

# Elementary Study Group Vision of Science and Technology Education

## Meeting Notes

Wednesday, December 5, 2001 - Halton Catholic DSB

**Attending:** Ron Ballentine, Cailin Clarke, Xavier Fazio, Jim Schultz, Pat Milot

### Discussion – Re-organization of Key Science and Technology Concepts:

- Agreed to organize the disciplines (Life Science, Earth and Space Science, and Physical Science) into sub-categories (see below) that have a brief paragraph description/definition for each sub-category (e.g., Characteristics and Properties of Living Things) that briefly describes the key elements of each category and how they change from grade to grade (organized into two grade level clusters: Grades 1-4, and Grades 5-8); need to refer to relevant curriculum document sections.
- Clusters of expectations from the Knowledge and Relating categories would then be attached to each of the sub-categories, accompanied by a summarizing statement for each cluster at each grade level
  - Life Science
    - ◆ Characteristics and Properties of Living Things
    - ◆ Growth and Change
    - ◆ Interactions With Natural Systems
    - ◆ Diversity of Life
  - Earth and Space Science
    - ◆ Earth
      - Processes That Shape or Affect the Earth
      - Properties of Earth Materials
    - ◆ Earth in Space
      - Physical Characteristics of Solar System Components
      - Relationships With and Effects of Celestial Objects
  - Physical Science
    - ◆ Force
    - ◆ Motion
    - ◆ Matter
    - ◆ Energy

### Work Session

- Revised key elements of each Life Science sub-category
- Completed clustering expectations for each sub-category, with accompanying summarizing statements, for Grade 1

## Next Steps

- Next Meeting: January 22 (Niagara, 1:00 to 3:00; same location as SCCAO meeting)
- Jim Schultz will send electronic files of Grade One chart we worked on, and chart showing our revisions to key elements of sub-categories (sent December 14)
- For next meeting:
  - Complete clustering of expectations for the remaining grades, with accompanying summarizing statements (Ron [Grades 1,2), Cailin [Grades 3,4], Pat [Grades 5,6], Xavier [Grades 7,8] – consider expectations from Knowledge and Relating Categories); e-mail your work to Jim Schultz ([jim.schultz@tldsb.on.ca](mailto:jim.schultz@tldsb.on.ca))

## Members

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