BURNABY SCHOOL DISTRICT 41

TRACK A

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
K	*Observing* • Use the five senses to make observations • Share with others information obtained by observing	*Characteristics of Living Things* • Describe features of local plants and animals (e.g. colour, shape, size, texture) • Compare local plants • Compare common animals --- **PSCP** "Our World" Lessons: 1, 2, 3, 4, 5* **EinS** "Seeds, Shoots and Sprouts" "On Safari" "Discovering Adaptations"	*Properties of Objects & Materials* • Describe properties of materials including colour, shape, texture, size and weight • Identify materials that make up familiar objects • Describe ways to rethink, refuse, reduce, reuse and recycle --- **PSCP** "Our World" Lessons: 5*, 6, 7, 8	*Surroundings* • Demonstrate the ability to observe their surroundings • Describe features of their immediate environment --- **PCSP** "Our World" Lessons: 9, 10, 11, 12 **EinS** "Down to Earth"	*Observing* • Use the five senses to make observations • Share with others information obtained by observing	*Characteristics of Living Things* • Describe features of local plants and animals (e.g. colour, shape, size, texture) • Compare local plants • Compare common animals --- **PSCP** "Our World" Lessons: 1, 2, 3, 4, 5* **EinS** "Seeds, Shoots and Sprouts" "On Safari" "Discovering Adaptations"	*Properties of Objects & Materials* • Describe properties of materials including colour, shape, texture, size and weight • Identify materials that make up familiar objects • Describe ways to rethink, refuse, reduce, reuse & recycle --- **PSCP** "Our World" Lessons: 5*, 6, 7, 8 **EinS** "In Motion"	*Surroundings* • Demonstrate the ability to observe their surroundings • Describe features of their immediate environment --- **PCSP** "Our World" Lessons: 9, 10, 11, 12 **EinS** "Down to Earth"

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BURNABY SCHOOL DISTRICT 41

TRACK A

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
K /1	*Observing* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms	*Characteristics of Living Things* • Describe features of local plants and animals (e.g. colour, shape, size, texture) • Compare local plants • Compare common animals ---------- **PSCP** "Our World" Lessons: 1, 2, 3, 4, 5* **EinS** "Seeds, Shoots and Sprouts" "On Safari" "Discovering Adaptations"	*Force/Motion (Magnets)* • Demonstrate how force can be applied to move an object (e.g. attract, repel) • Demonstrate and describe the effects of magnets on different materials ---------- **PCSP** "Let's Move" Lessons: 1*, 2*, 3*, 7 **EinS** "In Motion"	*Surroundings* • Demonstrate the ability to observe their surroundings • Describe features of their immediate environment ---------- **PCSP** "Our World" Lessons: 9, 10, 11, 12 **EinS** "Down to Earth"	*Measuring/ Classifying* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms	*Needs of Living Things (Animals & environment)* • Classify living and non-living things • Describe the basic needs of local animals (e.g. food, water, light) • Describe how the basic needs of animals are met in their environment ---------- **PCSP** "It's Alive!" Lessons: 1*, 2, 3*, 4, 7, 8, 9, 10* **EinS** "On Safari"	*Forces & Motion (Friction)* • Demonstrate how force can be applied to move an object (e.g. push, pull) • Compare the effect of friction on the movement of an object over a variety of surfaces ---------- **PCSP** "Let's Move" Lessons: 1*, 2*, 3*, 4, 5, 6 **EinS** "In Motion"	*Seasonal Changes (Global Weather)* • Describe changes that occur in daily and seasonal cycles and their effects on living things (focus on how living things adapt beyond the local environment) • Describe activities of Aboriginal peoples in BC in each seasonal cycle ---------- **PCSP** "Earthwatch" Lessons: 1*, 2*, 3*, 5, 6, 7* **EinS** "Whatever the Weather"

