






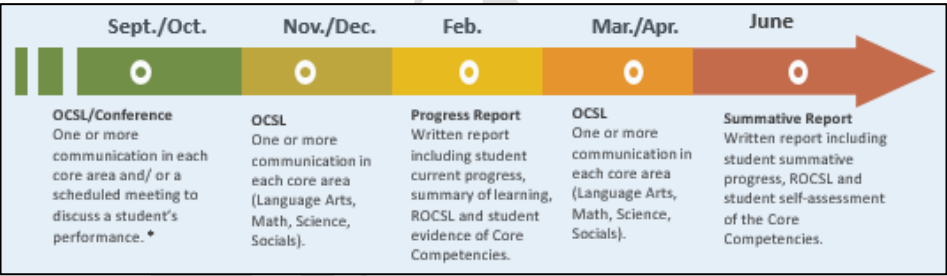




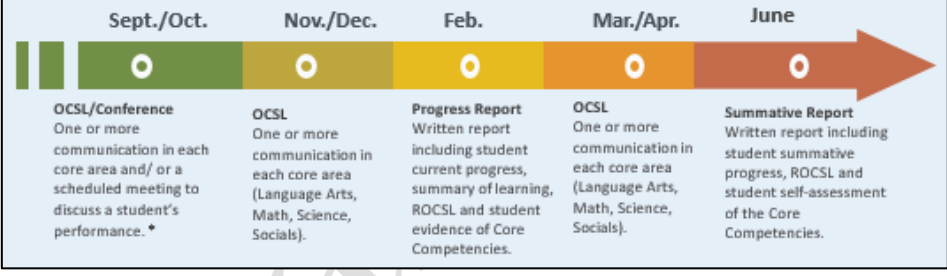



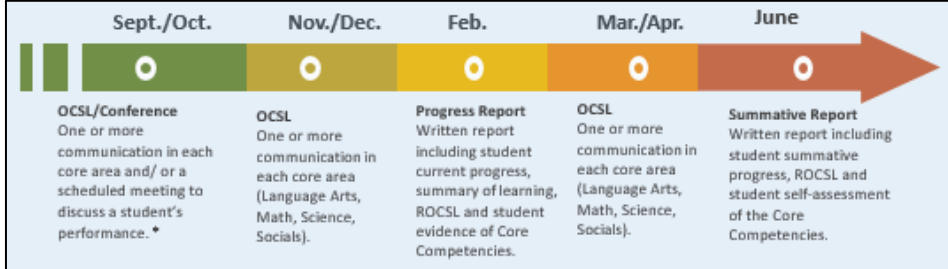



2020-21 Learning Framework-1		September-December				January-June													
English Language Arts	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<b>Reading, Listening and Viewing</b> <ul style="list-style-type: none"> <li>Playing with language helps us discover how language works (<i>letter knowledge and phonemic and phonological awareness</i>)</li> <li>Stories and other texts help us learn about ourselves and our families</li> </ul> <b>Writing, Speaking and Representing</b> <ul style="list-style-type: none"> <li>Language and story can be a source of creativity and joy.</li> <li>Everyone has a unique story to share.</li> </ul>				<b>Reading, Listening and Viewing</b> <ul style="list-style-type: none"> <li>Stories and other texts can be shared through pictures and words (concept of print)</li> <li>Through listening, we connect with others and share our world.</li> <li>Curiosity and wonder lead us to new discoveries about ourselves and the world around us</li> </ul> <b>Writing, Speaking and Representing</b> <ul style="list-style-type: none"> <li>Playing with language helps us discover how language works (letter formation, sentence structure and conventions)</li> <li>Through speaking and writing, we connect with others and share our world.</li> </ul>												
		Students will do / know... <i>Learning Standards</i>	<b>Sept-Oct</b> <b>COMPREHEND AND CONNECT</b> <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Use personal experience and knowledge to connect to stories and other texts to make meaning (<i>print awareness</i>)</li> <li>Use developmentally appropriate strategies to make meaning (<i>phonemic and phonological awareness</i>)</li> </ul> <b>CREATE AND COMMUNICATE</b> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Use information and prior knowledge to make meaning (<i>connections</i>)</li> <li>Explore concepts of print, oral, and visual texts (<i>letter sounds and sight words</i>)</li> </ul>	<b>Nov-Dec</b> <b>COMPREHEND AND CONNECT</b> <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Use developmentally appropriate strategies to make meaning (<i>phonemic and phonological awareness</i>)</li> <li>Develop an understanding of self, identity, and community</li> </ul> <b>CREATE AND COMMUNICATE</b> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation (<i>letter sounds, CVC and sight words</i>)</li> <li>Use language to identify, create, and share ideas, feelings, opinions, and preferences</li> </ul>	<b>Jan-Feb</b> <b>COMPREHEND AND CONNECT</b> <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Recognize the structure of story (<i>setting, characters and events</i>)</li> <li>Use developmentally appropriate strategies to make meaning (<i>phonological awareness</i>)</li> <li>Show awareness of how story in First Peoples cultures connects people to family and community story</li> </ul> <b>CREATE AND COMMUNICATE</b> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Recognize literary elements and devices (<i>setting, characters and events</i>)</li> <li>Recognize the importance of story in personal, family, and community identity</li> </ul>	<b>March-April</b> <b>COMPREHEND AND CONNECT</b> <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Recognize the structure of story (<i>setting, characters and events</i>)</li> <li>Use developmentally appropriate strategies to make meaning (<i>phonological awareness</i>)</li> <li>Identify use personal experience and knowledge to connect to stories and other texts to make