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| **opportunity for growth** | **performance meets standard of learning (Grade 5)** | **advanced** |
|  | Big Ideas and Content at a glance   * Multicellular organisms have organ systems that enable survival and interaction with environment * Solutions are homogeneous * Machines are devices that transfer force and energy * Earth materials change as they move through the rock cycle and can be used as natural resources * Basics structures & functions of body systems (digestive, musculo-skeletal, respiratory, circulatory) * Solutions and solubility * Simple machines (properties) and their force effects * Machines: constructed, found in nature * Power: rate at which energy is transferred * Rock cycle * Local types of earth materials * First Peoples concepts (interconnectedness environ.) * Nature of sustainable practices around BC’s resources * First Peoples knowledge of sustainable practices |  |
| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . | | |
|  | Questioning and predicting   * Demonstrate a sustained curiosity * Make observations * Identify a question to answer or a problem to solve through scientific inquiry * Make predictions about findings of their inquiry |  |
|  | Planning and conducting   * With support, plan investigations * Decide variable to change & measure in fair test * Choose appropriate data * Observe, measure and record data * Use equipment and materials safely |  |
|  | Processing and analyzing data and information   * Experience and interpret the local environment * Identify First Peoples perspectives & knowledge as sources of information * Represent relationships in data various ways * Identify patterns and connections in data * Compare data (predictions, explanations) * Demonstrate openness to new ideas |  |
|  | Evaluating   * Evaluate if investigations were fair tests * Identify possible sources of error * Suggest improvements to investigation methods * Identify some assumptions in secondary sources * Understanding and appreciation of evidence * Identify social/ethical/environ. implications |  |
|  | Applying and innovating   * Contribute to care for self, others, community * Co-operatively design projects * Transfer and apply learning to new situations * Generate and introduce new or refined ideas |  |
|  | Communicating   * Communicate ideas, explanations and processes * Express & reflect on experiences (personal, shared, others’) |  |