

NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.
North York Ontario M2J 1S3

COURSE DESCRIPTION

Grade One

(Ms. Sally Yeo)

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Language

The Language expectations of the Ontario curriculum are organized into three strands that specify the detail that is to be taught at each grade level. Our school curriculum follows this general pattern with additional emphasis on spelling, grammar, creative writing and oral communications.

Strand #1: Writing – Students will be expected to communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet); organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence); write simple sentences using proper punctuation (e.g., periods); produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information); draw pictures to enhance writing; begin to revise written work, with the assistance of the teacher; use and spell correctly the vocabulary appropriate for this grade level; use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level.

Strand #2: Reading – Students will be expected to read a variety of simple written materials (e.g., signs, pattern books, rhymes, children’s reference books) for different purposes (e.g., for practice, information, vocabulary building, enjoyment); read aloud in a way that communicates the meaning; read independently, using reading strategies appropriate for this grade level; express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience; independently select stories and other reading materials by a variety of authors; understand the vocabulary and language structures appropriate for this grade level; use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.

Strand #3: Oral and Visual Communication – Students will be expected to communicate messages, and follow basic instructions and directions; ask questions about their immediate environment and offer personal opinions; listen and react to stories and recount personal experiences; respond to familiar or predictable language patterns by joining in or using choral response; apply some of the basic rules of participating in a conversation and working with others; view, read, and listen to media works with simple messages or factual information and describe what they have learned; use the conventions (e.g., sentence structure) of oral language and of the various media that are appropriate to the grade.

Since we feel that spelling and grammar are important, our program will also emphasize phonics skills, word analysis and word building opportunities. Texts: *A Beka Language 1, Phonics Level A*

Mathematics

The mathematics expectations of the Ontario curriculum are organized into five strands that detail specific expectations of students within each of the five major areas of knowledge and skills required of students. Our school curriculum is structured around these five strands with additional review of fundamental arithmetic and problem solving challenges provided by our own Mathbuilder supplementary program.

Strand #1: Number Sense and Numeration – Students will be expected to understand whole numbers by exploring number relationships using concrete materials (e.g., demonstrate with blocks that 7 is one less than 8 or two more than 5); understand numerals, ordinals, and the corresponding words, and demonstrate the ability to print them;

understand the concept of order by sequencing events (e.g., the steps in washing a dog); compare and order whole numbers using concrete materials and drawings to develop number meanings (e.g., to show place value, arrange 32 counters in groups of 3 tens and 2 ones); represent fractions (halves as part of a whole) using concrete materials; understand and explain basic operations (addition and subtraction) of whole numbers by modelling and discussing a variety of problem situations (e.g., show that addition involves joining); develop proficiency in adding one-digit whole numbers; solve simple problems involving counting, joining, and taking one group away from another (e.g., how many buttons are on the table?), and describe and explain the strategies used; estimate quantity in everyday life (e.g., guess, then count how many beans are in the jar).

Strand #2: Measurement – Students will be expected to demonstrate an understanding of and ability to apply measurement terms: height, length, width, time (hour, half-hour), money (pennies, nickels, dimes), temperature; identify relationships between and among measurement concepts (e.g., winter time – colder temperatures); solve problems related to their day-to-day environment using concrete experiences of measurement and estimation; compare the areas of shapes using non-standard units; estimate, measure, and record the capacity of containers and the mass of familiar objects using non-standard units, and compare the measures.

Strand #3: Geometry and Spatial Sense – Students will be expected to describe and classify three-dimensional figures and two-dimensional shapes using concrete materials and drawings; build three-dimensional objects and models; understand basic concepts of symmetry using concrete materials and drawings.

Strand #4: Patterning and Algebra – Students will be expected to explore patterns and pattern rules; identify relationships between and among patterns.

Strand #5: Data Management – Students will be expected to collect, organize, and describe data using concrete materials and drawings; interpret displays of data using concrete materials, and discuss the data.

Science and Technology

The science and technology expectations of the Ontario curriculum are organized into four strands that specify in detail the program to be taught.

Strand #1: Understanding Life Systems – Characteristics and Needs of Living Things: Students will be expected to demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air, and water); investigate the characteristics and needs of animals and plants; demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans.

Strand #2: Understanding Matter and Energy – Energy in our Lives: Students will assess uses of energy at home, at school, and in the community, and suggest ways to use less energy; investigate how different types of energy are used in daily life; demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth.

Strand #3: Understanding Structures and Mechanisms – Materials, Objects, and Everyday Structures: Students will assess the impact on people and the environment of objects and structures and the materials used in them; investigate structures that are built for a specific purpose to see how their design and materials suit the purpose; demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used.

Strand #4: Understanding Earth and Space Systems – Daily and Seasonal Cycles: Students will assess the impact of daily and seasonal changes on living things, including humans; investigate daily and seasonal changes; demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.

Social Studies

The expectations of the Ontario social studies curriculum are organized into two strands.

Strand #1: Heritage and Citizenship: Students will be expected to recognize various aspects of a community and the people they would interact with in their community. Students should be able to communicate the relationships, rules, and responsibilities associated with their home, school, and community.

Strand #2: Canada and World Connections: Students will be expected to recognize the various aspects of a community and the community people they would interact with in their community. Students will learn to read and make simple maps, use simple symbols, and demonstrate an understanding of scale.

French

The French course, AIM (Accelerative Integrative Methodology), makes use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance. The program allows students to rapidly achieve levels of oral and written fluency. It uses a story-based approach to language learning rather than a thematic one. Students gain a new perspective on the French language and benefit from this positive approach. By the end of grade 1, students will be able to understand French spoken in the classroom and begin to express their own thoughts in French.

Texts: *Histoires en action! La poule maboule*

The Arts

This section of the new Ontario curriculum is divided into Visual Art and Music components.

Visual Art – In this component, students will produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes; use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade; use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Music – In this component, students will demonstrate an understanding of the basic elements of music specified for this grade through group singing and listening to and performing music; use correctly the vocabulary and musical terminology associated with the specific expectations for this grade; express initial reactions and personal responses to musical performances in a variety of ways; identify and describe musical experiences in their own lives; identify a variety of musical pieces from different cultures through performing and/or listening.

Physical Education

The physical education expectations of the curriculum are divided into three strands.

Strand #1: Healthy Living - Students will learn to identify healthy eating habits; identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things; recognize safety risks and safe practices.

Strand #2: Fundamental Movement Skills - Students will learn to perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., galloping, running), manipulation (e.g., throwing, catching), and stability (e.g., jumping, landing); demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion/travelling, manipulation, and stability skills.

Strand #3: Active Participation - Students will learn to participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, fitness activities, outdoor pursuits); recognize the importance of being physically active; acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, outdoor pursuits); follow safety procedures related to physical activity, equipment, and facilities.

Bible

This course seeks to establish the authority of God's Word as the final guide and source for the answers to life's questions, and to learn to relate this to everyday life experiences and decisions. Students examine Creation and the life of Jesus, from His birth to the crucifixion and resurrection. This includes a study of Jesus' miracles. Also included is a Bible memory program.

The above is a summary of the general overall objectives of the Ontario curriculum. The complete details of each aspect of curriculum for grades 1 – 8 may be found on the website of the Ministry of Education and Training at www.edu.gov.on.ca/