

**BIG IDEAS**

Multicellular organisms have organ systems that enable them to survive and interact within their 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.

**Learning Standards**

| Curricular Competencies  | Content  |
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| <p><i>Students are expected to be able to do the following:</i></p> <p><b>Questioning and predicting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a sustained curiosity about a scientific topic or problem of personal interest</li> <li>• Make observations in familiar or unfamiliar contexts</li> <li>• Identify questions to answer or problems to solve through scientific inquiry</li> <li>• Make predictions about the findings of their inquiry</li> </ul> <p><b>Planning and conducting</b></p> <ul style="list-style-type: none"> <li>• With support, plan appropriate investigations to answer their questions or solve problems they have identified</li> <li>• Decide which variable should be changed and measured for a fair test</li> <li>• Choose appropriate data to collect to answer their questions</li> <li>• Observe, measure, and record data, using appropriate tools, including digital technologies</li> <li>• Use equipment and materials safely, identifying potential risks</li> </ul> <p><b>Processing and analyzing data and information</b></p> <ul style="list-style-type: none"> <li>• Experience and interpret the local environment</li> <li>• Identify First Peoples perspectives and knowledge as sources of information</li> <li>• Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data</li> <li>• Identify patterns and connections in data</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• basic structures and functions of body systems:             <ul style="list-style-type: none"> <li>– <b>digestive</b></li> <li>– <b>musculo-skeletal</b></li> <li>– <b>respiratory</b></li> <li>– <b>circulatory</b></li> </ul> </li> <li>• <b>solutions and solubility</b></li> <li>• properties of <b>simple machines</b> and their <b>force effects</b></li> <li>• machines:             <ul style="list-style-type: none"> <li>– <b>constructed</b></li> <li>– <b>found in nature</b></li> </ul> </li> <li>• <b>power</b> – the rate at which energy is transferred</li> <li>• the rock cycle</li> <li>• local types of <b>earth materials</b></li> <li>• First Peoples concepts of <b>interconnectedness</b> in the environment</li> <li>• the nature of sustainable practices around BC’s resources</li> <li>• First Peoples knowledge of sustainable practices</li> </ul> |

- Compare data with predictions and develop explanations for results
- Demonstrate an openness to new ideas and consideration of alternatives

### **Evaluating**

- Evaluate whether their investigations were fair tests
- Identify possible sources of error
- Suggest improvements to their investigation methods
- Identify some of the assumptions in **secondary sources**
- Demonstrate an understanding and appreciation of evidence
- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

### **Applying and innovating**

- Contribute to care for self, others, and community through personal or collaborative approaches
- Co-operatively design projects
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

### **Communicating**

- Communicate ideas, explanations, and processes in a variety of ways
  - Express and reflect on personal, shared, or others' experiences of **place**
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**BIG IDEAS**

Emerging ideas and ideologies profoundly influence societies and events.

The physical environment influences the nature of political, social, and economic change.

Disparities in power alter the balance of relationships between individuals and between societies.

Collective identity is constructed and can change over time.

**Learning Standards**

| Curricular Competencies   | Content   |
|---|---|
| <p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)</li> <li>• Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>• Compare and contrast continuities and changes for different groups at the same time period (continuity and change)</li> <li>• Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)</li> <li>• Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• political, social, economic, and technological revolutions</li> <li>• imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world</li> <li>• global demographic shifts, including patterns of migration and population growth</li> <li>• nationalism and the development of modern nation-states, including Canada</li> <li>• local, regional, and global conflicts</li> <li>• discriminatory policies and injustices in Canada and the world, such as the Head Tax, the <i>Komagata Maru</i> incident, residential schools, and World War I internment</li> <li>• physiographic features and natural resources in Canada</li> </ul> |

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| <ul style="list-style-type: none"><li>• <b>Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)</b></li></ul> |  |
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