

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

- This site will have records of whole class emails, important school and district websites and information, reminders of upcoming events, schedule of daily rotations, student gallery of work, words of the week, reading and writing strategies, home reading extras and videos from Mrs. Coates,
- I provide a snapshot which includes their strengths and goals, a writing and math sample in late April or early May
- 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,

Field Trips if feasible

- Big Little Science Centre
- Community Walks- Peterson Creek
- Wildlife Park with Big Buddies
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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
- Wildlife Park – Zoom with an animal
- Guest speakers – through Zoom or to come to the class

Proficiency Scale			
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.”

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.](#)

MY PROGRAM DELIVERY FOR TERM 3

LANGUAGE ARTS- Grade One

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>-Stories and other texts help us learn about ourselves and our families.</p> <p>-Stories and other texts can be shared through pictures and words.</p>	<p>-Read fluently at grade level</p> <p>-Use sources of information and prior knowledge to make meaning</p> <p>-Use developmentally appropriate reading, listening, and viewing strategies to make meaning</p> <p>-Use foundational concepts of print, oral, and visual texts</p> <p>-Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</p> <p>-Recognize the importance of story in personal, family, and community identity</p> <p>-Identify, organize, and present ideas in a variety of forms</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>-Explore oral storytelling processes</p>	<p>- elements of story literary elements and devices</p> <p>-vocabulary to talk about texts</p> <p>-reading strategies</p> <p>-oral language strategies</p> <p>-metacognitive strategies</p> <p>-writing processes</p> <p>-concepts of print</p> <p>-print awareness</p> <p>-phonemic and phonological awareness</p> <p>-letter formation</p> <p>-sentence structure conventions</p>	<p><i>Assessments:</i></p> <p>-student check-ins</p> <p>-peer conferences</p> <p>-self-reflections</p> <p>-one to one observation</p> <p>-anecdotal records</p> <p>-Primary Reading Assessment</p> <p>-Sound It Out -sound assessment for letters and blends</p> <p>-words of the week assessments</p> <p>-student writing samples each month – sent home for parent reference</p> <p><i>Resources:</i></p> <ul style="list-style-type: none"> - Sound It Out - Heggerty - Hello Literacy - Words Their Way - Making Words - Jolly Phonics - Poems - PWIM - Primary Success - Picture books
<p>Tasks and Activities:</p> <p>In Writing,</p> <ul style="list-style-type: none"> ● editing their work for an upper case at the beginning of a sentence and a punctuation at the end ● participating in many writing activities including Journal, letters, and Big Books 			

- writing two or more sentences that have linking ideas
- focusing on the sound blends that they know (e.g., ou, th, ch, ed, ing)
- adding one describing word and varied sentence starters
- writing fictional and non-fictional sentences

In Reading,

- reading grade level texts, sight words, and sounding out new words
- reflecting on what they have read after each page and using picture clues to aid in decoding
- re-reading selections to expand their vocabulary and comprehension
- buddy reading to promote a joy of reading
- using poetry to develop phrasing and fluency
- reading fiction and non-fiction

In Speaking and Listening,

- adjusting tone, volume, inflection, and pace
- asking questions and expressing opinions
- making connections and contributions to a discussion
- taking turns as the speaker and listener

Outdoor learning potential:

- Create their stories outside, use nature to create the setting of stories, read outside,

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
-Stories and other texts connect us to ourselves, our families, and our communities. -Everyone has a unique story to share. -Playing with language helps us	-Read fluently at grade level -Recognize how different text structures reflect different purposes. -Demonstrate awareness of the role that story plays in personal, family, and community identity -Use personal experience and knowledge to connect to stories and other texts to make meaning	- elements of story literary elements and devices -text features vocabulary associated with texts -reading strategies -oral language strategies	<i>Assessments:</i> -student check-ins -peer conferences -self-reflections -one to one observation -anecdotal records -Primary Reading Assessment -Sound It Out -sound assessment for letters and blends -words of the week assessments

<p>discover how language works. -Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p>	<p>-Recognize the structure and elements of story -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 sentences and most conventions of Canadian spelling, grammar, and punctuation -Explore oral storytelling processes</p>	<p>-metacognitive strategies -writing processes features of oral language -sentence structure conventions</p>	<p>-student writing samples each month – sent home for parent reference</p> <p><i>Resources:</i></p> <ul style="list-style-type: none"> - Sound It Out - Hello Literacy - Heggerty - Words Their Way - Making Words - Jolly Phonics - Poems - PWIM - Primary Success - Picture books
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Tasks and Activities:

In Writing

- editing work for clarity, description, linking ideas, and quality
- creating lists, letters, and paragraphs, as well as Journals and Big Books
- applying sound blends (e.g., th, dge, ch, ce, ou)
- adding varied punctuation including commas, question marks, and exclamation points
- writing fictional and non-fictional sentences

In Reading

- reading with expression
- reflecting on what they have read after each page
- re-reading selections to expand their vocabulary and comprehension
- buddy reading to promote a joy of reading
- using poetry to develop phrasing and fluency
- reading fiction and non-fiction

In Speaking and Listening,

- using tone, volume, inflection, and pace
- asking questions and expressing opinions
- speaking with expression
- taking turns as the speaker and listener

MATH- Grade One

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>- Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency.</p> <p>-Objects and shapes have attributes that can be described, measured, and compared.</p>	<p>- Develop mental math strategies and abilities to make sense of quantities</p> <p>-Use technology to explore mathematics</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>-Use mathematical vocabulary and language to contribute to mathematical discussions</p> <p>Explain and justify mathematical ideas and decisions</p>	<p>- comparison of 2D shapes and 3D objects</p> <p>concrete graphs, using one-to-one correspondence</p> <p>-addition and subtraction to 20 (understanding of operation and process)</p>	<p><i>Assessment</i></p> <p>-Jump Math and Primary Success reviews</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>-Taking Shape kit</p> <p>-Math Place (Scholastic)</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>
<p>Tasks and Activities:</p> <ul style="list-style-type: none"> ● identifying, sorting, and describing 2-D and 3-D shapes ● recognizing addition and subtraction mental math facts to and from 10 ● adding and subtracting to and from 20 using manipulatives, doubles, and the counting on strategy ● recognizing equalities and inequalities pictorially and numerically ● showing double digit addition and subtraction without regrouping, with some support 			

MATH- 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>- Numbers to 100 represent quantities that can be decomposed into 10s and 1s.</p> <p>-Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.</p> <p>-Objects and shapes have attributes that can be described, measured, and compared.</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>- addition and subtraction facts to 20 (introduction of computational strategies)</p> <p>-addition and subtraction to 100</p> <p>-multiple attributes of 2D shapes and 3D objects</p>	<p><i>Assessment</i></p> <ul style="list-style-type: none"> -Jump Math and Primary Success reviews -Number recognition and value Assessment -anecdotal notes -self-assessments -peer assessments -teacher conference <p><i>Resources</i></p> <ul style="list-style-type: none"> -Jump Math -Taking Shape kit -Primary Success -Math Place (Scholastic) -Unifix and linking cubes -Tens Frames -Kim Sutton resources -Math Songs (Kim Sutton CDs form her site) -Prodigy -ICT Games
<p>Tasks and Activities:</p> <ul style="list-style-type: none"> ● identifying, sorting, and describing 2-D and 3-D shapes ● using regrouping and borrowing in addition and subtraction of two-digit numbers ● recognizing addition and subtraction facts to and from 20 with greater speed and accuracy ● recognizing equalities and inequalities pictorially and by using the appropriate symbols ● learning the basic concepts of multiplication (“groups of” vocabulary, how skip counting relates) 			

SCIENCE- Grade One

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>-Living things have features and behaviours that help them survive in their environment.</p>	<p>-Experience and interpret the local environment -Compare observations with predictions through discussion -Compare observations with those of others -Consider some environmental consequences of their actions -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 -names of local plants and animals structural features of living things in the local environment</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 -Let's Do Science kit -outdoor resources for environmental studies -Picture books -Mystery Doug – subscription -Guest speakers -Wildlife Park on Zoom, Kamloops Museum, Bernice Jensen</p>
<p>Tasks and Activities:</p> <ul style="list-style-type: none"> • how air, water, sunlight, and soil interact and are important for living things • local First Peoples knowledge of the local landscape, plants and animals <p>Outdoor learning potential:</p> <ul style="list-style-type: none"> • Get outside and explore the features of plants, plant our courtyard garden and understand the responsibility to the environment and our effects on the environment (watering/caring) 			