meaning</li> </ul> <b>CREATE AND COMMUNICATE</b> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Use language to identify, create, and share ideas, feelings, &amp; opinions</li> <li>Plan and create a variety of communication forms</li> </ul>	<b>May-June</b> <b>COMPREHEND AND CONNECT</b> <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Recognize the structure of story (<i>setting, characters and events</i>)</li> <li>Use developmentally appropriate strategies to make meaning (<i>phonological awareness</i>)</li> </ul> <b>CREATE AND COMMUNICATE</b> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Plan and create a variety of communication forms for different purposes and audiences</li> <li>Explore oral storytelling processes</li> </ul>												
		Students will be... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <b>Communication:</b> </div> <div style="text-align: center;">  <b>Thinking:</b> </div> <div style="text-align: center;">  <b>Personal and Social:</b> </div> </div>																
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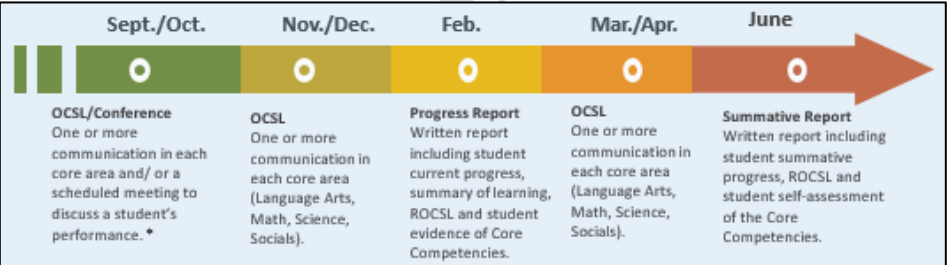
2020-21 Curriculum Map-1		September-December			January-June												
<b>Mathematics</b>	What students will know, do and understand?	<b>Students will Understand...</b>  <i>Big Ideas</i>	<p><u>Numbers:</u> Numbers to 20 represent quantities that can be decomposed into 10s and 1s  <u>Patterning:</u> Repeating elements in patterns can be identified.</p>			<p><u>Computational Fluency:</u> Addition and subtraction with numbers to 10 can be modelled concretely, pictorially and symbolically to develop computational fluency.  <u>Geometry &amp; Measurement:</u> Objects have attributes that can be described, measured, and compared.  <u>Data &amp; Probability:</u> Concrete graphs help us to compare and interpret data and show one-to-one correspondence.</p>											
		<b>Months</b>	<b>Sept-Oct</b>	<b>Nov-Dec</b>	<b>Jan-Feb</b>	<b>March-April</b>	<b>May-June</b>										
		<b>Students will do / know...</b>  <i>Learning Standards</i>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>ways to make 10</li> <li>repeating patterns with multiple elements and attributes</li> </ul>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>number concepts to 20</li> <li>ways to make 10</li> </ul>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>addition and subtraction to 20 (understanding of operation and process)</li> <li>direct measurement with non-standard units (non-uniform and uniform)</li> <li>concrete graphs, using one-to-one correspondence</li> </ul>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>change in quantity to 20, concretely and verbally</li> <li>meaning of equality and inequality using = and ≠</li> <li>comparison of 2D shapes and 3D objects</li> </ul>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> <li>addition and subtraction to 20 (understanding of operation and process)</li> <li>likelihood of familiar life events, using comparative language</li> <li>financial literacy – values of coins, and monetary exchanges</li> </ul>										
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2020-21 Learning Framework -1		September-December				January-June			
Social Studies	What students will know, do and understand?	<b>Students will Understand...</b> <i>Big Ideas</i>	<ul style="list-style-type: none"> <li>Healthy communities recognize and respect the diversity of individuals and care for the local environment</li> <li>We shape the local environment, and the local environment shapes who we are and how we live</li> </ul>				<ul style="list-style-type: none"> <li>We shape the local environment, and the local environment shapes who we are and how we live</li> <li>Our rights, roles, and responsibilities are important for building strong communities</li> </ul>		