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BURNABY SCHOOL DISTRICT 41

TRACK A

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Science	Earth/Space
1	*Measuring/ Classifying* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms	*Needs of Living Things (Plants & environment)* • Classify living and non-living things • Describe basic needs of local plants • Describe how basic needs of plants are met in their environment ---------- **PCSP** "It's Alive" Lessons: 1*, 3*, 5, 6, 10* **EinS** "Seeds, Shoots and Sprouts" "Branching Out"	*Force/Motion (Magnets)* • Demonstrate how force can be applied to move an object (e.g. attract, repel) • Demonstrate and describe the effects of magnets on different materials ---------- **PCSP** "Let's Move" Lessons: 1*, 2*, 3*, 7 **EinS** "In Motion"	*Daily Changes (Local Weather)* • Describe changes that occur in daily cycles and their effects on living things (focus on how living things adapt to the local environment) • Describe activities of Aboriginal peoples in BC in each seasonal cycle ---------- **PCSP** "Earthwatch" Lessons: 1*, 2*, 3*, 4, 7* **EinS** "Whatever the Weather"	*Measuring/ Classifying* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms	*Needs of Living Things (Animals & environment)* • Classify living and non-living things • Describe the basic needs of local animals (e.g. food, water, light) • Describe how the basic needs of animals are met in their environment ---------- **PCSP** "It's Alive!" Lessons: 1*, 2, 3*, 4, 7, 8, 9, 10* **EinS** "On Safari"	*Force & Motion (Friction)* • Demonstrate how force can be applied to move an object (e.g. push, pull) • Compare the effect of friction on the movement of an object over a variety of surfaces ---------- **PCSP** "Let's Move" Lessons: 1*, 2*, 3*, 4, 5, 6 **EinS** "In Motion"	*Seasonal Changes (Global Weather)* • Describe changes that occur in seasonal cycles and their effects on living things (focus on how living things adapt beyond the local environment) • Describe activities of Aboriginal peoples in BC in each seasonal cycle ---------- **PCSP** "Earthwatch" Lessons: 1*, 2*, 3*, 5, 6, 7* **EinS** "Whatever the Weather"

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TRACK A

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
1/ 2	*Measuring/ Classifying* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations	*Needs of Living Things (Plants and environment)* • Classify living and non-living things • Describe basic needs of local plants • Describe how basic needs of plants are met in their environment --- **PCSP** "It's Alive" Lessons: 1*, 3*, 5, 6, 10* **EinS** "Seeds, Shoots and Sprouts" "Branching Out"	*Properties of Matter (Changes)* • Identify the properties of solids, liquids and gases • Investigate changes to the properties of matter when it is heated or cooled • Investigate the interactions of liquids and solids --- **PCSP** "Matter, Matter Everywhere" Lessons: 1 – 14 **EinS** "Water, Water Everywhere"	*Daily Changes (Local Weather)* • Describe changes that occur in daily cycles and their effects on living things (focus on how living things adapt to the local environment) • Describe activities of Aboriginal peoples in BC in each seasonal cycle --- **PCSP** "Earthwatch" Lessons: 1*, 2*, 3*, 4, 7* **EinS** "Whatever the Weather"	*Inferring/ Predicting* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations	*Animal Growth & Changes (Animals – Life Cycles – land, air, aquatic)* • Classify familiar animals according to similarities and differences in appearance, behaviour and life cycles • Describe some changes that affect animals (e.g. hibernation, migration, decline in population) • Describe how animals are important in the lives of Aboriginal peoples in BC • Describe ways in which animals are important to other living things and the environment --- **PCSP** "Animals Grow" Lessons: 1 – 8, 14* **EinS** "Creatures and Crawlers" "The Safari" "Six Legs or Eight"	*Force & Motion (Friction)* • Demonstrate how force can be applied to move an object (e.g. push, pull) • Compare the effect of friction on the movement of an object over a variety of surfaces --- **PCSP** "Let's Move" Lessons: 1*, 2*, 3*, 4, 5, 6 **EinS** "In Motion"	*Air, Water & Soil (Ecology)* • Identify the importance of clean water for living things, & suggest ways to conserve water (eg. rethink refuse, reduce, reuse, recycle) • Explain why air, water and soil are important for living things --- **PCSP** "Air & Water" Lessons: 1*, 9*, 10-14 "Our World" Lesson: 11* **EinS** "Down to Earth"

