

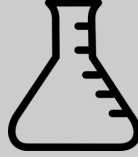



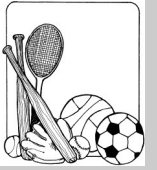




	Language Arts 	Math 	Science 	Music 	Social Studies 	Visual Art 	Drama (term 1) Dance (term 2)	Health & Physical Education 
Term 1	<p><u>Reading</u> Reading routines Choosing books Exploring genres Reading Strategies: - thinking aloud - prior experiences - connections - questioning</p> <p><u>Writing</u> Recount—retell Writing simple, complete sentences.</p> <p><u>Oral</u> Respectful listening On-topic responses in small and large groups Identify areas for improvement for listening and speaking</p> <p><u>Media</u> Understand a variety of texts: - books - posters - commercials</p>	<p><u>Number Sense & Numeration</u> Represent, compare and order whole numbers to 50 Count forward to 100 and backwards from 20</p> <p><u>Patterning & Algebra</u> Identify, describe, extend and create repeating patterns Demonstrate an understanding of the concept of equality using concrete materials and addition and subtraction to 10.</p> <p><u>Data Management</u> Collect and organize data and display the data using concrete graphs and pictographs</p> <p><u>Measurement</u> Read and describe primary data presented in concrete graphs and pictographs Estimate measure and describe length, area and temperature using non-standard units of the same size. Time to the hour.</p>	<p><u>Daily and Seasonal Changes</u> - Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.</p> <p><u>Energy in Our Lives</u> - Everything that happens is a result of using some form of energy. - The sun is the principal source of energy for the earth. - Humans need to be responsible for the way in which we use energy.</p>	<p>Students make connections with the role of music in their lives, sing and play in unison, create simple accompaniments, and experiment with found sounds and instruments.</p>	<p><u>Heritage and Identity: Our Changing Roles and Responsibilities</u></p> <p><i>Big Ideas:</i> A person's roles, responsibilities, and relationships change over time and in different situations.</p> <p>Their own roles, responsibilities, and relationships play a role in developing their identity.</p> <p>All people are worthy of respect, regardless of their roles, relationships, and responsibilities.</p>	<p>Elements and principles of design (Primary colours, lines, shape, form)</p> <p>Students begin to describe how the elements are used by artists.</p> <p>Students apply their knowledge of design elements and principles to create works of art that tell stories and express thoughts, feelings, and insights.</p>	<p>Creating and presenting Fairytales and puppets.</p> <p>Reflecting and communicating feelings, ideas and understanding in a response to a variety of drama works.</p> <p>Understanding of dramas from past and present and their social contexts.</p> <p>Elements of Drama (role, character, relationship, time, place, tension)</p> <p>Readers' Theatre</p> 	<p><u>Living Skills</u> Students learn and demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as participate in Phys Ed and Health. e.g. Are they doing the best they can? Are they being safe? Are they respectful with peers when sharing equipment? (all year)</p> <p><u>Active Living</u> demonstrate an understanding of how being active helps them to be healthy</p> <p><u>Movement Competence</u> Locomotion/Travelling Manipulative Skills</p> <p><u>Healthy Living</u> Healthy Eating Hygiene Personal Safety and Injury Prevention</p>
Term 2	<p><u>Reading</u> Reading Strategies - visualization - summarizing - inferring - synthesizing</p> <p><u>Writing</u> Spell high frequency words at grade level Use punctuation: - ? , ! , " "</p> <p><u>Oral</u> Same as Term 1</p> <p><u>Media</u> Create a variety of texts:</p>	<p><u>Geometry & Spatial Sense</u> Identify common 2D and 3D figures and sort and classify them by their attributes. Compose and decompose 2D shapes and 3D figures Describe the relative location of objects using positional language</p> <p><u>Number Sense & Numeration</u> Use concrete materials to investigate fractions and money amounts Solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.</p> <p><u>Measurement</u> Estimate, measure and describe mass, capacity and time using non-standard units of the same size. Time to the half hour.</p> <p><u>Probability</u> Describe the likelihood that events will occur</p>	<p><u>Materials, Objects, and Everyday Structures</u> -objects have observable characteristics and are made from materials; - material have specific properties - an object is held together by its structure - the material and structure of an object determine its purpose</p> <p><u>Needs and Characteristics of Living Things</u> -Living things grow, take in food to create energy, make waste, and reproduce. - Plants and animals, including people, are living things - Living things have basic needs that are met from the environment -Different kinds of living things behave in different ways - all living things are important and should be treated with care and respect.</p>	<p>Elements of music (Rhythm/Beat)</p> <p>Create and perform music</p> <p>Communicate feelings/ideas in response to music</p> <p>Understanding of music from past and present and their social/community contexts</p>	<p><u>People and Environments: The Local Community</u></p> <p><i>Big Ideas:</i> Communities have natural and built features and provide services that help meet the needs of the people who live and work there.</p> <p>Our actions can have an impact on the natural and built features of the community, so it is important for us to act responsibly</p> <p>A community consists of different areas, each of which has a specific layout and characteristics</p>	<p>Elements and principles of design (Value, Texture, Space, Mood)</p> <p>Begin to describe how these elements are used by artists.</p>	<p><i>Dance Term 2 Only</i></p> <p>Body Awareness</p> <p>Create And Present Dance</p> <p>Communicate Feelings And Ideas In Response To Dance</p> <p>Explore Forms And Cultural Contexts of Dance</p> 	<p><u>Active Living</u> Stability Skills (gymnastics)</p> <p><u>Movement Competence:</u> Active Participation (skipping) Fitness (circuit)</p> <p><u>Healthy Living</u> Hazardous Products Substance Use and Abuse Growth and Development Living Skills</p>

KCPS CURRICULUM NIGHT - Grade 1

The purpose of assessment and evaluation is to improve student learning.