		<b>Months</b>	<b>Sept-Oct</b>	<b>Nov-Dec</b>		<b>Jan-Feb</b>	<b>March-April</b>	<b>May-June</b>	
		<b>Students will do / know...</b> <i>Learning Standards</i>	<ul style="list-style-type: none"> <li>Explain the <b>significance</b> of personal or local events, objects, people, or places (<i>diverse cultures, backgrounds, and perspectives within the local and other communities &amp; relationships between a community and its environment</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Ask questions</b>, make inferences, draw conclusions about the content and features of different types of sources</li> <li>Use <b>inquiry</b> processes and skills to ask questions, gather, interpret, and analyze ideas</li> </ul>		<ul style="list-style-type: none"> <li>Sequence objects, images, or events, and distinguish between what has <b>changed</b> and what has stayed the same (<i>natural and human-made features of the local environment</i>)</li> <li>Recognize <b>causes and consequences</b> of events, decisions, or developments in their lives</li> </ul>	<ul style="list-style-type: none"> <li>Explore different <b>perspectives</b> on people, places, issues, or events in their lives (<i>key events and developments in the local community, and in local First Peoples communities</i>)</li> <li>Use <b>inquiry</b> processes and skills to ask questions, gather, interpret, and analyze ideas</li> </ul>	<ul style="list-style-type: none"> <li>Identify fair and unfair aspects of events, <b>decisions</b>, or actions in their lives and consider appropriate courses of action (<i>Rights, roles, and responsibilities in the local community</i>)</li> </ul>	
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<b>Science</b>	What students will know, do and understand?	<b>Students will Understand...</b>  <i>Big Ideas</i> <ul style="list-style-type: none"> <li>Living things have features and behaviours that help them survive in their environment.</li> <li>Observable patterns and cycles occur in the local sky and landscape.</li> </ul>					<ul style="list-style-type: none"> <li>Matter is useful because of its properties.</li> <li>Light and sound can be produced and their properties can be changed.</li> </ul>											
	<b>Students will ...</b>  <i>Learning Standards</i> <ul style="list-style-type: none"> <li><u>Question &amp; Predict</u>: demonstrate curiosity, observe, ask questions, make simple predictions</li> <li><u>Plan &amp; Conduct</u>: make and record observations, make simple measurements</li> <li><u>Analyze</u>: experience &amp; interpret the local environment, recognize First Peoples stories, sort and classify data, compare observations, identify patterns and connections</li> <li><u>Communicate</u>: communicate observations, express and reflect on personal experiences of place</li> </ul>					<ul style="list-style-type: none"> <li><u>Question &amp; Predict</u>: demonstrate curiosity, observe, ask questions, make simple predictions</li> <li><u>Analyze</u>: experience &amp; interpret the local environment, recognize First Peoples stories, sort and classify data, compare observations, identify patterns and connections</li> <li><u>Evaluate</u>: compare observations, consider environmental consequences</li> <li><u>Apply and Innovate</u>: take part in caring for self, family, classroom and school, transfer learning to new situations, generate ideas when problem solving</li> <li><u>Communicate</u>: communicate observations, express and reflect on personal experiences of place</li> </ul>												
