



BIBLE

RESOURCES: God’s Promises - CSI

ASSESSMENT AND EVALUATION:

- participation
- observation
- memory work

SEPTEMBER	OCTOBER-NOVEMBER	DECEMBER
<p><u><i>Unit 1 - Creation Through Kings</i></u> Creations And Sin The Flood Abraham And Isaac Jacob And Esau Joseph Moses Leads The Israelites Joshua Judges Samuel Saul David Solomon And The Split In The Kingdom</p>	<p><u><i>Unit 2 - The Prophets Speak to Israel and Judah</i></u> The Kingdom Divides Jeroboam Sins Drought And Miracles The Contest Elijah Runs Away Ahab And The Garden Elijah Goes To Heaven Elisha: Miracles Naaman Elisha Captures An Army Jehu Joash Amos Hosea Jonah Jonah And The Worm The End Of The Kingdom Of Israel King Uzziah Of Judah Isaiah Isaiah-Prophecies Of Hope Hezekiah’s Reforms The Assyrian Threat Hezekiah’s Illness Josiah Jeremiah’s Prophecies Jeremiah And Zedekiah The Captivity Of Judah</p>	<p><u><i>Unit 4 - A Saviour is Born</i></u> Waiting For The Saviour Gabriel Visits Mary The Birth Of John The Baptist The Birth Of Jesus Simeon And Anna The Wise Men Escape To Egypt</p>



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<p>JANUARY <u>Unit 3 - Exile and Return</u> Daniel And His Friends At The King’s Table A Statue And A Furnace Daniel And The Lions Ezekiel’s Prophecies About Jerusalem Ezekiel’s Vision The Journey Back Rebuilding The Temple Nehemiah Learning God’s Law A New Queen Haman’s Plans Esther’s Request The Happy Ending Looking For The Messiah</p>	<p>FEBRUARY <u>Unit 5 - Jesus’ Early Ministry</u> John The Baptist-Repent! Jesus’ Baptism Jesus’ Temptation Jesus Calls His Disciples Sermon On The Mount-Loving Enemies Sermon On The Mount-Acts Of Righteousness Sermon On The Mount-Do Not Worry A Soldier’s Faith Healing The Demoniacs Healing The Paralytic Wake Up! Jesus Sends Out His Disciples</p>	<p>MARCH <u>Unit 6 - Who is Jesus?</u> Lord Of The Sabbath Power Over Evil Spirits The Rejected One Feeding The Five Thousand; Walking On Water Peter’s Confession The Transfiguration Friend Of Children <u>Unit 7 - Parables</u> The Sower And The Seed Wheat And Weeds Mustard And Yeast Hidden Treasure And The Pearl The Unforgiving Servant The Workers In The Vineyard The Tenants</p>
<p>APRIL <u>Unit 8 - Jesus’ Death and Resurrection</u> Jesus Triumphant Entry Jesus Cleanses The Temple Jesus Teaches In The Temple Jesus Teaches About Taxes And Love The Evil Plot Jesus As Servant The Last Supper Jesus Comforts His Disciples Betrayed And Arrested Jesus’ Trial Jesus’ Crucifixion The Risen Lord On The Road To Emmaus Jesus Appears To The Disciples Jesus And The Miraculous Catch Of Fish Jesus Ascension</p>	<p>MAY <u>Unit 9 - The Early Church</u> Jesus Keeps His Promise The Apostles, Power And Persecution Peter And The Gentiles Saul’s Conversion Paul’s First Missionary Journey Paul’s Second Missionary Journey Paul’s Third Missionary Journey</p>	<p>JUNE <u>Unit 10 - The Christian Life</u> Quick And Slow Hear, Believe, Do Taming The Tongue The Power Of Prayer</p>



ART

RESOURCES: OCS Art Program by Mrs. Martha Muntz

ASSESSMENT AND EVALUATION:

- observation
- finished products
- participation

SEPTEMBER <u>Element:</u> Line <u>Skills:</u> Tracing, Cutting, Glueing, Designing, Drawing	OCTOBER <u>Element:</u> Line <u>Skills:</u> Drawing, Colouring, Designing, Outlining, Glueing	NOVEMBER <u>Element:</u> Shape, Line <u>Skills:</u> Collage, Tracing and Cutting Shapes, Making designs from shapes focused on drawing
DECEMBER <u>Element:</u> Shape, Line <u>Skills:</u> Painting with Watercolour, Tracing, Cutting, Glueing	JANUARY <u>Element:</u> Shape, Line <u>Skills:</u> Cutting, Glueing, Designing, Painting, Cooperative Mural	FEBRUARY <u>Element:</u> Texture, Shape, Line <u>Skills:</u> Puppet Making, Tearing, Oil Pastels, Sponge Painting
MARCH <u>Element:</u> Colour, Texture, Shape, Line <u>Skills:</u> Tracing, Cutting, Weaving, Symmetry	APRIL <u>Element:</u> Colour, Texture, Shape, Line <u>Skills:</u> Oil Pastels, Crayon Resist, Tissue Paper Collages	MAY <u>Element:</u> Colour, Texture, Shape, Line <u>Skills:</u> Patterning, Cutting, Tracing, Painting an object students have drawn themselves
JUNE <u>Element:</u> Colour, Texture, Shape, Line <u>Skills:</u> Creating, with Plasticene, Weaving, Designing		



