

SALMON RAINFOREST

Grade 2

SCIENCE BIG IDEA

Living things have life cycles adapted to their environment.

Water is essential to all living things, and it cycles through the environment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate curiosity and a sense of wonder about the world• Observe objects and events in familiar contexts <p>Planning and conducting</p> <ul style="list-style-type: none">• Make observations <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Experience and interpret the local environment• Identify simple patterns and connections <p>Evaluating</p> <ul style="list-style-type: none">• Consider some environmental consequences of their actions <p>Communicating</p> <ul style="list-style-type: none">• Express and reflect on personal experiences of place	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• metamorphic and non-metamorphic life cycles of different organisms• similarities and differences between offspring and parent• water sources including local watersheds

SALMON RAINFOREST

Grade 3

SCIENCE BIG IDEA

Living things are diverse, can be grouped, and interact in their ecosystems.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate curiosity and a sense of wonder about the world• Observe objects and events in familiar contexts <p>Planning and conducting</p> <ul style="list-style-type: none">• Make observations about living and non-living things in the local environment <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Experience and interpret the local environment <p>Evaluating</p> <ul style="list-style-type: none">• Identify some simple environmental implications of their and others' actions <p>Communicating</p> <ul style="list-style-type: none">• Express and reflect on personal or shared experiences of place	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• biodiversity in the local environment• energy is needed for life

SALMON RAINFOREST

Grade 4

SCIENCE BIG IDEA

All living things sense and respond to their environment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate curiosity about the natural world• Observe objects and events in familiar contexts <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Experience and interpret the local environment <p>Evaluating</p> <ul style="list-style-type: none">• Identify some simple environmental implications of their and others' actions <p>Communicating</p> <ul style="list-style-type: none">• Express and reflect on personal or shared experiences of place	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• sensing and responding:<ul style="list-style-type: none">– other animals– plants• biomes as large regions with similar environmental features

SALMON RAINFOREST

Grade 5

SCIENCE BIG IDEA

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

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate a sustained curiosity about a scientific topic or problem of personal interest• Make observations in familiar or unfamiliar contexts <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Experience and interpret the local environment <p>Evaluating</p> <ul style="list-style-type: none">• Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations <p>Communicating</p> <ul style="list-style-type: none">• Express and reflect on personal, shared, or others' experiences of place	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• basic structures and functions of body systems:<ul style="list-style-type: none">– digestive– musculo-skeletal– respiratory– circulatory• machines:<ul style="list-style-type: none">– constructed– found in nature• the nature of sustainable practices around BC's resources

SALMON RAINFOREST

Grade 6

SCIENCE BIG IDEA

Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate a sustained curiosity about a scientific topic or problem of personal interest• Make observations in familiar or unfamiliar contexts <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Experience and interpret the local environment <p>Evaluating</p> <ul style="list-style-type: none">• Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations <p>Communicating</p> <p>Express and reflect on personal, shared, or others' experiences of place</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• the basic structures and functions of body systems:<ul style="list-style-type: none">– excretory– reproductive– hormonal– nervous