

**Mrs. Coates: Grade One and Two Overview**  
**January 2024 – March 2024**

\*This is a general overview of the learning for the semester. Changes may occur to the learning goals for the classroom based on the needs of the students.

**Class Website and Parent Communication**

- This site will have records of whole class emails, important school and district websites and information, reminders of upcoming events, schedule of daily rotations, words of the week, reading and writing strategies, home reading extras and videos from Mrs. Coates,
- I provide a February/March snapshot which includes their strengths and goals, a writing and math sample, as well as informal reports
- I will be providing updates to parents reflective of our new reporting style
- Parent emails, contact after school, and phone calls home will be used

**Ways to Support at Home**

- Use class website to work on reading strategies, words of the week, social emotional strategies,
- Read each night with your child
- Have your child print the grocery list, notes for family, write the words of the week on cards around the house
- Reflect on something positive about their day
- Communicate with your child’s teacher often – email, after school, by appointment, by phone, by Zoom,

**MY PROGRAM DELIVERY FOR TERM 2**

<b>LANGUAGE ARTS- Grade One</b>			
<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>
-Stories and other texts can be shared through pictures and words.	-Read fluently at grade level -Use foundational concepts of print, oral, and visual texts -Engage actively as listeners, viewers, and readers, as appropriate, to develop	-elements of story (beginning, middle, end) -literary elements and devices	<i>Assessments:</i> -student check-ins -peer conferences -self-reflections -one to one observation -anecdotal records

<p>-Through listening and speaking, we connect with others and share our world.</p>	<p>understanding of self, identity, and community</p> <ul style="list-style-type: none"> <li>-Recognize the importance of story in personal, family, and community identity</li> <li>-Use personal experience and knowledge to connect to stories and other texts to make meaning</li> <li>-Recognize the structure and elements of story</li> <li>-Show awareness of how story in First Peoples cultures connects people to family and community</li> <li>-Identify, organize, and present ideas in a variety of forms</li> <li>-Communicate using letters and words and applying some conventions of -Canadian spelling, grammar, and punctuation</li> <li>-Explore oral storytelling processes</li> </ul>	<ul style="list-style-type: none"> <li>-reading strategies (context, pattern, letter sound recognition, does it make sense, chunk it,)</li> <li>-oral language strategies (volume of voice, taking turns, asking questions, making connections)</li> <li>-writing processes</li> <li>-concepts of print</li> <li>-print awareness</li> <li>-phonemic and phonological awareness</li> <li>-sentence structure</li> <li>-conventions</li> </ul>	<ul style="list-style-type: none"> <li>-Primary Reading Assessment</li> <li>-Sound It Out -sound assessment for letters and blends</li> <li>-words of the week assessments</li> <li>-Heggerty</li> <li>-Hello Literacy</li> <li>-student writing samples each month – sent home for parent reference</li> </ul> <p><i>Resources:</i></p> <ul style="list-style-type: none"> <li>- Sound It Out</li> <li>- Hello Literacy</li> <li>- Heggerty</li> <li>- Words Their Way</li> <li>- Making Words</li> <li>- Jolly Phonics</li> <li>- Poems</li> <li>- PWIM</li> <li>- Primary Success</li> <li>- Picture books</li> </ul>
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**Tasks and Activities:**

- sounding out words and printing the main sounds they hear, using finger spaces and capitals correctly, and printing the weekly sight words with moderate success – using rhythms and song to help remember words
- recognizing short vowels, long vowels, and vowel and consonant blends as they print
- printing neatly with proper letter formation and using basic, yet complete sentences – supported by directed and free writing opportunities
- creating straightforward personal and informational writing that express simple ideas, using descriptive words, and showing ideas that connect to a topic
- using Daily 5 (read to someone, read to self, listen to reading, work with words, work on writing) to improve reading strategies and comprehension
- reading groups, weekly poems, and literacy centres, which focused on high frequency words, phonetic rules, comprehension, fluency, and developing proper voice when reading aloud