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TRACK A

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Science	Physical Science	Earth/Space
2	*Inferring/ Predicting* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations	*Animal Growth & Changes (Humans-Life Cycles)* • Classify (compare) familiar animals (with humans) according to similarities and differences in appearance, behaviour and life cycles • Describe some changes that affect animals (humans) • Describe how animals are important in the lives of Aboriginal peoples in BC • Describe ways in which animals (humans) are important to other living things and the environment --- **PCSP** "Animals Grow" Lessons: 1*, 9, 10, 11, 12, 13, 14* **EinS** "In the Field" "Creatures and Crawlers"	*Properties of Matter (Changes)* • Identify the properties of solids, liquids and gases • Investigate changes to the properties of matter when it is heated or cooled • Investigate the interactions of liquids and solids --- **PCSP** "Matter, Matter Everywhere" Lessons: 1 – 14 **EinS** "Water Water Everywhere"	*Air, Water & Soil (Physical Properties)* • Identify physical properties of air, water and soil • Distinguish ways in which air, water and soil interact --- **PCSP** "Air and Wind" Lessons: 1*, 2, 3, 4, 5, 6, 7, 8, 9* "Our World" Lesson: 11* **EinS** "Water Water Everywhere" "Water Works"	*Inferring/ Predicting* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations	*Animal Growth & Changes (Animals – Life Cycles – land, air, aquatic)* • Classify familiar animals according to similarities and differences in appearance, behaviour and life cycles • Describe some changes that affect animals (e.g. hibernation, migration, decline in population) • Describe how animals are important in the lives of Aboriginal peoples in BC • Describe ways in which animals are important to other living things and the environment --- **PCSP** "Animals Grow" Lessons: 1* – 8, 14* **EinS** "Creatures and Crawlers" "The Safari" "Six Legs or Eight?"	*Properties of Matter (Uses)* *Alternate Topic: Rocks* • Identify the properties of solids, liquids and gases • Investigate changes to the properties of matter when it is heated or cooled • Investigate the interactions of liquids and solids --- **EinS** "Rock Talk" "Rock Solid" K - 3 Kids and Rocks: Geology and Its Impact on Our World (Formerly entitled *K-3 Rocks and Minerals Integrated Science Kit*)	*Air, Water & Soil (Ecology)* • Identify the importance of clean water for living things, & suggest ways to conserve water (eg. Rethink refuse, reduce, reuse, recycle) • Explain why air, water and soil are important for living things --- **PCSP** "Air & Water" Lessons: 1*, 9*, 10, 11, 12, 13, 14 "Our World" Lesson: 11* **EinS** "Down to Earth"

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TRACK A

TRACK B

	Processes	Life Science	Physical Science	Earth/Space	Processes	Life Science	Physical Science	Earth/Space
2/3	*Inferring/ Predicting* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations • Ask questions to foster investigations and explorations relevant to the context • Measure objects and events	*Animal Growth & Changes (Humans-Life Cycles)* *Alternate Topic: animals (land, air, aquatic)* • Classify (compare) familiar animals (with humans) according to similarities and differences in appearance, behaviour and life cycles • Describe some changes that affect animals (humans) • Describe how animals are important in the lives of Aboriginal peoples in BC • Describe ways in which animals (humans) are important to other living things and the environment --- **PCSP** "Animals Grow" Lessons: 1, 9, 10, 11, 12, 13, 14* **EinS** "In the Field" "Creatures and Crawlers"	*Structures (Within the Natural & Human World)* (e.g. buildings, bridges) • Describe shapes that are part of natural and human structures • Compare the effects of different materials, shapes and forces on the strength and stability of different structures • Investigate ways to improve the strength and stability of structures --- **PCSP** "Build it Up" Lessons: 1, 2, 3, 4*, 5, 6, 7, 8*, 9-14	*Air, Water & Soil (Physical Properties)* • Identify physical properties of air, water and soil • Distinguish ways in which air, water and soil interact --- **PCSP** "Air and Wind" Lessons: 1*, 2, 3, 4, 5, 6, 7, 8, 9* "Our World" Lesson: 11* **EinS** "Water Works" "Water Water Everywhere"	*Communicating* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations • Ask questions to foster investigations and explorations relevant to the context Measure objects and events	*Plant Growth & Changes (Uses)* • Describe ways in which plants are important to other living things and the environment • Describe how plants are harvested and used throughout the seasons --- **PCSP** "Watch it Grow" Lessons: 4, 9, 10, 11, 12, 13, 14*	*Properties of Matter (Uses)* *Alternate Topic: Rocks* • Identify the properties of solids, liquids and gases • Investigate changes to the properties of matter when it is heated or cooled • Investigate the interactions of liquids and solids --- **EinS** "Rock Talk" "Rock Solid" K - 3 Kids and Rocks: Geology and Its Impact on Our World (Formerly entitled *K-3 Rocks and Minerals Integrated Science Kit*)	*Planets* • Describe characteristics and movements of objects in our solar system --- **PCSP** "Stars and Planets" Lessons: 1*, 4*, 5*, 6*, 7*, 8, 9, 10, 14

