

Mrs. Coates: Grade One and Two Overview
September 2023 – December 2023

*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 September snapshot which includes their strengths and goals, a writing and math sample
- I will be providing updates to parents reflective of our new reporting style, including informal notes and mini reports
- Parent emails, contact after school, and phone calls home will be used

Ways to Support at Home

- Use the 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

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
-Language and story can be a source of creativity and joy. -Stories and other texts can be shared through pictures and words.	-Use sources of information and prior knowledge to make meaning -Use developmentally appropriate reading, listening, and viewing strategies to make meaning -Recognize how different text structures reflect different purposes.	-basic elements of story (characters and setting) -vocabulary to talk about texts (book, page, author, title, illustrator, pictures) -reading strategies (context, picture clue, letter sound)	<i>Assessments:</i> -student check-ins -peer conferences -self-reflections -one to one observation -anecdotal records -Primary Reading Assessment

<p>-Playing with language helps us discover how language works. -Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p>	<p>-Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community -Create and communicate (writing, speaking, representing) -Exchange ideas and perspectives to build shared understanding -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</p>	<p>recognition, does it make sense, chunk it.) -oral language strategies (volume of voice, taking turns, asking questions, making connections) - asking questions about their reading, goal setting (metacognitive strategies) -concepts of print -print awareness -phonemic and phonological awareness (segmenting, blending, rhyming) -letter formation - begin sentence structure Conventions toward the end of the term</p>	<p>-Sound It Out -sound assessment for letters and blends -words of the week assessments -Hello Literacy assessments -Heggerty -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 - Words Their Way - Making Words - Jolly Phonics - Poems - PWIM - Heggerty - Picture books
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- Tasks and Activities:**
- letter printing practise through movement and printing books, words of the week, Journals, Daily 5 activities, and Big Books
 - With support: writing a short, complete sentence, using punctuation and uppercase letters properly, during directed writing lessons
 - sounding out the main sounds in simple words with some independence
 - printing word families that rhyme
 - recognizing all letter names and sounds with consistency and confidence
 - recognizing letter blends (th, sh, ch, ee, ea)
 - daily literacy centres (Daily 5), guided literacy groups, silent reading, buddy reading, and special days where each student gets to read to the teacher.
 - remembering high-frequency and sight words (the, come, here, play, I, like), sounding out words, and creating movement and music rhythms to practise the words
 - weekly poems which provide consistent practise in decoding words, understanding phonetics, sight word review, and help to improve their understanding of word families and rhyming words

- class meetings and discussions -work on raising their hand before sharing, listening to the speaker and asking questions to clarify understanding, recognizing the difference between questions and comments
- working respectfully with a partner by listening to their ideas as well as providing their own
- using artwork to pull out authentic vocabulary (PWIM)

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>-Language and story can be a source of creativity and joy.</p> <p>-Playing with language helps us discover how language works.</p> <p>-We can connect with others through listening and speaking.</p>	<p>-Work toward reading 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>-Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</p> <p>-Use personal experience and knowledge to connect to stories and other texts to make meaning</p> <p>-Recognize the structure and elements of story</p> <p>-Show awareness of how story in First Peoples cultures connects people to family and community</p> <p>-Exchange ideas and perspectives to build shared understanding</p> <p>-Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</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>-letter formation</p> <p>-sentence structure</p> <p>-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>-Hello Literacy</p> <p>-Heggerty</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 - Words Their Way - Making Words - Jolly Phonics - Poems

LANGUAGE ARTS – Grade Two

- PWIM
- Heggerty
- Picture books

Tasks and Activities:

- participating in daily writing activities including printing spelling words in the Agenda, letter printing, Journals, Daily 5 activities, and Big Books
- developing ideas through brainstorming activities, such as tableaux, sketching, and conversations
- writing complete sentences, using punctuation and uppercase letters properly, and printing neatly with proper formation of letters, with support during directed writing lessons
- sounding out the main sounds in simple words with some independence
- printing word families that rhyme
- recognizing the letter blends we have studied (th, sh, ch, ar, aw, ay, ll, ed, oo, ow)
- daily literacy centres (Daily 5), guided literacy groups, silent reading, buddy reading
- remembering high-frequency words and sight words, sounding out words
- weekly poems, which provide consistent practise in decoding words, understanding phonetics, sight word review, and help to improve their understanding of word families and rhyming words
- sounding out words, looking for small words inside big words, if they understand the main ideas
- raising their hand before sharing
- listening to the speaker and sharing one comment about what they have heard
- asking questions to clarify their understanding
- working respectfully with a partner by listening to their ideas, as well as providing their own
- using artwork to pull out authentic vocabulary (PWIM)

