

Our Collective Commitments

At Maryland Park School, our staff are committed to the following beliefs:

- We believe all stakeholders have a voice in our school community. We will listen and consider all perspectives when making decisions that positively impact our school community.
- We believe positive relationships provide the foundation for learning and foster a sense of belonging. We will build meaningful connections with our students, colleagues, families, and community.
- We believe every child deserves to feel safe, welcome, and valued. We will provide an environment of respect and sense of belonging that supports the social-emotional needs of each child.
- We believe students need to be independent learners who problem solve, think critically, and reflect on their learning. We will ensure students have access to activities that foster exploration and discovery.
- We believe students and staff need to have a growth mindset. We will model and celebrate resilience, perseverance, risk taking, and an “I can” attitude.
- We believe every child has strengths, gifts, and talents. We will provide a variety of opportunities for students to further develop their strengths and share their unique gifts and talents while celebrating their individual growth.
- We believe each child is an active partner in the learning process. We will involve students in their learning by goal setting, identifying clear learning targets, self-assessment, and reflection.
- We believe every child deserves an equitable opportunity to demonstrate their learning. We will provide students with choices and opportunities to demonstrate their learning.
- We believe every child is capable of high levels of academic and social-emotional success. We will differentiate and provide flexible, supportive learning environments to meet the needs of all learners.

Our Grade 1 Team

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[@Maryland_BSD](https://twitter.com/Maryland_BSD)

Bell Times

8:40 a.m. First Bell
8:45 a.m. Class Begins
11:30 a.m. - 12:30 p.m. Lunch
12:30 p.m. First Bell
12:35 p.m. Class Begins
3:20 p.m. Dismissal



MARYLAND PARK SCHOOL



Our Community. Our Pride. Our Future.

Grade 1

Enclosed is a summary of curricular learning targets that have been identified by our teachers.

For a more comprehensive look at Manitoba curriculum please visit:

<https://www.edu.gov.mb.ca/k12/cur/>

Also see:

My Child in School: A Resource for Parents
<https://www.edu.gov.mb.ca/k12/mychild/index.html>

Our Mission

Maryland Park School is a safe and welcoming community that works together to ensure every student achieves high levels of academic, social, and emotional success.

Maryland Park Grade 1 Learning Targets

English Language Arts

The four practices that the curriculum identifies are interconnected and interrelated. They are used as authentic experiences throughout the school year.

Language as Sense Making - Language as System
Language as Exploration and Design - Language as Power and Agency

English Language Arts skills in reading, listening & viewing, writing, speaking & representing, and critical thinking are taught using effective practices. The following student-friendly learning targets have been developed so that students can clearly identify achievement of curricular outcomes.

Learning Targets

- | Cueing Systems | Reading Comprehension & Reading Response | Writing |
|--|--|---|
| <ul style="list-style-type: none"> I can use pictures to help me make sense of what I read. I can use punctuation to make meaning. I can use words I know to make my reading sound like talking. I can go back and read a sentence again. I can recognize when something doesn't sound right. I can look for small words or chunks within a word. I can get my mouth ready for the first sound(s) in a word. I can recognize sight words. I can make reading sound right, look right and make sense. I can try to correct my mistakes. | <ul style="list-style-type: none"> I can recall the important information in a text. I can make connections between books and my experiences. I can make book to book connections. I can make predictions that make sense for the book. I can describe how I feel about the book. (read to or read independently) | <ul style="list-style-type: none"> I can use my own ideas to write. I can add details to my writing that support the topic. I can draw pictures that match my writing. I can put my writing in an order that makes sense. I can write a complete sentence. I can try to use some interesting words/topic words in my writing. I can use words I know in my writing. I can say a word slowly and write the sounds I hear. I can use a capital letter at the beginning of a sentence. I can use a period at the end of a sentence. I can use spaces between words. |

Learning Targets in listening & viewing, speaking & representing, and critical thinking under development.

Science

Teaching and assessing of science learning targets occur throughout the school year with a specific focus on the outcomes integrating the design process. Many concepts are integrated with other subject areas.

Learning Targets

Cluster 1: Characteristics and Needs of Living Things

- I can identify that living things have needs.
- I can research to find out what plants or animals need in order to be cared for.
- I can use the design process to solve a problem related to the needs of living things.

Cluster 3: Characteristics of Objects and Materials

- I can identify a variety of materials and objects.
- I can explore the Characteristics of Objects and Materials in my environment.
- I can use the design process to solve a problem related to Characteristics of Objects and Materials.