- reading grade-appropriate texts independently for 10 minutes daily
- using decoding strategies to figure out unknown words, self-monitor, self-correct, and visualize
- use whole body listening by showing eye contact, a calm body directed toward the speaker, and use a voice that is appropriate
- interpret what they have listened to through the Arts strands, conversations, or group activities
- use speaking and listening to engage in play, complete tasks, and contribute to class discussions
- listen attentively for the purpose of retelling, questioning, and following two-step instructions

### LANGUAGE ARTS – Grade Two

Big Ideas (What students will understand.)	Curricular Competencies (What students will be able to do.)	Content Learning Standards (What students will know.)	Assessments and Resources
<p>-Everyone has a unique story to share.</p> <p>-Through listening and speaking, we connect with others and share our world.</p> <p>-Playing with language helps us discover how language works.</p>	<p>-work toward reading fluently at grade level</p> <p>-Use developmentally appropriate reading, listening, and viewing strategies to make meaning</p> <p>-Recognize how different text structures reflect different purposes.</p> <p>-Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</p> <p>-Demonstrate awareness of the role that story plays in personal, family, and community identity</p> <p>-Show awareness of how story in First Peoples cultures connects people to family and community</p> <p>-Create stories and other texts to deepen awareness of self, family, and community</p> <p>-Plan and create a variety of communication forms for different purposes and audiences</p> <p>-Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</p> <p>-Explore oral storytelling processes</p>	<p>-elements of story</p> <p>-literary elements and devices</p> <p>-text features</p> <p>-vocabulary associated with texts</p> <p>-reading strategies</p> <p>-oral language strategies</p> <p>-metacognitive strategies</p> <p>-writing processes</p> <p>-features of oral language</p> <p>-word patterns, word families</p> <p>-sentence structure conventions</p>	<p><i>Assessments:</i></p> <ul style="list-style-type: none"> <li>-student check-ins</li> <li>-peer conferences</li> <li>-self-reflections</li> <li>-one to one observation</li> <li>-anecdotal records</li> <li>-Primary Reading Assessment</li> <li>-Sound It Out -sound assessment for letters and blends</li> <li>-words of the week assessments</li> <li>-Hello Literacy</li> <li>-Heggerty</li> <li>-student writing samples each month – sent home for parent reference</li> </ul> <p><i>Resources:</i></p> <ul style="list-style-type: none"> <li>- Sound It Out</li> <li>- Hello Literacy</li> <li>- Heggerty</li> <li>- Words Their Way</li> <li>- Making Words</li> <li>- Jolly Phonics</li> </ul>

			<ul style="list-style-type: none"> <li>- Poems</li> <li>- PWIM</li> <li>- Primary Success</li> <li>- Picture books</li> </ul>
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<p><b>Tasks and Activities:</b></p> <p>In Writing,</p> <ul style="list-style-type: none"> <li>● Journals, big books, free writing assignments, and PWIM (the use of a theme picture to brainstorm words and create sentences)</li> <li>● creating informational writing using the writing process (brainstorming, drafting, editing, and publishing) that show a developing voice and descriptive language</li> <li>● using complete sentences, descriptive words, compound sentences, proper use of capitals and punctuation, and showing pride in their work through neatness and writing all that they can</li> <li>● writing letters to students in other schools through book donations</li> </ul> <p>In Reading,</p> <ul style="list-style-type: none"> <li>● Daily 5 – (read to self, read to someone, listen to reading, work with words, work on writing)</li> <li>● participating in guided reading groups and literacy centres</li> <li>● recalling high frequency and sight words, developing proper voice and confidence when reading aloud, and improving fluency and expression</li> <li>● participating in our weekly poem activities that allow students to practice fluency and phrasing, while focusing on phonetics and decoding skills</li> <li>● improving reading strategies (predicting, recalling main ideas, using letter blends to decode unknown words, self-correcting)</li> </ul> <p>In Speaking and Listening,</p> <ul style="list-style-type: none"> <li>● use whole body listening by showing eye contact, a calm body directed toward the speaker, and use a voice that is appropriate</li> <li>● convey what they have listened to through the Arts strands, conversations, or group activities</li> <li>● listens attentively for the purpose of retelling, questioning, and following multi-step instructions</li> </ul>			
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<b>MATH- Grade One</b>			
<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>
- objects can be measured and compared	-Develop mental math strategies and abilities to make sense of quantities -Use technology to explore mathematics	-addition and subtraction to 20 (understanding of operation and process)	<i>Assessment</i> -Jump Math and Primary Success reviews

