|  |
| --- |
| **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**. |  |  |  |  |  |  |  |  |  |