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| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Unit 1:** August 29- November 1(9 weeks) | Matter is useful because of its properties. | Demonstrate curiosity about the natural world.Observe objects and events in familiar contextsAsk questions about familiar objects and events.Make simple predictions about familiar objects and events.Make and record observations.Safely manipulate materials to test ideas and predictions.Sort and classify data and information using drawings or provided tables.Compare observations with predictions through discussion.Compare observations with those of others.Transfer and apply learning to new situations.Generate and introduce new or refined ideas when problem solving.Communicate observations and ideas using oral or written language, drawing or role play.Express and reflect on personal experiences of place. | Specific properties of materials connected to the function of the materials. | Instructional Labs- Melting ice- Dancing raisins- Fill the balloon (baking soda and vinegar)All about Solids, Liquids and Gases | IceRaisins, cups, clear sodaEmpty water bottles, vinegar, baking soda, waterBrainPOP Jr- MatterSolids, Liquids and Gases by Ginger Garrett(Library)Experiments with Solids, Liquids and Gases by Salvatore Tocci(Library)States of matter sorting worksheets(Resources)States of Matter Video(Resources) | **Diagnostic**K-W-L Chart**Formative**-Exit tickets- Oral description of melting ice lab- Dancing raisins lab-Fill the balloon lab-Classification of solids, liquids and gases**Summative**Unit test - Week of October 28-November 1 | LiquidSolidGasStates of matter |
| **Unit 2:** November 4-January 17 (9 weeks) | Observable patterns and cycles occur in the local sky and landscape. | Demonstrate curiosity about the natural world.Observe objects and events in familiar contextsAsk questions about familiar objects and events.Make simple predictions about familiar objects and events.Make and record observations.Make and record simple measurements using informal or non-standard methods.Experience and interpret the local environment.Sort and classify data and information using drawings or provided tables.Compare observations with predictions through discussion.Identify simple patterns and connections.Compare observations with those of others.Transfer and apply learning to new situations.Generate and introduce new or refined ideas when problem solving.Communicate observations and ideas using oral or written language, drawing or role play.Express and reflect on personal experiences of place. | Common objects in the sky.Aboriginal knowledge of the sky and landscape.Local patterns in events that occur on Earth and in the sky. | Instructional labs- Shadow tracing/measuringTracking weather-temperature-precipitationCloud observations-cloud in a bottle experimentDay/night- moon phases and connection to Islam- the sun | FlashlightShadow tracing video(resources)-Objects to trace eg. animalfigurines, fruit, mugs etc. -Thermometer-Measuring jugTypes of Clouds video(resources)- cloud in a bottle video(resources)Empty 2litre soda bottle, rubbing alcohol, duct tape, air pump. So That’s How The Moon ChangesShape! by Allan Fowler (Library)Phases of the Moon with Oreo Cookiesactivity(Resources)Energy from the Sun by Allan Fowler (Library)Experiments withthe Sun and the Moon by SalvatoreTucci (Library)Various videos/songs (resources) | **Diagnostic**K-W-L Chart**Formative**-Exit tickets- Shadow tracing oral discussion-weather graph- Clouds**Summative**Seasonal adaptations report/diorama (focus on how humans, animals and plants adapt to a season of choice.) - Week of January 13-17 | springsummerwinterfallseasontemperaturerainywindydustysnowsunmoon |
| **Unit 3:** January 17- March 21 (9 weeks) | Living things have features and behaviors that help them survive in their environment. | Demonstrate curiosity about the natural world.Observe objects and events in familiar contextsAsk questions about familiar objects and events.Make simple predictions about familiar objects and events.Make and record observations.Safely manipulate materials to test ideas and predictions.Make and record simple measurements using informal or non-standard methods.Experience and interpret the local environment.Sort and classify data and information using drawings or provided tables.Compare observations with predictions through discussion.Identify simple patterns and connections.Compare observations with those of others.Consider some environmental consequences of their actions.Transfer and apply learning to new situations.Generate and introduce new or refined ideas when problem solving.Communicate observations and ideas using oral or written language, drawing or role play.Express and reflect on personal experiences of place. | The classification of living or non-living things.Structural features of living things in the local environment.Behavioral adaptations of animals in the local environment. | Plants- needs- usesLab: planting bean or sunflower seedsAnimals- needs- uses- adaptationsAnimal research projectPeople- needs and wants- the five senses | BrainPOP Jr-PlantsNeeds of Plants video (resources) Uses of Plants video (resources)From Seed to Plant by Gail Gibbons (library)Seeds/beans, soil, plastic containers, spray bottle for water, spoons or scoops. BrainPOP Jr- AnimalsNeeds of an Animal video (resources)Skin and Fur by Jonathan A. Brown (library)Lifecycles collection: From Catterpillar to Butterfly (library)Research project template(resources)BrainPOP Jr- Needs and WantsNeeds and Wants Sort Worksheet (resources)Pocket chart cards for anchor chart (resources)BrainPOP Jr- SensesThe Five Senses worksheets (resources)The Five Sense Video- Dr. Binoc’s Show | **Diagnostic**K-W-L Chart**Formative**-Exit tickets- classification living/non-living-classification; plant vs. animal- planting seeds lab- Animal research project**Summative**Unit Test - Week of March 17-21 | plant animal shelterfoodwaterairfurfeathersscalesmammalreptileamphibianinsectgrowmeasure |
| **Unit 4:** March 24- May 29(9 weeks) | Light and sound can be produced and their properties can be changed. | Demonstrate curiosity about the natural world.Observe objects and events in familiar contextsAsk questions about familiar objects and events.Make simple predictions about familiar objects and events.Make and record observations.Safely manipulate materials to test ideas and predictions.Make and record simple measurements using informal or non-standard methods.Experience and interpret the local environment.Sort and classify data and information using drawings or provided tables.Compare observations with predictions through discussion.Identify simple patterns and connections.Compare observations with those of others.Transfer and apply learning to new situations.Generate and introduce new or refined ideas when problem solving.Communicate observations and ideas using oral or written language, drawing or role play.Express and reflect on personal experiences of place. | Natural and artificial sources of light and sound.Properties of light and sound that depend on their source and the objects they interact with. | Sound labs- identifying sounds- changing soundLight lab- flashlights, coloured cellophane- prisms | -Environmental  Sounds video (resources)-plastic cups and stringBrainPOP Jr- SoundBrainPOP Jr- LightDr. Binocs Light video (resources)Light and Sound Sort worksheet (resources)What Is Light Energy video (resources) | **Diagnostic**K-W-L Chart**Formative**-Exit tickets- sound lab-light labSummativeUnit testWeek of May 26-29 | sunrainbowartificialnaturalbright darkloudquietpitch |