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TRACK A

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
3	*Communicating* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations • Ask questions to foster investigations and explorations relevant to the context • Measure objects and events	*Plant Growth & Changes (Growth)* • Compare familiar plants according to similarities & differences in appearance • Describe the life cycles of plants (eg. seeds, photosynthesis, corn, radish, marigold plants) --- **PCSP** "Watch it Grow" Lessons: 1, 2, 3, 5, 6, 7, 8, 14* **EinS** "Seeds Shoots and Sprouts" "A Walk in the Woods"	*Structures (Within the Natural & Human World)* (e.g. buildings, bridges) • Describe shapes that are part of natural and human structures • Compare the effects of different materials, shapes and forces on the strength and stability of different structures • Investigate ways to improve the strength and stability of structures --- **PCSP** "Build it Up" Lessons: 1, 2, 3, 4*, 5, 6, 7, 8*, 9-14	*Stars* • Compare familiar constellations in seasonal skies • Demonstrate awareness of the special significance of celestial objects for Aboriginal peoples --- **PCSP** "Stars and Planets" Lessons: 1, 2, 3, 4*, 5*, 6*, 7*, 11, 12, 13	*Communicating* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations • Ask questions to foster investigations and explorations relevant to the context • Measure objects and events	*Plant Growth & Changes (Uses)* • Describe ways in which plants are important to other living things and the environment • Describe how plants are harvested and used throughout the seasons --- **PCSP** "Watch it Grow" Lessons: 4, 9, 10, 11, 12, 13, 14* **EinS** "Seeds Shoots and Sprouts"	*Structures (Attributes of Materials)* • Compare the effects of different materials, shapes and forces on the strength and stability of different structures • Investigate ways to improve the strength and stability of structures *through the use of different materials* (e.g. airplanes/flight, cars) --- **PCSP** "Build it Up" Lessons: 4*, 8*, **EinS** "Fantastic Plastic"	*Planets* • Describe characteristics and movements of objects in our solar system --- **PCSP** "Stars and Planets" Lessons: 1*, 4*, 5*, 6*, 7*, 8, 9, 10, 14

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TRACK A

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
3/4	*Communicating* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations • Ask questions to foster investigations and explorations relevant to the context • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions	*Plant Growth & Changes (Growth)* • Compare familiar plants according to similarities & differences in appearance • Describe the life cycles of plants (eg. seeds, photosynthesis, corn, radish, marigold plants) --- **PCSP** "Watch it Grow" Lessons: 1, 2, 3, 5, 6, 7, 8, 14* **EinS** "Seeds Shoots and Sprouts" "A Walk in the Woods"	*Sound* • Identify sources of sound • Explore properties of sound (transmission, reflection and absorption) --- **PCSP** "Sound/Light" Lessons: 1*, 2, 3, 4, 5, 6, 11* **S&T** Pages: 80-81; 107-120 **EinS** "Sound Effects"	*Stars* • Compare familiar constellations in seasonal skies • Demonstrate awareness of the special significance of celestial objects for Aboriginal peoples --- **PCSP** "Stars and Planets" Lessons: 1, 2, 3, 4*, 5*, 6*, 7*, 11, 12, 13	*Hypothesizing* • Use the five senses to make observations • Share with others information obtained by observing • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations • Ask questions to foster investigations and explorations relevant to the context • Measure objects and events • Make predictions, supported by reasons and relevant to the content Use data from investigations to recognize patterns and relationships and reach conclusions	*Habitats & Communities (Food chains)* • Compare the structures and behaviours of local animals and plants in different habitats and communities • Describe how food webs are composed of simple food chains • Determine how personal choices and actions have environmental consequences --- **PCSP** "Healthy Habitats" Lessons: 1*, 6, 7, 8, 9, 10, 11, 12* **S&T** Page: 3*; 22-33; 65-70 **EinS** "The Endangered"	*Structures (Attributes of Materials)* • Compare the effects of different materials, shapes and forces on the strength and stability of different structures • Investigate ways to improve the strength and stability of structures *through the use of different materials* (e.g. airplanes/flight, cars) --- **PCSP** "Build it Up" Lessons: 4*, 8* **EinS** "Fantastic Plastic"	*Global Climates* • Analyze impacts of weather conditions on living and non-living things (e.g. impact of sunlight on plant growth, food chain, humans, animals; impact of water/climate on landforms) --- **PCSP**: "Weather Watch" Lessons: 5-7, 8*, 9* 11*(part C) **S&T** Pages: 122-126; 136-138; 145 (extensions only); 150-155, 158, 159

