



Grade 1 - Long Term Planner 2020-2021

	Unit 1 and revisited beginning of Semester 2	Unit 2	Unit 3
Transdisciplinary Theme	Who we are Relationships <i>An inquiry into the nature of the self; beliefs and values; personal, mental, social and spiritual health; human relationships including friends, communities, and what it means to be human.</i>	How we organize ourselves Communities <i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making.</i>	How the world works Energy <i>An inquiry into the natural world and its laws; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.</i>
Unit of Inquiry Details	Central Idea We develop a sense of belonging through building relationships and exploring our identity Key concepts: form, function, perspective Related concepts: identity, relationships, well-being Lines of Inquiry <ul style="list-style-type: none"> Characteristics of good relationships Ways to build good relationships within our home, school and community Ways relationships contribute to our identity 	Central Idea Members of a community work together to meet common goals. Key concepts: form, function, responsibility Related concepts: community, organisation, contribution Lines of Inquiry <ul style="list-style-type: none"> Reasons people live in a community Ways services support communities Our responsibility within a community 	Key concepts: form, causation, change Related concepts: transfer, energy (light & sound), manipulation Lines of Inquiry <ul style="list-style-type: none"> The sources and properties of light and sound Ways to manipulate light and sound How light and sound can be used
Learner Profile Focus	Social Skills Self Management	Communication Skills	Research skills
Approaches to Learning	Religious Caring Balanced	Leaders Principled	Thinkers Risk takers
ICT Integration	<ul style="list-style-type: none"> use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated locate information from a given set of digital sources follow class rules about applying selected standard guidelines and techniques to secure digital information identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences 	IT integration: Students introduced to the various ways in which people now communicate to wider audiences. Possible video conference sessions with other classes from around the world to show the ease in which we can communicate to wider audiences. Investigating <ul style="list-style-type: none"> use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated Social and ethical protocols <ul style="list-style-type: none"> identify how ICT is used at home and at school follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences Communicating and collaborating <ul style="list-style-type: none"> use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences understand that computer mediated communications may be received later by the receiver 	Students use a drawing apps to create a light show that is projected onto a wall to accompany a piece of music: Investigating <ul style="list-style-type: none"> use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated Creating: <ul style="list-style-type: none"> use ICT to prepare simple plans to find solutions or answers to questions experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes
PSPE Integration (Personal and Social)	Conceptual understanding: Our relationships with others contribute to our well-being (for example, parent:child; teacher:student;		



Education Integration)	<ul style="list-style-type: none"> ▶ recognize that others have emotions, feelings and perspectives that may be different from their own ▶ Identify healthy ways for friends to express feelings to each other ▶ enjoy interacting, playing and engaging with others ▶ Participation in a group can require group members to take on different roles and responsibilities. <p>Conceptual understanding: Our behaviour affects others. Learners will be able to:</p> <ul style="list-style-type: none"> ▶ Identify when their actions have impacted on others ▶ Respect the personal space of others. <p>Conceptual Understanding: It is important to be able to recognize bullying and violence, and understand that these are wrong Learners will be able to:</p> <ul style="list-style-type: none"> ▶ define teasing, bullying and violence (knowledge) ▶ demonstrate safe actions that they can take to respond to bullying or violence among their peers (skill) ▶ identify parents/guardians or trusted adults and demonstrate how to communicate if they feel they are being bullied (skill). 		
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Language Arts