MUSIC

RESOURCES: MusicPlay Grade 2

ASSESSMENT AND EVALUATION:

- participation
- observation
- anecdotal comments
- end of term assessment

<p>SEPTEMBER <u>Review:</u> beat, loud/soft, fast/slow, high/low, quarter note, eighth note, ls m <u>Prepare and Present:</u> tied notes</p>	<p>OCTOBER <u>Prepare:</u> half note, accent, sm d, sd <u>Present:</u> accent <u>Practice</u> beat, loud/soft, fast/slow, high/low, quarter note, eighth note, tied notes, ls m</p>	<p>NOVEMBER <u>Prepare:</u> ml sd, re <u>Present:</u> s ml sd <u>Practice</u> beat, loud/soft, fast/slow, high/low, ls m, quarter note, eighth note, half note, tied notes, accent</p>
<p>DECEMBER <u>Prepare:</u> sd, re <u>Present:</u> sd <u>Practice</u> beat, loud/soft, fast/slow, high/low, ls m, m l, quarter note, eighth note, half note, tied notes, accent</p>	<p>JANUARY <u>Prepare:</u> re <u>Present:</u> s m d <u>Practice</u> beat, accent, loud/soft, fast/slow, high/low, ls m, ml, sd, quarter note, eighth note, half note, tied note</p>	<p>FEBRUARY <u>Prepare:</u> re <u>Practice</u> beat, accent, loud/soft, fast/slow, high/low, ls m, ml, sd, s m d, quarter note, eighth note, half note, tied note</p>
<p>MARCH <u>Prepare:</u> re <u>Present:</u> accent <u>Practice</u> beat, accent, loud/soft, fast/slow, high/low, ls m, ml, sd, s m d, quarter note, eighth note, half note, tied note</p>	<p>APRIL <u>Prepare:</u> re <u>Present:</u> re <u>Practice</u> beat, accent, loud/soft, fast/slow, high/low, ls m, ml, sd, s m d, quarter note, eighth note, half note, tied note</p>	<p>MAY <u>Practice</u> beat, accent, loud/soft, fast/slow, high/low, ls m, ml, sd, s m d, quarter note, eighth note, half note, tied note, mrd</p>
<p>JUNE <u>Practice</u> beat, accent, loud/soft, fast/slow, high/low, ls m, ml, sd, s m d, quarter note, eighth note, half note, tied note, mrd</p>		



LANGUAGE STUDIES

SELF-SELECTED READING

The Self-Selected is that part of a balanced literacy program during which children get to choose what they want to read and to what part of their reading they want to respond. Opportunities are provided for children to share and respond to what is read. Teachers hold individual conferences with children about their books. Students are given time every day to read self-selected novels. The majority of days, this means reading fiction. Many titles have quizzes that students can take on the Accelerated Reader program. Students will be given goals and expectations that need to be met. Once a week, children engage in reading with an older child during Reading Buddies. Also once a week, students visit the library to borrow literature of their choice.

ASSESSMENT AND EVALUATION:

- observation
- anecdotal comments
- reading response activities
- Accelerated Reader Quizzes

GUIDED READING - GRADE 1

In Guided Reading, the teacher chooses the material for children and a purpose for reading, and then guides them to use reading strategies needed for that material and that purpose. The teacher provides guidance in a variety of whole class, small group, and partner formats. Guided Reading is always focused on comprehension. Children learn to predict what might happen or what they might learn. They learn about the story elements of characters, setting, and plot. They also learn how to organize and compare information learned from informational text. Guided Reading is done with all types of reading materials - big books, little versions of big books, basal readers, anthologies, magazines, etc.

