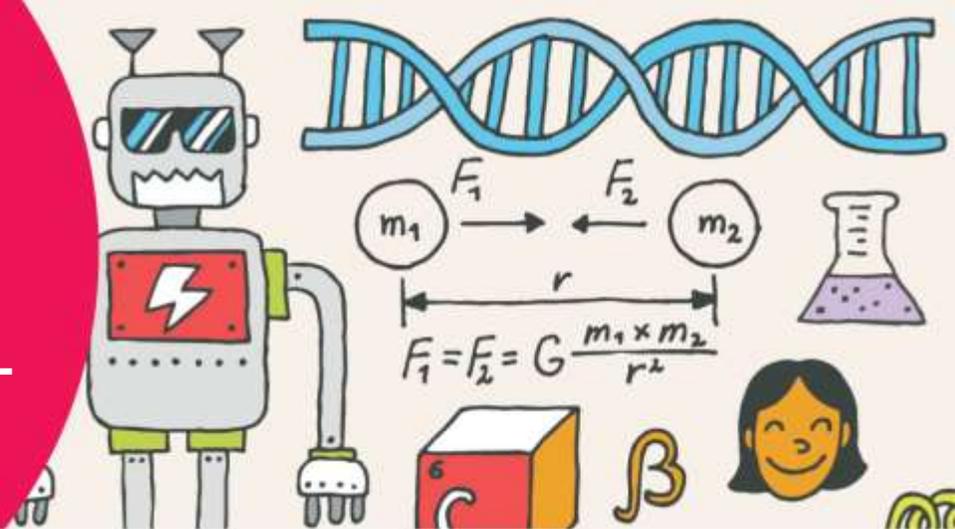


A Trip Around the Sun

Curriculum Connections - Ontario



KINDERGARTEN

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
 - 1.2. listen and respond to others, both verbally and non-verbally, for a variety of purposes and in a variety of contexts
 - 1.5. use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know
 - 1.6. use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems
 - 1.7. use specialized vocabulary for a variety of purposes
 - 1.8. ask questions for a variety of purposes and in different contexts
 - 1.9. describe personal experiences, using vocabulary and details appropriate to the situation
 - 1.10. retell experiences, events, and familiar stories in proper sequence
13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)
 - 13.1. state problems and pose questions in different contexts and for different reasons (e.g., before, during, and after inquiries)
 - 13.2. make predictions and observations before and during investigation
 - 13.4. communicate results and findings from individual and group investigations
14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings
 - 14.1. ask questions about and describe some natural occurrences, using their own observations and representations
 - 14.3. recognize, explore, describe, and compare patterns in the natural and built environment
18. recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next

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- 18.1. identify and describe informally the repeating nature of patterns in everyday contexts (e.g., patterns in nature such as morning-noon-night, the four seasons...) using appropriate terminology (e.g., “goes before”, “goes after”, “repeats”) and gestures (e.g., pointing, nodding, using slaps/claps)
 - 29. demonstrate an understanding of the natural world and the need to care for and respect the environment
 - 29.2. describe what would happen if something in the local environment changed

GRADE 1 – SCIENCE AND TECHNOLOGY

Daily and Seasonal Changes

- 1. assess the impact of daily and seasonal changes on living things, including humans;
 - 1.1. assess the impact of daily and seasonal changes on human outdoor activities and identify innovations that allow for some of these activities to take place indoors out of season
 - 1.2. assess ways in which daily and seasonal changes have an impact on society and the environment
- 3. demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.
 - 3.1. identify the sun as Earth’s principal source of heat and light
 - 3.2. define a cycle as a circular sequence of events
 - 3.3. describe changes in the amount of heat and light from the sun that occur throughout the day and the seasons
 - 3.4. describe and compare the four seasons (e.g., in terms of amount of daylight, type of precipitation, temperature)
 - 3.5. describe changes in the appearance or behavior of living things that are adaptations to seasonal changes (e.g., in fall, some plants shed their leaves and some birds migrate; in winter some animals change colour)
 - 3.6. describe how humans prepare for and/or respond to daily and seasonal changes (e.g., by wearing appropriate clothing, carrying an umbrella, turning on an air conditioner or heater)