



Grade 1 Semester 1 Learner Outcomes

	Unit 1 and revisited beginning of Semester 2	Unit 2	Unit 3	Year Long Unit
<b>Transdisciplinary Theme</b>	<p align="center"><b>Who we are</b></p> <p><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.</i></p>	<p align="center"><b>Sharing the planet</b></p> <p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i></p>	<p align="center"><b>Where we are in place and time</b></p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p align="center"><b>How we express ourselves</b></p> <p><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</i></p>
<b>Unit of Inquiry Details</b>	<p align="center"><b>Relationships</b></p> <p><b>Central Idea</b> The relationships children have in their home, school, and community can impact well-being.</p> <p><b>Key concepts:</b> function, connection, responsibility <b>Related concepts:</b> choices, relationships, well-being</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Roles within relationships</li> <li>Ways to build good relationships</li> <li>Reasons relationships are important</li> </ul>	<p align="center"><b>Living Things</b></p> <p><b>Central Idea</b> Living things adapt to their habitats to survive.</p> <p><b>Key concepts:</b> causation, connection, responsibility <b>Related concepts:</b> interdependence, adaptation, habitat</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Exploring ways living things are suited to their habitats</li> <li>Ways living things interact in their habitats</li> <li>How people can interact with habitats in a safe and responsible way</li> </ul>	<p align="center"><b>Family Histories</b></p> <p><b>Central Idea</b> Learning about previous generations can help people understand the connections between past and present.</p> <p><b>Key concepts:</b> causation, change, connection <b>Related concepts:</b> time, history, significance</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Ways to find out about the past</li> <li>The passing of time and significant events</li> <li>Why some practices have changed over time</li> </ul>	<p align="center"><b>Celebrations</b></p> <p><b>Central Idea</b> Celebrations and traditions can express shared beliefs and values.</p> <p><b>Key concepts:</b> form, connection, perspective <b>Related concepts:</b> beliefs, values, culture</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Features of traditions and celebrations</li> <li>Reasons people celebrate</li> <li>Symbols in celebrations and traditions</li> </ul>
<b>Learner Profile Focus</b>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Compassionate, Principled, Caring</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Risk-taker, Balanced</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Reflective, Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Globally minded, religious, Open-minded, Communicator</li> </ul>
<b>Approaches to Learning</b>	<ul style="list-style-type: none"> <li>Social</li> <li>Communication</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Thinking</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Thinking</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Communication</li> <li>Research</li> </ul>
<b>ICT Integration</b>	<p><i>IT integration: Looking at ways in which we interact online, students learning through doing, how we should interact when working in an online environment. They use applications like seesaw to communicate and collaborate with each other.</i></p> <p><b>Digital Citizenship:</b> <b>Recognize intellectual property</b></p> <ul style="list-style-type: none"> <li>Recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others</li> <li>Demonstrate appropriate and safe behaviour while using devices</li> </ul> <p><b>Manage Digital Data</b></p> <ul style="list-style-type: none"> <li>Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop)</li> </ul> <p><b>Organising:</b></p> <ul style="list-style-type: none"> <li>Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop)</li> </ul> <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr. )</li> </ul>	<p><i>IT Integration: Animals - research investigation through technology, QR scavenger hunt looking at matching animals to their habitat and discussing why animals live in certain areas/</i></p> <p><b>Define and plan information searches:</b></p> <ul style="list-style-type: none"> <li>Use ICT to identify, record and classify texts and graphics to show what is known and what needs to be investigated</li> </ul> <p><b>Locate, retrieve and generate data and information:</b></p> <ul style="list-style-type: none"> <li>Locate information from a given set of digital sources</li> <li>Identify and open a web browser (Safari or Google Chrome) Recognize browser icon. (compass / 4 colour circle)</li> <li>Recognize &amp; Use navigation tools (back, forward, home, refresh)</li> <li>Identify and use address bar</li> <li>Be aware of the difference between address bar and browser search</li> <li>Close tabs and windows as required</li> <li>Locate &amp; open applications using the dock or spotlight search</li> </ul> <p><b>Managing digital data:</b></p> <ul style="list-style-type: none"> <li>Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop)</li> </ul>	<p><b>Organising:</b> <b>Managing digital Data:</b></p> <ul style="list-style-type: none"> <li>Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop)</li> </ul> <p><b>Creating:</b> <b>Using applications</b></p> <ul style="list-style-type: none"> <li>Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr. )</li> <li>Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw)</li> <li>Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)</li> </ul>	<p><b>Organising:</b> <b>Managing digital Data:</b></p> <ul style="list-style-type: none"> <li>Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop)</li> </ul> <p><b>Creating:</b> <b>Using applications</b></p> <ul style="list-style-type: none"> <li>Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr. )</li> <li>Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw)</li> <li>Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)</li> </ul>