<p>-repeating elements in patterns can be identified</p> <p>-computational fluency is developed through multiple ways</p>	<p>-Visualize to explore mathematical concepts</p> <p>-Develop and use multiple strategies to engage in problem solving</p> <p>-Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</p> <p>-Connect mathematical concepts to each other and to other areas and personal interests</p> <p>-Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</p>	<p>-repeating patterns with multiple elements and attributes</p> <p>-change in quantity to 20, concretely and verbally</p> <p>-meaning of equality and inequality</p> <p>direct measurement with non-standard units (non-uniform and uniform)</p> <p>-likelihood of familiar life events, using comparative language</p> <p>-financial literacy — values of coins, and monetary exchanges</p>	<p>-Number recognition and value Assessment</p> <p>-anecdotal notes</p> <p>-self-assessments</p> <p>-peer assessments</p> <p>-teacher conference</p> <p><i>Resources</i></p> <p>-Jump Math</p> <p>-Primary Success</p> <p>-Math Place (Scholastic)</p> <p>-Taking Shape kit</p> <p>-Unifix and linking cubes</p> <p>-Tens Frames</p> <p>-Kim Sutton resources</p> <p>-Math Songs (Kim Sutton CDs form her site)</p> <p>-Prodigy</p> <p>-ICT Games</p>
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**Tasks and Activities:**

- adding and subtracting to and from 15
- locating numbers to 100 on a number line and understanding which numbers come before and after
- skip counting by 2s, 5s, and 10s to and from 100 and relating it to money by counting coins
- measuring objects with standard and non-standard units and making comparisons
- describing and using a few mental math strategies, such as counting on, counting back, and making 10 to determine basic addition facts to 15

**Outdoor learning potential:**

- Using measurement to measure snowmen and snow sculptures outside

<b>MATH – Grade Two</b>			
<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>

<p>- Concrete items can be represented, compared, and interpreted pictorially in graphs.</p> <p>- Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.</p> <p>-Numbers to 100 represent quantities that can be decomposed into 10s and 1s.</p>	<p>- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</p> <p>-Visualize to explore mathematical concepts</p> <p>-Develop and use multiple strategies to engage in problem solving</p> <p>-Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</p> <p>-Communicate mathematical thinking in many ways</p> <p>-Use mathematical vocabulary and language to contribute to mathematical discussions</p> <p>-Explain and justify mathematical ideas and decisions</p> <p>-Represent mathematical ideas in concrete, pictorial, and symbolic forms</p> <p>-Connect mathematical concepts to each other and to other areas and personal interests</p>	<p>- number concepts to 100 benchmarks of 25, 50, and 100 and personal referents</p> <p>addition and subtraction facts to 20 (introduction of computational strategies)</p> <p>-addition and subtraction to 100</p> <p>-change in quantity, using pictorial and symbolic representation</p> <p>-symbolic representation of equality and inequality</p> <p>-direct linear measurement, introducing standard metric units</p> <p>-pictorial representation of concrete graphs, using one-to-one correspondence</p> <p>-likelihood of familiar life events, using comparative language</p> <p>-financial literacy — coin combinations to 100 cents, and spending and saving</p>	<p><i>Assessments</i></p> <p>-observation</p> <p>-anecdotal notes</p> <p>-number and addition assessments from Primary Success and Jump Math</p> <p><i>Resources</i></p> <p>-Primary Success</p> <p>-Jump Math</p> <p>-Taking Shape kit</p> <p>-Math Place One to provide review</p> <p>-Unifix and linking cubes</p> <p>-Tens Frames</p> <p>-Kim Sutton resources</p> <p>-Math Songs (Kim Sutton CDs form her site)</p> <p>-Prodigy</p> <p>-ICT Games</p>
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<p><b>Tasks and Activities:</b></p> <ul style="list-style-type: none"> <li>● adding and subtracting one and two-digit numbers without regrouping</li> <li>● reviewing strategies, including finding numbers that add to 10 (magic 10), adding zero, grouping numbers in 2s, 5s, or 10s, and using visual aids</li> <li>● solving missing addends (e.g., <math>9 + \_ = 16</math>)</li> <li>● skip counting by 2s, 3s, 5s, and 10s and relating this to money by counting coins</li> <li>● measuring objects with standard and non-standard units and making comparisons with the data</li> </ul> <p><b>Outdoor learning potential:</b></p> <ul style="list-style-type: none"> <li>● Using measurement to measure snowmen and snow sculptures outside</li> </ul>
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**SCIENCE- Grade One**

