

Unless otherwise noted, expectations are for both grade levels with appropriate modifications in the selection of materials/teaching strategies (e.g., different reading texts, word problems, response questions, etc.)

French Language

Planned Activities	Curriculum Expectations	Assessment
<p>Oral Communication</p> <ul style="list-style-type: none"> - community circle discussions - songs, stories & poems - show and tell <p>Reading</p> <ul style="list-style-type: none"> - Alpha Jeune assessments - Guided Reading - Daily 5 Rotations - Building reading & writing stamina <p>- Comprehension:</p> <ul style="list-style-type: none"> - parts of a story (character, setting, etc.) - key details - sequencing - cause and effect <p>- Phonics:</p> <ul style="list-style-type: none"> - vowel sounds (a, e, i, o, u, é, ê, è) - r-blends (br, gr, tr, fr, dr, etc.) - l-blends (bl, sl, pl, fl, etc.) <p>Writing</p> <ul style="list-style-type: none"> - My pictures tell a story - Personal narratives - How-to Writing - Reasons for writing (signs, ads, posters, etc.) 	<p>Listening</p> <p>Follow basic French instructions & directions</p> <p>Listen to peer during class discussions</p> <p>Listen to stories, songs and poems</p> <p>Speaking</p> <p>Develop familiar vocabulary and language structures to communicate basic needs</p> <p>Reading</p> <p>Read many texts with increasing difficulty</p> <p>Choose books and read independently</p> <p>Reading strategies: picture cues, phonics, sight vocabulary, decoding by letter/syllable</p> <p>Read high frequency words</p> <p>Writing</p> <p>Use left to right and top to bottom progression</p> <p>Anchoring letters on a line</p> <p>Use words and pictures to create a message</p> <p>Leave spaces between words</p> <p>Use capitals and periods</p> <p>Write simple sentences</p> <p>Correctly spell high frequency words</p> <p>Media Literacy</p> <p>Develop an awareness of a variety of media texts.</p>	<ul style="list-style-type: none"> → Descriptive feedback → Observation → Anecdotal notes → Teacher & Student conferences <p><u>Teaching Strategies</u></p> <ul style="list-style-type: none"> → Modeled & shared reading → 1:1 reading conferences → Whole-class, small-group & one-to-one reading → Guided Reading → Writer’s Workshop → 1:1 writing conferences → CAFE Mini Lessons → <i>Daily 5</i>: independent reading, partner reading, listen to reading, word work and work on writing

Mathematics

Planned Activities	Curriculum Expectations	Assessment
<p><u>Morning Math Routine</u> Counting Basket Number of the Day</p> <p><u>Daily Math Rotations</u> M - Mme (guided math) A - À ta place (independent work) T - Technology H - Hoorah les jeux (math games) E - Ensemble (partner/small group work)</p> <p>Math instruction will be spiraled. This means that topics introduced earlier in the year will be returned to multiple times, especially for number sense & numeration. It also means we will often be covering more than one strand simultaneously.</p>	<p>Number Sense & Numeration Represent, compare and order numbers to 50 {Gr. 1} / 100 by counting forward and backwards {Gr. 2}</p> <p>Use 5 and 10 as anchors</p> <p>Determine the relationship between fractional parts of a whole and the size of the fractional parts (Gr. 2)</p> <p>Adding and subtracting money amounts up to 100 cents</p> <p>Represent and explain multiplication as the combining of equal groups using counters and division as the sharing of a quantity equally (Gr. 2)</p> <p>Patterning & Algebra Demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols and addition and subtraction to 18</p> <p>Geometry Identify and describe 2D {Gr. 1 & 2} and 3D {Gr. 2} figures Distinguish between geometric and non-geometric attributes {Gr. 2} Describe and represent the relative location of objects, and represent objects on a map {Gr. 2}</p>	<p>→ Descriptive feedback → Observation → Anecdotal notes → Teacher & Student conferences</p> <p><u>Teaching Strategies</u></p> <p>→ 1:1 conferences → Whole-class lessons → Small-group instruction (guided math) → Independent, partner & small-group work → Math Rotations → Number talks</p>

	<p>Measurement Estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature using non-standard units Gr. 1 & 2} and standard units (centimeters, meters) {Gr. 2} Name days and months {Gr. 1} Describe relationship between days and weeks & months and year {Gr. 2}</p> <p>Data Management & Probability Describe probability using mathematical language and investigation that an event will occur</p>	
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The Arts

Curriculum Expectations	Assessment
<p>Visual Arts Demonstrate an understanding of the principles and elements of design including: - identifying primary/secondary colours - identifying shape and form, texture and space - identifying different types of lines - identifying light and dark tints Express feelings and ideas about art Reflect on famous artists and self-creations</p> <p>Music Taught by A. Moore</p> <p>Drama/Dance Taught by P. Horack</p>	<p>→ Descriptive feedback → Self-evaluation and reflection → Peer evaluation</p> <hr/> <p><u>Teaching Strategies</u></p> <p>→ Modelled art techniques → Guided practice → Free explorations</p>

Social Studies

Curriculum Expectations	Assessment
<p>Grade 1: People and Environments: The Local Community</p> <p>-identify some services and service-related occupations in their community (including those provided by the government) and describe how they meet people’s needs</p> <p>-identify some distinct areas in the local community and describe some of the characteristics of these areas</p> <p>-develop a sense of direction (demonstrate an awareness of north, south, east and west in the local area) -map skills: demonstrate an understanding of the basic elements of maps (layout, relation to direction, legend and symbols, use of colour, etc.)</p> <p>Grade 2: People and Environments: Global Communities</p> <p>-identify and locate various physical features and selected communities around the world, and describe some aspects of people’s ways of life in those communities</p> <p>-develop sense of direction (demonstrate an awareness of north, south, east and west in the local area and an understanding that these same directions apply on a global scale)</p> <p>-map skills: demonstrate an understanding of the basic elements of maps (layout, relation to direction, legend and symbols, use of colour, etc.)</p>	<ul style="list-style-type: none">→ Descriptive feedback→ Conferences→ Self-evaluation→ Peer evaluation
	<p><u>Teaching Strategies</u></p> <ul style="list-style-type: none">→ Class discussions→ Follow up activities→ Integration with Arts & Language

Health & Physical Education

Curriculum Expectations	Assessment
<p><u>Grade 1</u> Active Living Continue to actively participate in a wide variety of activities Identify physical signs of excursion (heart beats faster, feel warmer)</p> <p>Movement Competence Perform static balances using various body parts, move in different directions using various body parts Develop throwing and catching skills (sending different shaped and sized objects at different levels and in different ways)</p> <p>Healthy Living Personal Safety and Injury Prevention-- understand and practice personal safety measures in a variety of situations Healthy vs unhealthy foods and the 4 food groups: how the food groups in Canada's Food Guide can be used to make healthy food choices</p> <p><u>Grade 2</u> Active Participation Students will participate actively in a variety of activities</p> <p>Sportsmanship Students will show respect for others, follow directions and take turns</p> <p>Growth and Development Students will understand and apply practices to maintain good oral health and develop healthy food choices.</p>	<p>→ Descriptive feedback → Anecdotal notes → Checklists → Observations → Self-evaluation → Peer evaluation</p> <p><u>Teaching Strategies</u></p> <p>→ OPHEA → Participation → Small & Large group activities → Class discussions → Follow up activities → Integration with Arts & Language</p>