
















| 2020-21 Learning Framework-1 | | September-December | | | | January-June | | | | |
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| English Language Arts | What students will know, do and understand? | Students will Understand... <i>Big Ideas</i> | Reading, Listening and Viewing <ul style="list-style-type: none"> Playing with language helps us discover how language works (<i>letter knowledge and phonemic and phonological awareness</i>) Stories and other texts help us learn about ourselves and our families Writing, Speaking and Representing <ul style="list-style-type: none"> Language and story can be a source of creativity and joy. Everyone has a unique story to share. | | | | Reading, Listening and Viewing <ul style="list-style-type: none"> Stories and other texts can be shared through pictures and words (concept of print) Through listening, we connect with others and share our world. Curiosity and wonder lead us to new discoveries about ourselves and the world around us Writing, Speaking and Representing <ul style="list-style-type: none"> Playing with language helps us discover how language works (letter formation, sentence structure and conventions) Through speaking and writing, we connect with others and share our world. | | | |
| | | Students will do / know... <i>Learning Standards</i> | Sept-Oct COMPREHEND AND CONNECT Through reading, listening and viewing students will: <ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning (<i>print awareness</i>) Use developmentally appropriate strategies to make meaning (<i>phonemic and phonological awareness</i>) CREATE AND COMMUNICATE Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use information and prior knowledge to make meaning (<i>connections</i>) Explore concepts of print, oral, and visual texts (<i>letter sounds and sight words</i>) | Nov-Dec COMPREHEND AND CONNECT Through reading, listening and viewing students will: <ul style="list-style-type: none"> Use developmentally appropriate strategies to make meaning (<i>phonemic and phonological awareness</i>) Develop an understanding of self, identity, and community CREATE AND COMMUNICATE Through writing, speaking and representing students will: <ul style="list-style-type: none"> Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation (<i>letter sounds, CVC and sight words</i>) Use language to identify, create, and share ideas, feelings, opinions, and preferences | Jan-Feb COMPREHEND AND CONNECT Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure of story (<i>setting, characters and events</i>) Use developmentally appropriate strategies to make meaning (<i>phonological awareness</i>) Show awareness of how story in First Peoples cultures connects people to family and community story CREATE AND COMMUNICATE Through writing, speaking and representing students will: <ul style="list-style-type: none"> Recognize literary elements and devices (<i>setting, characters and events</i>) Recognize the importance of story in personal, family, and community identity | March-April COMPREHEND AND CONNECT Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure of story (<i>setting, characters and events</i>) Use developmentally appropriate strategies to make meaning (<i>phonological awareness</i>) Identify use personal experience and knowledge to connect to stories and other texts to make meaning CREATE AND COMMUNICATE Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use language to identify, create, and share ideas, feelings, & opinions Plan and create a variety of communication forms | May-June COMPREHEND AND CONNECT Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure of story (<i>setting, characters and events</i>) Use developmentally appropriate strategies to make meaning (<i>phonological awareness</i>) CREATE AND COMMUNICATE Through writing, speaking and representing students will: <ul style="list-style-type: none"> Plan and create a variety of communication forms for different purposes and audiences Explore oral storytelling processes | | | |
| | | Students will be... <i>Core Competencies</i> | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Communication: </div> <div style="text-align: center;">  Thinking: </div> <div style="text-align: center;">  Personal and Social: </div> </div> | | | | | | | |
| | | | Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions. | Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful | Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea | Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my world I can reflect on my learning | Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe | Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me | Social Awareness & Responsibility <ul style="list-style-type: none"> I am kind and respectful to others I can solve some problems and ask for help I know other people can be different than me | |

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| Mathematics | <i>What students will know, do and understand?</i> | Students will Understand... <i>Big Ideas</i> | <p><u>Numbers:</u> Numbers to 20 represent quantities that can be decomposed into 10s and 1s</p> <p><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.</p> <p><u>Geometry & Measurement:</u> Objects have attributes that can be described, measured, and compared.</p> <p><u>Data & Probability:</u> Concrete graphs help us to compare and interpret data and show one-to-one correspondence.</p> | | |