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TRACK A

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
4	*Hypothesizing* • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations • Ask questions to foster investigations and explorations relevant to the context • Measure objects and events • Make predictions, supported by reasons and relevant to the content Use data from investigations to recognize patterns and relationships and reach conclusions	*Habitats & Communities (Animals and Plants)* • Compare the structures & behaviours of local animals & plants in different habitats & communities • Demonstrate awareness of the Aboriginal concept of respect for the environment --- **PCSP** "Healthy Habitats" Lessons: 1*, 2*, 3*, 4*, 5*, 12 **S&T** Pages 3*; 1-21; 34-78 **EinS** "Discovering Adaptations" "A Walk in the Woods"	*Sound* • Identify sources of sound • Explore properties of sound (e.g. travels in waves, travels in all directions; transmission, reflection and absorption) --- **PCSP** "Sound & Light" Lessons: 1*, 2, 3, 4, 5, 6, 11* **S&T** Pages 80-81; 107-120 **EinS** "Sound Effects"	*Weather (Local)* • Describe and measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction --- **PCSP** "Weather Watch" Lessons: 2, 4, 6, 8*, 9-11 **S&T** Pages 122-158	*Hypothesizing* • Communicate their observations, experiences, and thinking in a variety of ways (e.g. verbally, pictorially, graphically) • Classify objects, events, and organisms • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations • Ask questions to foster investigations and explorations relevant to the context • Measure objects and events • Make predictions, supported by reasons and relevant to the content Use data from investigations to recognize patterns and relationships and reach conclusions	*Habitats & Communities (Food chains)* • Compare the structures and behaviours of local animals and plants in different habitats and communities • Describe how food webs are composed of simple food chains • Demonstrate how personal choices and actions have environmental consequences --- **PCSP** "Healthy Habitats" Lessons: 1*, 6, 7, 8, 9, 10, 11, 12* **S&T** Page: 3* Pages 22-33; 65-70 **EinS** "The Endangered"	*Light* • Identify sources of light • Explain properties of light (travels in a straight path, can be reflected; transmission, reflection, refraction and absorption) • Relate differences in colour to differences in wavelengths • Describe how the eye uses light to see --- **PCSP** "Sound & Light" Lessons: 1*, 7, 8, 9, 10, 11* **S&T** Pages 80-106 **EinS** "Light Moments"	*Global Climates* • Analyze impacts of weather conditions on living and non-living things (E.g. impact of sunlight on plant growth, food chain, humans, animals; impact of water/climate on landforms) --- **PCSP** "Weather Watch" Lessons: 5-7, 8*, 9* 11*(part C) **S&T** Pages 122-126; 136-138; 145 (extensions only); 150-155; 158, 159

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TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
4/5	*Hypothesizing* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment	*Habitats & Communities (Animals/ plants)* • Compare the structures & behaviours of local animals & plants in different habitats & communities • Demonstrate awareness of the Aboriginal concept of respect for the environment --- **PCSP** "Healthy Habitats" Lessons: 1*, 2*, 3*, 4*, 5*, 12 **S&T** Pages 3*: 1-21; 34-78 **EinS** "Discovering Adaptations" "A Walk in the Woods"	*Simple Machines* • Demonstrate how various forces can affect the movement of objects • Demonstrate mechanical advantage of simple machines, including lever, wedge, pulley, ramp, screw and wheel • Design a compound machine • Describe applications of simple and compound machines used in daily life in BC communities --- **PSCP** "Putting it in Motion" Lessons: 1*, 2*, 3*, 8-15 **S&T** Pages 117*, 144-162 **EinS** "By Means of Machines"	*Weather (local)* • Describe & measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction --- **PCSP**: "Weather Watch" Lessons: 2, 4, 6, 8*, 9-11 **S&T** Pages 122-158	*Designing Experiments* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment	*Human Body* • Describe the basic structure and functions of the human digestive, skeletal, muscular systems • Explain how the different body systems are interconnected --- **PCSP** "Body Works" Lessons: 1*, 2*, 3*, 4, 5, 9*, 10, 11, 14*, 15* **S&T** Pages 9-21, 29—37 **EinS** "Light Moments"	*Light* • Identify sources of light • Explain properties of light (travels in a straight path, can be reflected; transmission, reflection, refraction and absorption) • Relate differences in colour to differences in wavelengths • Describe how the eye uses light to see --- **PCSP** "Sound & Light" Lessons: 1*, 7, 8, 9, 10, 11* **S&T** Pages 80-106	*Renewable & Non-renewable Resources (Canada)* • Analyze how Canada's living & non-living resources are used • Investigate potential environmental impacts of using Canada's living & non-living resources • Describe methods of extracting & processing Canada's resources --- **PCSP** "Our Resources" Lessons 1, 2, 11 *(Locally developed resource in progress)* **S&T** Pages 39*; 72-77; 101-114

