

NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.
North York Ontario M2J 1S3

COURSE DESCRIPTION

Grade One

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.

A. 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.

B. 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. For reading assessment purposes at the beginning and the end of the school year, *the PM Benchmark Reading Assessment Resource Kit (Nelson)* will be used.

C. 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: *Phonics Level A (Modern Curriculum Press)*

Mathematics

The mathematics curriculum from the province of Ontario is organized into six strands. At NTCS, in addition to the general math curriculum, we focus on skill reinforcement through our own program, Math Builder. This weekly exercise helps students retain basic math concepts already taught, which helps them move to advanced concepts quicker and with less energy on computation of simple math facts.

A. Social-Emotional Learning (SEL) Skills and the Mathematical Processes – Students will apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

B. Number – Students will demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life. They will also use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

C. Algebra – Students will identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts. They will demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts. Students will solve problems and create computational representations of mathematical situations using coding concepts and skills. They will also apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

D. Data – Students will manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life. They will also describe the likelihood that events will happen, and use that information to make predictions

E. Spatial Sense – Students will describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them. They will also compare, estimate, and determine measurements in various contexts

F. Financial Literacy – Students will demonstrate an understanding of the value of Canadian currency

Math Workbook – My Math Path 1 (Nelson)

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.

A. 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.

B. 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.

C. 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.

D. 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.

A. Heritage and Identity: Our changing roles and responsibilities. Students will be expected to describe ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships and responsibilities; investigate aspects of the interrelationship between their identity/sense of self, their roles, relationships and responsibilities and various situations in their daily lives; demonstrate an understanding that all people should be treated with respect.

B. People and Environments: The Local Community. Students will be expected to describe the interrelationship between people and the natural and built features of their community and how the community meets people's needs; investigate the short- and long-term effects of this interrelationship; describe aspects of their community, ie. services; demonstrate basic ways of describing location and measuring distance.

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.

A. 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.

B. 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.

C. 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/