SCIENCE- 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>- Water is essential to all living things, and it cycles through the environment.</p>	<p>- Experience and interpret the local environment - Sort and classify data and information using drawings, pictographs and provided tables - Compare observations with predictions through discussion - Consider some environmental consequences of their actions - Take part in caring for self, family, classroom and school through personal approaches</p>	<p>- water sources including local watersheds - water conservation - the water cycle - local First People’s knowledge of water: - water cycles - conservation - connection to other systems</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 - Let’s Do Science kit - hands on materials for experiments - outdoor resources for environmental studies - Picture books - Mystery Doug – subscription - Guest speakers - Wildlife Park on Zoom, Kamloops Museum, Bernice Jensen</p>
<p>Tasks and Activities:</p> <ul style="list-style-type: none"> ● how air, water, and soil interact and are important for living things through our plant experiments ● the water cycle, water sources, and water conservation <p>Outdoor learning potential:</p> <ul style="list-style-type: none"> ● Get outside and explore the features of plants, plant our courtyard garden and understand the responsibility to the environment and our effects on the environment (watering/caring) 			

SOCIAL STUDIES- Grade One

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>- Healthy communities recognize and respect the diversity of individuals and care for the local environment.</p>	<p>- Explain the significance of personal or local events, objects, people, or places (significance)</p>	<p>- characteristics of the local community that provide organization and meet the needs of the community</p>	<p><i>Assessments</i></p> <ul style="list-style-type: none"> -observation -anecdotal notes -teacher conference -informal sharing of learning <p><i>Resources</i></p> <ul style="list-style-type: none"> -Primary Success -STAR Matrix -MindUp -Picture books -anchor charts of roles, rights, and responsibilities
<p>Tasks and Activities:</p> <ul style="list-style-type: none"> ● describe their responsibility to the local environment ● explore the jobs and volunteer positions that meet the needs of their community <p>Outdoor learning potential:</p> <ul style="list-style-type: none"> ● have community job/members come to visit outside – city garbage truck, firetruck etc. 			

SOCIAL STUDIES- 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>- Individuals have rights and responsibilities as global citizens.</p>	<p>- Explain why people, events, or places are significant to various individuals and groups (significance) -Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) -Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</p>	<p>- how people’s needs and wants are met in communities -rights and responsibilities of individuals regionally and globally roles and responsibilities of regional governments</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>Tasks and Activities:</p> <ul style="list-style-type: none"> ● describe their responsibility to the local environment ● describe how people’s needs and wants are met in communities through our study of jobs <p>Outdoor learning potential:</p> <ul style="list-style-type: none"> ● have community job/members come to visit outside – city garbage truck, firetruck etc. 			

Health and Physical Education – Grade One

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>-Knowing about our bodies and making healthy choices helps us look after ourselves. -Good health comprises physical, mental, and emotional well-being.</p>	<p>- Recognize basic health information from a variety of sources -Describe ways to prevent and respond to a variety of unsafe and or uncomfortable situations -Develop and demonstrate respectful behaviour when participating in activities with others -Identify caring behaviours among classmates and within families -Identify and describe practices that promote mental well-being -Identify and describe feelings and worries -Identify personal skills, interests, and preferences</p>	<p>- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games - names for parts of the body, including male and female private parts -appropriate and inappropriate ways of being touched -different types of substances and how to safely use or avoid them -hazards and potentially unsafe situations -caring behaviours in groups and families -emotions and their causes and effects -reliable sources of health information</p>	<p>Mr. McBride teaches this section</p>
<p>Tasks and Activities:</p> <ul style="list-style-type: none"> ● demonstrating respectful behaviour when working with others in the gym and outside ● demonstrating tumbling, balance, and climbing skills in gymnastics ● demonstrating the soccer skills of passing, trapping, dribbling, and throw-ins ● playing cooperative games while demonstrating appropriate behaviour 			