<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>
<p>- Light and sound can be produced and their properties can be changed. -Observable patterns and cycles occur in the local sky and landscape.</p>	<p>-Make and record observations -Safely manipulate materials to test ideas and predictions -Make and record simple measurements using informal or non-standard methods -Processing and analyzing data and information -Experience and interpret the local environment -Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge -Identify simple patterns and connections -Communicate observations and ideas using oral or written language, drawing, or role-play -Express and reflect on personal experiences of place</p>	<p>- classification of living and non-living things -structural features of living things in the local environment -behavioural adaptations of animals in the local environment -specific properties of materials allow us to use them in different ways -natural and artificial sources of light and sound -light and sound depend on their source and the objects with which they interact -common objects in the sky -the knowledge of First Peoples -shared First Peoples knowledge of the sky -local First Peoples understanding and use of seasonal rounds -local patterns that occur on Earth and in the sky</p>	<p><i>Assessments</i> -anecdotal notes -observation -self and peer assessments -informal presentations of learning to partners and teacher -gallery walk</p> <p><i>Resources</i> -Primary Success -hands on materials for experiments -outdoor resources for environmental studies -Let's Do Science kit (Scholastic) -Picture books -Mystery Doug – subscription -Guest speakers -Wildlife Park on Zoom, Kamloops Museum, Bernice Jensen</p>
<p><b>Tasks and Activities:</b></p> <ul style="list-style-type: none"> <li>● research different animals including their habitat, offspring, predators, and physical features</li> <li>● use Art to explore objects in the sky (sun, clouds, stars) and which ones can produce sound and light</li> <li>● explore light through student inquiry experiments</li> <li>● explore materials and their uses</li> </ul>			

- explore seasonal rounds

**Outdoor learning potential:**

- go outside and measure temperature
- track the changes in the sky
- explore shadows outside

**SCIENCE – Grade Two**

<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>
<p>-Living things have life cycles adapted to their environment. -Forces influence the motion of an object.</p>	<p>- Demonstrate curiosity and a sense of wonder about the world -Experience and interpret the local environment -Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge -Sort and classify data and information using drawings, pictographs and provided tables -Compare observations with predictions through discussion -Identify simple patterns and connections</p>	<p>-similarities and differences between offspring and parent -First Peoples use of their knowledge of life cycles -types of forces -physical ways of changing materials -chemical ways of changing materials</p>	<p><i>Assessments</i> -anecdotal notes -observation -self and peer assessments -informal presentations of learning to partners and teacher -gallery walk</p> <p><i>Resources</i> -Primary Success -hands on materials for experiments -outdoor resources for environmental studies -Let's Do Science kit -Picture books -Mystery Doug - subscription</p>
<p><b>Tasks and Activities:</b></p> <ul style="list-style-type: none"> <li>● research different animals including their habitat, offspring, predators, and physical features</li> <li>● experiment with materials and explore how they can be changed (physical, chemical)</li> <li>● generate ideas, test their thoughts, and compare their observations through our study of materials</li> <li>● explore force and motion</li> </ul> <p><b>Outdoor learning potential:</b></p> <ul style="list-style-type: none"> <li>● explore push and pull with snowballs outside</li> </ul>			