Cluster 2: The Senses

- I can identify the 5 senses and the body parts that go with them.
- I can explore the 5 senses in my environment
- I can use the design process to solve a problem related to the 5 senses.

Cluster 4: Daily and Seasonal Changes

- I can identify seasonal changes.
- I can explore Daily and Seasonal Changes in my environment.
- I can use the design process to solve a problem related to Daily and Seasonal Changes.

General Outcome Learning Targets (Taught all year)

- I can ask questions about what I am learning in Science.
- I can follow simple directions when I am exploring science topics.
- I can make predictions about what I am learning in Science.
- I can write or draw what I observe/learn in science.

Health

Throughout the school year, students will demonstrate knowledge and skills in the ability to make informed decisions for healthy living in the following strands:

Personal Health Practices- Active Living - Nutrition - Substance Use and Abuse Prevention - Healthy Lifestyle Practices

Specific topics in this area can be found at: <https://www.edu.gov.mb.ca/k12/cur/physhlth/kto4.html>

Mathematics

Numeracy concepts are integrated into daily routines, morning message, calendar activities and games throughout the year.

Learning Targets

Term 1

- I can show numbers to 6
- I can count to 30
- I can make 5
- I can show numbers to 10
- I can add to 10
- I can subtract from numbers up to 10
- I can make 10
- I can count on
- I can make a pattern with two elements
- I can read a pattern with two elements
- I can make a pattern longer with two elements
- I can copy a pattern with two elements
- I can name ways to compare objects
- I can order objects by mass and length
- I can compare objects by mass and length

Number - Patterns and Relations - Shape and Space

Term 2

- I know the number pairs that add to 10
- I can show numbers to 15 in different ways
- I know doubles up to 10 (5+5)
- I can add one to a doubles fact
- I can show numbers to 20 in different ways
- I can add to 20
- I can subtract from numbers up to 20
- I can count to 50
- I can skip count to 50 by 10s
- I can count by 1s to 100
- I can count by 5s to 50
- I can count by 10s to 100
- I can count by 2s to 10.
- I can make a pattern with three elements
- I can read a pattern with three elements
- I can make a pattern longer with three elements
- I can copy a pattern with three elements
- I can compare objects by area
- I can order objects by area

Term 3

- I can count backwards from any number up to 100.
- I can count by 5s to 100
- I can count by 2s to 30.
- I can add to 20 and show my work in more than one way
- I can subtract from numbers up to 20 and show my work in more than one way
- I can show numbers to 20 with a number bond
- I can show numbers to 20 with an empty number line
- I can show numbers to 20 on a balance scale with equations
- I can show numbers to 20 with tens and unit (Digi blocks, base 10 blocks, tens and units counters)
- I can subtract one from a doubles fact
- I can use addition to help me subtract
- I can make a pattern with four elements
- I can read a pattern with four elements
- I can make a pattern longer with four elements
- I can copy a pattern with four elements
- I can compare objects by volume
- I can order objects by volume

Social Studies

Teaching and assessing of Social Studies Units and outcomes occur throughout the school year. Many topics are integrated with other subject areas.

Cluster 1: I Belong

- I can name groups to which I belong
- I can share my family culture and traditions
- I can share my learning about stories of the past and how they affect us today

Cluster 2: My Environment

- I can name my country, province, and community
- I can show landmarks in my community on a map
- I can respect my neighbourhood, community places, and landmarks

Cluster 3: Connecting with Others

- I can recognize problems and steps to solve the problem
- I can practice the steps to solve problems with my peers at school
- I can try to solve problems with my peers at school

Visual Arts

The four essential Arts learning areas present a distinct set of learning outcomes and are integrated with other subject areas.

Art Language and Tools

- I can name different types of lines
- I can name different types of shapes
- I can name warm and cool colours
- I can name different kinds of texture

Creative Expression in Art

- I can make different types of lines
- I can make different types of shapes
- I can use warm and cool colours in my art
- I can use different kinds of texture in my art

Understanding Art in Context

- I can tell how line is used to show movement and emotion
- I can tell how shape is used to show movement and emotion
- I can tell how warm and cool colours create energy and mood
- I can tell how texture looks like my environment

Valuing Artistic Experience

- I can talk about line in my own and others' art
- I can talk about shape in my own and others' art
- I can share how warm and cool colours make me feel in my own and others' art
- I can tell how texture relates to the environment in my own and others' art