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		<p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw)</li> <li>Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)</li> </ul> <p><b>Data and information:</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to organise digital content</li> <li>Use technology purposefully to manipulate digital content</li> <li>Can manipulate data in graphical ways</li> <li>Use technology purposefully to store digital content</li> </ul>		
<p><b>PSPE Integration</b> (Personal and Social - Identity and Interactions)</p>	<ul style="list-style-type: none"> <li>Reflect on their experiences in order to build a deeper understanding of self</li> <li>Identify themselves in relation to others (community, family, peers, school, ethnicity, gender)</li> <li>Identify their feelings and emotions and explain possible causes</li> <li>Explain how different experiences can result in different emotions</li> <li>Recognize that others have emotions, feelings and perspectives that may be different from their own</li> <li>Identify positive thoughts and attitudes in themselves and others</li> <li>Talk about similarities and differences between themselves and others</li> <li>Identify when their actions have impacted on others</li> <li>Share their own relevant ideas and feelings in an appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their interactions with the environment</li> <li>Identify when their actions have impacted on others</li> </ul>	<ul style="list-style-type: none"> <li>Talk about similarities and differences between themselves and others</li> <li>Describe how they have grown and changed</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence</li> <li>Willingly approach and persevere with new situations</li> <li>Talk about similarities and differences between themselves and others</li> <li>Enjoy interacting, playing and engaging with others</li> <li>Take turns</li> <li>Listen respectfully to others</li> <li>Ask questions</li> <li>Celebrate the accomplishments of others</li> <li>Reach out for help when it is needed for themselves or others</li> </ul>

Language Arts

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
<p><b>Reading Workshop Focus</b></p>	<p><b>Building Good Reading Habits</b></p> <ul style="list-style-type: none"> <li>Habits for Reading Long and Strong</li> </ul>	<p><b>Learning About the World: Reading Nonfiction</b></p> <ul style="list-style-type: none"> <li>Getting Smart on Nonfiction Texts</li> <li>Reading Aloud Like Experts</li> </ul>	<p><b>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension</b></p> <ul style="list-style-type: none"> <li>Readers Have Important Jobs to Do</li> <li>Readers Use Tools to <i>Understand</i> Their Books</li> <li>Readers Use Everything They Know to Get the Job Done</li> </ul>	<p><b>Building Good Reading Habits</b></p> <ul style="list-style-type: none"> <li>Habits for Tackling Even the Hardest Words</li> <li>Partners Have Habits, Too!</li> </ul> <p><b>Learning About the World: Reading Nonfiction</b></p> <ul style="list-style-type: none"> <li>Tackling Super Hard Words in Order to Keep Learning</li> </ul> <p><b>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension</b></p> <ul style="list-style-type: none"> <li>Readers Add New Tools to Read Hard Words</li> </ul>
<p><b>Writing Workshop Focus</b></p>	<p><b>Small Moments: Writing with Focus, Detail, and Dialogue</b></p> <ul style="list-style-type: none"> <li>Writing Small Moment Stories with Independence</li> <li>Bringing Small Moment Stories to Life</li> <li>Studying Other Writers' Craft</li> </ul>	<p><b>Nonfiction Chapter Books</b></p> <ul style="list-style-type: none"> <li>Writing Teaching Books with Independence</li> <li>Nonfiction Writers Can Write Chapter Books!</li> <li>Writing Chapter Books with Greater Independence</li> </ul>	<p><b>Writing Reviews</b></p> <ul style="list-style-type: none"> <li>Best In Show: Judging Our Collections</li> <li>Writing Persuasive Reviews</li> <li>Writing Persuasive Book Reviews</li> </ul>	<p><b>Small Moments: Writing with Focus, Detail, and Dialogue</b></p> <ul style="list-style-type: none"> <li>Fixing and Fancying Up Our Best Work</li> </ul>
<p><b>Library/Research Skills</b></p>	<ul style="list-style-type: none"> <li>Learn borrowing procedures of school resources.</li> <li>Select books appropriate to interest, need, and reading ability using browsing techniques.</li> <li>Understand and use terminology: title, author, illustrator, spine, and spine label.</li> </ul>	<ul style="list-style-type: none"> <li>Know the location of nonfiction (information texts) and the types of books found there.</li> <li>Present information in a simple sequence.</li> <li>Ask questions that demonstrate curiosity about the world.</li> </ul>	<ul style="list-style-type: none"> <li>Select books appropriate to interest, need, and reading ability using browsing techniques.</li> <li>Identify and explore information and ideas from source materials (primary and secondary).</li> <li>Brainstorm possible sources of new information.</li> </ul>	<ul style="list-style-type: none"> <li>Know that fiction is shelved alphabetically according to author's last name and find given titles.</li> <li>Use knowledge of alphabetical order to find information.</li> <li>Relate symbols in text and images.</li> </ul>