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TRACK A

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
5	*Designing Experiments* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment	*Human Body* • Describe the basic structure & functions of the human respiratory, circulatory and nervous systems • Explain how the different body systems are interconnected --- **PCSP** "Body Works" Lessons: 1*, 2*, 3*, 6, 7, 8, 9*, 12, 13, 14*, 15* **S&T** Pages 9-14; 22-28; 31-37	*Simple Machines* • Demonstrate how various forces can affect the movement of objects (Force is a push/pull) • Demonstrate mechanical advantage of simple machines, including lever, wedge, pulley, ramp, screw and wheel • Design a compound machine • Describe applications of simple and compound machines used in daily life in BC communities --- **PSCP** "Putting it in Motion" Lessons: 1*, 2*, 3*, 8-15 **S&T** Pages 117*, 144-162 **EinS** "By Means of Machines"	*Renewable & Non-renewable Resources (B.C.)* • Analyze how BC's living & non-living resources are used • Identify methods of extracting or harvesting and processing BC's resources • Identify resource management practices used by Aboriginal peoples in BC • Investigate potential environmental impacts of using BC's living & non-living resources --- **PCSP** "Our Resources Lessons: 3-10, 12 **S&T** Pages: 39*; 40-70; 78-81; 88-100	*Designing Experiments* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment	*Human Body* • Describe the basic structure and functions of the human skeletal, digestive and muscular systems • Explain how the different body systems are interconnected --- **PCSP** "Body Works" Lessons: 1*, 2*, 3*, 4, 5, 9*, 10, 11, 14*, 15* **S&T** Pages 9-14; 15-21; 29-30; 31-37	*Forces* • Identify the different types of forces (eg. gravity, centripetal, centrifugal, friction, tension, compression, buoyancy, magnetic, elastic) • Demonstrate & describe how various forces can affect the movement of objects • Identify the interaction of forces found in the local environment (eg. playground slides, Playland amusement rides) --- **PCSP** "Putting it in Motion" Lessons: 1*, 2*, 3*; 4-7 **S&T** Pages 117*; 118-143	*Renewable & Non-renewable Resources (Canada)* • Analyze how Canada's living & non-living resources are used • Investigate potential environmental impacts of using Canada's living & non-living resources • Describe methods of extracting & processing Canada's resources (E.g. mining) --- **PCSP** "Our Resources" Lessons 1, 2, 11 *(Locally developed resource in progress)* **S&T** Pages 39*; 72-77; 101-114

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TRACK A

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
5/6	*Designing Experiments* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment • Manipulate and control a number of variables in an experiment • Apply solutions to a technical problem	*Human Body* • Describe the basic structure and functions of the human respiratory, circulatory and nervous systems • Describe how the different body systems are interconnected --- **PCSP** "Body Works" Lessons: 1*, 2*, 3*, 6, 7, 8, 9*, 12, 13, 14*, 15* **S&T** Pages 9-14; 22-28; 31-37	*Electricity* • Evaluate various methods for producing small electrical charges • Investigate a variety of electrical pathways using direct current circuits • Demonstrate that electricity can be transformed into light, heat, sound, motion and magnetic effects • Differentiate between renewable and non-renewable methods of producing electricity --- **BCS6** Unit 2 Chapters 4 & 5 **S&T** Pages: 61-71 **EinS** "Zap! It's Electric"	*Renewable & Non-renewable Resources (BC)* • Analyze how BC's living & non-living resources are used • Identify resource management practices used by Aboriginal peoples in BC • Investigate potential environmental impacts of using BC's living & non-living resources • Describe methods of extracting & processing BC's resources --- **PCSP** "Our Resources Lessons: 3-10, 12 **S&T** Pages 39*; 40-70; 78-81; 88-100	*Controlling Variables/ Interpreting Data* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment • Manipulate and control a number of variables in an experiment • Apply solutions to a technical problem	*Diversity of Life* • Analyze how different organisms adapt to their environments • Distinguish between life forms as single or multi-celled organisms and belonging to one of five kingdoms: Plantae, Animalia, Monera, Protista, Fungi --- **BCS6** Unit 1 Chapters 2 & 3 **S&T** Pages 36-59	*Forces* • Identify the different types of forces (eg. gravity, centripetal, centrifugal) • Demonstrate & describe how various forces can affect the movement of objects • Identify the interaction of forces found in the local environment (eg. playground slides, Playland amusement rides) --- **PCSP** "Putting it in Motion" Lessons: 1*, 2*, 3*; 4-7 **S&T** Pages 117*; 118-143	*Extreme Frontiers (Space)* • Explain obstacles unique to exploration of a specific extreme environment (space) • Assess technologies used for space • Describe contributions of Canadians to exploration technologies --- **BCS6** Unit 3 Chapter 7 **S&T** Pages 82-115

