



BIBLE

RESOURCES: God’s Promises - CSI

ASSESSMENT AND EVALUATION:

- participation
- observation
- memory work

<p>SEPTEMBER <u>Unit 1 - The Bible; God's Story</u> The Bible-God’s Story</p> <p><u>Unit 2 - The World God Made</u> Creation Of The World Adam And Eve: Creation And Task Adam And Eve: Their Sin Cain And Abel Noah And The Flood Tower of Babel</p> <p><u>Unit 3 - The Patriarchs</u> The Call Of Abraham Lot’s Choice Hagar And Ishmael The Three Visitors Sodom And Gomorrah Isaac’s Birth and Ishmael’s Response Abraham Tested A Wife For Isaac Jacob And The Birthright Jacob And The Blessing Jacob On The Run Jacob In Paddan Aram Jacob’s Homecoming Joseph’s Dream Joseph Is Sold Joseph The Prisoner Pharaoh’s Dreams The Brothers’ First Journey To Egypt The Brothers’ Second Journey To Egypt The Happy Ending Review Of Joseph’s Life</p>	<p>OCTOBER <u>Unit 12 - Thanksgiving</u> Thanksgiving</p> <p><u>Unit 3 Continued</u></p>	<p>NOVEMBER <u>Unit 4 - From Slavery to the Promised Land</u> God saves Baby Moses God Calls Moses Pharaoh's Refusal The Plagues, Part 1 and 2 The Passover Crossing the Red Sea Food and Drink in the Desert The First Battle The Ten Commandments The Summary of the Law Building the Tabernacle Moving on Spies in the Land Wilderness Wanderings Balaam The Death of Moses The Spies of Rahab Crossing the Jordan The Fall of Jericho In the Promised Land</p>
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BIBLE - Continued

RESOURCES: God’s Promises - CSI

DECEMBER	JANUARY	FEBRUARY
<p><u>Unit 13 - Christmas</u> The Announcement To Mary And Joseph The Birth Of Jesus The Angels And The Shepherds The Star And The Wise Men</p>	<p><u>Unit 5 - The Judges</u> Introduction To The Judges-Othniel Ehud Deborah And Barak God Calls Gideon Gideon And The Midianites The Birth Of Samson Samson’s Marriage Samson And Delilah</p> <p><u>Unit 6 - Ruth</u> Naomi’s Story Ruth Gleans Boaz And Ruth At The Threshing Floor The Happy Ending</p>	<p><u>Unit 7 - The Early Monarchy</u> The Birth Of Samuel Samuel’s Call The Philistines Capture The Ark Victory At Mizpah A King For Israel A Great Victory Saul’s Disobedience A New King David And Goliath David At Saul’s Court David And Jonathon David The Hunted Saul’s Final Battle King At Last Jerusalem And The Ark Promises David And Bathsheba David And Absalom</p>



BIBLE - Continued

RESOURCES: God's Promises - CSI		
<p>MARCH <u>Unit 8 - The Peaceful Reign of Solomon</u> Solomon's Anointing Solomon's Choice Solomon Builds The Temple A Visit From A Queen Solomon's Sin And Punishment</p>	<p>APRIL <u>Unit 10 - Jesus the Saviour</u> Jesus' Birth Jesus' Miracles Jesus' Teachings On Love Jesus Rides Into Jerusalem Jesus And His Enemies The Last Supper Betrayal Jesus Is Condemned To Death The Crucifixion Jesus Is Alive Jesus Appears To Many People Jesus Ascends</p>	<p>MAY <u>Unit 9 - Kings, Prophets, Captivity and Return</u> Review of God's Promises The Divided Kingdom The Kings Lead the People Into Sin The Prophets God's Care During Captivity Daniel Return And Rebuilding Old Testament Review</p>
<p>JUNE <u>Unit 11 - The Early Church</u> Pentecost At The Gate Called Beautiful God's People Suffer Philip Peter, The Apostle Saul-Changed By God Paul And Barnabas Journey Of Paul-Prison Riot At Ephesus The Long Sermon Arrested In Jerusalem Shipwrecked Telling The Story</p>		



ART

RESOURCES: OCS Art Program by Mrs. Martha Muntz

ASSESSMENT AND EVALUATION:

