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| **Science: Grade 1** | | | | | | | | | | | | |
| **Curricular Competencies (Do)**  In science, the curricular competencies introduced in K are expanded in a developmental continuum focused on the doing of science. | | **Big Ideas (Understand)** | | | | | | | | | | |
| **Biology- Living Things**  Living things have features & behaviours that help them survive in their environment. | | | | | **Physics - Energy**  Light & sound can be produced &  their properties can be changed | | **Chemistry - Matter**  Matter is useful because of its properties. | **Geology - Wind, Water and Ice**  Observable patterns & cycles occur in the local sky & landscape. | | |
| **Content (Know)** | | | | | | | | | | |
| classification of living or non-living things | | | structural features of living things in the local environment | behavioural adaptations of animals in the local environment | natural & artificial sources of light & sound | properties of light & sound depend on their source & the objects they interact with | specific properties of materials connected to the function of the materials | common objects in the sky | Aboriginal knowledge of the sky & landscape | local patterns in events that occur on Earth & in the sky |
|  | | | Inquiry Question/Theme | | | | Inquiry Question/Theme | | Inquiry Question/Theme | Inquiry Question/Theme | | |
| Questioning & predicting | Demonstrate curiosity and a sense of wonder about the world. | |  |  | |  |  |  |  |  |  |  |
| Observe objects & events in familiar contexts. | |  |  | |  |  |  |  |  |  |  |
| Ask questions about familiar objects & events. | |  |  | |  |  |  |  |  |  |  |
| Make simple predictions about familiar objects and events. | |  |  | |  |  |  |  |  |  |  |
| Planning and conducting | Make and record observations. | |  |  | |  |  |  |  |  |  |  |
| Safely manipulate materials to test ideas and predictions. | |  |  | |  |  |  |  |  |  |  |
| Make and record simple measurements using informal or non-standard methods. | |  |  | |  |  |  |  |  |  |  |
| Processing and analyzing data & information | Experience and interpret the local environment. | |  |  | |  |  |  |  |  |  |  |
| Sort and classify data and information using drawings or provided tables. | |  |  | |  |  |  |  |  |  |  |
| Compare observations with predictions through discussion. | |  |  | |  |  |  |  |  |  |  |
| Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge | |  |  | |  |  |  |  |  |  |  |
| Identify simple patterns and connections. | |  |  | |  |  |  |  |  |  |  |
| Evaluating | Compare observations with those of others. | |  |  | |  |  |  |  |  |  |  |
| Consider some environmental consequences of my actions. | |  |  | |  |  |  |  |  |  |  |
| Applying and innovating | Take part in caring for myself, my family, my classroom and my school through personal approaches. | |  |  | |  |  |  |  |  |  |  |
| Transfer & apply learning to new situations. | |  |  | |  |  |  |  |  |  |  |
| Generate & introduce new or refined ideas when problem solving. | |  |  | |  |  |  |  |  |  |  |
| Communi-cating | Communicate observations and ideas using oral or written language, drawing, or role-play. | |  |  | |  |  |  |  |  |  |  |
| Express & reflect on personal experiences of **place**. | |  |  | |  |  |  |  |  |  |  |