RESOURCES: Prentice Hall - *Collections 1 (Emergent Level - Orange)*, *The Teacher's Guide to Four-Blocks*

SKILLS TAUGHT AND REVIEWED AT THE GRADE ONE LEVEL

- | | |
|--|--|
| <ul style="list-style-type: none"> • identifies reading comprehension strategies • understands meanings of words, sentences, and paragraphs • associates text and pictures • demonstrates understanding by retelling/restating • places events in sequence • identifies main idea • predicts outcomes • follows printed directions • expresses personal thoughts and feelings about what has been read • reads and identifies literary texts • reads and identifies graphic texts | <ul style="list-style-type: none"> • reads and identifies informational texts • identifies and describes the characteristics of a fictional story • automatically reads and understands some high frequency words and words of interest or significance • predicts meaning of and solves unfamiliar words using semantic, syntactic, and graphophonic cues. • Reads appropriate, familiar texts at a sufficient rate • reads familiar texts with sufficient expression |
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LANGUAGE STUDIES

GUIDED READING - GRADE 1

With the guidance of the teacher, students read through the following readers. Numerous skills from the previous page are taught and practiced with each selection. See *The Guided Reading Block*.

ASSESSMENT AND EVALUATION:

- observation
- read aloud
- end of term reading records
- reading response activities
- anecdotal comments

SEPTEMBER <u><i>One in the Sun</i></u> <u><i>Up the Hill</i></u>	OCTOBER <u><i>Time to Play</i></u>	NOVEMBER <u><i>Too Silly</i></u> <u><i>I'm Busy</i></u>
DECEMBER <u><i>Where do Words Go?</i></u>	JANUARY <u><i>Under my Hood</i></u>	FEBRUARY <u><i>With a Friend</i></u>
MARCH <u><i>With a Friend - Continued</i></u>	APRIL <u><i>Once Upon a Time</i></u>	MAY <u><i>Ways to Go</i></u>
June <u><i>It Looks Like...</i></u> <u><i>Around my Place</i></u>		



LANGUAGE STUDIES

SELF-SELECTED READING

The Self-Selected is that part of a balanced literacy program during which children get to choose what they want to read and to what part of their reading they want to respond. Opportunities are provided for children to share and respond to what is read. Teachers hold individual conferences with children about their books. Students are given time every day to read self-selected novels. The majority of days, this means reading fiction. Many titles have quizzes that students can take on the Accelerated Reader program. Students will be given goals and expectations that need to be met. Once a week, children engage in reading with an older child during Reading Buddies. Also once a week, students visit the library to borrow literature of their choice.

ASSESSMENT AND EVALUATION:

- observation
- anecdotal comments
- reading response activities
- Accelerated Reader Quizzes

GUIDED READING - GRADE 2

In Guided Reading, the teacher chooses the material for children and a purpose for reading, and then guides them to use reading strategies needed for that material and that purpose. The teacher provides guidance in a variety of whole class, small group, and partner formats. Guided Reading is always focused on comprehension. Children learn to predict what might happen or what they might learn. They learn about the story elements of characters, setting, and plot. They also learn how to organize and compare information learned from informational text. Guided Reading is done with all types of reading materials - big books, little versions of big books, basal readers, anthologies, magazines, etc.

RESOURCES: Prentice Hall - *Collections 2, The Teacher's Guide to Four-Blocks*

SKILLS TAUGHT AND REVIEWED AT THE GRADE TWO LEVEL

- | | |
|---|--|
| <ul style="list-style-type: none"> • identifies reading comprehension strategies • understands meanings of words, sentences, and paragraphs • associates text and pictures • demonstrates understanding by retelling/restating • draws conclusions from given facts • places events in sequence • remembers where to find answers to questions • identifies main idea • predicts outcomes • expresses personal thoughts and feelings about what has been read • makes inferences • makes comparisons • follows printed directions • relates story to own experience | <ul style="list-style-type: none"> • identifies the speaker and the point of view • reads and identifies literary texts • reads and identifies graphic texts • reads and identifies informational texts • identifies and describes the characteristics of a fictional story • recognizes organizational patterns in texts • identify text features (illustrations, symbols, table of contents, etc.) • identify simple elements of voice and word choice and explain how they help readers understand texts • automatically reads and understands some high frequency words and words of interest or significance • predicts meaning of and solves unfamiliar words using semantic, syntactic, and graphophonic cues. • Reads appropriate, familiar texts at a sufficient rate. Reads familiar texts with sufficient expression |
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LANGUAGE STUDIES

GUIDED READING - GRADE 2

With the guidance of the teacher, students read through the following readers. Numerous skills from the previous page are taught and practiced with each selection. See *The Guided Reading Block*.