- observation
- finished products
- participation

<p>SEPTEMBER <u>Element:</u> Line, Texture</p> <p><u>Skills:</u> Overlapping, collages, gluing, designing, drawing</p>	<p>OCTOBER <u>Element:</u> Line, Texture, Shape</p> <p><u>Skills:</u> Patterning, printmaking, crayon resist, colouring, designing, cutting, gluing</p>	<p>NOVEMBER <u>Element:</u> Line, Texture, Shape</p> <p><u>Skills:</u> Rubbings, painting with watercolour, focused drawing, dioramas</p>
<p>DECEMBER <u>Element:</u> Line, Shape</p> <p><u>Skills:</u> Tracing, cutting, gluing</p>	<p>JANUARY <u>Element:</u> Line, Shape, Texture</p> <p><u>Skills:</u> Painting, mobiles, mosaics, frescos, designing, patterns</p>	<p>FEBRUARY <u>Element:</u> Line, Shape, Texture</p> <p><u>Skills:</u> Patterns, painting, cutting, gluing, focused drawing</p>
<p>MARCH <u>Element:</u> Line, Shape, Texture, Colour</p> <p><u>Skills:</u> Painting, blending of colours</p>	<p>APRIL <u>Element:</u> Line, Shape, Texture, Colour</p> <p><u>Skills:</u> Tissue paper collages, mobiles</p>	<p>MAY <u>Element:</u> Line, Shape, Texture, Colour</p> <p>Skills: Painting, sketching, outlining</p>
<p>JUNE <u>Element:</u> Line, Shape, Texture, Colour</p> <p><u>Skills:</u> Painting in Impressionist manner, cutting, tracing, designing</p>		



MUSIC

RESOURCES: MusicPlay Grade 1

ASSESSMENT AND EVALUATION:

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

<p>SEPTEMBER <u>Prepare and Present</u> beat, singing and speaking voices, high-low, loud-soft, create effects</p>	<p>OCTOBER <u>Prepare</u> quarter note, eighth notes, rests, sm <u>Present</u> quarter note, eighth notes, high-low <u>Practice</u> beat, singing and speaking voices, high-low, loud-soft</p>	<p>NOVEMBER <u>Prepare</u> sm <u>Present</u> sm <u>Practice</u> accent, quarter note, eighth note, beat, fast/slow, loud-soft, high-low</p>
<p>DECEMBER <u>Prepare and Present</u> so-mi, rest <u>Practice</u> beat, fast-slow, high-low, loud-soft, quarter note, eighth note, accent</p>	<p>JANUARY <u>Prepare</u> slsm <u>Practice</u> beat, fast-slow, loud-soft, high-low, quarter note, eighth note, rests, accent, sm</p>	<p>FEBRUARY <u>Prepare</u> ml <u>Present</u> slsm <u>Practice</u> beat, fast-slow, loud-soft, high-low, quarter note, eighth note, rests, accent, ostinato, sm</p>
<p>MARCH <u>Prepare</u> ml <u>Present</u> slsm <u>Practice</u> beat, fast-slow, loud-soft, high-low, quarter note, eighth note, rests, accent, sm</p>	<p>APRIL <u>Prepare</u> sd <u>Practice</u> beat, fast-slow, loud-soft, high-low, quarter note, eighth note, rests, accent, ostinato, sm, slsm</p>	<p>MAY <u>Prepare</u> sd <u>Practice</u> beat, fast-slow, loud-soft, high-low, quarter note, eighth note, rests, accent, ostinato, sm, slsm</p>
<p>JUNE <u>Practice</u> beat, fast-slow, loud-soft, high-low, quarter note, eighth note, rests, accent, ostinato, sm, slsm, ml, sd</p>		



LANGUAGE STUDIES	
SELF-SELECTED READING	
<p>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.</p>	
<p>ASSESSMENT AND EVALUATION:</p> <ul style="list-style-type: none"> • observation • anecdotal comments • reading response activities • Accelerated Reader Quizzes 	
GUIDED READING - GRADE 1	
<p>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.</p>	
<p>RESOURCES: Prentice Hall - <i>Collections 1 (Emergent Level - Orange)</i>, <i>The Teacher's Guide to Four-Blocks</i></p>	
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



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



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 3*

ASSESSMENT AND EVALUATION:

- participation
- observation
- end of term assessment

<p>SEPTEMBER <u>Lesson 1 and 2</u> Conversation prepositions sous, dans, sur Count to 10 Intro to colours House vocabulary Learning the question 'combien' and 'où'</p>	<p>OCTOBER <u>Lesson 3 and 4</u> Learning about setting the table and good table manners Review house vocabulary Count to 12 Days of the week and months of the year Colours</p>	<p>NOVEMBER <u>Lesson 5 and 6</u> Dinner manners and Conversation Telling time Emotions The Lord's Prayer in French Count to 12</p>
<p>DECEMBER <u>Lesson 7 and 8</u> Review house and silverware vocabulary Review all previous concepts and vocabulary</p>	<p>JANUARY <u>Lesson 9 and 10</u> Birthday vocabulary Asking and telling age Review and test</p>	<p>FEBRUARY <u>Lesson 11 and 12</u> Weather questions and vocabulary Clothing vocabulary Review of colours</p>
<p>MARCH <u>Lesson 13 and 14</u> Review silverware, emotions Introduce personal pronouns Continue with new clothing and weather vocabulary Review days of the week, months of the year and seasons</p>	<p>APRIL <u>Lesson 15 and 16</u> Telling time review of sour, sur, and dans Count to 12 The story of Joseph in French Review emotions</p>	<p>MAY <u>Lesson 17 and 18</u> Food, restaurant, and menu vocabulary Review of all previous concepts</p>
<p>JUNE <u>Lesson 19 and 20</u> Review and test</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>Unit 1 - Sorting and Patterning</u> Same and different Identify attributes Recognize and copy a pattern Make and extend a pattern	OCTOBER <u>Unit 2 - Number Relationships</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>Unit 4 - Addition and Subtraction to 12</u> Part-part-whole (combining) Addition stories Part-part-whole (missing part) Subtraction stories Combining and separating
DECEMBER <u>Unit 5 - Data Management and Probability</u> Build and interpret concrete graphs Build and interpret picture graphs Conduct a survey Probability	JANUARY <u>Unit 6 - 3-D and 2-D Geometry</u> Build 3-D structures Attributes of 3-D solids Create a picture Spatial awareness <u>Begin Unit 7</u>	FEBRUARY <u>Unit 7 - Number Patterns - Cont.</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:		
<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> Sorting by 2 attributes Make a pattern Representing patterns in different ways	OCTOBER <u><i>Unit 2 - Number Relationships</i></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	NOVEMBER <u><i>Unit 4 - Exploring Addition and Subtracting</i></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
DECEMBER <u><i>Unit 5 - Data Management and Probability</i></u> Probability Making a bar graph Conducting a survey Interpreting a graph	JANUARY <u><i>Unit 6 - 3-D Geometry</i></u> Sorting solids Comparing solids Building with 3-D solids Build a model Build a skeleton	FEBRUARY <u><i>Unit 7 - Addition and Subtraction to 100</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 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 <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:		
<ul style="list-style-type: none"> • participation • observation • end of term assessment 		
SEPTEMBER <u><i>Building Healthy Habits (H.L. Unit 5)</i></u> <u><i>Locomotor and Stability Skills</i></u> Running, Jumping, Hopping, Leaping, Skipping, Shuffling, Galloping, Dodging	OCTOBER <u><i>Locomotor and Stability Skills - Cont.</i></u> <u><i>Creative Movement Perceptions</i></u> Balance, Space, Size, Movement, Exploration	NOVEMBER <u><i>Manipulative Skills</i></u> Ball Rolling, Catching, Throwing
DECEMBER <u><i>Starting Right (H.L. Unit 7)</i></u> <u><i>Manipulative Skills Cont.</i></u> <u><i>Christmas Themed Games</i></u>	JANUARY <u><i>Manipulative Skills</i></u> Dribbling with Hands, Shooting	FEBRUARY <u><i>Integrative Skills</i></u> Running, Hopping, Jumping, Dodging
MARCH <u><i>Growth and Development (H.L. Unit 4)</i></u> <u><i>Creative Movement Perceptions</i></u> Gymnastic movements, Dance, Parachute Activities	APRIL <u><i>Integrative Skills</i></u> <u><i>Manipulative Skills</i></u> Dribbling with Feet <u><i>Track and Field Practice</i></u>	MAY <u><i>Integrative Skills</i></u> <u><i>Manipulative Skills</i></u> Dribbling with Feet <u><i>Track and Field Practicentegrative Skills</i></u> <u><i>Track and Field Practice</i></u>
June <u><i>Keeping Safe (H.L. Unit 6)</i></u> <u><i>Manipulative Skills</i></u> Kicking, Trapping		