Approx. Start Date	Unit 1	Unit 2	Unit 3
Reading Workshop Focus	Building Good Reading Habits <ul style="list-style-type: none"> ● Habits for Reading Long and Strong ● Habits for Tackling Even the Hardest Words ● Partners Have Good Habits, Too! 	Learning About the World: Reading Nonfiction <ul style="list-style-type: none"> ● Getting Smart on Nonfiction Texts ● Tackling Super Hard Words in Order to Keep Learning ● Reading Aloud Like Experts 	Meeting Characters and Learning Lessons: A Study of Story Elements <ul style="list-style-type: none"> ● Going on Reading Adventures ● Studying Characters in Books ● Learning Important Lessons ● Growing Opinions about Books
Writing Workshop Focus	Small Moments: Writing with Focus, Detail, and Dialogue <ul style="list-style-type: none"> ● Writing Small Moment Stories with Independence ● Bringing Small Moment Stories to Life ● Studying Other Writers' Craft 	Nonfiction Chapter Books <ul style="list-style-type: none"> ● Writing Teaching Books with Independence ● Nonfiction Writers Can Write Chapter Books! ● Writing Chapter Books with Greater Independence 	From Scenes to Series <ul style="list-style-type: none"> ● Fiction Writers Set Out to Write Realistic Fiction ● Fiction Writers Set Out to Write Series ● Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers ● Getting Ready to Publish Our Second Series
Library/Research Skills	<ul style="list-style-type: none"> ● Learn borrowing procedures of physical school resources. ● Respect the rights and opinions of others. ● Know the location of fiction and the types of books found there. ● Select books appropriate to interest, need, and reading ability using browsing techniques. ● Understand and use terminology: title, author, illustrator, spine, and spine label in context. ● Know how to access online resources in Overdrive. ● Learn borrowing procedures of online school resources. ● Suggest cause and effect relationships through story and pictures. 	<ul style="list-style-type: none"> ● Respect the rights and opinions of others. ● Ask questions that demonstrate curiosity about the world. ● Recognise that questions can be sorted. ● Use school databases to find visual and text information to answer questions. ● Use school catalogue (simple) to locate books by title and interest (subject). ● Know that fiction is shelved alphabetically according to the author's last name and find given titles. ● Use knowledge of alphabetical order to find information. ● Relate symbols in text and images. 	<ul style="list-style-type: none"> ● Differentiate between fiction and nonfiction resources. ● Know the location of nonfiction (information texts) and the types of books found there. ● Select resources (including online) appropriate to interest, need, and reading ability using browsing techniques. ● Brainstorm possible sources of new information. ● Use simple content pages to select relevant information. ● Consider how elements of the illustrator's craft impacts the reader.

Mathematics



Approx. Start Date	Unit 1	Unit 2	Unit 3
	<p>Numbers and Operations:</p> <p>AERO.1.NBT.1 DOK 1,2 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.</p> <p>AERO.1.NBT.2 DOK 2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>AERO.1.NBT.2a DOK 2 10 can be thought of as a bundle of ten ones — called a "ten."</p> <p>AERO.1.NBT.2b DOK 2 The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>AERO.1.NBT.2c DOK 2 The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)</p> <p>AERO.1.NBT.3 DOK 2 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>AERO.1.NBT.5 DOK 2,3 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used</p>	<p>Numbers and Operations:</p> <p>AERO.1.NBT.5 DOK 2,3 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>AERO.1.NBT.6 DOK 2,3 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Patterns, Functions and Algebra</p> <p>AERO.1.OA.1 DOK 2 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>AERO.1.OA.6 DOK 1,2 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>AERO.1.OA.3 DOK 2 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p> <p>AERO.1.OA.4 DOK 2 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p>	<p>Measurement</p> <p>Data Analysis and Probability</p> <p>AERO.1.MD.3 DOK 1 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>AERO.1.MD.4 DOK 2,3 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.</p> <p>Geometry</p> <p>AERO.1.G.1 DOK 2 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>AERO.1.G.2 DOK 2,3 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, halfcircles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>

Specialists

	Unit 1	Unit 2	Unit 3
Visual Arts	<p><u>Responding</u> Identify the stages of their own and others' creative processes</p> <p><u>Creating</u> Consider their audience when creating artwork</p> <p><u>Visual Arts Skills</u> Illustrating one of Seisen's Guiding Principles We care for and respect our planet; its plants, animals and people Researching, Planning</p>	<p><u>Responding</u> Sharpen their powers of observation Identify the formal elements of an artwork</p> <p><u>Creating</u> Sharpen their powers of observation</p> <p><u>Visual Arts Skills</u> Observational drawings of figures Researching Investigating materials</p>	<p><u>Responding</u> Describe the similarities and differences between artworks</p> <p><u>Creating</u> Identify, plan and make specific choices of materials, tools and processes Make predictions, experiment and anticipate possible outcomes</p> <p><u>Visual Arts Skills</u> Drawing Model making - Making musical instruments Design process, Planning, Evaluating own work</p>
PE	<p>Relationships (Individual Pursuits)</p> <ul style="list-style-type: none"> Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity. Identify and demonstrate the attributes of an effective partner in physical activity Identify and demonstrate effective practices for working with 	<p>Health Related Fitness</p> <ul style="list-style-type: none"> Establishing daily practices that can have an impact on our well-being Making Food choices can affect our health positively Observing and documenting changes in our bodies when we exercise 	<p>Communication (Movement Composition)</p> <ul style="list-style-type: none"> Exploring our body's capacity for movement We can acquire and consolidate a range of fundamental movement skills to a variety of activities Demonstrate an awareness of personal and general space and boundaries while moving in different directions at different levels



