Needs of Plants and Animals	<p>1–11 describe some common living things, and identify needs of those living things.</p> <ol style="list-style-type: none"> 1. Observe, describe and compare living things. 3. Identify ways in which living things are valued; e.g., as part of a community of living things; as sources

	<p>of food, clothing or shelter</p> <p>5. Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).</p> <p>6. Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.</p>
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