

# Mme. Roy - TERM 1 OVERVIEW

## GRADE 1 French Immersion

### 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.



<b>HOME SUPPORT:</b> Please continue to...	<ul style="list-style-type: none"> <li>• Check and sign student agenda each day             <ul style="list-style-type: none"> <li>• Read with child on a daily basis</li> </ul> </li> <li>• Practice math facts of number concepts to 20</li> <li>• Review and practice Grade 1 sight words daily</li> </ul>
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SUBJECT AREA	BIG IDEA: What will students <b>UNDERSTAND</b> long after this unit is over?	CURRICULAR COMPETENCIES: What will the students <b>DO</b> and how will they <b>APPLY</b> their learning?	CONTENT: What will the students <b>KNOW</b> , learn and be assessed on?
<b>LANGUAGE ARTS</b> (English Language Arts & Français langue seconde – immersion)	<ul style="list-style-type: none"> <li>❖ Our ability to communicate in a new language improves as we take risks in that language.</li> <li>❖ Communicating in French fosters a sense of belonging to the Francophone community.</li> <li>❖ As vocabulary increases, so does our ability to make ourselves understood.</li> <li>❖ Readers must not only decode words, but also understand the meaning of text.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize Francophone and Aboriginal cultural elements in a text</li> <li>- Recognize frequently encountered words</li> <li>- Use text elements to understand texts</li> <li>- Identify the elements of a story</li> <li>- Make distinction between an informal text and a narrative text</li> <li>- Deconstruct a sentence into word groups to enhance comprehension</li> <li>- Speak about oneself and one's daily life</li> <li>- Reproduce simple sentence structures in oral self-expression</li> </ul>	<ul style="list-style-type: none"> <li>- Communication Strategies</li> <li>- Phonemic and phonological awareness</li> <li>- Reading strategies</li> <li>- Print awareness</li> <li>- Writing conventions</li> </ul>
<b>MATH</b> (Mathématiques)	<ul style="list-style-type: none"> <li>❖ Numbers to 20 represent quantities that can be decomposed into 10's and 1's.</li> <li>❖ Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency.</li> </ul>	<ul style="list-style-type: none"> <li>- Estimate reasonably</li> <li>- Develop mental math strategies and abilities to make sense of quantities</li> <li>- Use technology to explore mathematics</li> <li>- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Number concepts to 20</li> <li>- Ways to make 10</li> <li>- Addition and subtraction to 20 (understanding of operation and process)</li> <li>- Change in quantity to 20</li> </ul>