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	<ul style="list-style-type: none"> <li>Use school catalogue to locate books by title and interest (subject)</li> <li>Suggest cause and effect relationships by examining story and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Use databases to find visual and text information to answer questions.</li> <li>Through teacher-led discussions categorize information into lists, grouping similar ideas together and suggesting headings.</li> </ul>		<ul style="list-style-type: none"> <li>Categorize information into lists (pictures, written or graphic).</li> <li>Formulate questions beginning with what, when, where, how and why, and organize.</li> <li>Recognise that questions can be sorted.</li> </ul>
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Mathematics

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
	<p><b>Numbers and Operations</b>  <b>Patterns, Functions and Algebra</b>                      Add and subtract within 20</p> <ul style="list-style-type: none"> <li>Relate counting to addition and subtraction</li> </ul> <p><b>Understand and apply properties of operations and the relationship between them</b></p> <ul style="list-style-type: none"> <li>Apply properties of operations as strategies to add and subtract</li> <li>Understand subtraction as an unknown-addend problem</li> </ul> <p><b>Work with addition and subtraction equations</b></p> <ul style="list-style-type: none"> <li>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</li> <li>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers</li> </ul>	<p><b>Numbers and Operations</b>  <b>Patterns, Functions and Algebra</b>                      Work with numbers 11-19 to gain foundations for place value</p> <ul style="list-style-type: none"> <li>Understand that the two digits of a two-digit number represent amounts of tens and ones.</li> </ul> <p><b>Use place value understanding and properties of operations to add and subtract</b></p> <ul style="list-style-type: none"> <li>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10</li> <li>Given a two-digit number, mentally find 10 more or 10 less than the number</li> <li>Subtract multiples of 10 in the range 10-90</li> </ul>	<p><b>Measurement</b>  <b>Data Analysis and Probability</b>                      Tell and write time</p> <ul style="list-style-type: none"> <li>Tell and write time in hours and half-hours using analog and digital clocks</li> </ul> <p><b>Measure lengths indirectly and by iterating length units</b></p> <ul style="list-style-type: none"> <li>Order three objects by length; compare the lengths of two objects indirectly by using a third object</li> <li>Express the length of an object as a whole number of length units</li> </ul>	<p><b>Numbers and Operations</b>  <b>Patterns, Functions and Algebra</b>                      Know number names and count sequence</p> <ul style="list-style-type: none"> <li>Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral</li> </ul> <p><b>Compare numbers</b></p> <ul style="list-style-type: none"> <li>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></li> </ul> <p><b>Understand addition and understand subtraction</b></p> <ul style="list-style-type: none"> <li>Use addition and subtraction within 20 to solve word problems</li> <li>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20</li> <li>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10</li> </ul> <p><b>Measurement</b>  <b>Data Analysis and Probability</b></p> <p><b>Represent and interpret data</b></p> <ul style="list-style-type: none"> <li>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another</li> </ul> <p><b>Geometry</b>  <b>Analyse, compare, create and compose shapes</b></p> <ul style="list-style-type: none"> <li>Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes</li> <li>Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape</li> <li>Partition circles and rectangles into two and four equal shares, describe the shares and the whole using words</li> </ul>