ASSESSMENT AND EVALUATION:

- observation
- read aloud
- end of term reading records
- reading response activities
- anecdotal comments

SEPTEMBER <u><i>In My World</i></u>	OCTOBER <u><i>Round and Round</i></u>	NOVEMBER <u><i>Fluent Level - Blue</i></u> <u><i>People! Places!</i></u>
DECEMBER <u><i>Keep in Touch</i></u>	JANUARY <u><i>Amazing Animals</i></u>	FEBRUARY <u><i>All Join In</i></u>
MARCH <u><i>Near and Far</i></u>	APRIL <u><i>Fluent Level - Purple</i></u> <u><i>Let the Feast Begin</i></u>	MAY <u><i>Just Watch Me!</i></u>
June <u><i>Feel the Power</i></u>		



LANGUAGE STUDIES

THE WRITING BLOCK

Students will have models of good writing and good writing techniques. They will receive explicit, direct instruction in context of real writing. The models come from teacher's own writing, other authors, or the students' writing. An editor's checklist will be available in the classroom for students to use. In most writing blocks, there will be a mini-lesson. These include the procedures for writing, the grammar and usage, the types of writing. The model lesson is 5 to 10 minutes (maximum). The more technical aspects of writing, beyond the defined curriculum and beyond what most students are ready for, are the lessons taught individually to students during their conference times. The students will do lots of writing. No one is ever finished. As soon as one piece is completed, the task is to begin another or to return to an earlier piece to refine it. The writing will be kept in a writing folder. Students will also frequently use self-select topics. There are days that student do focused writing (teacher-directed).

ASSESSMENT AND EVALUATION:

- observation
- daily writing
- anecdotal comments

RESOURCES: *The Teacher's Guide to Four-Blocks, Four Block Writing Curriculum*

GRAMMAR AND WRITING SKILLS

<p>SEPTEMBER Ways to write Driting Spaces between words Writing a good sentence</p>	<p>OCTOBER Expanding sentences What to do about spelling Choosing topics</p>	<p>NOVEMBER Capitalize first letter Periods Adding on to a piece of writing</p>
<p>DECEMBER Begin editing process Capitals - names and places</p>	<p>JANUARY Publishing a work Writing a story (beginning, middle, end) Ending punctuation</p>	<p>FEBRUARY Writing informational piece Nouns Book report</p>
<p>MARCH Verbs Adjectives Modeling Revision Self-editing Peer revision</p>	<p>APRIL Writing a letter Writing "how-to" books</p>	<p>MAY Focused writing of stories Writing a report Focused writing of informational class book Book report</p>
<p>June Writing poetry Author's celebration!</p>		



LANGUAGE STUDIES
ORAL EXPRESSION

ASSESSMENT AND EVALUATION:

- observation
- anecdotal comments

Speaking Expression

Is able to participate in informal talk:

- to clarify own thoughts
- to communicate thought to others (share, contribute)
- to build social relationships

Is able to develop ideas in discussions:

- pair talk
- small groups
- whole class

Is able to express ideas in a variety of forms:

- oral reports
- speeches
- announcements

Is able to present orally selections for enjoyment:

- dramatic readings
- stories
- choral speaking

Listening

Is able to listen:

purposively

- has purpose for listening
- determines speaker’s purpose

selectively

- to gain information, knowledge

critically

- to question
- to analyze, organize, summarize information
- to distinguish important from the less important

attentively

- to follow instructions
- to follow arguments

reflectively

- to understand how ideas can be altered in a speech

creatively

- to enjoy the beauty of the spoken word
- to imagine

courteously

- to show respect for persons speaking



LANGUAGE STUDIES		
WORKING WITH WORDS		
PHONICS AND WORD WALL WORDS - GRADE 1		
Words are studied on the Word Wall all year. Various activities are used to study the words and Word Families are also explored.		
RESOURCES: Four Blocks, Modern Curriculum Press - <i>Phonics Level A</i> , Word Wall lists in 1/2 Binder.		
ASSESSMENT AND EVALUATION:		
<ul style="list-style-type: none"> • daily work • end of unit assessments - phonics • end of term sight word assessment • end of term spelling inventory • anecdotal comments 		
SEPTEMBER Review consonants (initial, medial, final) Short vowels - short a	OCTOBER Short vowels - short i, short o	NOVEMBER Short vowels - short e, short u
DECEMBER Blends - r blends, l blends, s blends	JANUARY Long vowels - long a, long i	FEBRUARY Long vowels - long u, long o
MARCH Long vowels - long u, long o Long vowels - long e Review all vowels	APRIL Consonant digraphs - th, wh, sh, ch, kn, wr R-controlled vowels - ar, or, er, ir, ur	MAY inflectional endings - s, ed, ing, er 'Y' as a vowel Hard and soft 'G' and 'C'
June Contractions Review		



LANGUAGE STUDIES

WORKING WITH WORDS

PHONICS AND WORD WALL WORDS - GRADE 2

Words are studied on the Word Wall all year. Various activities are used to study the words and Word Families are also explored.