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TRACK A

	Processes	Life Sciences	Physical Sciences	Earth/Space
6	*Controlling Variables/ Interpret Data* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment • Manipulate and control a number of variables in an experiment • Apply solutions to a technical problem	*Cell Structures* (Microscopes) • Demonstrate the appropriate use of tools (eg. microscopes) to examine living things that cannot be seen with the naked eye • Identify the characteristics of various single-celled organisms --- **BCS6** Unit 1 Chapter 1 Page 276 **S&T** Pages 11-31	*Electricity* • Evaluate various methods for producing small electrical charges • Investigate a variety of electrical pathways using direct current circuits • Demonstrate that electricity can be transformed into light, heat, sound, motion and magnetic effects • Differentiate between renewable and non-renewable methods of producing electricity --- **BCS6** Unit 2 Chapters 4 & 5 **S&T** Pages 61-71 **EinS** "Zap! It's Electric"	*Extreme Frontiers (Oceanography)* • Explain obstacles unique to exploration of a specific extreme environment (oceans) • Assess technologies used for oceanography • Describe contributions of Canadians to exploration technologies --- **BCS6** Unit 3 Chapter 7 **S&T** Pages 82-84; 96; 100; 106; 118-127

TRACK B

	Processes	Life Sciences	Physical Sciences	Earth/Space
6	*Controlling Variables/ Interpreting Data* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment • Manipulate and control a number of variables in an experiment • Apply solutions to a technical problem	*Diversity of Life* • Analyze how different organisms adapt to their environments • Distinguish between life forms as single or multi-celled organisms and belonging to one of five kingdoms: Plantae, Animalia, Monera, Protista, Fungi --- **BCS6** Unit 1 Chapters 2 & 3 **S&T** Pages 36-59	*Energy Sources* • Demonstrate how energy can be transformed into light, heat, sound, motion and magnetic effects • Investigate renewable & non-renewable methods of producing energy • Identify & describe factors that affect the consumption of a variety of energy sources • Describe how scientific developments have influenced energy use through the ages --- **BCS6** Unit 2 Chapter 6 **S&T** Pages 61; 73-77	*Extreme Frontiers (Space)* • Explain obstacles unique to exploration of a specific extreme environment (space) • Assess technologies used for space • Describe contributions of Canadians to exploration technologies --- **BCS6** Unit 3 Chapter 7 **S&T** Pages 82-115

