**Living Things**

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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Plants and animals have observable features | Lists some features of familiar plants and animals | Poses questions, observes and describes features of local plants and animals, explains Indigenous uses of them | Makes connections between features and the ability to meet needs in local plants and animals – relates to place | Compares and contrasts how the features of local plants and animals help them meet their needs |
| Living things have features and behaviours that help them survive in their environment. | Lists features of living things and nonliving things. | Observes, categorizes, and describes features and behavioural adaptations of living things in the local environment. | Examines, makes connections related to how the features and behaviours of living things help them survive in their local environment | Evaluates, with supporting evidence, the relative importance of different features in responding to environmental stimuli. |
| Living things have life cycles adapted to their environment | Recognizes that living things grow and change | Describes how different species of animals, including humans, grow in different ways and at different paces, participates in and appreciates related Indigenous storytelling | Observes and differentiates the life cycles of metamorphic and non-metamorphic living things (e.g. human to frog) | Makes inferences about why some living things have life cycles that are metamorphic and some are non-metamorphic |
| Identifies stages of the life cycle | Classifies and describes similarities in children and their parents, observes a pattern across species | Questions, investigates, and explains how and why some animals look like their parents and some don’t, but all follow a similar growth and development pattern | Hypothesizes reasons for differences across species (e.g. why one animals matures faster than another) |
| Identifies ways living things adapt to their environment | Questions, investigates, and describes life cycles of species in a given habitat | Analyzes ways of conserving living things in a given habitat, including Indigenous practices and perspectives | Proposes innovative ways to conserve living things |
| Living things are diverse, can be grouped, and interact in their ecosystems | Identifies living and non living things | Categorizes and describes living things based on attributes (e.g. animals and plants) | Creates multiple categorical organizations for living things based on multiple attributes (can re-sort into new groups, sorts into groups based on multiple attributes) – connects to place | Justifies a categorical framework for living things in an ecosystem based on scientific importance (i.e. categorizes in relation to a scientific question or problem) |
| Identifies living and non living things | Identifies linear relationships among living things (e.g. food chain) | Analyzes the interdependence of organisms in a local ecosystem using ethical scientific processes, relates to Indigenous practices and perspectives / worldviews | Proposes solutions to sustainability issues in connection to interdependence |
| All living things sense and respond to their environment | Recognizes that humans, other animals and plants sense and respond to their environment | Describes how humans, other animals and plants sense and respond to their local environment using a variety of methods and technologies | Predicts, analyzes evidence related to how humans, other animals and plants sense and respond to their environment, creates organizations / categories | Appreciates Indigenous knowledges, synthesizes and compares to their own experience in their local environment and sense of place |