

Unit Three:
Science and Technology

- 3.1 Technology
- 3.2 Social Studies
- 3.3 Science

SCIENCE AND TECHNOLOGY

3.1 Technology

A	B	C
Technology <ul style="list-style-type: none">• associates simple cause-effect (click on the mouse to change the screen on a computer, flip a switch to turn on light)• looks at and shows interest in the activity on a screen (changes, images, colours, frames)	Technology <ul style="list-style-type: none">• is interested in listening and/or watching some programs on television, radio or videos• uses the remote control to change channels• follows simple instructions on software (go up, go down, click on an image)• with the mouse, moves the large cursor towards a target and clicks• locates some letters on the keyboard	Technology <ul style="list-style-type: none">• chooses videos, music tapes, book tapes• uses simple CD ROMs, software• reacts to a media product (names the characters from the movie, retells a part of a story)• turns the computer on and off correctly• recognizes some familiar icons• double clicks the mouse• types own name• types words or short message using a model• recognizes and uses certain commands on the keyboard:<ul style="list-style-type: none">• enter (enter)• erase (delete)• capital (shift)

D Technology	E Technology	F Technology
<ul style="list-style-type: none"> • explores some mechanical and technical products (electronic games, software) • participates in producing a media product (produces a card on the computer, records a song on the tape recorder) • expresses own feelings after viewing or listening to tapes, videos, etc. • differentiates the real from imaginary • uses the telephone: answers and makes calls • enters personal code on the computer • locates all the letters on the keyboard • moves and clicks the mouse simultaneously • knows how to use a few word processing functions (saves or prints a document, opens a file) • uses the right hand for keys on the right and left hand for keys on the left 	<ul style="list-style-type: none"> • uses technological products appropriately (video cassette to record a program, CDROM on the body functions to get information about the body) • uses some technology in an appropriate fashion to create a media product (uses software to produce a menu for the week, films an event, makes a photo album to record steps of a project) • answers the phone, takes a message and delivers it • uses various methods of communication (e-mail, memo) • enters an internet address • researches on the world wide web • knows what precautions to take while using the internet (do not give name, address, phone, do not plan to meet an internet correspondent alone) • uses some word processing functions (fonts, underline, bold, copy, paste, cut, etc.) • has good keyboarding skills 	<ul style="list-style-type: none"> • recognizes various functions of the media (informs, diverts, organizes data, gather memories, corresponds) • perfects media techniques of own choice to create a multimedia product • recognizes the influence of publicity • explains a few risks and precautions to take using the internet (use a protected site when entering personal information, verify the source of correspondence) • uses e-mail for home and work purposes • uses advanced word processing functions (makes a table, graphics)

SCIENCE AND TECHNOLOGY

3.2 Social Studies

A	B	C
My World	My World	My World
<ul style="list-style-type: none">• knows the name of teacher or educator• stops a behaviour upon request	<ul style="list-style-type: none">• shows self-discipline by obeying the rules and regulations in the classroom, on the bus, etc.• knows the school's name• situates self within immediate family (sister, brother, mother, father)	<ul style="list-style-type: none">• follows the rules of social conduct in the community (restaurant, community centre, etc.)• accepts the consequences of actions in both family and school settings• situates self within extended family (aunt, grandfather, uncle, etc.)• identifies a few people from school (principal, secretary, etc.)• demonstrates appropriate social behaviour in a group and in relations with others• knows some of the yearly holidays (Christmas, Easter)• visits some of the local economical establishments (farms, garages, stores, etc.)• identifies local buildings (fire station, grocery store)• stands and sings a few words of the national anthem

