

Teacher Jopling and Murphy - TERM 1 OVERVIEW

GRADE 1

2018-2019



British Columbia's curriculum has been redesigned to respond to the demanding world our students are entering. This transformation in curriculum will help support engaging learning environments and personalized learning. At the heart of the redesigned curriculum are core competencies, essential learning and literacy and numeracy foundations.



HOME SUPPORT: Please continue to...	<ul style="list-style-type: none"> • Check and sign student agenda each day <ul style="list-style-type: none"> • Read with child on a daily basis • Practice grade 1 sight words • Connect what your child learns to everyday life.
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SUBJECT AREA	BIG IDEA: What will students UNDERSTAND long after this unit is over?	CURRICULAR COMPETENCIES: What will the students DO and how will they APPLY their learning?	CONTENT: What will the students KNOW , learn and be assessed on?
LANGUAGE ARTS	<ul style="list-style-type: none"> ❖ Language and story can be a source of creativity and joy. ❖ Stories and texts can be shared through pictures and words. ❖ Playing with language helps us discover how language works. 	<ul style="list-style-type: none"> ❖ Read fluently at grade level ❖ Use sources of information and prior knowledge to make meaning ❖ Use developmentally appropriate reading, listening, and viewing strategies to make meaning ❖ Use foundational concepts of print, oral, and visual texts ❖ Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity and community ❖ Recognize the importance of story in personal, family and community identity ❖ Use personal experience and knowledge to connect to stories and other texts to make meaning 	<ul style="list-style-type: none"> ❖ Literary elements and devices ❖ Vocabulary to talk about texts ❖ Reading strategies ❖ Oral language strategies ❖ Metacognitive strategies ❖ Writing processes ❖ Concepts of print ❖ Print awareness ❖ Phonemic and phonological awareness ❖ Letter formation ❖ Sentence structure ❖ Conventions

		<ul style="list-style-type: none"> ❖ Exchange ideas and perspectives to build shared understanding ❖ Identify, organize, and present ideas in a variety of forms ❖ Create stories and other texts to deepen awareness of self, family and community ❖ Plan and create a variety of communication forms for different purposes and audiences ❖ Communicate using letters and words and applying some conventions of Canadian spelling, grammar and punctuation 	
MATH	<ul style="list-style-type: none"> ❖ Numbers to 20 represent quantities that can be decomposed into 10s and 1s. ❖ Repeating elements in patterns can be identified. ❖ Objects and shapes have attributes that can be described, measured, and compared. 	<ul style="list-style-type: none"> ❖ Use reasoning to explore and make connections ❖ Estimate reasonably ❖ Use technology to explore mathematics ❖ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving ❖ Visualize to explore mathematical concepts ❖ Communicate mathematical thinking in many ways ❖ Use mathematical vocabulary and language to contribute to mathematical discussions ❖ Explain and justify mathematical ideas and decisions ❖ Represent mathematical ideas in concrete, pictorial, and symbolic forms ❖ Reflect on mathematical thinking 	<ul style="list-style-type: none"> ❖ Number concepts to 20 ❖ Ways to make 10 ❖ Repeating patterns with multiple elements and attributes ❖ Direct measurement with non-standard units (non-uniform and uniform) ❖ Comparison of 2D shapes and 3D objects
SCIENCE	<ul style="list-style-type: none"> ❖ Observable patterns and cycles occur in the local sky and landscape. 	<ul style="list-style-type: none"> ❖ Demonstrate curiosity and a sense of wonder about the world ❖ Observe objects and events in familiar contexts 	<ul style="list-style-type: none"> ❖ Common objects in the sky ❖ Shares First Peoples knowledge of the sky ❖ Local First Peoples

		<ul style="list-style-type: none"> ❖ Ask questions about familiar objects and events ❖ Make simple predictions about familiar objects and events ❖ Make and record observations ❖ Safely manipulate materials to test ideas and predictions ❖ Make and record simple measurements using informal or non-standard methods ❖ Experience and interpret the local environment ❖ Compare observations with predictions through discussion ❖ Identify simple patterns and connections ❖ Compare observations with those of others ❖ Take part in caring for self, family, classroom and school through personal approaches ❖ Generate and introduce new or refined ideas when problem solving ❖ Communicate observations and ideas using oral or written language, drawing, or role-play 	<p>understanding and use of seasonal rounds</p> <ul style="list-style-type: none"> ❖ Local patterns that occur on Earth and in the sky
<p>SOCIAL STUDIES</p>	<ul style="list-style-type: none"> ❖ Our rights, roles and responsibilities are important for building strong communities. 	<ul style="list-style-type: none"> ❖ Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) ❖ Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) 	<ul style="list-style-type: none"> ❖ Roles, rights, and responsibilities in the local community ❖ Natural and human-made features of the local environment
<p>PHYSICAL AND HEALTH EDUCATION</p>	<ul style="list-style-type: none"> ❖ Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. ❖ Good health comprises physical, mental, and emotional well-being. 	<ul style="list-style-type: none"> ❖ Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments ❖ Describe the body's reaction to participating in physical 	<ul style="list-style-type: none"> ❖ Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills ❖ Effects of different activities on the body