Specialists

	Unit 1	Unit 2	Unit 3	Year Long Unit
<b>Art</b>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Identify the formal elements of an artwork</li> <li>Use appropriate terminology to discuss artwork</li> </ul> <p><b>Creating</b></p>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Sharpen their powers of observation</li> <li>Identify the stages of their own and others' creative processes</li> </ul>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Identify the formal elements of an artwork</li> <li>Describe similarities and differences between artworks</li> </ul>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Investigate the purposes of artwork from different times, places and a range of cultures including their own</li> </ul>



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	<ul style="list-style-type: none"> <li>Sharpen powers of observation</li> <li>Consider their audience when creating artwork</li> </ul> <p><b>Art and Design Skills:</b> <i>Bookmaking and painting</i></p>	<ul style="list-style-type: none"> <li>Become and engaged and responsive audience for a variety of art forms</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Make predictions, experiment, and anticipate possible outcomes</li> <li>Combine a variety of formal elements to communicate ideas, feelings and/or experiences</li> </ul> <p><b>Art and Design Skills:</b> <i>Oil pastel drawing and mono printing</i></p>	<p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Combine a variety of formal elements to communicate ideas, feelings and/or experiences</li> <li>Identify, plan and make choices of materials, tools and processes</li> </ul> <p><b>Art and Design Skills:</b> <i>Collage</i></p>	<ul style="list-style-type: none"> <li>Describe similarities and differences between artworks</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Identify, plan and make specific choices of materials, tools and processes</li> <li>Demonstrate control of tools, materials and processes</li> <li>Identify the stages of their own and other's creative processes</li> </ul> <p><b>Art and Design Skills:</b> <i>Clay modelling</i></p>
<b>PE</b>	<p><b>Relationships-Cooperative Games Unit</b></p> <ul style="list-style-type: none"> <li>Demonstrate the characteristics of sharing and cooperation in physical activity.</li> <li>Invite others to use equipment or apparatus before repeating a turn.</li> <li>Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</li> <li>Identify and demonstrate the attributes of an effective partner in physical activity.</li> <li>Identify and demonstrate effective practices for working with a group without interfering with others.</li> </ul>	<p><b>Target Games unit (Stand Alone)</b></p> <ul style="list-style-type: none"> <li>Overhand throw an object with power.</li> <li>Work cooperatively with a partner to throw and catch.</li> <li>Demonstrates the underhand movement (throw) pattern.</li> <li>Demonstrates the underhand movement (throw) pattern.</li> <li>Demonstrate the overhand movement (throw) pattern.</li> <li>Demonstrate the two-handed overhead (throw) pattern.</li> <li>Catch, showing proper form, a gently thrown ball.</li> <li>Catch a self-tossed ball.</li> <li>Catch a self-bounced ball.</li> </ul>	<p><b>Manipulative Skills Unit (Stand Alone)</b></p> <p><b>(Striking and Fielding)</b></p> <ul style="list-style-type: none"> <li>Strike a balloon upward continuously, using arms, hands, and feet.</li> <li>Strike a balloon upward continuously, using a large, short-handled paddle.</li> </ul> <p><b>(Kicking)</b></p> <ul style="list-style-type: none"> <li>Kick a rolled ball from a stationary position</li> <li>Kick a stationary ball, using a smooth, continuous running approach</li> <li>Dribble a ball in a forward direction, using the inside of the foot</li> <li>Dribble a ball continuously with one hand</li> </ul>	<ul style="list-style-type: none"> <li>Develop a range of fine and gross motor skills (Active living)</li> <li>Participate in physical activities that are enjoyable and challenging.</li> </ul>
