

Science/ Social studies/ Temps/ Espace CP/1st Grade

Instruction in French	Instruction in English
Science/ Social studies/ Temps/ Espace	
Sujets par thème	Life Sciences
<p>Espace : Vocabulaire relatif à la position. De la maquette de la classe à son plan. <i>Space: Vocabulary to express location. From the model to the classroom map.</i></p>	<p>Social studies : Understand the elements of fair play and good sportmanship, respect for the rights and opinions of others.</p>
<p>Vivant : Caractéristiques et fonctionnement du corps : le mouvement (nom des articulations). <i>Life science: Characteristics and functions of the human body: movement (names of joints).</i></p>	
<p>Temps: Repérer l'alternance jour/nuit, se repérer dans la journée, dans la semaine, les saisons. <i>Time: Understanding change over day and night, timeline (days, weeks, seasons).</i></p>	<p>Life sciences : Plants meet their needs in different ways.</p>
<p>Instruction civique : Règles de vie, respect de la classe (la politesse). <i>Social studies: Respecting class rules (politeness).</i></p>	<p>Different plants inhabit different kinds of environments.</p>
<p>Espace: Se repérer dans un environnement proche : le plan de l'école. S'orienter, se déplacer selon un code. Réaliser un plan avec une légende. <i>Space: knowing the school surroundings: map of the school. Being able to draw a map, along with the corresponding legend.</i></p>	<p>Social studies : Understand respect for rules by which we live, including the meaning of the "Golden Rule" : treat the others the way you want to be treated.</p>
<p>Vivant: Les cinq sens. <i>Life science: the five senses.</i></p>	
<p>Objets: Réalisation technique (ex: un calendrier perpétuel) <i>Objects: Technical creation (example: a perpetual calendar)</i></p>	<p>Life sciences : Plants have parts to help them survive (roots, stem, leaves, flower or other part to hold seeds)</p>
<p>Temps: Les mois, repérage sur le calendrier. <i>Time: Timeline: months of the calendar</i></p>	<p>Students learn what each part of the plant does to help the plant survive.</p>
<p>Instruction civique : Respect de soi, de l'environnement. <i>Social studies: Respecting yourself and your environment.</i></p>	
<p>Espace : Comparer des milieux de vie différents (espaces et modes de vie). <i>Space: Comparing different living environments (spaces and lifestyles).</i></p>	<p>Life Sciences: Animals meet their needs in different ways.</p>

<p>Temps : Distinguer le passé récent du passé éloigné. Les différentes étapes de sa vie d'enfant. Time: <i>Distinguishing the recent past from the distant past. The various stages of a child's life.</i></p>	<p>Different animals inhabit different kinds of environments.</p>
<p>Matière et objets : L'air (comprendre que le vent est de l'air en mouvement.) L'air se déplace. Material and objects: <i>The air (understanding that wind is air in motion.) Air moves.</i></p>	<p>Social studies : Students are able to locate on maps and globes their local communities, California, the United States, the seven continents, and the four oceans.</p>
<p>Vivant : Naître, grandir, vieillir (croissance de son corps). Life science: <i>Being born, growing up, aging (development of the body).</i></p>	<p>Life sciences : Animal have different body parts to help them survive in their environment.</p>
<p>Instruction civique : Prendre soin de son corps (équilibre alimentaire, règles d'hygiène, sommeil). Social science: <i>Taking care of your body (balanced diet, hygiene, sleep).</i></p>	<p>Students know how to infer what animals eat from the shapes of their teeth (sharp teeth eats meat, flat teeth eats plants).</p>
<p>Vivant : La vie animale : la reproduction (notion de cycle de vie). Le régime alimentaire d'un animal. Life science: <i>Animal life: reproduction (concept of life cycle). The diet of an animal.</i></p>	<p>Life sciences : Animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.</p>
<p>Objets et matières: fabrication d'un instrument de musique. Objects and materials: <i>making a musical instrument.</i></p>	<p>Social studies : Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.</p>
<p>Espace : Repérer sur une carte (mappemonde, planisphère, globe) son pays. Space: <i>Locating your country on a map.</i></p>	<p>Students are able to describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation and recreation.</p>
<p>Instruction civique : La sécurité : règles de sécurité à la maison, règles de circulation dans la rue. Social studies: <i>safety issues: safety rules at home, traffic rules of the road.</i></p>	
Earth Science	
<p>Vivant : La diversité du monde végétal : Percevoir la diversité par l'utilisation de critères simples de classification. (<i>approfondi au CE2</i>) Life science: <i>the diversity of the plant world: Perceiving diversity through the use of simple criteria for classification. (will be studied in more depth in Third grade)</i></p>	<p>Weather changes from day to day but the trends in temperature of rain (or snow) tend to be predictable during a season.</p>
<p>Objets et matières : Les aimants Objects and materials: <i>Magnets</i></p>	<p>The sun warms the land, air and water</p>

<p>Temps : Histoire de l'écriture Time: <i>The history of writing.</i></p>	<p>Social studies : Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p>
<p>Espace : L'écriture dans le monde Space: <i>The status of writing in the world</i></p>	<p>Students recognize similarities and differences of earlier generations in such areas as schools, transport, work, dress, manners, stories, games and festivals.</p>
<p>Instruction civique : Le partage, les différences. Social studies: <i>sharing, differences.</i></p>	