**SOCIAL STUDIES- Grade One**

<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>
<p>- We shape the local environment, and the local environment shapes who we are and how we live.</p>	<p>- Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)                      -Explore different perspectives on people, places, issues, or events in their lives (perspective)                      -Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)</p>	<p>- relationships between a community and its environment                      roles, rights, and responsibilities in the local community                      -key events and developments in the local community, and in local First Peoples communities                      -natural and human-made features of the local environment</p>	<p><i>Assessments</i>                      -observation                      -anecdotal notes                      -teacher conference                      -informal sharing of learning</p> <p><i>Resources</i>                      -Primary Success                      -STAR Matrix                      -MindUp                      -Picture books                      -anchor charts of roles, rights, and responsibilities</p>
<p><b>Tasks and Activities:</b></p> <ul style="list-style-type: none"> <li>● observe and share ideas about natural and human-made features of the environment</li> <li>● ask questions about the relationship between a community and its environment and brainstorm how we impact the environment in positive and negative ways</li> <li>● find ways to become helpful, cooperative, and kind to peers through our school behaviour matrix</li> <li>● read, look at, and listen to stories that reflected different cultures, including local First Peoples</li> </ul> <p><b>Outdoor learning potential:</b></p> <ul style="list-style-type: none"> <li>● nature walks, picking up garbage outside, observing the landforms, stories outside that reflect local First Peoples, observe the community around us and how we impact it through our actions</li> </ul>			

**SOCIAL STUDIES – Grade Two**

<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>

<p>- Local actions have global consequences, and global actions have local consequences. -Canada is made up of many diverse regions and communities.</p>	<p>- Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective) -Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</p>	<p>- diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture -relationships between people and the environment in different communities -diverse features of the environment in other parts of Canada and the world</p>	<p><i>Assessments</i> -observation -anecdotal notes -teacher conference -informal sharing of learning</p> <p><i>Resources</i> -Primary Success -STAR Matrix -MindUp -Picture books -anchor charts of roles, rights, and responsibilities</p>
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<p><b>Tasks and Activities:</b></p> <ul style="list-style-type: none"> <li>● explore environmental features in Canada, including animals, landforms, and plants, through maps, non-fiction stories, discussions, videos, and art</li> <li>● ask questions about the relationship between our community and its environment and brainstorm how we impact the environment in positive and negative ways</li> <li>● brainstorm ideas about how we care for ourselves, our family, and our school</li> <li>● read, look at, and listen to stories that reflected different cultures, including local First Peoples</li> </ul> <p><b>Outdoor learning potential:</b></p> <ul style="list-style-type: none"> <li>● nature walks, picking up garbage outside, observing the landforms, stories outside that reflect local First Peoples, observe the community around us and how we impact it through our actions</li> </ul>
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Health and Physical Education – Grade One			
<b>Big Ideas (What students will understand.)</b>	Curricular Competencies (What students will be able to do.)	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>
-Knowing about our bodies and making healthy choices helps us	- 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	- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills	Mr. McBride teaches this section

look after ourselves.	-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 -Recognize basic health information from a variety of sources	how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games relationships between food, hydration, and health effects of different activities on the body practices that promote health and well-being	
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<b>Tasks and Activities:</b> <ul style="list-style-type: none"> <li>● demonstrate safety, fair play, and active expectations</li> <li>● gross motor and fundamental movement skills such as: balance, hopping, catching, dribbling, and grape vine</li> <li>● understanding the benefits of healthy eating and drinking\</li> <li>● cooperative games</li> <li>●</li> </ul>
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**Health and Physical Education – Grade Two**

<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>
- Learning how to participate and move our bodies in different physical activities helps us develop physical literacy. -Adopting healthy personal practices and safety strategies protects ourselves and others.	- Participate daily in physical activity at moderate to vigorous intensity levels -Identify and describe opportunities to be physically active at school, at home, and in the community -Explore strategies for making healthy eating choices -Develop and demonstrate respectful behaviour when participating in activities with others	- how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games -effects of physical activity on the body -practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention	Mr. McBride teaches this section.

