

Mme Horack's Term 1 curriculum newsletter

Grade 1 (MacDonald & Black)

Science

Term 1

Understanding Earth and Space Systems – Daily & Seasonal Changes

Curriculum Expectations	Examples of Teaching Strategies	Assessment Examples
<ul style="list-style-type: none">• Assess the impact of daily and seasonal changes on living things, including humans• Investigate daily and seasonal changes• Demonstrate and understanding of what daily and seasonal changes are and how these changes affect living things	<ul style="list-style-type: none">- Videos- Demonstration- Observation of surrounding environment (e.g., observing a tree throughout the year)- Sorting and labelling activities- Fill in the blanks- Small & whole group discussions- Poems / Songs- Books- Sentence starters (E.g., En été, je porte ... En hiver, j'aime faire ...)	<ul style="list-style-type: none">- Anecdotal notes and observations during class discussions- Conversations- Checklists- Student work samples (e.g., sorting activities, drawings, completed sentence starters, quiz, weather report)- BOOM cards

Understanding Matter & Energy – Energy in Our Lives

Curriculum Expectations	Examples of Teaching Strategies	Assessment Examples
<ul style="list-style-type: none">• Assess uses of energy at home, at school, and in the community, and suggest ways to use less energy• Investigate how different types of energy are used in daily life• Demonstrate an understanding that	<ul style="list-style-type: none">- Videos- Experiments/Demonstrations (E.g., sun silhouettes, temperature changes in an object left in the sun and one in the shade)- 'Desk' energy walk: Students will look at pictures of different rooms in the home, and school	<ul style="list-style-type: none">- Anecdotal notes and observations during group work/class discussions- Conversations- Student work samples (e.g., experiment observations/notes, quiz)

<p>energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth</p>	<p>to identify ways in which energy is used at school & at-home</p> <ul style="list-style-type: none"> - Energy use @ home booklet (homework) - Class discussions - Books - Songs - Picture sorts (e.g., energy chain sequencing) 	<ul style="list-style-type: none"> - Small group presentation (e.g., building & describing an energy chain) - Design a device that uses energy to perform a task
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<p>Social studies – Grade 1 MacDonald & Black</p>	<p>Term 1</p>
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Heritage and Identity: Our Changing Roles and Responsibilities

Curriculum Expectations	Examples of Teaching Strategies	Assessment Examples
<ul style="list-style-type: none"> • Describe some of the ways in which people’s roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people’s roles, relationships, and responsibilities as well as their sense of self • Use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives • Demonstrate an understanding that they and other people 	<ul style="list-style-type: none"> - Class discussions - Books – both fiction & non-fiction - Videos - Photos - Role plays - Interviews (peers, family member) / generating questions - Picture sorts 	<ul style="list-style-type: none"> - Anecdotal notes and observations during group work/discussions - Conversations - Oral presentation (e.g., special person) - Poster - Student work samples (e.g., drawings, Venn diagrams, picture sorts, quiz) - Timeline

have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities

