**Science – Terms Two and Three**

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| **Big Ideas** | Newton’s three laws of motion describe the relationship between force and motion.  The solar system is part of the Milky Way, which is one of billions of galaxies.  The electromagnetic force produces both electricity and magnetism.  Evolution by natural selection provides an explanation for the diversity and survival of living things. |

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| **Content** | Newton’s three laws of motion  Force of gravity  The overall scale, structure, and age of the universe  The position, motion, and components of our solar system in our galaxy  Organisms have evolved over time  Survival needs  Natural selection  Electromagnetism  First Peoples’ knowledge of changes in biodiversity over time |

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| **Curricular Competencies – Grade 6** | Demonstrate a sustained curiosity about a scientific topic or problem of personal interest.  Make predictions about the findings of their inquiry.  With support, plan appropriate investigations to answer their questions or solve problems they have identified.  Choose appropriate data to collect to answer their questions.  Identify First People perspectives and knowledge as sources of information.  Demonstrate an openness to new ideas and consideration of alternatives.  Suggest improvements to their investigation methods.  Identify some of the assumptions in secondary sources.  Demonstrate an understanding and appreciate of evidence.  Communicate ideas, explanations, and processes in a variety of ways. |

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| **Curricular Competencies – Grade 7** | Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest.  Identify a question to answer or a problem to solve through scientific inquiry.  Experience and interpret the local environment.  Apply First Peoples’ perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.  Seek patterns and connections in data from their own investigations and secondary sources.  Use scientific understandings to identify relationships and draw conclusions.  Demonstrate an awareness of assumptions and bias in their own work and secondary sources.  Demonstrate an understanding and appreciation of evidence (qualitative and quantitative).  Exercise a healthy, informed skepticism and use of scientific knowledge and findings from their own investigations to evaluate claims in secondary sources.  Consider social, ethical, and environmental implications of the findings from their own and others’ investigations.  Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate. |