**Tasks and Activities:**

- proper techniques for performing specific gross motor and fundamental movement skills
- the ability to change body position while maintaining control
- an awareness of healthy eating and drinking habits

**APPLIED DESIGN, SKILLS, and TECHNOLOGIES- Grade One and Two**

<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>
- Technologies are tools that extend human capabilities.	- 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	Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K-3 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.	<b>Assessments</b> -observation -anecdotal notes -teacher conference -informal sharing of learning  <b>Resources</b> -loose parts and materials for STEM challenges -items from STEM library in school -Chromebooks, iPads, tablets -craft supplies

**Tasks and Activities:**

- reflect on their ability to work effectively in small groups and on their own
- create “calm down” bottles that help them focus their attention after outside play
- use the school computers to learn to log on, increase their knowledge of the keys on the keyboard, and independently use approved games that promote typing skills

**ARTS – Grade One and Two**

<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>
<p>- (1) Engagement in the arts creates opportunities for inquiry through purposeful play.</p> <p>-(2) Inquiry through the arts creates opportunities for risk taking.</p>	<p>-(1) Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</p> <p>Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination</p> <p>(2) Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</p> <p>Develop processes and technical skills in a variety of art forms to refine artistic abilities</p> <p>Reflect on creative processes and make connections to other experiences</p>	<p>-dance: body, space, time, relationships, form</p> <p>-drama: character, time, place, plot</p> <p>-music: beat, rhythm, tempo, dynamics, form</p> <p>-visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition</p> <p>processes, materials, movements, technologies, tools and techniques to support arts activities</p> <p>traditional and contemporary Aboriginal arts and arts-making processes</p>	<p>Assessments</p> <p>-observation</p> <p>-anecdotal notes</p> <p>-self-assessment rubrics</p> <p>-peer-reflections</p> <p>-rubrics for choreography, participation, knowledge of concepts</p> <p>Resources</p> <p>-Music Play 1 and 2</p> <p>- Virtues Project manual for role play</p> <p>-Artwork samples (Group of Seven and other Canadian artists, photographs)</p>
<p><b>Tasks and Activities:</b></p> <p>In Drama</p> <ul style="list-style-type: none"> <li>● observe how actors use different processes and movements to convey feelings and emotions</li> <li>● develop a further understanding of characters, setting and the use of voice</li> </ul> <p>In Music,</p> <ul style="list-style-type: none"> <li>● keep a beat and participate willingly with a partner or small group in Music</li> <li>● perform simple rhythmic patterns using body movements and percussion instruments</li> <li>● explore how the notation on a staff and pitch represent high and low sounds</li> <li>● be respectful of others when participating in and reflecting on a musical experience</li> </ul>			

In Dance

- exploring a variety of dance concepts and learning basic choreography (teacher and student led)
- demonstrating control and co-ordination needed for safe participation in dance
- moving safely in a variety of levels, pathways, and directions, using a variety of body shapes

In Visual Arts

- using ideas inspired by their imagination and experimenting with the materials and processes
- using a variety of materials and processes (watercolour resist, chalk pastel, permanent marker)
- using visual elements of colour, line, and shape and the principle of pattern
- using a warm and cool colour scheme