<b>Music</b>	<p><b>Rhythm (Music)</b></p> <p><b>Songs exploring Relationships WWA concepts</b></p> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Read, write and perform simple musical patterns and phrases</li> <li>Sing partner songs.</li> <li>Recognize different sources of music in daily life</li> <li>Sing songs (and chants) from a variety of times, cultures, and styles</li> <li>Recognize that sound be notated in a variety of ways</li> <li>Play rhythmic patterns by rote from traditional notation with a steady beat both individually and collectively</li> <li>Read and notate traditional notation (At level: quarter, eighth notes, quarter rest)</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Read, write, and perform simple musical patterns and phrases</li> </ul>	<p><b>Responding to Music:</b></p> <ul style="list-style-type: none"> <li>Sing individually and in unison</li> <li>Reflect on and communicate their reactions to music using musical vocabulary</li> <li>Sing with accuracy and control focusing awareness on the musical elements.</li> </ul> <p><b>Creating Music</b></p> <ul style="list-style-type: none"> <li>Participate in performing and creating music both individually and collectively.</li> </ul>	<p><b>Music Through Time</b></p> <p><b>Responding Developing Skills</b></p> <ul style="list-style-type: none"> <li>Recognize different sources of music in daily life.</li> <li>Recognize music from a basic range of cultures and styles.</li> <li>Describe the differences in music.</li> <li>Bring music from home to share.</li> <li>Compare aspects of music from different times and places</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Read and perform simple musical patterns and phrases</li> <li>Perform on pitched instruments using songs from music books and own ideas</li> <li>Perform compositions on Orff instruments/ sound sources)</li> <li>Use traditional musical notation to record and communicate ideas</li> <li>Share performances with each other, describing its musical elements</li> </ul>	<p><b>Celebrations HWEO</b></p> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Recognize music from a basic range of cultures and styles</li> <li>Express their responses to music from different cultures and styles</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Participate in performing and creating music both individually and collectively</li> </ul>
<b>Dance</b>	<p><b>Responding:</b> Describe the ideas and feelings communicated through body movements</p> <p>Identify dance components</p> <p><b>Creating:</b> Develop the ability to cooperate and communicate with others in creating dance</p> <ul style="list-style-type: none"> <li>Demonstrate the ability to work effectively alone and with a partner</li> </ul>	<p><b>(Living Things)</b></p> <ul style="list-style-type: none"> <li><b>Responding</b> Display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance</li> <li>Realize that there is a dynamic connection between the audience and performer</li> <li><b>Creating</b> : Work cooperatively towards a common goal, taking an active part in the creative experience</li> <li><b>Creating</b> : Consider and maintain appropriate behaviors in a dance, as an audience member or as</li> </ul>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Compare a variety of dance genres over time to the contemporary dance from of their culture</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Demonstrate and understand dance in various cultures and historical periods</li> <li>Create movement to various tempos to interpret and communicate</li> <li>Describe how dance has changed through time</li> </ul>	<p><b>Celebrations HWEO</b></p> <p><b>Responding:</b> Show curiosity about live and recorded dance performances</p> <p>Reflect on their personal and family history and make connections with cultural and historical dance forms (for celebrations)</p> <p><b>Creating</b> : Work cooperatively towards a common goal, taking an active part in the creative experience</p>



