

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 1.

Thank you,  
Val Soper

| Subject  | Curriculum Expectations  | Examples of Teaching Strategies   | Assessment Strategies   |
|--|--|---|---|
| <p>Grade 1 Science:</p> <p>Needs and Characteristics of Living Things</p> <p>Materials, Objects, and Everyday Structures</p> | <ul style="list-style-type: none"> <li>- understand the needs of living things</li> <li>- recognize that plants and animals are living things</li> <li>- recognize that different living things behave in different ways</li> <li>- understand that all living things should be treated with respect</li> <li>- recognize that objects are made from materials and have observable characteristics</li> <li>- understand that the material and structure of an object determine its purpose</li> <li>- recognize that materials have specific properties</li> <li>- understand that the way humans choose to use materials and objects directly impacts the environment</li> </ul> | <ul style="list-style-type: none"> <li>- role playing, drama skits</li> <li>- computer games to practice identification of living and non-living things</li> <li>- comparing what humans, plants, animals need in order to survive</li> <li>- photographing living and non-living things</li> <li>- look at books and videos about structures</li> <li>- build structures</li> <li>- class discussion</li> <li>- direct teaching</li> <li>- project-based learning</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 work</li> <li>- observation, anecdotal notes</li> <li>- oral assessment</li> </ul> |
| <p>Grade 2 Science:</p> <p>Growth and Changes in Animals</p>   | <ul style="list-style-type: none"> <li>- understand that animals have distinct characteristics</li> <li>- recognize that humans are animals</li> <li>- understand that humans need to protect animals and their habitats</li> </ul>  | <ul style="list-style-type: none"> <li>- compare animals characteristics</li> <li>- sort and classify animals according to habitat and characteristics</li> <li>- role playing; drama skits, charades</li> <li>- nature games ("Oh Deer!") and walks</li> </ul>   | <ul style="list-style-type: none"> <li>- student work</li> <li>- conferencing with the teacher</li> <li>- oral assessment</li> <li>- end of unit cumulative research and diorama</li> </ul>   |

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| <p>Movement</p>        | <ul style="list-style-type: none"> <li>- define movement</li> <li>- understand that simple machines help objects to move</li> <li>- realize that mechanisms are made up of one or more simple machines</li> <li>- explain how simple machines and mechanisms make life easier for humans</li> </ul> | <ul style="list-style-type: none"> <li>- watching videos about animals</li> <li>- investigate mechanisms, simple machines</li> <li>- project-based learning</li> </ul>   | <ul style="list-style-type: none"> <li>- observations</li> <li>- student work</li> <li>- conferencing with teacher</li> </ul>   |
| <p>Grade 3 Dance</p>   | <ul style="list-style-type: none"> <li>- demonstrate an understanding of dance forms</li> <li>- create dance phrases using a variety of patterns</li> </ul>   | <ul style="list-style-type: none"> <li>- modelling, chunking of steps</li> <li>- direct instruction</li> <li>- repeated practice</li> </ul>  | <ul style="list-style-type: none"> <li>- observation</li> </ul>   |
| <p>Grade 3 Phys Ed</p> | <ul style="list-style-type: none"> <li>- show responsibility for their own safety and safety of others as they participate in activities</li> <li>- actively participate in a wide range of activities</li> <li>- perform movement skills</li> </ul>  | <ul style="list-style-type: none"> <li>- go over safety rules in gym and outdoor activities</li> <li>- direct teaching of games with boundaries and safe use of P.E. equipment</li> <li>- modelling of activities</li> </ul>                 | <ul style="list-style-type: none"> <li>- observation</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>- reflect on their strengths and areas for improvement in media texts they have created</li> </ul>   | <ul style="list-style-type: none"> <li>- direct teaching of a variety of advertising gimmicks</li> <li>- review target audience</li> <li>- class discussions</li> <li>- looking at advertisements</li> <li>- descriptive feedback</li> </ul> | <ul style="list-style-type: none"> <li>- student work</li> <li>- student reflection</li> <li>- create a "Thingamijig" for a set target audience, using advertising gimmicks and vocabulary</li> <li>- create a commercial to advertise a product</li> </ul> |