THE ACADEMY FOR GIFTED CHILDREN
CURRICULUM OUTLINE
GRADE 1

EXPECTATIONS:

- students will strive for excellence as they experience a challenging and exciting learning environment
- students will uphold high expectations for quality in all facets of work
- students will develop co-operative learning skills through integrated curriculum, thus developing life skills and conflict resolution skills
- students will develop an appreciation for books through read aloud, silent reading, research and reading groups
- students will develop confidence, poise and self-esteem by integrating drama and oral presentations into the curriculum
- students will develop ownership and responsibility for their own learning through the use of an organizer and homework files

CURRICULUM OUTLINE

LANGUAGE ARTS

An integrated literature program focussing on: reading, reading groups, writing, spelling, listening, punctuation and grammar, phonics, printing and research

READING

- a variety of materials will be used depending upon each child's reading ability
- read aloud, silent reading
- students are evaluated at the beginning of the school term based on their reading level, focus, reading comprehension and writing skills
- students are placed in a reading group appropriate for their ability
- reading groups are flexible and a student may move into a different group depending upon his/her need during the year

READING GROUPS

- in depth discussion after shared story
- providing comprehension questions which encourage critical thinking
- predicting outcomes
- creating spelling lists appropriate to reading ability
- dramatizing story after reading
- allow for creative expression
- shared and individual reading
- journal activities
- silent reading
- listening to instructions
- reading partners
- daily reading or shared reading at home is welcomed

READING GROUP RESOURCES

Once Upon a Time, Long, Long Ago and In a Country Far Away
Junior Great Books

A variety of novel studies depending on the ability of the individual student, including:

The Dragon's Egg
Catwings
Catwings Returns
Ramona Quimby, Age 8
Max Malone Makes a Million
Frog & Toad All Year
Days with Frog & Toad
Frog & Toad Together
Frog & Toad are Friends

ADDITIONAL READINGS
- texts, newspapers and theme related material

READING MOTIVATORS
- Read-a-thons, Reading BINGO

SPELLING
- will include relevant grade level words
- spelling will be stressed as an important aspect of polishing work for display or publishing

PHONICS AND PRINTING
- effective mini-lessons focusing on printing and on phonics rules

GRAMMAR
The grammar program will introduce the following concepts and skills:

PARTS OF SPEECH
- identify each of the following parts of speech: noun (singular & plural, proper & common), verb, pronoun, adjective, adverb
- correctly forming the plural using the plural rules applicable to the various parts of speech

PUNCTUATION
- use capital letters to begin sentences, to differentiate certain words (the pronoun "I", names, days of the week, and months), and proper nouns (holidays, place names, titles)
- use end punctuation appropriately: period, question mark, exclamation point
- use apostrophes for contractions
- use a comma after a salutation in a letter or note, to separate items in a series, in dates, in addresses, and with direct quotations.

APPLICATION
- identify a complete sentence, versus a sentence fragment
- use connecting words to combine fragments (and, but, or) and to make complete sentences
- identify the four types of sentences: declarative, interrogative, imperative, and exclamatory
- write simple but complete declarative, interrogative, imperative, and exclamatory sentences
- use adjectives and adverbs properly for description in expanding simple sentences
- use the negative correctly (I will not do that, I cannot do that, He does not do that)

WRITING
Students will:
- build their skills in the various stages of the writing process, including: generating and recording their ideas, writing an initial draft, revising and editing to create a polished final product
- write in the following forms, adhering to conventions of structure and style: letter writing, story writing, poetry, research projects, and book reports
- organize information so that writing conveys a clear message and describes events in the proper sequence
- write simple but complete declarative, interrogative, exclamatory, and imperative sentences
- use connecting words to eliminate sentence fragments and to join simple sentences
- use descriptive adjectives and adverbs to expand simple sentences
- word-process their own stories and reports
- participate in regularly scheduled writing conferences with the instructor to discuss, monitor, and facilitate the student's progress in the development of his/her writing skills

RESEARCH
- students will be encouraged to apply research skills such as finding, collecting, organizing, and evaluating information from a variety of sources

THEME
A variety of themes will be studied this year:

RECYCLING AND THE ENVIRONMENT, FAIRY TALES, MULTICULTURALISM, BUILDINGS, STRUCTURES AND TRANSPORTATION

Within each theme there will be a solid integration of Bloom's Taxonomy of Cognitive Objectives which encourages the students to engage in higher levels of thinking, as well as challenging them to academic "risk taking" learning experiences. Theme work provides the students with opportunities to work within their preferred learning styles and encourages the students to explore and experience all the different learning styles.