Grade 1 Semester 1 Learner Outcomes

	<ul style="list-style-type: none"> <li>Demonstrate the following partner skills: copying, leading and following, mirroring</li> </ul>	<p>a performer by listening, watching, and showing appreciation</p>	<ul style="list-style-type: none"> <li>Replicate dances of various time periods.</li> </ul>	<p><b>Creating</b> : Work individually or in groups with trust and confidence</p> <p><b>Creating</b> : Create movement to various tempos</p> <ul style="list-style-type: none"> <li>Perform celebration folk dances from various cultures with competence and confidence</li> <li>Demonstrate accuracy in moving to a musical beat and responding to changes in tempo</li> </ul>
<p><b>Religion</b></p>	<p><b>The Mass</b></p> <ul style="list-style-type: none"> <li>Identify and explain the special objects used at Mass</li> <li>Able to make the 'Sign of the Cross' and say the Lord's Prayer.</li> <li>Understand the Gospel is read by the priest and the Homily is where the priest teaches us about the theme of the Mass</li> <li>Know how to 'pass the peace' and receive a blessing from the priest</li> <li>Understand that the Prayers of the Faithful are prayers for those who need them the most.</li> </ul> <p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>Understand that God has created each individual unique and that he invites us into a loving relationship with him and others;</li> <li>Recall that God's love is never-ending and his promise to always be with us;</li> <li>Distinguish between loving actions and actions that do not show love for other people</li> <li>Appreciate that people who help us are signs of God's love and reveal God's love and care</li> <li>Give thanks for the gift of friendship in their lives</li> </ul>	<p><b>Baptism</b></p> <p>Know why John the Baptist is important to Baptism.</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of how God speaks to us through the ritual actions and symbols of Baptism.</li> <li>Connect each of the ritual actions and symbols of Baptism to their spiritual meaning.</li> <li>Explain what happens when someone is Baptized in the Church.</li> </ul> <p><b>Jesus (Friend, Healer, Teacher)</b></p> <ul style="list-style-type: none"> <li>Understand that Jesus came to teach his friends how to love and to bring happiness</li> <li>Associate their own acts of kindness with Christian teachings and values</li> <li>Understand the Mass as a celebration of God's love, as Jesus' friends gathered together</li> <li>Discuss the role of the people at Mass: priest, people, altar servers, choir</li> <li>Identify objects in the Church and explain their significance</li> <li>Memorise and pray the Evening Prayer &amp; Our Father</li> </ul>	<p><b>Advent and Christmas</b></p> <ul style="list-style-type: none"> <li>Understand that Advent is a special celebration of the 'coming of Christ into the world'.</li> <li>Know there are four candles on the Advent wreath and that they symbolize different words, and show the four weeks before Christmas</li> <li>Recite the Glory Be prayer</li> <li>Associate the season of Advent with waiting for the coming of Jesus</li> <li>Discuss the concept of Jesus as Light</li> <li>Participate in the creation of an Advent Wreath &amp; Calendar</li> <li>Discuss things they might do as they wait to celebrate the birth of Jesus</li> <li>Retell and discuss the story of the Nativity</li> </ul>	<p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>The Mass as a celebration of love: See learning outcomes for the Mass (Unit 1)</li> <li>Advent and Christmas: Church Celebrations: See learning outcomes for Advent and Christmas (Unit 3)</li> <li>The Easter Celebration (Semester 2)</li> <li>St. Raphaela's Day Celebration (Semester 2)</li> </ul>
<p><b>Japanese</b></p>	<p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Recognize Hiragana</li> <li>Write Hiragana (あ行、か行、さ行、た行、な行)</li> <li>Write familiar vocabulary in Hiragana</li> </ul> <p>うたにあわせてあいうえお えをみてはなそう はなのみち</p> <p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>Identify various objects found at home and school</li> <li>Learn Japanese greeting</li> <li>Learn basic simple phrases</li> <li>Recite numbers 1-10</li> <li>Recognise Hiragana</li> </ul>	<p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Recognize Hiragana</li> <li>Write Hiragana (は行、ま行、や行、ら行、わ行)</li> <li>Read and write all of Hiragana and variations (促音、拗音、長音、濁音)</li> </ul> <p>ぶんをつくろう ねことねっこ おばさんとおばあさん おもちゃとおもちや 七五三</p> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Take a photo within applications(Camera app, Seesaw)</li> <li>Import photographs from the camera roll</li> </ul> <p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>Identify the colors, months, days and seasons</li> <li>Recognise fall and winter celebrations</li> <li>Recognise Hiragana</li> </ul>	<p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Recognize all Hiragana letters</li> <li>Write all of Hiragana and variations with accuracy</li> <li>Produce simple sentences with appropriate particles</li> <li>Use period in the end of the sentences</li> </ul> <p>あいうえおであそぼう お正月 くちばし 「は」「を」「へ」をつかおう</p> <p><b>Beginner</b></p> <ul style="list-style-type: none"> <li>Identify family member</li> <li>Make sentence using there is (arimasu/imasu)</li> <li>Recognise Hiragana</li> </ul>	<p><b>Advance</b></p> <p>七五三 (November) お正月 (January)</p> <p><b>Beginner</b></p> <p><b>Japanese celebration</b> Otukimi (September) Shichi-go-san (November) New year (January)</p>