

Grade 1 Curriculum Links

Science

Topic B: Seasonal Changes

Overview:

Students learn that changes in their environment occur in a regular pattern known as the seasons. They explore weather change, and how the ups and downs of weather affect their own lives. Looking beyond themselves and beyond the immediate weather, students are guided to discover that there are larger patterns of change that affect the life habits of many living things. The interactions among different parts of the environment, and the recurrence of change as part of a cycle, are important science ideas that are introduced in this topic.

General Learner Expectations

Students will:

1–6 Describe seasonal changes, and interpret the effects of seasonal changes on living things.

Specific Learner Expectations

Students will:

1. Describe the regular and predictable cycle of seasonal changes:
 - changes in sunlight
 - changes in weather
2. Identify and describe examples of plant and animal changes that occur on a seasonal basis:
 - changes in form and appearance
 - changes in location of living things
 - changes in activity; e.g., students should recognize that many living things go into a dormant period during winter and survive under a blanket of snow as a seed, egg or hibernating animal
 - production of young on a seasonal basis
3. Identify human preparations for seasonal change and identify activities that are done on a seasonal basis.

Topic D: Senses

Overview:

Students develop an awareness of their own senses and how they are used. They learn that each of their senses provides information about particular aspects of our environment; and that, together, the senses enable us to know things and do things that we would not otherwise be able to do, or at least not as easily. Students learn about the function of their senses, how they are cared for, how they could be damaged and how one's own ability to sense things may differ from those of other people and other living things. Through this topic, students

learn to sharpen the use of their senses and describe as accurately as possible the information that their senses provide.

General Learner Expectations

Students will:

1–9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures.

1–10 Describe the role of the human senses and the senses of other living things, in enabling perception and action.

Specific Learner Expectations

Students will:

1. Identify each of the senses, and explain how we use our senses in interpreting the world.
2. Identify ways that our senses contribute to our safety and quality of life.

Topic E: Needs of Animals and Plants

Overview:

Students learn about living things and what they need to live and grow. By studying a variety of living things, students become familiar with similarities and differences and develop skills for describing and classifying what they see. As the topic progresses, attention is focused on how living things survive, what they need and how their needs are met. Through the topic, students become aware that groups of living things have some common needs and that different animals and plants meet those needs in different ways. Students also learn about their own responsibility in caring for living things. Science (Elementary) B.5 (1996)

General Learner Expectations

Students will:

1–11 Describe some common living things, and identify needs of those living things.

Specific Learner Expectations

Students will:

6. Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.