	<p>a group without interfering with others</p> <ul style="list-style-type: none"> • We can recognise our emotions and feelings and communicate them positively when interacting with others and when completing a physical activity task • We can recognise the emotions and feelings of others and communicate positively during interactions and when completing a physical activity task • We can learn to use of equipment, cooperate and take turns in all physical activities • We can recognise the emotions and feelings of others and communicate positively during interactions and when completing a physical activity task • Enjoy interacting, playing and engaging with others • Listen respectfully to others 	<ul style="list-style-type: none"> • Consolidating daily practices to establish healthy routines • Accepting changes in our bodies which allow us to sustain exercise for periods of time • Developing an understanding that regular exercise is part of a healthy lifestyle • Understanding how growth can be measured through change in capability as well as through physical change • Identifying enjoyable and challenging physical activities that one can do for increasing periods of time without stopping 	<ul style="list-style-type: none"> • Travel over, under, in front of, behind, and through objects and over, under, in front of and behind partners using locomotor and non-locomotor movements • Change speeds in response to tempos, rhythms and signals while travelling in straight, curved and zigzag pathways, using locomotor and non-locomotor movements • Change direction in response to tempos, rhythms and signals
<p>Music</p>	<p>Relationships: Rhythm (Music)</p> <ul style="list-style-type: none"> • Read, <i>write</i> and perform simple musical patterns and phrases • Sing partner songs.* • Recognize different sources of music in daily life* • Sing songs (and chants) from a variety of times, cultures, and styles* • Recognize that sound be notated in a variety of ways • Play rhythmic patterns by rote from traditional notation with a steady beat both individually and collectively • Read and notate traditional notation (At level: quarter, eighth notes, quarter rest) • Read, write, and perform simple musical patterns and phrases 	<p>Musical Elements (Year Long)</p> <ul style="list-style-type: none"> • Students identify simple music forms when presented aurally • Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music • Students describe in simple terms how elements of music are used in music examples from various cultures of the world • Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances • recognise that sound can be notated in a variety of ways • play untuned percussion instruments in time with a beat • record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) • read, write and perform simple musical patterns and phrases • read and write music using non-traditional notation • read and write music in traditional and/or non traditional notation 	<p>Sound Exploration Responding /Developing Skills</p> <ul style="list-style-type: none"> • Distinguish between the different sounds of musical instruments • Listen to music and create their own work in response. • Explore body and untuned percussion instrument sounds. • Identify the sounds of a variety of instruments, including classroom instruments, orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices • Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions) • Create their own basic musical instruments (unpitched/ pitched) • Create a soundscape based on personal experiences using created instruments and notating ideas with non-traditional music notation. • Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping) • Use a variety of sound sources (found sounds) when composing • Distinguish between the different sounds of musical instruments • Listen to music and create their own work in response. • Explore body and untuned percussion instrument sounds. • Identify the sounds of a variety of instruments, including classroom instruments, orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices • Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., science: vibration of strings, drum



			heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions)
Dance	<p>Relationships</p> <ul style="list-style-type: none"> Describe the ideas and feelings communicated through body movements Identify dance components Develop the ability to cooperate and communicate with others in creating dance Demonstrate the ability to work effectively alone and with a partner Demonstrate the following partner skills: copying, leading and following, mirroring /shadowing and express how this feels 	<p>Dance Elements (Year Long)</p> <ul style="list-style-type: none"> Describe the ideas and feelings communicated through body movements Identify dance components, such as shape, level, tempo, patterns, rhythms, direction, formations in their own and others' dance creations Create movement that explores dimensions of shape, level, tempo, patterns, rhythms, direction, formations Design a dance using a musical form (AB, ABA, ABCBA) 	<p>Energy</p> <ul style="list-style-type: none"> Respond to dance through spoken, written, visual, and/or kinesthetic mediums Explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension, and relaxation Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills Explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice. (shadow dancing)
Religion	<p>Relationships (Belonging):</p> <ul style="list-style-type: none"> Comprehend that God is everywhere, all knowing and all loving Show understanding that God created me as good and cares for me as a loving parent Comprehend that I am made by God, destined to be with him forever Show understanding that God loves and cares for all people Understand that God has created each individual unique and that he invites us into a loving relationship with him and others; Show understanding that we can form a personal relationship with God through prayer Recall that God's love is never-ending and his promise to always be with us; Distinguish between loving actions and actions that do not show love for other people Give thanks for the gift of friendship in their lives Show understanding that the Church is God's special family State that Jesus is God's son who was sent by Him to teach us how to love one another Identify Mary as the mother of Jesus and the mother of God Describe how Jesus was a boy in Nazareth who lived with his family Show awareness that I have neighbors who know about God in different ways Show that all people are respected and appreciated for their gifts of culture, race and language 	<p>Jesus, Teacher, Healer and Friend</p> <ul style="list-style-type: none"> Understand that Jesus came to teach his friends how to love and to bring happiness Retell some of the Bible stories; such as (Jesus Chooses 12 Disciples, Who is my Neighbor?, Raising Lazarus, Healing of the Paralytic, Healing of the officer's son, The Lost Sheep, Bragging and Boasting) Associate their own acts of kindness with Christian teachings and values Understand how they can contribute to their community and as part of the family of God 	<p>Light and Energy</p> <ul style="list-style-type: none"> Show understanding that Jesus called God his Father and is the light of the world. Describe Jesus' relationship with God after reading John 17: 20-26. Discuss the concept of Jesus as Light Identify how the light of Christ shines through us <p>Advent and Christmas</p> <ul style="list-style-type: none"> Understand that Advent is a special celebration of the coming of Christ into the world Associate the season of Advent with waiting for the coming of Jesus Participate in the creation of an Advent Wreath and/or Advent Calendar identifying actions they might take as they wait to celebrate the birth of Jesus
Japanese	<p>Family History/Identity</p> <p>Japanese 1</p> <ul style="list-style-type: none"> Identify various objects found at home and school 	<p>Communities/Interactions</p> <p>Japanese 1</p> <ul style="list-style-type: none"> Identify the colors, months, days and seasons 	<p>Language Conventions/Culture (Year Long)</p> <p>Japanese 1</p> <ul style="list-style-type: none"> Identify family member



	<ul style="list-style-type: none"> Learn Japanese greeting Learn basic simple phrases Recite numbers 1-10 Recognise Hiragana <p>Japanese 2 & 3</p> <ul style="list-style-type: none"> Recognize Hiragana Write Hiragana (あ行、か行、さ行、た行、な行) Write familiar vocabulary in Hiragana <p>うたにあわせてあいうえお / あかるいおひさま / え をみてはなそう ／はなのみち</p>	<ul style="list-style-type: none"> Recognise fall and winter celebrations Recognise Hiragana <p>Japanese 2 & 3</p> <ul style="list-style-type: none"> Recognize Hiragana Write Hiragana (は行、ま行、や行、ら行、わ行) Read and write all of Hiragana and variations (促音、拗音、長音、濁音) <p>ぶんをつくろう / ねことねっこ / おばさんとおばあさん / おもちやおもち</p>	<ul style="list-style-type: none"> Make sentence using there is (arimasu/imasu) Recognise Hiragana <p>Japanese 2 & 3</p> <ul style="list-style-type: none"> Recognize all Hiragana letters Write all of Hiragana and variations with accuracy Produce simple sentences with appropriate particles Use period in the end of the sentences <p>あいうえおであそぼう / くちばし / 「は」「を」「へ」をつかおう</p>
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