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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) |  |
| 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 |  |
|  | 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 |  |
|  | 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 |  |
|  | 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 |  |
|  | 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, findings, and solutions * Express & reflect on experiences & perspectives |  |