		<ul style="list-style-type: none"> <li>- Develop and use multiple strategies to engage in problem solving</li> <li>- Communicate mathematical thinking in many ways</li> <li>- Explain and justify mathematical ideas and decisions</li> </ul>	<ul style="list-style-type: none"> <li>- Financial Literacy (Values of coins, and monetary exchanges)</li> </ul>
<p><b>SCIENCE</b> (<b>Sciences</b>)</p>	<ul style="list-style-type: none"> <li>❖ Matter is useful because of its properties.</li> <li>❖ Light and sound can be produced and their properties can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate curiosity and a sense of wonder about the world</li> <li>- Make simple predictions about familiar objects and events</li> <li>- Make and record observations</li> <li>- Safely manipulate materials to test ideas and predictions</li> <li>- Compare observations with those of others</li> </ul>	<ul style="list-style-type: none"> <li>- Specific properties of materials allows us to use them in different ways</li> <li>- Natural and artificial sources of light and sound</li> <li>- Properties of light and sound depend on their source and the objects with which they interact</li> </ul>
<p><b>SOCIAL STUDIES</b> (<b>Sciences Humaines</b>)</p>	<ul style="list-style-type: none"> <li>❖ Our rights, roles, and responsibilities are important for building strong communities.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the significance of personal or local events, objects, people, or places</li> <li>- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>- Explore different perspectives on people, places, issues, or events in their lives</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse cultures, backgrounds, and perspectives within the local and other communities</li> <li>- Key events and developments in the local community, and in local First Peoples communities</li> <li>- Relationships between a community and its environment</li> </ul>
<p><b>PHYSICAL AND HEALTH EDUCATION</b> (<b>Éducation Physique et Santé</b>)</p>	<ul style="list-style-type: none"> <li>❖ Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships</li> <li>❖ Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and describe practices that promote mental well-being</li> <li>- Identify and describe feelings and worries</li> <li>- Identify personal skills, interests, and preferences</li> <li>- Develop and demonstrate safety, fair play, and leadership in physical activities</li> <li>- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments</li> </ul>	<ul style="list-style-type: none"> <li>- Caring behaviours in groups and families</li> <li>- Emotions and their causes and effects</li> <li>- Practices to promote health and well-being</li> <li>- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</li> <li>- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</li> </ul>
<p><b>ARTS EDUCATION</b> (<b>Éducation Artistique</b>)</p>	<ul style="list-style-type: none"> <li>❖ People connect to others and share ideas through the arts.</li> <li>❖ Engagement in the arts creates opportunities for inquiry through purposeful play.</li> <li>❖ People create art to express who they are as individuals and community.</li> </ul>	<ul style="list-style-type: none"> <li>- Observe and share how artists use processes, materials, movements, technologies, tools, and techniques</li> <li>- Reflect on creative processes and make connections to others experiences</li> <li>- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> </ul>	<ul style="list-style-type: none"> <li>- Processes, materials, movements, technologies, tools and techniques to support art activities</li> <li>- A variety of dramatic forms</li> <li>- A variety of local works of art and artistic traditions from diverse cultures and communities</li> </ul>

<p>APPLIED DESIGN, SKILLS AND TECHNOLOGIES (<b>Conception Compétences Pratiques et Technologies</b>)</p>	<ul style="list-style-type: none"> <li>❖ Skills can be developed through play.</li> <li>❖ Designs grow out of natural curiosity.</li> </ul>	<ul style="list-style-type: none"> <li>- Identity needs and opportunities for designing, through exploration</li> <li>- Generate ideas from their experiences and interests</li> <li>- Make product using known procedures or through modelling of others</li> <li>- Use trial and error to make changes, solve problems, or incorporate new ideas from self or others</li> <li>- Use personal preferences to evaluate the success of their design solutions</li> </ul>	<p>Students are expected to use the learning standards for the Curricular Competencies in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.</p>
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<p><b>FIRST PEOPLES LEARNING PRINCIPLES</b></p> 	<p><b>Aboriginal culture and perspectives have been integrated throughout all areas of learning this term. The principles focused on this TERM are:</b></p> <ul style="list-style-type: none"> <li>❖ Learning involves recognizing the consequences of one's actions</li> <li>❖ Learning recognizes the role of indigenous knowledge</li> <li>❖ Learning involves patience and time</li> </ul>
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CORE COMPETENCIES		<ul style="list-style-type: none"> <li>• These are sets of intellectual, personal and social and emotional proficiencies that all students need to develop in order to engage in deeper learning</li> <li>• <b>This term</b> the students will focus on the "I can" statements as follows:</li> </ul>	
The attribute of being...	The act of "doing" in any area of learning		
LEARNER	SOCIAL RESPONSIBILITY		<ul style="list-style-type: none"> <li>❖ I can be respectful to myself, and to others.</li> <li>❖ I can share my feelings, be responsible for my choices, and solve problems.</li> </ul>
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> <li>❖ I can share my ideas and accomplishments.</li> <li>❖ I can accept responsibility for my actions.</li> </ul>
	SOCIAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> <li>❖ I can work with others to achieve a short-term concrete goal.</li> </ul>
INNOVATOR	CRITICAL THINKING		<ul style="list-style-type: none"> <li>❖ I can use evidence to make simple judgements.</li> <li>❖ I can explore with a purpose in mind and explain my thinking.</li> </ul>

	COMMUNICATION		❖ I can talk and listen to people I know, and respond in complete sentences.
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. ❖ I can identify all the aspects of my 'whole self' that contribute to making me an individual.