Parents will receive three formal report cards:
 Progress Report (Nov), Term 1 (Feb) Term 2 (June)
 For Parent guides go to:

<http://www.yrdsb.ca/Pages/search.aspx?q=parent%20guide%20levels%20achievement>



Learning Skills

There are six learning skills and work habits now emphasized throughout Grades 1 to 12 in all Ontario report cards: Each will be assessed using the following scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Here are examples of what PRIMARY students (Grades 1—3) can ask themselves to see how well they are doing with the learning skills.

Adapted from: <http://www.yrdsb.ca/Students/MySkills/Pages/Learning-Skills.aspx>

<p>Responsibility:</p> <ul style="list-style-type: none"> • Do I follow class rules and routines without reminders? • Do I manage my belongings? (hang up coat, Bring agenda, ,...) • Do I bring back forms and agenda book? • Am I in school every day and on-time? • Do I complete my tasks and hand in work on time? • Do I take ownership of my words and actions? • Do I take care of classroom materials (library books,)? 	<p>Initiative:</p> <ul style="list-style-type: none"> • Do I ask for extra help from the teacher or peers? • Do I have a good attitude and make good choices? • Do I begin work right away? • Do I use various strategies to problem solve? • Do I help others when I can? • Do I seek opportunities to learn more?
<p>Organization:</p> <ul style="list-style-type: none"> • Do I use my agenda/blog etc to keep track of information? • Am I prepared for class? • Do I start my work without being asked? • Can I find my work when I need it? • Can I follow steps to achieve a goal? • Can I keep my personal space organized? • 	<p>Self-Regulation:</p> <ul style="list-style-type: none"> • Do I express myself appropriately? • Am I aware of my effect on others? (role model vs distraction) • Can I recognize my strengths and weaknesses? • Can I independently monitor my progress against set criteria? • Can I keep going (persevere) when challenged?
<p>Independent work:</p> <ul style="list-style-type: none"> • Do I follow instructions given by the teacher? • Do I stay on task during class work time? • Do I check multiple sources before saying “I don’t know what to do?” • Do I use the learning goals and success criteria posted in class. • Do I use the feedback provided by the teacher to improve my work? • Do I put care into my work so that it shows my BEST work? 	<p>Collaboration:</p> <ul style="list-style-type: none"> • Am I respectful of other peoples’ opinions and ideas? • Am I polite? • Do I share materials with my classmates? • Do I assume different roles when doing group work, such as leader, encourager and contributor? • Do I complete my own share of the work? • Do I work well with others? • Do I try new things—and work through challenges? • Do I resolve conflicts positively? •

Levels of Achievement

Level 4—The student demonstrates the specified knowledge and skills with a **high degree of effectiveness**. Achievement surpasses the provincial standard. This does not mean that the student has achieved expectations beyond those specified for the grade/course.
Letter Grade: A, Percentage Mark: 80-100%

Level 3—The student demonstrates the specified knowledge and skills with **considerable effectiveness**. This represents the provincial standard for achievement. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades or courses.
Letter Grade: B, Percentage Mark: 70-79%

Level 2—The student demonstrates the specified knowledge and skills with **some effectiveness**. Achievement approaches the provincial standard. Students performing at this level need to work on identified learning gaps to ensure future success.
Letter Grade: C, Percentage Mark: 60-69%

Level 1—The student demonstrates the specified knowledge and skills with **limited effectiveness**. Achievement falls much below the provincial standard. Students must work at significantly improving learning in specific areas if they are to be successful in the next grade/course.
Letter Grade: D, Percentage Mark: 50-59%

The Achievement Chart

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
KNOWLEDGE & UNDERSTANDING	Demonstrates thorough knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates limited knowledge and understanding of content
THINKING	Uses planning, processing and critical/creative thinking skills with a high degree of effectiveness	Uses planning, processing and critical/creative thinking skills with considerable effectiveness	Uses planning, processing and critical/creative thinking skills with some effectiveness	Uses planning, processing and critical/creative thinking skills with limited effectiveness
COMMUNICATION	Expresses and organizes ideas and information for different audiences and purposes with a high degree of effectiveness	Expresses and organizes ideas and information for different audiences and purposes with considerable effectiveness	Expresses and organizes ideas and information for different audiences and purposes with some effectiveness	Expresses and organizes ideas and information for different audiences and purposes with limited effectiveness
APPLICATION	Applies knowledge and skills in familiar and new contexts with a high degree of effectiveness	Applies knowledge and skills in familiar and new contexts with considerable effectiveness	Applies knowledge and skills in familiar and new contexts with some effectiveness	Applies knowledge and skills in familiar and new contexts with limited effectiveness