

Dear Parents,

The purpose of this newsletter is to share with you our plans for the **second term of Grade 1** (February - June). Listed below are the curriculum expectations for this term, as well as the teaching strategies and assessment methods that we will be implementing.

| Growth and Development (Health) | | |
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| Curriculum Expectations | Teaching Strategies | Assessment |
| <p>Growth and Development</p> <p>Students will identify the major parts of the human body and their functions.</p> <p>Students will identify parts of the Canada Nutrition Guide.</p> <p>Identify good oral hygiene practices.</p> <p>Students will learn and discuss the role of medication and health.</p> <p>Practice personal safety at home and in the community</p> | <p>In class discussions</p> <p>Storytelling</p> <p>Videos</p> <p>Text and Internet research</p> <p>Graphic Organizers</p> <p>Charts</p> <p>Diagrams</p> <p>Writing/ Presenting Information</p> | <p>On-going observations, anecdotal and checklists of skills being taught.</p> <p>In class participation</p> <p>Student work samples</p> <p>Small projects</p> |
| Science | | |
| Curriculum Expectations | Teaching Strategies | Assessment |
| <p>Daily and Seasonal Changes:</p> <p>* Assess ways in which daily and seasonal changes have an impact on society and the environment.</p> <p>* Identify the sun as Earth's principal source of heat and light.</p> <p>* Describe and compare the four seasons.</p> <p>* Define a cycle as a circular sequence of events.</p> | <p>* Small and large group instruction</p> <p>* In-class discussions</p> <p>* Inquiry centres</p> <p>* Worksheets</p> <p>* Videos</p> <p>* Guest speakers</p> <p>* Experiments</p> <p>* Scientist in the Classroom workshops</p> | <p>* Student work samples</p> <p>* Small projects and presentations</p> <p>* In-class participation</p> <p>* Anecdotal observations</p> <p>* Student Conferences</p> |

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| <p>Energy:</p> <ul style="list-style-type: none"> * Investigate how the sun affects the air, land and /or water using a variety of methods *Investigate and compare seasonal differences in the ways we use energy and the types of energy we use. * Demonstrate an understanding that energy is what makes things they do or see happen. <p>Structures:</p> <ul style="list-style-type: none"> * Describe objects as things that are made of one or more materials. *Identify the materials that make up objects and structures. * Describe the function/ purpose of the observable characteristics of various objects and structures. <p>Living Things:</p> <ul style="list-style-type: none"> *Investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space. * Identify the physical characteristics of a variety of plants and animals. * Investigate characteristics or parts of the human body, including the five sense organs. | <ul style="list-style-type: none"> *Presentations *Graphic Organizers *Writing/ Presenting Information *Oral and Visual activities | |
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