RESOURCES: Four Blocks, Modern Curriculum Press - *Phonics Level B*, Word Wall lists in 1/2 Binder.

ASSESSMENT AND EVALUATION:

- daily work
- end of unit assessments - phonics
- end of term sight word assessment
- end of term spelling inventory
- anecdotal comments

<p>SEPTEMBER Review consonants Short vowels Consonant blends</p>	<p>OCTOBER Silent 'e' Consonant digraphs - th, wh, sh, ch, kn, wr</p>	<p>NOVEMBER Inflectional endings - er, ed, es, s, ing Doubling final consonant</p>
<p>DECEMBER Compound words Prefixes - re, un, dis Suffixes - er, est, ful, less, ness, ly</p>	<p>JANUARY R-controlled vowels - er, ar, or, ir, ur Hard and soft 'G' and 'C' 'Y' as a vowel Changing 'y' to 'i'</p>	<p>FEBRUARY R-controlled vowels - er, ar, or, ir, ur Hard and soft 'G' and 'C' 'Y' as a vowel Changing 'y' to 'i' Vowel pairs - ai/ay, ee/ea, ie/igh, oe/oa/ow</p>
<p>MARCH Vowel digraphs - oo, ea, au, aw</p>	<p>APRIL Diphthongs - ou/ow, oi/oy, ew</p>	<p>MAY Contractions Synonyms Antonyms Homonyms</p>
<p>June Alphabetical order Dictionary skills Syllables Review</p>		



LANGUAGE STUDIES		
WORKING WITH WORDS		
HANDWRITING - GRADE 1		
RESOURCES: Handwriting Without Tears: <i>My Printing Book</i>		
ASSESSMENT AND EVALUATION:		
<ul style="list-style-type: none"> • daily work • observation 		
SEPTEMBER Capital Letter Review	OCTOBER Lowercase Letters	NOVEMBER Lowercase Letters
DECEMBER Lowercase Letters	JANUARY Lowercase Letters	FEBRUARY Weekly Review: Capitals Lowercase Words Sentences/Punctuation Fun and Numbers
MARCH Weekly Review	APRIL Weekly Review	MAY Weekly Review
June Weekly Review		



LANGUAGE STUDIES		
WORKING WITH WORDS		
HANDWRITING - GRADE 2		
RESOURCES: Handwriting Without Tears: <i>Printing Power</i>		
ASSESSMENT AND EVALUATION:		
<ul style="list-style-type: none"> • daily work • observation 		
SEPTEMBER Capital Letter Review Numbers	OCTOBER Lowercase Letters	NOVEMBER Lowercase Letters
DECEMBER Lowercase Letters	JANUARY Lowercase Letters	FEBRUARY Weekly Review: Capitals Lowercase Words Sentences/Punctuation Fun and Numbers
MARCH Weekly Review	APRIL Weekly Review	MAY Weekly Review
June Weekly Review		



FOREIGN LANGUAGE STUDIES

FRENCH LANGUAGE STUDY SKILLS TAUGHT, REVIEWED AND/OR EXPOSED AT THE GRADE 1/2 LEVEL:

Language

- plurals
- prepositions: in, on, under
- pronouns 'mon' and 'ma'
- telling time
- pronouns: je, tu, il, elle
- adjectives: big, small
- negative: ne...pas
- more conversation: How are you? How old are you?
- questions: how many? where?
- adjective: dark, light

Vocabulary

- class words: book, pencil, desk, chair
- colours: yellow, white, black, grey, purple, brown, pink
- family: father, mother, sister, brother
- numbers 1-12
- food: bread, cereal, eggs, milk, water, juice
- house, car, girl, boy
- emotions: happy, sad, mean, funny, angry
- weather
- seasons
- house vocabulary
- cutlery
- birthday
- weather
- clothing
- time
- food



FOREIGN LANGUAGE STUDIES

FRENCH

RESOURCES: MFB Publications - *Mission ABC Book 2*

ASSESSMENT AND EVALUATION:

- participation
- observation
- end of term assessment

<p>SEPTEMBER <u>Lesson 1 and 2</u> Classroom vocabulary Introductions in French Count to 10 Colours and Shapes Prepositions sous, sur and dans</p>	<p>OCTOBER <u>Lesson 3 and 4</u> Review of body parts Bible story of Noah in French Review of animals and colours</p>	<p>NOVEMBER <u>Lesson 5 and 6</u> Family vocabulary Review animals Months and days More colours</p>
<p>DECEMBER <u>Lesson 7 and 8</u> Numbers 1-12 Telling Time Food vocabulary Verb: aimer Review sous, dans, sur</p>	<p>JANUARY <u>Lesson 9 and 10</u> Review all previous concepts Testing</p>	<p>FEBRUARY <u>Lesson 11 and 12</u> French story reading Age asking and responding Fruit and colours Emotion vocabulary Pronouns je, tu, il, elle</p>
<p>MARCH <u>Lesson 13 and 14</u> Review emotion vocabulary Reading a story in French Adjectives 'grand' and 'petit' Possessive pronoun 'ma' Review colours and numbers</p>	<p>APRIL <u>Lesson 15 and 16</u> French family tree Reading a story in French Review of numbers Family vocabulary</p>	<p>MAY <u>Lesson 17 and 18</u> The negative 'ne...pas' Review 'chaud' and 'froid' Seasons Weather Count to 12 Review classroom and food vocabulary</p>
<p>June <u>Lesson 19 and 20</u> Months, seasons, and weather French manners Review Testing</p>		



MATHEMATICS - GRADE 1		
RESOURCES: Addison Wesley - Math Makes Sense 1, Mad Minute		
ASSESSMENT AND EVALUATION:		
<ul style="list-style-type: none"> • end of unit assessment • anecdotal comments • observation • daily work • mad minutes 		
SEPTEMBER <u><i>Unit 1 - Sorting and Patterning</i></u> Same and different Identify attributes Recognize and copy a pattern Make and extend a pattern	OCTOBER <u><i>Unit 2 - Number Relationships</i></u> Count to 10 Using a calculator Number search Number arrangements One and two more, one and two less Fantastic five Terrific ten Representing numbers 10 to 20	NOVEMBER <u><i>Unit 4 - Addition and Subtraction to 12</i></u> Part-part-whole (combining) Addition stories Part-part-whole (missing part) Subtraction stories Combining and separating
DECEMBER <u><i>Unit 5 - Data Management and Probability</i></u> Build and interpret concrete graphs Build and interpret picture graphs Conduct a survey Probability	JANUARY <u><i>Unit 6 - 3-D and 2-D Geometry</i></u> Build 3-D structures Attributes of 3-D solids Create a picture Spatial awareness <u><i>Begin Unit 7</i></u>	FEBRUARY <u><i>Unit 7 - Number Patterns - Cont.</i></u> Place value and equivalent groupings Adding two-digit numbers Recording addition with the standard algorithm Subtracting two-digit numbers Recording subtraction with the standard algorithm



MATHEMATICS - GRADE 1 - CONTINUED

RESOURCES: Addison Wesley - Math Makes Sense 1, Mad Minute

ASSESSMENT AND EVALUATION:

- end of unit assessment
- anecdotal comments
- observation
- daily work
- mad minutes

<p>MARCH <u>Unit 8 - Linear Measurement and Area</u> Comparing lengths Estimating lengths Ordering lengths Choosing a unit Estimating and comparing area</p>	<p>APRIL <u>Unit 3 - Time, Temperature, Money</u> Ordering events Our week Estimate and compare time Time to the hour Name and sort <u>Making money amounts</u> <u>Unit 9 - 2-D Geometry and Applications</u> Identify attributes of 2-D figures Comparing figures Symmetry Fractions (halves) Time to the half hour</p>	<p>MAY <u>Unit 10 - Place Value and Number Applications</u> The 100 chart Counting to 100 Groups of 10's 10's and 1's Adding and subtracting</p>
<p>JUNE <u>Unit 11 - Mass and Capacity</u> Comparing capacity Estimating capacity Comparing mass Estimating mass</p>		



MATHEMATICS - GRADE 2

RESOURCES: Addison Wesley - Math Makes Sense 2, Mad Minute

ASSESSMENT AND EVALUATION:

- end of unit assessment
- anecdotal comments
- observation
- daily work
- mad minutes

<p>SEPTEMBER <u>Unit 1 - Sorting and Patterning</u> Sorting by 2 attributes Make a pattern Representing patterns in different ways</p>	<p>OCTOBER <u>Unit 2 - Number Relationships</u> Building numbers to 20 Counting collections Counting on a number line Number facts to 18 Related facts Doubles and near doubles Estimating large numbers Numbers to 100</p>	<p>NOVEMBER <u>Unit 4 - Exploring Addition and Subtracting</u> Adding with three addends Adding two-digit numbers using inverted strategies Adding 10's Adding one and two-digit numbers Subtracting two-digit numbers using inverted strategies Subtracting one and two-digit numbers</p>
<p>DECEMBER <u>Unit 5 - Data Management and Probability</u> Probability Making a bar graph Conducting a survey Interpreting a graph</p>	<p>JANUARY <u>Unit 6 - 3-D Geometry</u> Sorting solids Comparing solids Building with 3-D solids Build a model Build a skeleton</p>	<p>FEBRUARY <u>Unit 7 - Addition and Subtraction to 100</u> Place value and equivalent groupings Adding two-digit numbers Recording addition with the standard algorithm Subtracting two-digit numbers Recording subtraction with the standard algorithm</p>



