

Subjects	ELA, Math, ERC, Music, Phys Ed
Teacher	Mr. Mike
School Year	2020-2021

Term 1 20%		
Competencies Targeted	Evaluation Methods	General Timeline
<p>ELA:</p> <ul style="list-style-type: none"> - Review and develop Letter/Sound correlation - Introducing basic sight words taken from Dolce/Fry lists <p>MATH:</p> <ul style="list-style-type: none"> - Review and develop basic number identification and counting skills (1-20, forwards and backwards) - Introduce and develop single digit addition and subtraction <p>PHYSICAL EDUCATION:</p> <ul style="list-style-type: none"> - Basic gross motor skills - Partner/group play and activities - Activities done IN CLASS <p>ETHICS AND RELIGIOUS CULTURE:</p> <ul style="list-style-type: none"> - Introducing and developing following themes in relation to school: Difference, Fairness, Right vs Wrong, Choices, rewards/consequences - Discuss and reinforce positive school behaviours <p>MUSIC</p> <ul style="list-style-type: none"> - Listening to different styles - Fast vs Slow tempo and what we feel while listening 	<ul style="list-style-type: none"> - Class Work - Observations - Tracers - Diagnostic Testing 	<p>September - November</p>
<p>Communication to Students and Parents:</p> <p>Agenda, Phone Calls, Letters Home</p>	<p>Other Pertinent Info:</p> <p>Using this time to consolidate learning from Kindergarten, as well as to develop and ensure emotional stability within the school.</p>	

Term 2 20%

Competencies Targeted	Evaluation Methods	General Timeline
<p>ELA:</p> <ul style="list-style-type: none"> - Introduce word work activities to develop reading and writing of sight words - Introduce guided writing activities - Introduce reading homework using levelled readers <p>MATH:</p> <ul style="list-style-type: none"> - Begin more formal math instruction, guided by the Digit Math Books and corresponding documents <p>PHYSICAL EDUCATION:</p> <ul style="list-style-type: none"> - Continue to introduce new skills and competencies - Begin structured activities in main gym <p>ETHICS AND RELIGIOUS CULTURE:</p> <ul style="list-style-type: none"> - Begin exploring topics related to the Grade 1 curriculum, as outlined by the progression of learning. - Continue to develop and promote skills and mindsets needed for school success <p>MUSIC</p> <ul style="list-style-type: none"> - Continue exposure to different styles of music - Begin exploring how students can create their own music 	<ul style="list-style-type: none"> - Classwork - Observations - Tracers - Diagnostic Testing 	<p>November to February</p>
<p>Communication to Students and Parents</p>	<p>Other Pertinent Info</p>	
<ul style="list-style-type: none"> - Same methods as Term 1 	<p>At this point of the year, it is the hope that students, individually and as a group, have stabilized. If not, we will continue to focus on those areas of need.</p>	

Term 3 60%

Competencies Targeted	Evaluation Methods	General Timeline
<p>ELA:</p> <ul style="list-style-type: none"> - Continue to develop reading and writing skills. At this point, the goal should be for students to be able to write a sentence independently using the words that have been practiced, as well as to be able to read books that are at Gr 1 level. <p>MATH:</p> <ul style="list-style-type: none"> - To continue with the competencies and materials, as laid out in the Digit math books. - To introduce simple word/situational problems. <p>PHYSICAL EDUCATION:</p> <ul style="list-style-type: none"> - Continuing with the areas mentioned in Term 2 <p>ETHICS AND RELIGIOUS CULTURE:</p> <ul style="list-style-type: none"> - Continuing with the areas mentioned in Term 2 <p>MUSIC</p> <ul style="list-style-type: none"> - Continuing with the areas mentioned in Term 2 	<ul style="list-style-type: none"> - Classwork - Observations - Tracers - Diagnostic Testing - Introduce more formal and standardized forms of assessment (aka: tests) 	<p>March- June</p>
Communication to Students and Parents	Other Pertinent Info	
Same as above	<p>Due to time lost because of COVID, as well as specific individual needs, it is possible that not all of the above areas are met. Our focus will remain meeting the children where their needs are at.</p>	

Please note that this represents a working document. The items can change based on student need.