

I teach Science to Mrs. Ross-Urwin's Grade 1-2 class, and Mrs. Caverly's Grade 1-2 class. I teach Phys Ed and Media to Mrs. McDougall's Grade 3 class. The chart below outlines what we will be working on in Term 2.

Thank you,  
Val Soper

Subject	Curriculum Expectations	Examples of Teaching Strategies	Assessment Strategies
<p>Grade 1 Science: Energy in Our Lives</p> <p>Seasonal Changes</p>	<ul style="list-style-type: none"> <li>- assess energy use at home, school, and in the community</li> <li>- look at ways to reduce energy use</li> <li>- investigate how different types of energy are used each day</li> <li>- understand that the sun is the primary source of energy for the earth</li> <li>- understand that energy is something that is needed to make things happen</li> <li>- demonstrate an understanding of what daily and seasonal changes are</li> <li>- investigate daily and seasonal changes</li> <li>- look at the impact of daily and seasonal changes on living things</li> </ul>	<ul style="list-style-type: none"> <li>- look at books and videos about matter and energy</li> <li>- class discussion</li> <li>- direct teaching</li> <li>- project-based learning</li> <li>- role playing, dramatic skits</li> <li>- direct teaching</li> <li>- look at books, videos about seasons and changes</li> <li>- nature walks and photographing changes</li> </ul>	<ul style="list-style-type: none"> <li>- student work</li> <li>- conferencing with the teacher</li> <li>- oral assessment</li> <li>- observation, anecdotal notes</li> <li>- student presentations</li> <li>- student work</li> <li>- conferencing with the teacher</li> <li>- oral assessment</li> <li>- observation, anecdotal notes</li> </ul>
<p>Grade 2 Science: Properties of Liquids &amp; Solids</p>	<ul style="list-style-type: none"> <li>- show an understanding of the properties of liquids and solids</li> <li>- investigate the interactions among liquids and solids</li> <li>- look at ways liquids and solids can impact society and the environment</li> </ul>	<ul style="list-style-type: none"> <li>- hands-on experiments</li> <li>- direct teaching</li> <li>- videos and books about solids and liquids, changes of state</li> <li>- class discussions</li> </ul>	<ul style="list-style-type: none"> <li>- student work</li> <li>- quizzes</li> <li>- oral assessment</li> <li>- observation, anecdotal notes</li> </ul>

<p>Air &amp; Water in the Environment</p>	<ul style="list-style-type: none"> <li>- investigate the characteristics of air and water</li> <li>- demonstrate an understanding of the ways in which air and water are used by living things</li> <li>- look at how human actions have an impact on air and water</li> </ul>	<ul style="list-style-type: none"> <li>- hands-on experiments</li> <li>- look at water in the natural environment (Conservation Area)</li> <li>- videos</li> <li>- direct teaching</li> <li>- Scientists in the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>- student work</li> <li>- conferencing with the teacher</li> <li>- oral assessment</li> <li>- student presentations</li> <li>- observation, anecdotal notes</li> </ul>
<p>Grade 3 Phys Ed</p>	<ul style="list-style-type: none"> <li>- apply movement strategies to participate successfully in activities</li> <li>- show an understanding of the importance of being active</li> <li>- participate actively in a variety of activities</li> <li>- demonstrate responsibility for their own safety and safety of others</li> </ul>	<ul style="list-style-type: none"> <li>- modelling</li> <li>- direct teaching</li> </ul>	<ul style="list-style-type: none"> <li>- observation</li> <li>- checklists</li> <li>- direct feedback to students</li> </ul>
<p>Grade 3 Media</p>	<ul style="list-style-type: none"> <li>- create a variety of media texts for different purposes and audiences</li> <li>- identify conventions and techniques used in media forms</li> <li>- reflect on their strengths and areas for improvement in media texts they have created</li> <li>- explain why different audiences might respond differently to media texts</li> </ul>	<ul style="list-style-type: none"> <li>- direct teaching</li> <li>- class discussions</li> <li>- inquiry</li> <li>- descriptive feedback</li> <li>- project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- student work</li> <li>- student projects</li> <li>- observations</li> <li>- student participation</li> </ul>