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
-Numbers to 20 represent quantities that can be	-Use reasoning to explore and make connections -Estimate reasonably	-number concepts to 20 ways to make 10	<i>Assessment</i> -Jump Math and Primary Success reviews -Number recognition and value Assessment -anecdotal notes

<p>decomposed into 10s and 1s. -Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency. -Repeating elements in patterns can be identified.</p>	<p>-Model mathematics in contextualized experiences -Visualize to explore mathematical concepts -Communicate mathematical thinking in many ways -Use mathematical vocabulary and language to contribute to mathematical discussions -Explain and justify mathematical ideas and decisions -Represent mathematical ideas in concrete, pictorial, and symbolic forms -Reflect on mathematical thinking</p>	<p>-addition and subtraction to 20 (understanding of operation and process) -repeating patterns with multiple elements and attributes -change in quantity to 20, concretely and verbally</p>	<p>-self-assessments -peer assessments -teacher conference</p> <p><i>Resources</i> -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>
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Tasks and Activities:

- skip counting by 2s, 5s, and 10s through songs, movement, and by using a 100s chart
- making informed estimations for our weekly estimation jar
- understanding place value, ordinal numbers, days of the week, months of the year, fractions, and recognizing number words through daily Calendar activities and movement
- recognizing numbers to 20 and their value
- completing basic addition and subtraction equations to 10 by using a variety of strategies (creating stories, drawing, building with blocks)

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
- Concrete items can be represented, compared, and interpreted pictorially in graphs.	-Use reasoning to explore and make connections -Estimate reasonably	-number concepts to 100 -benchmarks of 25, 50, and 100 and -personal referents	<i>Assessments</i> -observation -anecdotal notes

<p>-Numbers to 100 represent quantities that can be decomposed into 10s and 1s. -Addition and subtraction requires an understanding of place value.</p>	<p>-Develop mental math strategies and abilities to make sense of quantities -Model mathematics in contextualized experiences -Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving -Visualize to explore mathematical concepts -Develop and use multiple strategies to engage in problem solving -Use mathematical vocabulary and language to contribute to mathematical discussions -Represent mathematical ideas in concrete, pictorial, and symbolic forms -Reflect on mathematical thinking</p>	<p>-addition and subtraction facts to 20 (introduction of computational strategies) -addition and subtraction to 100 repeating and increasing patterns change in quantity, using pictorial and symbolic representation -pictorial representation of concrete graphs, using one-to-one correspondence</p>	<p>-number and addition assessments from Primary Success and Jump Math <i>Resources</i> -Primary Success -Jump Math -Taking Shape kit -Math Place One to provide review -Unifix and linking cubes -Tens Frames -Kim Sutton resources -Math Songs (Kim Sutton CDs from her site) -Prodigy -ICT Games</p>
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<p>Tasks and Activities:</p> <ul style="list-style-type: none"> ● skip counting by 2s, 5s, and 10s through songs, movement, and by using a 100s chart ● making informed estimations for our weekly estimation jar ● exploring patterns through movement, numbers, and pictures ● understanding place value, ordinal numbers, days of the week, months of the year, fractions, and recognizing number words through daily Calendar activities ● recognizing numbers to 20 and their value ● adding and subtracting to 18 ● using different strategies, including fact families, using visuals, drawing the equation, counting on the ruler, or using manipulatives
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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. -Matter is useful because of its properties.</p>	<p>-Demonstrate curiosity and a sense of wonder about the world -Observe objects and events in familiar contexts -Ask questions about familiar objects and events -Make simple predictions about familiar objects and events -Make and record observations -Experience and interpret the local environment -Sort and classify data and information using drawings, pictographs and provided tables -Compare observations with predictions through discussion -Identify simple patterns and connections -Compare observations with those of others -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 -behavioural adaptations of animals in the local environment -local First Peoples knowledge of the local landscape, plants and animals</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 (Scholastic) -outdoor resources for environmental studies -Picture books -Mystery Doug - subscription??</p>
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<p>Tasks and Activities:</p> <ul style="list-style-type: none"> ● explore the changes experienced in Fall, such as why leaves change colour, cooler temperatures, and plants that are affected by cooler weather (e.g., different kinds of trees) through the arts ● explore solids, liquids, and gasses through experiments and movement activities ● participate in experiments and daily predictions of temperature and what effect it has on water ● compare and contrast different living and non-living things through our Winter theme <p>Outdoor learning potential:</p> <ul style="list-style-type: none"> ● go outside and experience the changes in Fall, draw reflections outside ● do our experiments outside
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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>-Living things have life cycles adapted to their environment.</p> <p>-Materials can be changed through physical and chemical processes.</p>	<p>-Observe objects and events in familiar contexts</p> <p>-Ask questions about familiar objects and events</p> <p>-Make simple predictions about familiar objects and events</p> <p>-Make and record observations</p> <p>-Safely manipulate materials to test ideas and predictions</p> <p>-Sort and classify data and information using drawings, pictographs and provided tables</p> <p>-Compare observations with predictions through discussion</p> <p>-Compare observations with those of others</p> <p>-Communicate observations and ideas using oral or written language, drawing, or role-play</p>	<p>-metamorphic and non-metamorphic life cycles of different organisms</p> <p>-similarities and differences between offspring and parent</p> <p>-First Peoples use of their knowledge of life cycles</p> <p>-physical ways of changing materials</p> <p>-chemical ways of changing materials</p>	<p><i>Assessments</i></p> <p>-anecdotal notes</p> <p>-observation</p> <p>-self and peer assessments</p> <p>-informal presentations of learning to partners and teacher</p> <p>-gallery walk</p> <p><i>Resources</i></p> <p>-Primary Success</p> <p>-hands on materials for experiments</p> <p>-outdoor resources for environmental studies</p> <p>-Let's Do Science kit (Scholastic)</p> <p>-Picture books</p> <p>-Mystery Doug - subscription</p>
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<p>Tasks and Activities:</p> <ul style="list-style-type: none"> ● explore the changes experienced in Fall, such as why leaves change colour, cooler temperatures, and plants that are affected by cooler weather (e.g., different kinds of trees) ● explore solids, liquids, and gasses through experiments and movement ● participate in experiments and daily predictions of temperature and what effect it has on water ● compare and contrast different animals (e.g., salmon) based on attributes and life cycle <p>Outdoor learning potential:</p> <ul style="list-style-type: none"> ● go outside and experience the changes in Fall, draw reflections outside ● do our experiments outside
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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>- Our rights, roles, and responsibilities are important for building strong communities.</p>	<p>-Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change) -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>-diverse cultures, backgrounds, and perspectives within the local and other communities -relationships between a community and its environment -roles, rights, and responsibilities in the local community</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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Tasks and Activities:

- participate in mapping activities that helped them get to know their school environment
- review our school STAR matrix (safety, teamwork, accountability, respect) through drama, class discussions, writing, and movement
- work on problem solving with support and remember our roles, rights, and responsibilities within the classroom and school

Outdoor learning potential:

- go outside and map the school areas
- role play our STAR matrix outside

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>-Recognize the causes and consequences of events, decisions, or developments (cause and consequence) -Explain why people’s beliefs, values, worldviews, experiences, and roles give them</p>	<p>-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>different perspectives on people, places, issues, or events (perspective)</p> <p>-Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</p>		<p><i>Resources</i></p> <p>-Primary Success</p> <p>-STAR Matrix</p> <p>-MindUp</p> <p>-Picture books</p> <p>-anchor charts of roles, rights, and responsibilities</p>
<p>Tasks and Activities:</p> <ul style="list-style-type: none"> participate in mapping activities that helped them get to know their school environment review our school STAR matrix (safety, teamwork, accountability, respect) through drama, class discussions, writing, and movement work on problem solving with support and remember our roles, rights, and responsibilities within the classroom and school <p>Outdoor learning potential:</p> <ul style="list-style-type: none"> go outside and map the school areas role play our STAR matrix outside 			

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>-Daily physical activity helps us develop movement skills, is important for healthy living, and making healthy choices helps us look after ourselves.</p>	<p>-Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments</p> <p>-Describe the body’s reaction to participating in physical activity in a variety of environments</p> <p>-Develop and demonstrate safety, fair play, and leadership in physical activities</p> <p>-Participate daily in physical activity at moderate to vigorous intensity levels</p> <p>-Identify opportunities to make choices that contribute to health and well-being</p>	<p>-proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</p> <p>-how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</p> <p>-relationships between food, hydration, and health</p> <p>effects of different activities on the body</p> <p>-practices that promote health and well-being</p>	<p>Mr. McBride teaches this section</p>

Tasks and Activities:

- learning gym safety and expectations
- rolling, throwing, and catching a ball
- understanding the benefits of physical activity
- cooperative games
- weather pending – much will be done outside

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
-Daily physical activity helps us develop movement skills, is important for healthy living, and making healthy choices helps us look after ourselves.	-Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments -Develop and demonstrate safety, fair play, and leadership in physical activities -Identify and explain factors that contribute to positive experiences in different physical activities	-proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills ways to monitor physical exertion levels -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:

- learning gym safety and expectations
- rolling, throwing, and catching a ball
- understanding the benefits of physical activity
- cooperative games
- weather pending – much will be done outside

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. -Technologies are tools that extend human capabilities.</p>	<p><u>Ideating</u></p> <ul style="list-style-type: none"> ● Identify needs and opportunities for designing, through exploration ● Generate ideas from their experiences and interests ● Add to others' ideas ● Choose an idea to pursue. <p>Making</p> <ul style="list-style-type: none"> ● Choose tools and materials ● Make a <u>product</u> 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 <p>Sharing</p> <ul style="list-style-type: none"> ● Decide on how and with whom to <u>share</u> their product ● Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment ● Use personal preferences to evaluate the success of their design solutions ● Reflect on their ability to work effectively both as individuals and collaboratively in a group <p>Applied Skills 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</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</p> <ul style="list-style-type: none"> -observation -anecdotal notes -teacher conference -informal sharing of learning <p>Resources</p> <ul style="list-style-type: none"> -loose parts and materials for STEM challenges -items from STEM library in school -Chromebooks, iPads, tablets -craft supplies

	<p>Applied Technologies Explore the use of simple, available tools and technologies to extend their capabilities</p>		
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<p>Tasks and Activities:</p> <ul style="list-style-type: none"> • STEM (Science, Technology, Engineering, and Math) challenges, such as creating card towers that can hold weight, clothespin bridges that function, and making key chains for the craft fair • using materials and tools in a safe manner, such as cutting and crafting activities that develop fine motor skills (key chains) • using iPads and tablets to scan QR codes to learn their sight words

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 can connect with others through the arts. -The arts can help us express meaning in unique ways.</p>	<p>-Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts -Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play -Reflect on creative processes and make connections to other experiences -Interpret symbols and how they can be used to express meaning through the arts -Express feelings, ideas, stories, observations, and experiences through the arts -Describe and respond to works of art</p>	<p>-dance: body, space, time, relationships, form -drama: character, time, place, plot -music: beat, rhythm, tempo, dynamics, form -visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition processes, materials, movements, technologies, tools and techniques to support arts activities -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 and communities</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</p>

		-personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment	Canadian artists, photographs)
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<p>Tasks and Activities:</p> <p>In Drama:</p> <ul style="list-style-type: none"> bring poems to life to extend their comprehension of characters, plot, and meaning explore the thoughts, perceptions, feelings and beliefs of another by role playing use drama as a way to brainstorm ideas and build upon the ideas of others <p>In Music:</p> <ul style="list-style-type: none"> identify elements that evoke feelings (through mood, melody, and tempo of the music) through our study of classical music explain how music makes them feel comparing two tempos (allegro and adagio) represent their thoughts and feelings through sounds, movement, images, or verbally <p>In Dance:</p> <ul style="list-style-type: none"> follow instructions and move safely through space use a variety of movement concepts, such as level, pathway, size, speed, direction, and shapes independently, with a partner, and with a group create movement sequences to study the grade level sight words <p>In Art:</p> <ul style="list-style-type: none"> use art to inspire writing and personal writing to inspire art experiment with materials and different processes to create images create images that demonstrate the elements of colour and line, and the principles of repetition demonstrate safe and responsible use of materials and processes 			
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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
-Confidence develops through the	-Identify and appreciate their personal attributes, skills, interests, and accomplishments	-goal-setting strategies	Assessments -observation

process of self-discovery. -Effective collaboration relies on clear, effective communication	-Recognize the importance of positive relationships in their lives -Share ideas, information, personal feelings, and knowledge with others -Work respectfully and constructively with others to achieve common goals -Set and achieve realistic learning goals for themselves -Identify and appreciate the roles and responsibilities of people in their schools -Demonstrate effective work habits and organizational skills appropriate to their level of development	-risk taking and its role in self-exploration -cultural and social awareness -roles and responsibilities at home, at school	-anecdotal notes -self-reflections -peer-reflections Resources -picture books -class meetings -partner and group activities -anchor charts of roles, rights, and responsibilities
Tasks and Activities: <ul style="list-style-type: none"> ● using role playing to describe appropriate strategies for communicating effectively with others ● goal setting, self-reflections, and showing responsibility to the classroom ● showing responsibility for their personal belongings and routines (handing in agendas and library books, cleaning the classroom, etc.) 			

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, and teacher consultations to reflect on their learning, process, and product
- Students will learn HOW to give feedback that is constructive and helpful
- 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 the 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.

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.”

Field Trips if feasible

- Big Little Science Centre
- Pumpkin Patch (Chase or Tranquille)
- Community Walks- Peterson Creek

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
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