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| **Grade 3 Science** |
| **Curricular Competencies (Do)**In science, the curricular competencies introduced in K are expanded in a developmental continuum focused on the doing of science.  | **Big Ideas (Understand)** |
| **Biology- Living Things**Living things are diverse, can be grouped, and interact in their ecosystem. | **Physics - Energy**Thermal energy can be produced and transferred. | **Chemistry - Matter**All matter is made of particles. | **Geology - Wind, Water and Ice**Wind, water & ice change the shape of the land. |
| **Content (Know)** |
| biodiversity in the local environment | the knowledge of local First Peoples of ecosystems | energy is needed for life  | sources of thermal energy | transfer of thermal energy | matter is anything that has mass and takes up space | atoms are building blocks of matter | major local landforms | local First Peoples knowledge of local landforms  | observable changes in the local environment caused by erosion and deposition by wind, water, and ice |
|  | *Inquiry Question* | *Inquiry Question* | *Inquiry Question* | *Inquiry Question* |
| Questioning & predicting | I can demonstrate curiosity about the natural world.  |  |  |  |  |  |  |  |  |  |  |
| I can observe objects & events in familiar contexts. |  |  |  |  |  |  |  |  |  |  |
| I can identify questions about familiar objects & events that can be investigated scientifically. |  |  |  |  |  |  |  |  |  |  |
| I can make predictions based on prior knowledge. |  |  |  |  |  |  |  |  |  |  |
| Planning and conducting | I can suggest ways to plan and conduct an inquiry to find answers to their questions. |  |  |  |  |  |  |  |  |  |  |
| I can consider ethical responsibilities when deciding how to conduct an experiment. |  |  |  |  |  |  |  |  |  |  |
| I can safely use appropriate tools to make observations & measurements, using formal measurements & digital technology as appropriate.  |  |  |  |  |  |  |  |  |  |  |
| I can make observations about living & non-living things in the local environment. |  |  |  |  |  |  |  |  |  |  |
| I can collect simple data. |  |  |  |  |  |  |  |  |  |  |
| Processing and analyzing data & information | I can experience and interpret the local environment.  |  |  |  |  |  |  |  |  |  |  |
| I can sort and classify data and information using methods such as drawings or provided tables. |  |  |  |  |  |  |  |  |  |  |
| I can use tables and simple bar graphs (or other formats) to represent data and show simple patterns and trends. |  |  |  |  |  |  |  |  |  |  |
| I can compare results with predictions, suggesting possible reasons for findings. |  |  |  |  |  |  |  |  |  |  |
| Eval-uating | I can make inferences based on their results & prior knowledge. |  |  |  |  |  |  |  |  |  |  |
| I can reflect on whether an investigation was a fair test. |  |  |  |  |  |  |  |  |  |  |
| I can demonstrate an understanding & appreciation of evidence. |  |  |  |  |  |  |  |  |  |  |
| I can identify some simple implications of their & others’ actions on the environment. |  |  |  |  |  |  |  |  |  |  |
| Applying and innovating | I can contribute to care for self, others, school, & neighbourhood through personal or collaborative approaches. |  |  |  |  |  |  |  |  |  |  |
| I can co-operatively design projects. |  |  |  |  |  |  |  |  |  |  |
| I can transfer & apply learning to new situations. |  |  |  |  |  |  |  |  |  |  |
| I can generate & introduce new or refined ideas when problem solving. |  |  |  |  |  |  |  |  |  |  |
| Communicating | I can represent and communicate ideas & findings in a variety of ways such as diagrams & simple reports, using digital technologies as appropriate. |  |  |  |  |  |  |  |  |  |  |
| I can express & reflect on personal or shared experiences of **place**. |  |  |  |  |  |  |  |  |  |  |