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

Finding out about Myself and Others (H.L.2 - Unit 1)

Each one unique
 I feel...
 Communicating feelings
 Developing empathy
 Saying no

Living with Others (H.L.2 - Unit 3)

Communicating
 Manners make a difference
 Showing appreciation
 Helping each other
 Friendly listening
 Hey! That's mine!
 Cooperative ventures

OCTOBER

Naming the World God Made: Mapping My Home (gr. 1) (OACS)

Naming God's World
 Where Am I In God's World
 How Maps Show Me where I Am
 Finding My Way In God's World I
 Finding My Way In Gods' World II
 Meeting My Neighbours In God's World I
 Meeting My Neighbours In God's World II
 Finding Treasure in God's World

One Body, Many Parts: Our Local Community (Gr. 1) (OACS)

One Body Many Parts
 Leaders And Citizens
 Who Leads My Community
 God's Perfect Plan
 One World, Many Communities
 All Are Different, All Are Precious
 A Special Visitor
 My Community: God's Great Big Family I
 My Community: God's Great Big Family II
 Pain And Healing In God's Family I
 Pain And Healing In God's Family II
 Pain And Healing In God's Family III
 Community Celebration

NOVEMBER

See October

Structures and Mechanisms: God Shows us how to Move (Gr. 2) (OACS)

What Is Movement?
 Made To Move
 Made To Move II
 Creation Moves: Air
 Creation Moves: Air II
 Look At The Birds
 Exploring The Air
 Creation Moves: Water
 Creation Moves: Water II
 Look At God's Swimmers
 Exploring The Water
 Creation Moves: Land
 Look At The Animals
 Exploring The Land
 Moving With Care
 Daring To Dream
 How Then Shall We Move



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

DECEMBER

See November

JANUARY

All God's Children: Communities around the World (Gr.2) (OACS)

- WOW! Wonderful Original World
- Touring The Land
- Climate And Clothing
- Different Kinds Of Houses
- City/Town Planning
- Plants, Animals, and Food
- Shared Places
- Symbols And Government
- Jobs For Everyone
- Religious Customs And Beliefs
- Joining Hands Around The World

Children Around the World: The Ultimate Class Field Trip

FEBRUARY

God Speaks Through Solids, Liquids and Gases (Gr.2) (OACS)

- Science Detectives Seek
- Science Detectives Create
- Science Detectives Examine Liquids
- Science Detectives Examine Solids
- Science Detectives Examine Gases
- Science Detectives Watch Matter Change
- Science Detectives Wonder Why
- Science Detectives Discover Buoyancy
- Science Detectives Discover Absorption
- Science Detectives Discover Solutions
- Science Detectives Look At Safety
- Science Detectives Make Choices
- Science Detectives Serve
- Science Detectives Share What They've Learned



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>MARCH <u><i>All Creatures Large and Small (Gr.1) (OACS)</i></u> Behold The Animals All Different Kinds Of Animals Zooming In On One Group God Crafted The _____ The Way Of The _____ Student Projects Going To The Zoo/Blessing The Lord</p>	<p>APRIL <u><i>The Sky Declares (Gr.1) (OACS)</i></u> What's In The Sky Day Time/Night Time The Reasons For The Seasons Celebrating The Seasons The Sun Declares The Clouds Declare The Rain Declares The Snow Declares The Wind Declares Dark And Light Storm Day Rainbow Day</p>	<p>MAY <u><i>Consider the Lilies (Gr.2) (OACS)</i></u> Gifts From God's Paintbrush God's Creation Plan: All The Different Parts God's Creation Plan: Pollination God's Creation Plan; New beginnings Consider The Variety Of Flowers I Consider The Variety Of Flowers II Exploring the Work Of God's Paintbrush I Exploring The Work Of God's Paintbrush II Caring For Flowers Flowers; God's Gifts Flowers; Our Gifts From The Heart</p>
<p>JUNE <u><i>God Keep our Land: Canadian Stories (Gr.1) (OACS)</i></u> Part A Sir John A Macdonald Joseph Brant J. Armand Bombardier Roberta Palmer Paulette Bourgeois Three Local Special Canadians My Gift To Canada</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>	