**Area of Learning: SCIENCE — Environmental Science Grade 11**

**BIG IDEAS**

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| Complex roles and relationships contribute to **diversity of ecosystems**. |  | **Changing ecosystems** are maintained by natural processes. |  | Human practices affect the **sustainability of ecosystems**. |  | Humans can play a role in **stewardship and restoration** of ecosystems. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Questioning and predicting* Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest
* Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world
* Formulate multiple hypotheses and predict multiple outcomes

Planning and conducting* Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)
* Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods
* Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data
* Apply the concepts of accuracy and precision to experimental procedures and data:
	+ significant figures
	+ uncertainty
	+ scientific notation

Processing and analyzing data and information * Experience and interpret the local environment
 | *Students are expected to know the following:** abiotic characteristics:
	+ **aquatic**
	+ **atmospheric**

edaphic * **levels** ofbiotic diversity
* ecosystem complexity:
	+ **roles**
	+ **relationships**

population dynamics* **energy flow** through ecosystems
* **matter cycles** through and between living systems
* **succession**
* **First Peoples knowledge and other traditional ecological knowledge** in sustaining biodiversity
* benefits of **ecosystem services**
* **human actions** and their impact on ecosystemintegrity
* **First Peoples ways of knowing and doing**
* resource **stewardship**

**restoration practices** |

**Area of Learning: SCIENCE — Environmental Science Grade 11**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information
* Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies
* Construct, analyze, and interpret graphs, models, and/or diagrams
* Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
* Analyze cause-and-effect relationships

Evaluating * Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions
* Describe specific ways to improve their investigation methods and the quality of their data
* Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled
* Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources
* Consider the changes in knowledge over time as tools and technologies have developed
* Connect scientific explorations to careers in science
* Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources
* Consider social, ethical, and environmental implications of the findings from their own and others’ investigations
* Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems
* Assess risks in the context of personal safety and social responsibility
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**Area of Learning: SCIENCE — Environmental Science Grade 11**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Applying and innovating * Contribute to care for self, others, community, and world through individual or collaborative approaches
* Co-operatively design projects with local and/or global connections and applications
* Contribute to finding solutions to problems at a local and/or global level through inquiry
* Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
* Consider the role of scientists in innovation

Communicating * Formulate physical or mental theoretical models to describe a phenomenon
* Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
* Express and reflect on a variety of experiences, perspectives, and worldviews through **place**
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