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	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
6/7	*Controlling Variables/ Interpret Data* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment • Manipulate and control a number of variables in an experiment • Apply solutions to a technical problem • Test a hypothesis by planning and conducting an experiment that controls for two or more variables • Create models that help to explain scientific concepts and hypotheses	*Diversity of Life (Microscopes)* • Demonstrate the appropriate use of tools (eg. microscopes) to examine living things that cannot be seen with the naked eye • Identify the characteristics of various single-celled organisms --- **BCS6** Unit 1 Chapter 1 Page 276 **S&T** Pages: 89-127	*Chemistry (Properties)* • Measure substances and solutions according to pH, solubility and concentration • Classify substances as elements, compounds and mixtures (eg. acids and bases, solutions) • Investigate properties of matter including mass, volume, density & solubility --- **BCS7** Unit 2 Chapters 4, 5 & 6 **S&T** Pages: 121-156 **EinS** "Stir It Up"	*Extreme Frontiers (Oceanography)* • Explain obstacles unique to exploration of a specific extreme environment (oceans) • Assess technologies used for oceanography • Describe contributions of Canadians to exploration technologies --- **BCS6** Unit 3 Chapter 7 **S&T** Pages: 82-84; 96; 100; 106; 118-127	*Modeling* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment • Manipulate and control a number of variables in an experiment • Apply solutions to a technical problem • Test a hypothesis by planning and conducting an experiment that controls for two or more variables • Create models that help to explain scientific concepts and hypotheses	*Ecosystems* • Analyze the roles of organisms as part of interconnected food webs, populations, communities and ecosystems • Assess survival needs and interactions between organisms and the environment • Assess the requirements for sustaining healthy local ecosystems • Evaluate human impacts on local ecosystems --- **BCS7** Unit 2 Chapter 3 **S&T** Pages 9-59 **EinS** "The Endangered" "A Walk in the Woods"	*Chemistry (Influences)* • Classify changes in matter as chemical and physical • Describe the impact of pollution on the local environment (oil spill, acid rain and greenhouse effect) • Outline stages of recovery of damaged local ecosystems --- **BCS7** Unit 1 Chapter 2, p. 48 Chapter 3, p. 78-81 Unit 2 Chapter 5 **S&T** Page: 147-152 **EinS** "The Endangered"	*Earth's Crust (Land Forms)* • Use the rock cycle to interpret and explain characteristics of particular rocks • Describe uses of rocks (eg. gems) • Describe the features and formations of a variety of landforms on the planet --- **BCS7** Unit 3 Chapters 7 & 8 **S&T** Pages: 62-118 **EinS** "Rock Solid"

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	Processes	Life Sciences	Physical Sciences	Earth/Space	Processes	Life Sciences	Physical Sciences	Earth/Space
7	*Modeling* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment • Manipulate and control a number of variables in an experiment • Apply solutions to a technical problem • Test a hypothesis by planning and conducting an experiment that controls for two or more variables • Create models that help to explain scientific concepts and hypotheses	*Ecosystems (Reproduction)* • Describe the growth and changes in the development of an organism • Outline factors that influence the length and quality of life --- **BCS7** Unit 1 Chapters 1 & 2 **S&T** Pages 37-59	*Chemistry (Properties)* • Measure substances and solutions according to pH, solubility and concentration • Classify substances as elements, compounds and mixtures (eg. acids and bases, solutions) • Investigate properties of matter including mass, volume, density & solubility --- **BCS7** Unit 2 Chapters 4, 5 & 6 **S&T** Pages 121-146 **EinS** "Stir It Up"	*Earth's Crust (Phenomena)* • Describe the composition of the Earth and the dynamics of continental plates • Analyze the dynamics of tectonic plate movement and landmass formation • Explain how the Earth's surface changes over time (eg. earthquakes, volcanoes, floods, tornadoes, avalanches, tsunami) --- **BCS7** Unit 3 Chapter 7, section 7.1 Chapters 8 & 9 **S&T** Pages 62-94	*Modeling* • Use their senses to interpret observations • Infer the probable outcome of an event or behaviour based on observations. • Ask questions that foster investigations & explorations relevant to the content. • Measure objects and events • Make predictions, supported by reasons and relevant to the content • Use data from investigations to recognize patterns and relationships and reach conclusions • Identify the variables that can be changed in an experiment • Evaluate the fairness of a given experiment • Describe the steps in designing an experiment • Manipulate and control a number of variables in an experiment • Apply solutions to a technical problem • Test a hypothesis by planning and conducting an experiment that controls for two or more variables • Create models that help to explain scientific concepts and hypotheses	*Ecosystems* • Analyze the roles of organisms as part of interconnected food webs, populations, communities and ecosystems • Assess survival needs and interactions between organisms and the environment • Assess the requirements for sustaining healthy local ecosystems • Evaluate human impacts on local ecosystems --- **BCS7** Unit 1 Chapter 3 **S&T** Pages 9-37 **EinS** "The Endangered" "A Walk in the Woods"	*Chemistry (Influences)* • Classify changes in matter as chemical and physical • Describe the impact of pollution on the local environment (oil spill, acid rain & greenhouse effect) • Outline stages of recovery of damaged local ecosystems --- **BCS7** Unit 1 Chapter 2, p. 48 Chapter 3, p. 78-81 Unit 2 Chapter 5 **S&T** Pages147-152 **EinS** "The Endangered"	*Earth's Crust (Land Forms)* • Compare the characteristics of the Earth's core, mantle, and crust and describe the formation of rocks (e.g. rock cycle) • Describe uses of rocks --- **BCS7** Unit 3 Chapters 7, 8 **S&T** Pages 62; 95-118 **EinS** "Rock Solid"

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