| | | Months | Sept-Oct | Nov-Dec | Jan-Feb | March-April | May-June | |
| | | Students will do / know... <i>Learning Standards</i> | <p>Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on:</p> <ul style="list-style-type: none"> ways to make 10 repeating patterns with multiple elements and attributes | <p>Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on:</p> <ul style="list-style-type: none"> number concepts to 20 ways to make 10 | <p>Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on:</p> <ul style="list-style-type: none"> addition and subtraction to 20 (understanding of operation and process) direct measurement with non-standard units (non-uniform and uniform) concrete graphs, using one-to-one correspondence | <p>Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on:</p> <ul style="list-style-type: none"> change in quantity to 20, concretely and verbally meaning of equality and inequality using = and \neq comparison of 2D shapes and 3D objects | <p>Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on:</p> <ul style="list-style-type: none"> addition and subtraction to 20 (understanding of operation and process) likelihood of familiar life events, using comparative language financial literacy – values of coins, and monetary exchanges | |
| | | Students will be... <i>Core Competencies</i> | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Communication:</p> </div> <div style="text-align: center;">  <p>Thinking:</p> </div> <div style="text-align: center;">  <p>Personal and Social:</p> </div> </div> | | | | | |
| | <p>Communicating</p> <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions. | <p>Collaborating</p> <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful | <p>Creative Thinking</p> <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea | <p>Critical & Reflective Thinking</p> <ul style="list-style-type: none"> I can show if I like something or not I can explore my world I can reflect on my learning | <p>Personal Awareness & Responsibility</p> <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe | <p>Positive Personal & Cultural Identity</p> <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me | <p>Social Awareness & Responsibility</p> <ul style="list-style-type: none"> I am kind and respectful to others I can solve some problems and ask for help I know other people can be different than me | |

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| Social Studies | What students will know, do and understand? | Students will Understand... <i>Big Ideas</i> | <ul style="list-style-type: none"> Healthy communities recognize and respect the diversity of individuals and care for the local environment We shape the local environment, and the local environment shapes who we are and how we live | | | | <ul style="list-style-type: none"> We shape the local environment, and the local environment shapes who we are and how we live Our rights, roles, and responsibilities are important for building strong communities | | |
| | | Months | Sept-Oct | | Nov-Dec | | Jan-Feb | March-April | May-June |
| | | Students will do / know... <i>Learning Standards</i> | <ul style="list-style-type: none"> Explain the significance of personal or local events, objects, people, or places (<i>diverse cultures, backgrounds, and perspectives within the local and other communities & relationships between a community and its environment</i>) | | <ul style="list-style-type: none"> Ask questions, make inferences, draw conclusions about the content and features of different types of sources Use inquiry processes and skills to ask questions, gather, interpret, and analyze ideas | | <ul style="list-style-type: none"> Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (<i>natural and human-made features of the local environment</i>) Recognize causes and consequences of events, decisions, or developments in their lives | <ul style="list-style-type: none"> Explore different perspectives 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>) Use inquiry processes and skills to ask questions, gather, interpret, and analyze ideas | <ul style="list-style-type: none"> Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (<i>Rights, roles, and responsibilities in the local community</i>) |
| | | Students will be... <i>Core Competencies</i> | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  C Communication: </div> <div style="text-align: center;">  T Thinking: </div> <div style="text-align: center;">  PS Personal and Social: </div> </div> | | | | | | |
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| Science | What students will know, do and understand? | Students will Understand... <i>Big Ideas</i> <ul style="list-style-type: none"> Living things have features and behaviours that help them survive in their environment. Observable patterns and cycles occur in the local sky and landscape. | | | | | <ul style="list-style-type: none"> Matter is useful because of its properties. Light and sound can be produced and their properties can be changed. | |