MATHEMATICS - GRADE 2 - CONTINUED

RESOURCES: Addison Wesley - Math Makes Sense 2, Mad Minute

ASSESSMENT AND EVALUATION:

- end of unit assessment
- anecdotal comments
- observation
- daily work
- mad minutes

<p>MARCH <u>Unit 8 - Linear Measurement, Area, and Perimeter</u> Comparing units of length The centimetre The metre Centimetres and metres Compare and order lengths Distance around Estimate, measure, and record the distance around 2-D figures Estimate and compare the areas of 2-D figures using non standard units</p>	<p>APRIL <u>Unit 9 - 2-D Geometry</u> Describing figures Sorting and comparing numbers Exploring symmetry Symmetry Patterns with motion Maps and grids</p> <p><u>Unit 3 - Time, Temperature, and Money</u> Passage of time Units of time Telling time Calendar time Temperature Making money amounts</p>	<p>MAY <u>Unit 10 - Multiplication, Division, and Fractions</u> Introduction of multiplication concepts More on multiplication Introduction to division concepts More on division Fractions of a whole Fractions of a set</p>
<p>JUNE <u>Unit 11 - Mass and Capacity</u> Comparing and ordering capacity Estimating capacity Comparing and ordering mass Estimating mass</p>		



PHYSICAL EDUCATION

RESOURCES: CSI - Physical Education K-2, CSI - Healthy Living 2

ASSESSMENT AND EVALUATION:

- participation
- observation
- end of term assessment

<p>SEPTEMBER <u><i>Building Healthy Habits (H.L. Unit 5)</i></u></p> <p><u><i>Locomotor and Stability Skills</i></u> Running, Jumping, Hopping, Leaping, Skipping, Shuffling, Galloping, Dodging</p>	<p>OCTOBER <u><i>Locomotor and Stability Skills - Cont.</i></u></p> <p><u><i>Creative Movement Perceptions</i></u> Balance, Space, Size, Movement, Exploration</p>	<p>NOVEMBER <u><i>Manipulative Skills</i></u> Ball Rolling, Catching, Throwing</p>
<p>DECEMBER <u><i>Starting Right (H.L. Unit 7)</i></u></p> <p><u><i>Manipulative Skills Cont.</i></u></p> <p><u><i>Christmas Themed Games</i></u></p>	<p>JANUARY <u><i>Manipulative Skills</i></u> Dribbling with Hands, Shooting</p>	<p>FEBRUARY <u><i>Integrative Skills</i></u> Running, Hopping, Jumping, Dodging</p>
<p>MARCH <u><i>Growth and Development (H.L. Unit 4)</i></u></p> <p><u><i>Creative Movement Perceptions</i></u> Gymnastic movements, Dance, Parachute Activities</p>	<p>APRIL <u><i>Integrative Skills</i></u></p> <p><u><i>Manipulative Skills</i></u> Dribbling with Feet</p> <p><u><i>Track and Field Practice</i></u></p>	<p>MAY <u><i>Integrative Skills</i></u></p> <p><u><i>Manipulative Skills</i></u> Dribbling with Feet</p> <p><u><i>Track and Field Practicentegrative Skills</i></u></p> <p><u><i>Track and Field Practice</i></u></p>
<p>June <u><i>Keeping Safe (H.L. Unit 6)</i></u></p> <p><u><i>Manipulative Skills</i></u> Kicking, Trapping</p>		



CREATION STUDIES (SCIENCE, SOCIAL STUDIES) AND HEALTH

RESOURCES: CSI - *Healthy Living 1 & 2, OACS Units*

ASSESSMENT AND EVALUATION:

- participation
- observation
- end of unit project/assessment
- anecdotal comments

SEPTEMBER

Getting to Know Myself (H.L.1 - Unit 1)

Created to be me
 We are alike - We are different
 Four main feelings
 Feeling happy, sad, and afraid
 How do you feel?