**CAREER EDUCATION- Grade One and Two**

<b>Big Ideas (What students will understand.)</b>	<b>Curricular Competencies (What students will be able to do.)</b>	<b>Content Learning Standards (What students will know.)</b>	<b>Assessments and Resources</b>
<p>- Everything we learn helps us to develop skills.</p>	<p>- Work respectfully and constructively with others to achieve common goals                      -Recognize the importance of learning in their lives and future careers                      -Set and achieve realistic learning goals for themselves</p>	<p>- goal-setting strategies                      -risk-taking and its role in self-exploration                      -cultural and social awareness                      roles and responsibilities at home, at school, and in the local community</p>	<p>Assessments                      -observation                      -anecdotal notes                      -self-reflections                      -peer-reflections</p> <p>Resources                      -picture books                      -class meetings                      -partner and group activities                      -anchor charts of roles, rights, and responsibilities</p>
<p><b>Tasks and Activities:</b></p> <ul style="list-style-type: none"> <li>● work respectfully and constructively with others to achieve a common goal</li> <li>● create class goals that reflect the Core Competencies</li> </ul>			

- demonstrate cultural and social awareness
- identify their personal skills and attributes and how they contribute to the classroom community

<b>Proficiency Scale</b>			
Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.  Works with ongoing support.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.  Works with some support.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.  Works independently.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.  Works independently and can support the learning of others.
“I am just getting started.” “I learn best with help.”	“I get some of it.” “I am beginning to do more and more on my own.”	“I get it.” “I can do it on my own.”	“I get it and go beyond what is expected of me.” “I can teach it to a friend.”

**Field Trips if feasible**

- Big Little Science Centre
- Community Walks- Peterson Creek
- Wildlife Park with Big Buddies (possibly May instead)

**Guests Speakers and Experts if feasible:**

- Polly the Poodle (registered BC Therapy Dog) and Dana Koch – they come once a week to read with students – permission slip signed by parents. She lives just down the street and has done this for several years with me and my class
- Guest speakers through Zoom or in class - Knowledge keepers, City of Kamloops, Museum,

**Core Competencies and First Peoples Principles of Learning**

CORE COMPETENCIES and FIRST PEOPLES PRINCIPLES OF LEARNING

Here are some ideas of how the Core Competencies and First Peoples Principles of Learning will be addressed in our class. Please note that the needs of my students and the teachable moments may take us in a new direction.

## **COMMUNICATION:**

### *Communicating*

Connecting and engaging with others:

- through play centres
- through sharing in partners, small groups, whole class conversations and problem-solving situations
- daily connections with their buddy about what they are learning (math and reading reflections and support time)
- by asking questions to develop understandings, clarify information, and take a personal interest

Focusing on intent and purpose:

- learning that what they say, do, and display tells others about themselves, what they like, and what they have learned
- learning that there are different ways to share information – we can share in written form or we could create a dance to share an emotion – and that some ways of sharing information are more or less effective depending on the audience

Acquiring and presenting information:

- class discussions, journal entries, self-assessments, class displays
- presenting/sharing/interpreting information through the arts
  - e.g., share their understanding of letters through body shapes, blends through soundscapes, etc.

### *Collaborating*

Work collectively:

- work together to create rhythms for words of the week, work through the morning task, supporting their buddy in reading and math
- STEM challenges and centres time

Supporting group interactions:

- collaborate in dances, dramatic improv and role-playing, musical combinations, and artwork such as murals

Determining common purpose:

- work together to create and achieve class goals
- reflect using positive and constructive criticism (2 stars-what we did well and a wish- what we could improve upon)

## **THINKING:**

### *Creative Thinking*

Creating and Innovating:

- generate new ideas and develop them in oral, written or forms through the arts



Generating and incubating:

- generate creative ideas during centre time (play/math/literacy centres) and outdoor play
- learn from the ideas of peers through problem solving and inquiry

Evaluating and developing:

- STEM challenges, self-reflections, and peer reflections/feedback will help students test and develop ideas

*Critical and Reflective Thinking:*

Analyzing and critiquing:

- Make judgements and decisions based on their learning style – math strategies, reading strategies, peer confrontation problem solving, etc.
- Use the arts to analyze and gain information from a product or process –e.g., reflect on art to gain vocabulary, emotions, to then write or create

Questioning and investigating:

- Ask questions (and understand that these are different than comments) to gain a better understanding of the content or process, gain independence, reflect on their process and try new strategies.

