

U1: Changes in environments include **seasonal changes**.

K1: The **four seasons in Alberta** are summer, autumn or fall, winter, and spring.

K2: **Some places have fewer than four seasons**, such as two seasons (rainy and dry) and three seasons (cool or cold, rainy, and dry).

S3: **Share personal experiences** related to seasons.

K3: Many **seasonal changes appear in environments**, such as snow covering the ground, snow melting, the surface of lakes and other bodies of water freezing, and rivers flowing fast or slow.

K4: **Seasonal changes appear in plants and animals**, such as camouflage in animals, leaves changing colour and falling, flowers blooming, and crops and plants greening and growing.

S1: **Observe seasonal changes** in local environments over time.

S2: **Document signs of seasonal change** over time.

S4: **Discuss how changes** in the appearance of environments, plants, and animals **are related to the seasons**.

S5: **Represent an environment in different seasons** to show environmental changes.

U2: Seasonal or sudden changes can affect the **behaviour** of animals.

S6: **Investigate animal behaviour** throughout the seasons, including migration and hibernation.

K5: **Migration** is the regular movement patterns of animals from one area to another, usually in response to seasonal changes.

K6: **Many animals migrate**, such as whales, geese, polar bears, butterflies, and caribou.

K7: **Hibernation** allows animals to survive the winter with little or no food, usually by sleeping for long periods of time.

K8: **Many animals hibernate** in winter, such as black bears and grizzly bears, groundhogs, and some types of squirrels.

K9: Environments can undergo **sudden changes**, such as storms, floods, fires, and winds.

S7: **Share personal experiences** related to sudden changes in environments.

Grade 1 - Earth Systems

In what ways can environments change?

U3: Environments are observed and understood using the **senses**.

K10: **Information can be gathered** from environments using the senses.

S8: **Describe various environments**, drawing from information gathered using the senses.

U5: Caring for nature comes from a sense of **responsibility**.

K12: The responsibility to care for environments is shared by all people and is fulfilled by showing **respect** for and **protecting** all aspects of nature.

S10: **Discuss benefits** of spending time in nature.

S11: **Identify personal and group actions** that demonstrate responsibility and care for nature.

K13: For First Nations, Métis, and Inuit, a **sense of responsibility toward nature** can be connected to place and traditional teachings for future generations, such as taking only what is needed.

S12: **Discuss and reflect on First Nations, Métis, and Inuit traditional teachings** that demonstrate a sense of responsibility to care for nature.

U4: **Seasonal changes** influence decisions about daily activities.

K11: Seasonal changes may affect a variety of **choices and activities**, such as clothing choices, recreational activities, Indigenous ceremonies, hunting and gathering.

S9: **Describe** how seasonal changes affect decisions about daily activities.