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2020-21 Cadre pédagogique – 1 <sup>re</sup> année		Septembre-Décembre		Janvier-Juin		
<b>Français langue seconde - immersion</b> Qu' est-ce que les élèves doivent savoir, savoir faire et comprendre? Comment les élèves partageront leurs apprentissages?	<b>Les élèves comprendront...</b> <i>Grandes idées</i>	<ul style="list-style-type: none"> <li>Plus on a de vocabulaire, mieux on se fait comprendre.</li> <li>La prise de risque améliore la capacité à communiquer dans une nouvelle langue.</li> </ul>		<ul style="list-style-type: none"> <li>Lire consiste non seulement à décoder les mots mais aussi à comprendre le sens d'un texte.</li> <li>Les textes suivent des structures particulières selon leur type.</li> <li>Communiquer en français contribue à développer un sens d'appartenance à la communauté francophone.</li> </ul>		
	<b>Les élèves pourront faire / sauront...</b> <i>Normes d'apprentissage</i>	<b>Mois</b> <b>Sept-Oct</b> <b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Reconnaître des mots lus fréquemment</li> <li>Recourir aux éléments textuels pour comprendre le texte</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>Parler de soi-même et de son quotidien</li> <li>Reproduire des structures de phrases simples pour s'exprimer à l'oral</li> </ul>	<b>Nov-Déc</b> <b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Reconnaître des mots lus fréquemment</li> <li>Recourir aux éléments textuels pour comprendre le texte</li> <li>Découper la phrase en groupes de mots pour en améliorer sa compréhension</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>Parler de soi-même et de son quotidien</li> <li>Lire des phrases simples en utilisant le décodage, en articulant correctement et en suivant les conventions de ponctuation</li> </ul>	<b>Jan-Fév</b> <b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Faire des prédictions et des liens à partir d'un texte</li> <li>Identifier les éléments d'une histoire</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>Prendre l'initiative de poser des questions à ses pairs et à l'enseignant</li> <li>Lire des phrases simples en utilisant le décodage, en articulant correctement et en suivant les conventions de ponctuation</li> </ul>	<b>Mars-Avril</b> <b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Comprendre le sens global d'un texte afin de pouvoir le raconter avec ses propres mots</li> <li>Faire la différence entre le texte informatif et le texte narratif</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>Interagir de manière respectueuse en adaptant son comportement à son interlocuteur</li> <li>Rédiger des phrases simples avec des mots correspondant aux patrons orthographiques et aux conventions syntaxiques</li> </ul>	<b>Mai-Juin</b> <b>Explorer et réfléchir:</b> <ul style="list-style-type: none"> <li>Comprendre le sens global d'un texte afin de pouvoir le raconter avec ses propres mots</li> <li>Reconnaître dans un texte des éléments culturels francophones et autochtones</li> </ul> <b>Créer et communiquer:</b> <ul style="list-style-type: none"> <li>Rédiger des phrases simples avec des mots correspondant aux patrons orthographiques et aux conventions syntaxiques</li> </ul>
	<b>Les élèves seront...</b> <i>Compétences essentielles</i>	 La compétence de communication		 La compétence de réflexion		 La compétence personnelle et sociale
<b>Évaluation et transmission des résultats</b>			Pour plus d'information, visitez: <a href="http://nlpslearns.sd68.bc.ca/communicating-learning/">nlpslearns.sd68.bc.ca/communicating-learning/</a>			