Designing and developing:

- Learning to work with purpose, design with an outcome in mind but reflect on adjustments needed – we use this in our arts rotations with choreography to convey our learning, in STEM challenges with a goal in mind, in presentations of learning.

Reflecting and assessing:

- Students will use peer feedback, self-assessments, teacher consultations, to reflect on their learning, process, and product
- Students will learn HOW to give feedback that is constructive and helpful rather than focusing on a negative context as feedback being bad.
- Students will set goals and monitor their progress toward success – small goals make for big success and motivation
- We will focus on the [First People's Principles of Learning](#), that learning is holistic, reflexive, reflective, experiential, and relational

## **PERSONAL AND SOCIAL:**

*Personal Awareness and Responsibility*

Self-advocating:

- Students will celebrate their accomplishments and share their successes to grow self-worth
- We will use class meetings, gallery walks, class displays, presentations, and informal “star” recognitions to help grow confidence and find value in their abilities
- We will focus on the [First People's Principles of Learning](#), that learning is holistic, reflexive, reflective, experiential, and relational by building on a sense of place.

#### Self-regulating:

- Students will work through MindUp, Zones of Regulation, and restitution to recognize, validate, and regulate their emotions
- We will focus on allowing ourselves *patience and time in our learning (First People's Principle of Learning)* and focus on perseverance – kind thoughts, kind words, and kind actions

#### Well-being:

- We will learn about ways that our well-being is affected and how our actions, words and thoughts affect others
  - Kind thoughts, kind words, kind actions
  - Fruit and veggie program and action schools
  - BOKS program
  - MindUp and Zones of Regulation
- This will help us explore that *learning supports the well-being of the self, as per the First People's Principles of Learning*

#### *Positive Personal and Cultural Identity*

##### Understanding relationships and cultural contexts:

- Students will gain and explore a sense of who they are by reflecting on their attribute, skills, qualities and noticing the value that they add to our classroom, school, their families, and the community. This also relates to the *First People's Principles of Learning that learning is embedded in memory, history, and story*. Family stories, narratives, and oral stories will be used. This will also explore the principle that learning recognizes the role of indigenous knowledge.
- They will compare and contrast themselves with other Canadian children across the country (language, school, etc.).

##### Recognizing personal values and choices:

- Students will focus on our STAR matrix (safety, teamwork, accountability, and respect) as well as THINK (Is it true, is it helpful, is it inspiring, is it necessary, is it kind) on and off the playground.

##### Identifying personal strengths and abilities:

- Students will focus on virtues that help them realize their personal strengths (perseverance, patience, honesty). This will help us to address the *First People's Principles of Learning that learning requires the exploration of your identity*.
- We will help each other notice how each other's strengths help our classroom community and school community

#### *Social Awareness and Responsibility*

##### Building relationships:

- Partner and group work through hands on activities
- Field trips and having community experts in and volunteers help us build relationships with our community. It also helps us to learn that *some information is sacred and should be shared with permission, as per the First People's Principles of Learning*
- Presentations of learning and big buddies help us build relationships with our school community

##### Contributing to community and caring for the environment:

- We will work on caring for our classroom, school, and community through our classroom jobs, recycling, random acts of kindness, and community initiatives (Terry Fox, Christmas Amalgamated, etc.)

Resolving problems:

- Students will work toward understanding that we can disagree and still be friends, that friends are allowed space, and that we can seek help in resolving issues to practice the habit of listening, validating feelings, and coming to conclusions. We will also focus on understanding the consequences of our actions, as per the First People's Principles of Learning.

Valuing diversity:

- Students are asked to demonstrate respectful and inclusive behaviour in our class, school, and on the playground.
- We will use picture books, class discussions, theme work, and the First People's Principles of Learning to explore diversity and that everyone holds value.