This portfolio is a thoughtful selection of evidence showing your growth on the curricular competencies of Science 10. By the end of the course, you should include at least 2 entries for each of the 6 competencies below, completing an entry slip for each item. The evidence should be a strong reflection of your learning and growth in each of these science skills. Items may be printed, but may also be physical models or artifacts, or digital. Discuss with the teacher how to present those.

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| **opportunity for growth** | **Curricular Competencies Science 10** | **advanced** |
| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . |
|  | Questioning and predicting* Demonstrate a sustained intellectual curiosity
* Make observations aimed at identifying own questions about natural world
* Formulate multiple hypotheses and predictions
 |  |
|  | Planning and conducting* Collaboratively and individually plan, select and use appropriate investigation methods, including collection of reliable data (quantitative and qualitative)
* Assess risks and address cultural, environmental and ethical issues issues
* Select and use a variety of appropriate equipment
* Ensure safety and ethical guidelines are followed
 |  |
|  | Processing and analyzing data and information* Experience and interpret the local environment
* Apply First Peoples perspectives & knowledge, other ways of knowing, and local knowledge
* Seek & analyze patterns & connections in data, describing relationships between variables and identifying inconsistencies
* Construct & analyze graphs/models/diagrams
* Draw conclusions consistent with evidence
* Analyze cause-and-effect relationships
 |  |
|  | Evaluating* Evaluate methods and experimental conditions
* Describe ways to improve methods
* Evaluate limits of model or analogy
* Demonstrate awareness of assumptions
* Consider changes in knowledge over time
* Connect to careers in science
* Consider social/ethical/environ. implications
* Critically analyze validity of secondary sources
 |  |
|  | Applying and innovating* Contribute to care for self, others, community and world through individual and collaborative approaches
* Transfer and apply learning to new situations
* Generate and introduce new or refined ideas
* Contribute to finding solutions at a local and/or global level through inquiry
* Consider role of scientists in innovation
 |  |
|  | Communicating* Formulate physical or mental theoretical models
* Communicate ideas, claims, information, constructing evidence-based arguments using scientific language
* Express & reflect on experiences & perspectives
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\*based on one column rubric by R. Coleborn and BC Ed curricular competencies