		<ul style="list-style-type: none"> activity in a variety of environments ❖ Develop and demonstrate safety, fair play, and leadership in physical activities ❖ Participate daily in physical activity at moderate to vigorous intensity levels ❖ Develop and demonstrate respectful behaviour when participating in activities with others ❖ Identify and describe practices that promote mental well-being ❖ Identify and describe feelings and worries ❖ Identify personal skills, interests, and preferences 	<ul style="list-style-type: none"> ❖ Hazards and potentially unsafe situations ❖ Emotions and their causes and effects
<p>ARTS EDUCATION</p>	<ul style="list-style-type: none"> ❖ People create art to express who they are as individuals and community ❖ People connect to others and share ideas through the arts 	<ul style="list-style-type: none"> ❖ Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts ❖ Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools and techniques ❖ Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination ❖ Reflect on creative processes and make connections to other experiences ❖ Interpret symbols and how they can be used to express meaning through the arts ❖ Express feelings, ideas, stories, observations, and experiences through the arts ❖ Experience, document and share creative works in a variety of ways ❖ Demonstrate increasingly sophisticated application and/or 	<ul style="list-style-type: none"> ❖ Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition ❖ Processes, materials, movements, technologies, tools and techniques to support arts activities ❖ Symbolism as a means of expressing specific meaning ❖ Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

		engagement of curricular content	
APPLIED DESIGN, SKILLS AND TECHNOLOGIES	<ul style="list-style-type: none"> ❖ Designs grow out of natural curiosity. ❖ Skills can be developed through play. ❖ Technologies are tools that extend human capabilities. 	<ul style="list-style-type: none"> ❖ Identify needs and opportunities for designing, through exploration ❖ Generate ideas from their experiences and interests ❖ Add to others' ideas ❖ Choose an idea to pursue ❖ Choose tools and materials ❖ Make a product using known procedures or through modelling of others ❖ Use trial and error to make changes, solve problems, or incorporate new ideas from self or others ❖ Decide on how and with whom to share their product ❖ Use materials, tools, and technologies in a safe manner in both physical and digital environments ❖ Develop their skills and add new ones through play and collaborative work ❖ Explore the use of simple, available tools and technologies to extend their capabilities 	
CAREER EDUCATION	<ul style="list-style-type: none"> ❖ Confidence develops through the process of self-discovery. ❖ Everything we learn helps us to develop skills. 	<ul style="list-style-type: none"> ❖ Identify and appreciate their personal attributes, skills, interests, and accomplishments ❖ Share ideas, information, personal feelings, and knowledge with others ❖ Set and achieve realistic learning for goals themselves 	<ul style="list-style-type: none"> ❖ Risk taking and its role in self-exploration ❖ Roles and responsibilities at home, at school, and in the local community

FIRST PEOPLES LEARNING PRINCIPLES



Aboriginal culture and perspectives have been integrated throughout all areas of learning this term. The principles focused on this TERM are:

- ❖ Learning involves recognizing the consequences of one's actions
- ❖ Learning requires exploration of one's identity
- ❖ Learning involves patience and time

CORE COMPETENCIES		<ul style="list-style-type: none"> • These are sets of intellectual, personal and social and emotional proficiencies that all students need to develop in order to engage in deeper learning • This term the students will focus on the "I can" statements as follows: 	
The attribute of being...	The act of "doing" in any area of learning		
LEARNER	SOCIAL RESPONSIBILITY		❖ I can share my feelings, be responsible for my choices, and solve problems.
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		❖ I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY		❖ I can work with others to create a good classroom community.
INNOVATOR	CRITICAL THINKING		❖ I can use evidence to make simple judgements.
	COMMUNICATION		❖ I can talk and listen to people and provide a thoughtful response.
COLLABORATOR	CREATIVE THINKING		❖ I can get new ideas, build on or combine other people's ideas to create new things.
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		❖ I can be proud of who I am.

**The main focus for Term 1 will be Communication