

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"> ❖ Everyone has a unique story to share. ❖ Through listening and speaking, we connect with others and share our world. 	<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 ❖ 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 ❖ Recognize the structure and elements of story ❖ Explore oral storytelling processes 	
<p>MATH</p>	<ul style="list-style-type: none"> ❖ Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency. 	<ul style="list-style-type: none"> ❖ Use reasoning to explore and make connections ❖ Develop mental math strategies and abilities to make sense of quantities ❖ Model mathematics in contextualized experiences ❖ Use technology to explore mathematics ❖ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving ❖ Visualize to explore mathematical concepts ❖ Develop and use multiple strategies to engage in problem solving ❖ Communicate mathematical thinking in many ways ❖ Use mathematical vocabulary and language to contribute to mathematical discussions ❖ Explain and justify mathematical ideas and decisions 	<ul style="list-style-type: none"> ❖ Addition and subtraction to 20 ❖ Change in quantity to 20, concretely and verbally ❖ Meaning of equality and inequality

		<ul style="list-style-type: none"> ❖ Represent mathematical ideas in concrete, pictorial, and symbolic forms ❖ Reflect on mathematical thinking 	
SCIENCE	<ul style="list-style-type: none"> ❖ Matter is useful because of its properties. ❖ Light and sound can be produced and their properties can be changed. 	<ul style="list-style-type: none"> ❖ Demonstrate curiosity and a sense of wonder about the world ❖ Observe objects and events in familiar contexts ❖ 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 ❖ Experience and interpret the local environment ❖ Compare observations with predictions through discussion ❖ Compare observations with those of others ❖ Transfer and apply learning to new situations ❖ Generate and introduce new or refined ideas when problem solving ❖ Communicate observations and ideas using oral or written language, drawing, or role-play ❖ Express and reflect on personal experiences of place 	<ul style="list-style-type: none"> ❖ Specific properties of materials allow us to use them in different ways ❖ Natural and artificial sources of light and sound ❖ Properties of light and sound depend on their source and the objects in which they interact
SOCIAL STUDIES	<ul style="list-style-type: none"> ❖ Healthy communities recognize and respect the diversity of individuals and care for the local environment. 	<ul style="list-style-type: none"> ❖ Explain the significance of personal or local events, objects, people or places ❖ Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same ❖ Explore different perspectives on people, places, issues, or events in their lives 	<ul style="list-style-type: none"> ❖ Characteristics of the local community that provide organization and meet the needs of the community ❖ Diverse cultures, backgrounds, and perspectives within the local and other communities ❖ Key events and developments in the local

			community, and in local First Peoples communities
PHYSICAL AND HEALTH EDUCATION	<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. Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. 	<ul style="list-style-type: none"> ❖ Participate daily in physical activity at moderate to vigorous intensity levels ❖ Identify opportunities to be physically active at school, at home, and in the community ❖ Identify and explore a variety of foods and describe how they contribute to health ❖ Identify opportunities to make choices that contribute to health and well-being ❖ Identify caring behaviours among classmates and within families 	<ul style="list-style-type: none"> ❖ How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games ❖ Practices that promote health and well-being ❖ Caring behaviours in groups and families
ARTS EDUCATION	<ul style="list-style-type: none"> ❖ Dance, drama, music, and visual arts express meaning in unique ways. 	<ul style="list-style-type: none"> ❖ Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts ❖ Explore artistic expressions of themselves and community through creative processes ❖ 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 ❖ Express feelings, ideas, stories, observations, and experiences through the arts ❖ Describe and respond to works of art ❖ Experience, document and share creative works in a variety of ways 	<ul style="list-style-type: none"> ❖ Dance: body, space, dynamics, time, relationships, form ❖ Drama: character, time, place, plot ❖ Processes, materials, movements, technologies, tools and techniques to support arts activities ❖ A variety of dramatic forms ❖ Traditional and contemporary Aboriginal arts and arts-making processes ❖ A variety of local works of art and artistic traditions from diverse cultures and communities ❖ Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

		<ul style="list-style-type: none"> ❖ Demonstrate increasingly sophisticated application and/or engagement of curricular content 	
<p>APPLIED DESIGN, SKILLS AND TECHNOLOGIES</p>	<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 personal preferences to evaluate the success of their design solutions ❖ Reflect on their ability to work effectively both as individuals and collaboratively in a group ❖ 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 	
<p>CAREER EDUCATION</p>	<ul style="list-style-type: none"> ❖ Effective collaboration relies on clear, respectful communication. ❖ Learning is a lifelong enterprise. 	<ul style="list-style-type: none"> ❖ Work respectfully and constructively with others to achieve common goals ❖ Recognize the importance of learning in their lives and future careers ❖ Demonstrate effective work habits and 	<ul style="list-style-type: none"> ❖ Goal-setting strategies

		organizational skills appropriate to their level of development	
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FIRST PEOPLES LEARNING PRINCIPLES 	<p>Aboriginal culture and perspectives have been integrated throughout all areas of learning this term. The principles focused on this TERM are:</p> <ul style="list-style-type: none"> ❖ Learning is embedded in memory, history, and story ❖ Learning is holistic reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place) ❖ Learning ultimately supports the well-being of the self the family, the community, the land, the spirits, and the ancestors
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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 2 will be Critical Thinking