

Mme. Roy - TERM 2 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 <ul style="list-style-type: none"> • Practice math facts • 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"> ❖ Communicate in French fosters a sense of belonging to the Francophone community ❖ As vocabulary increases, so does our ability to make ourselves understood. ❖ Readers must not only decode words, but also understand the meaning of text. ❖ Texts follow specific structures, depending on their type. 	<ul style="list-style-type: none"> - Recognize Francophone and Aboriginal cultural elements in texts - Recognize frequently encountered words - Use text elements to understand texts - Deconstruct a sentence into words groups to enhance comprehension - Speak about oneself and one's daily life - Interact with others in a respectful manner, adapting behaviour to the interlocutor - Read simple sentences, decoding the words, pronouncing them correctly and following punctuation conventions 	<ul style="list-style-type: none"> - Communication strategies - Phonemic and phonological awareness - Reading strategies - Print awareness - Writing conventions - Phonemes - Text organization
MATH	<ul style="list-style-type: none"> ❖ Numbers to 20 represent quantities that can be decomposed into 10's and 1's. ❖ Addition and subtraction with numbers to 10 can be 	<ul style="list-style-type: none"> - Estimate reasonably - Develop mental math strategies and abilities to make sense of quantities 	<ul style="list-style-type: none"> - Number concepts to 20 - Ways to make 10 - Addition and subtraction to 20 (understanding

	<p>modelled concretely, pictorially, and symbolically to develop computational fluency</p> <ul style="list-style-type: none"> ❖ Repeating elements in patterns can be identified 	<ul style="list-style-type: none"> - Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving - Develop and use multiple strategies to engage in problem solving - Explain and justify mathematical ideas and decisions - Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to First Peoples communities, the local community, and other cultures. 	<p>of operation and process)</p> <ul style="list-style-type: none"> - Change in quantity to 20 - Likelihood of familiar life events, using comparative language - Repeating patterns with multiple elements and attributes
SCIENCE	<ul style="list-style-type: none"> ❖ Matter is useful because of its properties ❖ 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 - Make simple predictions about familiar objects and events - Make and record observations - Safely manipulate materials to test ideas and predictions - Compare observations made with others - Consider some environmental consequences of their actions 	<ul style="list-style-type: none"> - Specific properties of materials allow us to use them in different ways - Common objects in the sky - The knowledge of First Peoples - Local First People's knowledge of the local landscape, plants, and animals - Local patterns that occur on earth and in the sky
SOCIAL STUDIES	<ul style="list-style-type: none"> ❖ We shape the local environment, and the local environment shapes who we are and how we live 	<ul style="list-style-type: none"> - As questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) - Recognize cause and consequences of events, decisions, or developments in their lives - Explore the different perspectives on peoples, places, issues, or events in their lives 	<ul style="list-style-type: none"> - Relationships between a community and its environment - Characteristics of the local community that provide organization and meet the needs of the community - Natural and human-made features of the local environment
PHYSICAL AND HEALTH EDUCATION	<ul style="list-style-type: none"> ❖ Daily physical activity helps us develop movement skills and physical literacy, and is important part of healthy living. 	<ul style="list-style-type: none"> - Describe a body's reaction to participating in physical activity in a variety of environments. 	<ul style="list-style-type: none"> - How to participate in different types of physical activities,

	<ul style="list-style-type: none"> ❖ Knowing about our bodies and making healthy choices helps us look after ourselves. 	<ul style="list-style-type: none"> - Identify opportunities to be physically active at school, at home, and in the community - Develop and demonstrate safety, fair play, and leadership in physical activities - Recognize basic health information from a variety of sources 	<p>including individual and dual activities, rhythmic activities and games.</p> <ul style="list-style-type: none"> - Effects of different activities on the body. - Relationships between food, hydration, and health
ARTS EDUCATION	<ul style="list-style-type: none"> ❖ Engagement in the arts creates opportunities for inquiry through purposeful play ❖ 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 - Create artistic expressions of themselves and community through creative processes - Experience, document, and share creative works in a variety of ways 	<ul style="list-style-type: none"> - Processes, materials, movements, technologies, tools, and technologies to support art activities - Notation to represent sounds, ideas, and movement - Dance: body, space, dynamics, time, relationships, and form
APPLIED DESIGN, SKILLS AND TECHNOLOGIES	<ul style="list-style-type: none"> ❖ Skills can be developed through play ❖ Designs grow out of natural curiosity 	<ul style="list-style-type: none"> - Identify needs and opportunities for designing, through exploration - Generate ideas from their experiences and interests - Make 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 - Use personal preferences to evaluate the success of their design solutions 	<ul style="list-style-type: none"> - 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 and thinking and making.

<p>FIRST PEOPLES LEARNING PRINCIPLES</p>	<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 involves recognizing the consequences of one's actions ❖ Learning recognizes the role of indigenous knowledge ❖ Learning involves patience and time
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CORE COMPETENCIES			
The attribute of being...	The act of "doing" in any area of learning		
		<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: 	
LEARNER	SOCIAL RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can be respectful to myself, and to others. ❖ I can share my feelings, be responsible for my choices, and solve problems.
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can share my ideas and accomplishments. ❖ I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can work with others to achieve a short-term concrete goal.
INNOVATOR	CRITICAL THINKING		<ul style="list-style-type: none"> ❖ I can use evidence to make simple judgements. ❖ I can explore with a purpose in mind and explain my thinking.
	COMMUNICATION		<ul style="list-style-type: none"> ❖ I can talk and listen to people I know, and respond in complete sentences.
COLLABORATOR	CREATIVE THINKING		<ul style="list-style-type: none"> ❖ I can get new ideas, build on or combine other people's ideas to create new things.
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		<ul style="list-style-type: none"> ❖ 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.