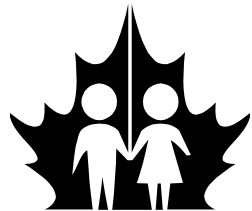

Curriculum Overview

Grade 1

The Grade 1 program marks the transition from Kindergarten to Primary classes. The curriculum is designed to allow students to successfully use the basic skills learned in the Kindergarten as the focus of the program becomes more academic. This document is an overview of the curriculum to which your child will be exposed. The Maples Curriculum is designed to enhance the Ontario Ministry of Education curriculum expectations.



The Maples

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Visual Arts

Knowledge of Elements

- recognize and name the primary colours of pigment (red, blue, yellow)
- identify the value of a colour (i.e., distinguish between lighter and darker tones of a colour)

Creative Work

- produce two- and three-dimensional works of art
- make artistic choices in their work, using at least one of the elements of design specified for this grade

Critical Thinking

- describe the subject matter in both their own and others' art work
- describe, using appropriate vocabulary, how artists use the elements of design to communicate information and create a particular mood

Drama and Dance

- demonstrate an understanding of some basic elements of drama and dance (e.g., character, rhythm)
- interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences)
- create short dance pieces, using techniques learned in this grade
- communicate understanding of works in drama and dance through discussion

Values

The Values curriculum is a school-wide program with the following components:

Social Skills

The *Working It Out* program is designed to help students develop the knowledge, skills and behaviours needed to address everyday conflicts constructively and peacefully.

Character Education

"Old Testament Stories"

Students will identify positive character traits in Old Testament stories and will apply these traits to their own lives.

Service Project

Operation Christmas Child

Through the *Samaritan's Purse* organization, students will participate in a "shoebox" campaign designed to create awareness of poverty in economically developing countries.

Social Studies

Heritage and Citizenship –

Relationships, Rules and Responsibilities

- identify significant people, places, and events in their lives, and some significant people in Canada in the past and present
- create simple timelines to describe changes over time
- describe the roles and responsibilities of various family members, as well as of other people in their school and neighbourhood

Canada and World Connections –

The Local Community

- demonstrate an understanding that a local community is made up of groups of people
- locate the distinguishing physical features of their community (e.g., buildings, parks, roads)
- describe how people in the community interact to meet basic needs

Physical and Health Education

The primary physical education program is designed to allow the students to participate in both individual and team games in a non-threatening atmosphere. The movement skills are organized into three categories: locomotion/travelling, manipulation and stability.

Students will be encouraged to explore their own abilities through a variety of vigorous activities intended to improve their level of fitness. Skills involving both fine and gross motor movements will be introduced as a basis for further development.

Health topics include

- *Healthy Eating*
 - identify healthy eating habits
- *Personal Safety and Injury Prevention*
 - recognize safety risks and safe practices
- *Growth and Development*
 - identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things
- *Substance Use and Abuse*
 - recognize commonly used medicines and household products

Music

Technique

- "nice singing" (i.e., good carriage, correct respiration, clear articulation)
- singing moderately, vivaciously, softly, loudly

Rhythmic Elements

- beat and rhythm
- quarter note, eighth note, half note, quarter rest, half rest

Melodic Elements

- pentatonic scale introduced with hand signs and notation
- singing in canon

Content

- music relating to the child's experiences

English

The language program is organized to develop basic skills in the following three strands:

Reading

- 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

Writing

- communicate ideas (thoughts, feelings, experiences) for specific purposes
- organize information so that the writing conveys a clear message
- write simple sentences using proper punctuation (i.e., periods)
- produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information)
- begin to revise written work, with the assistance of the teacher
- use correctly the conventions (spelling, grammar, punctuation, etc.) appropriate for this grade level

Oral and Visual Communication

- 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
- create some simple media works

Anthologies

<i>How I Wonder</i>	<i>A Bear with Electric Hair</i>
<i>Catch a Rainbow</i>	<i>Once Upon a Time</i>
<i>Good Morning Sunshine</i>	<i>Fly Away Home</i>
<i>Across The Water</i>	<i>Ducks Can't Count</i>
<i>Round the Mountain</i>	<i>The House on the Hill</i>
<i>Outside the Door</i>	<i>The Littlest Penguin</i>
<i>In the Meadow</i>	<i>How I Saw the Parade</i>

Short Stories

<i>The Monster From the Sea</i>	<i>Camp Wild Hog</i>
<i>I'm Terrific</i>	<i>Alexander and the Terrible...</i>

Short Chapter Books

Pinky & Rex and the Perfect Pumpkin
Young Cam Jansen and the Substitute Mystery
Merry Christmas Amelia Bedelia

Mathematics

The mathematics curriculum is organized into five major areas of knowledge and skills.

Number Sense and Numeration

- represent, compare, and order whole numbers to 50, using a variety of tools (e.g., connecting cubes, ten frames, base ten materials, number lines, hundreds charts) and contexts (e.g., real-life experiences, number stories)
- divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names
- demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20
- solve problems involving the addition and subtraction of single digit whole numbers, using a variety of strategies

Measurement

- estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size
- compare, describe, and order objects, using attributes measured in non-standard units

Geometry and Spatial Sense

- identify common two-dimensional shapes and three-dimensional figures and sort and classify them by their attributes
- compose and decompose common two-dimensional shapes and three-dimensional figures
- describe the relative locations of objects using positional language

Patterning and Algebra

- identify, describe, extend, and create repeating patterns
- demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction to 10

Data Management and Probability

- collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis
- read and describe primary data presented in concrete graphs and pictographs
- describe the likelihood that everyday events will happen

French

The objectives of the primary program are to develop a positive attitude towards learning a second language.

The format includes games and activities such as

- listening to stories
- playing games to reinforce the vocabulary being taught
- learning songs and rhymes
- learning to express themselves using simple expressions, e.g. "Ça va?"

Themes vary and may include the following topics: weather and seasons, clothing, house and furniture, school, animals, foods, parts of the body, colours, the alphabet, counting, and holidays.

Science and Technology

Students are given opportunities to "experience" and learn about the wonders of science and the world around them.

Life Systems

Characteristics and Needs of Living Things

- 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

Matter and Materials

Characteristics of Objects and Properties of Materials

- distinguish between objects and materials (e.g., scissors are objects and they can be made of metal and/or plastic), and identify and describe the properties of some materials
- investigate the properties of materials and make appropriate use of materials when designing and making objects

Energy and Control

Energy in Our Lives

- demonstrate an understanding of ways in which energy is used in daily life
- investigate some common devices and systems that use energy and ways in which these can be controlled manually

Structures and Mechanisms

Everyday Structures

- demonstrate awareness that structures have distinctive characteristics
- design and make structures that meet a specific need

Earth and Space Systems

Daily and Seasonal Cycles

- demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour, and location of living things
- investigate changes that occur in a daily cycle and in a seasonal cycle

Science Week

- students will participate in a centre-based activity day designed to promote interest in the various fields of Science

Computer Education

The use of computers is encouraged and implemented in all subject areas. Computer instruction includes

- **Keyboarding** - become familiar with the placement of keys on the keyboard
- **Word Processing** - use keyboard to enter characters and text as prompted on the computer screen
- **Graphics** - use a simple paint program to illustrate an idea
- **Accessing Information** - begin to access information with assistance
- **Electronic Communications** - access the World Wide Web - follow "hypertext links" with assistance