THE ARTS

DRAMA

- students will be encouraged to freely and creatively express themselves
- helps students build their confidence and increases their self-esteem

VISUAL ARTS

- art will be integrated into each theme and will incorporate many opportunities to work with different media and techniques (e.g. posters, collages, mobiles, print making, painting, and mixed media)
- art will be taught through brief, informal lessons focussing on one skill or technique and through more formal, detailed lessons focussing on both the process and the product

MUSIC

- music will be integrated into the program through singing, records, tapes
- students will have the opportunity to participate in P.A.C.E.'s Festival of the Arts

MATHEMATICS

The following strands are included in P.A.C.E. Math curriculum:

- Social-Emotional Learning (application of social-emotional learning skills to mathematical processes i.e. problem solving, reasoning, reflection, communicating, critical thinking) *ongoing throughout the year
- Number (Number Sense [Whole numbers, Fractions], Operations [Properties and Relationships, Mental Math, Addition and Subtraction, Multiplication and Division])
- Algebra (Patterns and Relationships, Equations and Inequalities [Variables, Equalities and Inequalities], Coding [specialized P.A.C.E. Coding Curriculum])
- Data (Data Literacy [Data Collection and Organization, Data Visualization, Data Analysis], Probability)
- Spatial Sense (Geometric and Spatial Reasoning {Geometric Reasoning, Location and Movement], Measurement [Attributes, Time])
- Financial Literacy (Canadian Currency) *ongoing throughout the year

SCIENCE

The following strands are included in P.A.C.E.'s Science and Technology Curriculum:

- Stem Skills and Connections - STEM skills and emerging technologies, practical applications of science and technology and contributions that people with diverse lived experiences have made to science and technology in the context of the other strands
- Life Systems – Needs and Characteristics of Living Things
- Matter And Energy – Energy in Our Lives; Properties of Liquids and Solids
- Structures And Mechanisms – Everyday Materials, Objects, and Structures - *Theme Unit
- Earth And Space Systems – Daily and Seasonal Changes; Air and Water in the Environment

Emphasis is placed on scientific investigation, innovation and creativity, collaboration, critical thinking and problem solving, hands-on discovery and experimentation.

TECHNOLOGY AND CODING

Computers - The Surface Go will be used as a tool to facilitate enhanced learning experiences in the classroom, to further hone executive functioning skills, to introduce web-based research skills, and to introduce keyboarding. The Mathematics and Science and Technology curriculum expectations will be integrated into the coding curriculum including writing and executing code in investigations.

FRENCH

The objective of the French programme is to develop communication skills in both the receptive and expressive aspects of the language. In order to achieve this the activities will include skits, songs and rhythms, mimicry of live or recorded models, educational games, role-playing activities, descriptions of a picture, questioning and response. The new vocabulary and structures will be connected as much as possible to the themes the students study.

ENVIRONMENTAL STUDIES

Throughout the year, we will focus on protecting the environment through **litterless lunches**, conserving our resources, and the four 'R's.

PHYSICAL EDUCATION

Students are developing their gross motor skills through warm up exercises, ball activities, balance, movement, rhythm and team activities. Breathing techniques as well as movement exercises will be introduced to hone independent relaxation and overall wellness.

CLASS TRIPS

A variety of trips will be planned throughout the year to support the specific themes studied.

EVALUATION

This is an ongoing process, including both formative assessment (observation of daily work, notes and homework, student-teacher conferences, process work, class participation, attitude towards learning) and summative evaluation (activities, projects and reports, oral presentations). A variety of methods will be used for assessing and evaluating knowledge and comprehension, application, thinking and inquiry and communication. Most importantly, it is critical for the child to be happy and feel that he/she is progressing and feeling successful, confident and self-assured.

ORGANIZATIONAL SKILLS

Students are encouraged to keep their desks neat and binders well organized; this will prevent things from getting lost and actively teach the children to become organized and responsible for their belongings.

HELPFUL HINTS

Please check your child's organizer and homework binder each night. You may find notices from school, his or her sharing day, incomplete work or projects. Please help to encourage responsibility in remembering and completing homework.

Lunch and Recess: Students are strongly encouraged to bring a variety of healthy foods and snacks. Three healthy snacks are encouraged for the recess times.

CALENDAR

A calendar will be sent home at the beginning of each month. Please post the monthly calendar on the fridge, or where it is visible. Label things like sharing time or other important events on the calendar.