Living with Others (H.L.1 - Unit 3)

Yes, thank you
 Stop, look, and listen
 Listening to learn about each other
 Hey, hey, what can we share?
 Learning to cooperate

OCTOBER

Naming the World God Made: Mapping My Neighbourhood (Gr.2) (OACS)

Naming God's World
 Where Am I in God's World
 Parts Of A Map
 Maps Show Distance
 Using the Compass Rose
 Finding My Way n God's World
 Naming Kinds Of Communities
 Meeting My neighbours In God's World I
 Meeting My Neighbours In God's World II
 Our Community Belongs To God

One Body, Many Parts: Our Local Community (Gr.2) (OACS)

One body, many parts
 Leaders and citizens
 Who leads my community?
 God's perfect plan
 One world, many countries
 All are different, all are precious
 A special visitor
 My Community: God's big family
 Pain and healing in God's family
 Community celebration

NOVEMBER

God Shows Us How to Build (Gr.1) (OACS)

The Master Builder And His Apprentices
 The Master's Designer Plan
 The Master's Design
 The Apprentices Copy
 Tools From The Master
 The Master Shows US How To Support
 The Apprentices Uses Supports
 The Master Shows US How To Span A Gap
 The Apprentices Creates A Span
 The Master Shows US How To Create A Shelter
 The Apprentices Sees How Homes Are Built
 The Apprentices Follows The Steps OF A Design
 The Apprentice Relies On The Master



CREATION STUDIES (SCIENCE, SOCIAL STUDIES) AND HEALTH - CONTINUED

RESOURCES: CSI - *Healthy Living 1 & 2*, OACS Units

ASSESSMENT AND EVALUATION:

- participation
- observation
- end of unit project/assessment
- anecdotal comments

<p>DECEMBER <u>See November</u></p>	<p>JANUARY <u>All Creatures Large and Small 2 (Gr.2) (OACS)</u> Behold The Animals! All Different Kinds Of Animals Zooming In On One group - Mammals God Crafted the Polar Bear The Way Of The Kangaroo Student Projects Going To The Zoo/Blessing The Lord</p>	<p>FEBRUARY <u>Ups and Downs of Family Life (H.L.2 - Unit2 - I Wonder Why?)</u> Families provide for needs Being boys and girls Resolving conflicts in the family Family rules New beginnings: forgiveness in family life Celebrating family heritage Me and my family game Dealing with death</p> <p><u>God Speaks through Matter and Material (Gr.1) (OACS)</u> Senses Are Tools Words Are tools From Matter To Materials Listening To Our Senses Using Matter And Materials The Function Of Matter Matter Can Change The Three R's - Carting For Matter And Materials Creating Treasure From Reused Matter And Materials</p>
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CREATION STUDIES (SCIENCE, SOCIAL STUDIES) AND HEALTH - CONTINUED

RESOURCES: CSI - *Healthy Living 1 & 2, OACS Units*

ASSESSMENT AND EVALUATION:

- participation
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- anecdotal comments

<p>MARCH <u><i>All God's Children: Homes around the World (OACS) - Done with Culture Fair</i></u> WOW! Wonderful Original World Preparing To Travel Arriving! Questions I Have Climate And Clothes Land, and Water: Homes And Jobs Plants, Animals, and Food Family Life; Roles And Responsibilities Family Life; Beliefs, Customs and Celebrations Joining Hands Around The World</p>	<p>APRIL <u><i>The Earth Declares (OACS)</i></u> In The Beginning God Created The Earth God Separates The Land And The Water I God Separates The Land And The water II God's Gift Of Soil Examining Soil The Different Parts Of Soil God's Recycling Plan—"WOW" Day Different Kinds OF Soil Soil Supports Life Wasting The Earth's Gifts Caring For The Earth's Gifts—Healing And Hope Day Polluting The Earth Cleaning Up The Earth—Healing And Hope Day The Council Of All Beings—Wrap-up Day</p>	<p>MAY <u><i>Behold the Works of God: The Earth, God's Garden (OACS)</i></u> God Planted A Garden Root's In God's Garden Stems In God's Garden Leaves In God's Garden Flowers In God's Garden Fruit In God's Garden Seeds In God's Garden All The Parts Make The Whole The Life Cycle OF A Plant Different Kinds of Plants In God's Garden Gifts From God's Garden Caring For Plants In God's Garden Celebrating God's Garden Gifts</p>
<p>JUNE <u><i>All God's Children: Canadian Symbols and Celebrations (Gr.2) (OACS)</i></u> Part A Symbols And Celebrations The Maple Leaf, Flag Day, And Canada Day The Arms Of Canada, The Monarchy, And Victoria Day Canadian Currency And Labour Day Canadian Nature The Bluenose Schooner The Peace Tower And Remembrance Day The Royal Canadian Mounted Police And The Musical Ride Canada A B C</p>	<p>June CONTINUED Part B Canada Is A Gift Canadian Nature Canadian Art Canadian Sports Canadian Stories Canadian Inventions Canadian Music Celebrating God's Gift of Canada</p>	