Health and Physical Education – 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>-Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships. -Our physical, emotional, and mental health are interconnected.</p>	<p>- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations -Develop and demonstrate respectful behaviour when participating in activities with others -Identify and describe characteristics of positive relationships -Explain how participation in outdoor activities supports connections with the community and environment -Identify and apply strategies that promote mental well-being -Identify and describe feelings and worries, and strategies for dealing with them -Identify personal skills, interests, and preferences and describe how they influence self-identity</p>	<p>- practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention -strategies for accessing health information strategies and skills to use in potentially hazardous, unsafe, or abusive situations -effects of different substances, and strategies for preventing personal harm -managing and expressing emotions -factors that influence self-identity</p>	<p>Mr. McBride teaches this section</p>
<p>Tasks and Activities:</p> <ul style="list-style-type: none"> ● demonstrating respectful behaviour when working with others in the gym and outside ● demonstrating tumbling, balance, and climbing skills in gymnastics ● demonstrating the soccer skills of passing, trapping, dribbling, and throw-ins ● playing cooperative games while demonstrating appropriate behaviour 			

APPLIED DESIGN, SKILLS, and TECHNOLOGIES- Grade One and 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>-Designs grow out of natural curiosity. -Skills can be developed through play.</p>	<p>-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>	<p>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.</p>	<p>Assessments -observation -anecdotal notes -teacher conference -informal sharing of learning</p> <p>Resources -loose parts and materials for STEM challenges -items from STEM library in school -Chromebooks, iPads, tablets -craft supplies</p>
<p>Tasks and Activities:</p> <ul style="list-style-type: none"> ● testing their questions about force and motion with materials ● STEM bin challenges ● basic computer skills 			

ARTS – Grade One and 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>-People create art to express who they are as individuals and community. -Dance, drama, music, and visual arts express meaning in unique ways. -Creative expression develops our unique identity and voice.</p>	<p>Express feelings, ideas, stories, observations, and experiences through creative works Describe and respond to works of art Experience, document and share creative works in a variety of ways Demonstrate increasingly sophisticated application and/or engagement of curricular content</p>	<p>- notation to represent sounds, ideas, and movement -a variety of dramatic forms -symbolism as a means of expressing specific meaning -traditional and contemporary Aboriginal arts and arts-making processes -a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places -personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</p>	<p>Assessments -observation -anecdotal notes -self-assessment rubrics -peer-reflections -rubrics for choreography, participation, knowledge of concepts</p> <p>Resources -Music Play 1 and 2 - Virtues Project manual for role play -Artwork samples (Group of Seven and other Canadian artists, photographs)</p>
<p>Tasks and Activities:</p> <p>In Art</p> <ul style="list-style-type: none"> ● designing a water cycle mural to integrate science concepts ● creating images using a variety of mediums (paint, pastel, glue, paper) ● creating geometric artwork through shading, highlights, and proportion ● the elements of design (line, colour, shape) and principals of design (proportion, scale), drafting, sketching and creating a plan of design <p>In Music</p> <ul style="list-style-type: none"> ● play a repeated rhythmic pattern using a variety of instruments ● demonstrate a purpose for music by playing for our pod presentation ● demonstrate a willingness to participate in rehearsals ● demonstrate appropriate performance skills and audience etiquette ● respect the contribution of others when working in a large group and performing for others <p>In Dance</p>			

- demonstrate independence when performing the dance concepts (rhythm, space, flow, level, direction, relationship) in a variety of dance activities
- demonstrate an awareness of tempo and keep in time when performing the choreography
- work collaboratively in small groups to perform and create choreography for our Pod Sharing
- focus on performance and audience skills

In Drama

- demonstrate a willingness to share ideas and participate in drama activities
- explore a variety of drama activities, including improvisation, tableaux, role-play, and skits
- demonstrate appropriate performance skills and audience etiquette

CAREER EDUCATION- Grade One and 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>- Strong communities are the result of being connected to family and community and working together toward common goals. -Effective collaboration relies on clear, respectful communication. -Communities include many different roles requiring many different 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 -Identify and appreciate the roles and responsibilities of people in their schools, families, and communities</p>	<p>- cultural and social awareness roles and responsibilities at home, at school, and in the local community jobs 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>Tasks and Activities:</p> <ul style="list-style-type: none"> ● develop effective work habits (e.g., staying on task, keeping track of supplies, managing their time) ● set realistic academic and social goals and develop strategies to achieve these goals ● identify the roles and responsibilities of people in their community ● recognize the skills needed to do a variety of jobs 			

