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| **opportunity for growth** | **performance meets standard of learning (Grade 7)** | **advanced** |
|  | Big Ideas and Content at a glance* Evolution explains diversity & survival of living things
* Elements have only 1 type of atom: compounds have atoms of different elements chemically combined
* EM force produces electricity & magnetism
* Earth & climate have changed over geological time
* Organisms have evolved over time
* Survival needs (space, food, water, resources)
* Natural selection
* Elements & compounds are pure substances
* Crystalline structure of solids
* Chemical changes
* Electricity: generated in different ways (environmental impacts), electromagnetism
* Fossil record: biodiversity over geological time
* First Peoples knowledge of biodiversity over time
* Climate change evidence over geological time and recent impacts of humans (records, First Peoples)
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| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . |
|  | Questioning and predicting* Demonstrate a sustained intellectual curiosity
* Make observations
* Identify a question to answer or a problem to solve through scientific inquiry
* Formulate alternative “If…then…” hypotheses
* Make predictions about findings of their inquiry
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|  | Planning and conducting* Collaboratively plan range of investigation types
* Measure and control variables through fair tests
* Observe/measure/record qualitative/quant. data
* Appropriate SI units and simple unit conversions
* Follow safety and ethical guidelines
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|  | Processing and analyzing data and information* Experience and interpret the local environment
* Apply First Peoples perspectives & knowledge, other ways of knowing, and local knowledge
* Represent relationships in data various ways
* Seek patterns and connections in data
* Identify relationships and draw conclusions
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|  | Evaluating* Reflect on methods (incl. controls & data quality)
* Identify sources of error: suggest improvements
* Awareness of assumptions and bias
* Understanding and appreciation of evidence
* Evaluate claims in secondary sources
* Consider social/ethical/environ. implications
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|  | 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
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|  | Communicating* Communicate ideas, findings, and solutions
* Express & reflect on experiences & perspectives
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