D	E	F
My World	My World	My World
<ul style="list-style-type: none"> • explains the necessity of regulations in own surroundings • describes role as a member of a family, school and class • recognizes the consequences of imposed expectations in daily life (clean desks and classroom after eating, and puts refuse in the garbage can) • places events, facts and celebrations in chronological order on a time line • recalls memories that illustrate personal life (photos) • identifies the Canadian flag • situates Canada on a map of North America and on the globe • recognizes various communities (towns, cities) • knows personal mailing address • explains the purpose of local buildings (post office, police station) 	<ul style="list-style-type: none"> • names factors that influence the creation of laws • differentiates between facts and opinions • differentiates between laws and privileges • takes an interest in school, community (participates in cleaning the park, helps with classroom management) • shows respect for the rights and opinions of others • creates a family tree • compares life today with yesteryears • names the Prime Minister of Canada • recognizes Canadian symbols (beaver, maple leaf) • sings the national anthem • names and places the provinces, territories, Ottawa and the US on a map of North America • indicates current location on a map • indicates the public services and buildings in the community that respond to individual needs (recreation complex) • compares rural to city life and states the differences • associates certain foods, clothing, etc. with specific cultures 	<ul style="list-style-type: none"> • demonstrates positive attitudes in regards to social responsibilities • compares the roles and responsibilities of several people in surroundings • identifies situations where personal liability could occur • knows social agencies to contact for support • aware of the right to vote • retraces the history of town, school, etc. • knows certain historical facts • recognizes the importance of key individuals in history • reads a map legend to ascertain various symbols • indicates the points of interest in surroundings using the four cardinal points • identifies local commodities and products, provincial commodities and products and Canadian commodities and products • recognizes the Prime Minister as the head of the country

SCIENCE AND TECHNOLOGY

3.3 Science

	A	B	C
	Basic Concepts in Science	Basic Concepts in Science	Basic Concepts in Science
	<ul style="list-style-type: none"> • shows awareness of the world (searches for the source of noise, manipulates objects) • finds an object that was hidden • participates in outings to various parks 	<ul style="list-style-type: none"> • explores nature objects using senses • makes apparent observations (The sky is blue. It is hot. I hear a dog.) • identifies and compares simple concepts (hot and cold) 	<ul style="list-style-type: none"> • shows curiosity and respect for life in environment • differentiates between living and non-living • recognizes the primary needs of animals (water, food) and plants (water, sun) • recognizes the source of food (meat -animals, vegetables & fruit - plants) • knows how to care for a small animal (hamster, dog, cat) • is familiar with certain agricultural areas (farms, orchards) • indicates the weather (It is snowing. It is sunny) • identifies routines in environment (daily activities) • participates in recycling (stores paper products in separate bin, empties bin into large recycling bin) • shows an interest in exploring the world (pours water from one container to another, uses a magnifying glass)

D	E	F
<p align="center">Basic Concepts in Science</p> <ul style="list-style-type: none"> • compares human growth to other living creatures • identifies certain characteristics and needs of living beings • describes the environments of certain plants and animals (farms, ponds, forests) • identifies the various parts of a plant, a fruit, an animal (peel, seed, root, wing, beak) • identifies cycles in the environment (seasons, days) • describes seasonal changes (migration of birds, choice of clothing, length of days) • describes the probabilities of certain events (It will never be sunny at night. It rains sometimes in the spring) • classifies used material as recyclable, reusable or compostable • explores various materials and identifies a few of each characteristics (if it floats, if it is magnetic, etc.) 	<p align="center">Basic Concepts in Science</p> <ul style="list-style-type: none"> • describes the basic characteristics of different species of animals • describes the habitat, food and behaviour of an animal • recognizes a few kinds of trees in the environment • reads the temperature from a thermometer • estimates the temperature then dresses and chooses an activity accordingly • describes human activities that are beneficial or harmful to the environment • participates in activities that help protect the environment (clean up week, walk to work day) • describes the properties of various materials (sugar is a solid that dissolves in liquid) • recognizes a few celestial bodies and their characteristics (the earth moves around the sun which creates seasons) • recognizes various forms of energy in daily life (the sun helps grow plants, electricity makes bulbs light up) • follows scientific procedure (asks a question, hypothesis, etc.) 	<p align="center">Basic Concepts in Science</p> <ul style="list-style-type: none"> • performs simple scientific experiments • draws conclusions based on observations • develops basic research skills to support a hypothesis • recognizes some of the contributions of key individuals in science