| | Students will ... <i>Learning Standards</i> | <ul style="list-style-type: none"> <u>Question & Predict</u>: demonstrate curiosity, observe, ask questions, make simple predictions <u>Plan & Conduct</u>: make and record observations, make simple measurements <u>Analyze</u>: experience & interpret the local environment, recognize First Peoples stories, sort and classify data, compare observations, identify patterns and connections <u>Communicate</u>: communicate observations, express and reflect on personal experiences of place | | | | | <ul style="list-style-type: none"> <u>Question & Predict</u>: demonstrate curiosity, observe, ask questions, make simple predictions <u>Analyze</u>: experience & interpret the local environment, recognize First Peoples stories, sort and classify data, compare observations, identify patterns and connections <u>Evaluate</u>: compare observations, consider environmental consequences <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 <u>Communicate</u>: communicate observations, express and reflect on personal experiences of place | |
| | Students will be... <i>Core Competencies</i> |  Communication:  Thinking:  Personal and Social: | | | | | | |
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| 2020-21 Cadre pédagogique – 1 ^{re} année | | Septembre-Décembre | | Janvier-Juin | | | |
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| Français langue seconde - immersion <i>Qu' est-ce que les élèves doivent savoir, savoir faire et comprendre?</i> | Les élèves comprendront... <i>Grandes idées</i> | <ul style="list-style-type: none"> Plus on a de vocabulaire, mieux on se fait comprendre. La prise de risque améliore la capacité à communiquer dans une nouvelle langue. | | <ul style="list-style-type: none"> Lire consiste non seulement à décoder les mots mais aussi à comprendre le sens d'un texte. Les textes suivent des structures particulières selon leur type. Communiquer en français contribue à développer un sens d'appartenance à la communauté francophone. | | | |
| | Mois | Sept-Oct | Nov-Déc | Jan-Fév | Mars-Avril | Mai-Juin | |
| | Les élèves pourront faire / sauront... <i>Normes d'apprentissage</i> | Explorer et réfléchir: <ul style="list-style-type: none"> Reconnaître des mots lus fréquemment Recourir aux éléments textuels pour comprendre le texte Créer et communiquer: <ul style="list-style-type: none"> Parler de soi-même et de son quotidien Reproduire des structures de phrases simples pour s'exprimer à l'oral | Explorer et réfléchir: <ul style="list-style-type: none"> Reconnaître des mots lus fréquemment Recourir aux éléments textuels pour comprendre le texte Découper la phrase en groupes de mots pour en améliorer sa compréhension Créer et communiquer: <ul style="list-style-type: none"> Parler de soi-même et de son quotidien Lire des phrases simples en utilisant le décodage, en articulant correctement et en suivant les conventions de ponctuation | Explorer et réfléchir: <ul style="list-style-type: none"> Faire des prédictions et des liens à partir d'un texte Identifier les éléments d'une histoire Créer et communiquer: <ul style="list-style-type: none"> Prendre l'initiative de poser des questions à ses pairs et à l'enseignant Lire des phrases simples en utilisant le décodage, en articulant correctement et en suivant les conventions de ponctuation | Explorer et réfléchir: <ul style="list-style-type: none"> Comprendre le sens global d'un texte afin de pouvoir le raconter avec ses propres mots Faire la différence entre le texte informatif et le texte narratif Créer et communiquer: <ul style="list-style-type: none"> Interagir de manière respectueuse en adaptant son comportement à son interlocuteur Rédiger des phrases simples avec des mots correspondant aux patrons orthographiques et aux conventions syntaxiques | Explorer et réfléchir: <ul style="list-style-type: none"> Comprendre le sens global d'un texte afin de pouvoir le raconter avec ses propres mots Reconnaître dans un texte des éléments culturels francophones et autochtones Créer et communiquer: <ul style="list-style-type: none"> Rédiger des phrases simples avec des mots correspondant aux patrons orthographiques et aux conventions syntaxiques | |
| Les élèves seront... <i>Compétences essentielles</i> |  La compétence de communication | |  La compétence de réflexion | |  La compétence personnelle et sociale | | |
| | Interaction <ul style="list-style-type: none"> Je peux partager mes idées. Je peux écouter les autres. Je peux poser des questions. | Collaboration <ul style="list-style-type: none"> Je peux travailler en groupe. Je peux coopérer durant une activité de groupe. Je respecte les idées des autres. | Pensée créatrice <ul style="list-style-type: none"> Je trouve des idées quand je joue. Je peux résoudre des problèmes. Je me sers de mon imagination pour trouver de nouvelles idées | Pensée critique et réflexive <ul style="list-style-type: none"> Je suis capable de montrer si quelque chose me plaît ou non. Je peux explorer mon environnement. Je peux réfléchir sur mon travail et ce que j'ai appris. | Conscience de soi et responsabilité personnelle <ul style="list-style-type: none"> Je peux exprimer mes émotions. Je célèbre mes efforts. Je peux faire des choix qui me rendent heureux et qui sont sécuritaire. | Identité personnelle et Culturelle positive <ul style="list-style-type: none"> Je peux parler de moi. Je connais certaines de mes forces. Je peux décrire ce qui est important pour moi. | Responsabilité sociale <ul style="list-style-type: none"> Je peux aider et être gentil. Je peux résoudre des problèmes seuls ou demander de l'aide. Je réalise que les autres peuvent être différents de moi. |