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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student:**  Rosalind Franklin | **Teacher:** Liz Woods, [liz.woods@yesnet.yk.ca](mailto:liz.woods@yesnet.yk.ca) | | | | | | | | | | |
| **Absences from class:**  **Times Late:** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Academic Achievement of Curricular Competencies -** subject specific skills, processes, behaviours, and habits of mind that students develop over time. | | | | **IEA** | **NYM** | | **AE** | | **ME** | | **EE** |
| **Questioning and Predicting -** Demonstrates a sustained intellectual curiosity by identifying questions and formulating hypotheses and predictions based on inquiry. | | | |  |  | |  | |  | | √ |
| **Planning and Conducting** - Plans a range of investigations to observe, measure, and record data (qualitative and quantitative). | | | |  |  | |  | |  | | √ |
| **Processing and Analyzing Data and Information** - Uses a range of methods to represent patterns in data to identify relationships and draw conclusions.Values the importance of local Yukon First Nations Ways of Knowing and Doing when considering different sources of information. | | | |  |  | |  | |  | | √ |
| **Evaluating** - Evaluates, reflects (with respect to assumptions and bias) and identifies sources of error to suggest improvements to investigations methods. | | | |  |  | |  | |  | | √ |
| **Applying and Innovating -** Transfers and applies earning to new situations. Generates and introduces new or refined ideas when problem solving, at a local and global level through inquiry. | | | |  |  | |  | |  | | √ |
| **Communicating** - Communicates scientific ideas, models, and suggests courses of action based on evidence using a variety of experiences, perspectives, and worldviews. | | | |  |  | |  | | √ | |  |
| **Academic Achievement of Content - subject specific knowledge that students gain over time, connected to the Big Ideas of the curriculum.** | | | | | | | | | | | |
| **Big Idea: DNA is the basis for the diversity of living things** | | | | **IEA** | **NYM** | **AE** | | **ME** | | **EE** | |
| DNA structure and function | | | |  |  |  | |  | | √ | |
| Patterns of inheritance | | | |  |  |  | |  | | √ | |
| Mutation, natural selection, and artificial selection | | | |  |  |  | |  | | √ | |
| Applied genetics and ethical considerations | | | |  |  |  | | √ | |  | |
| **Big Idea: Energy change is required as atoms rearrange in chemical processes** | | | | **IEA** | **NYM** | **AE** | | **ME** | | **EE** | |
| Rearrangement of atoms in chemical reactions | | | |  |  |  | |  | | √ | |
| Acid-base chemistry | | | |  |  |  | |  | | √ | |
| Law of conservation of mass | | | |  |  |  | |  | | √ | |
| Energy change during chemical reactions | | | |  |  |  | |  | | √ | |
| Practical applications and implications of chemical processes, including Yukon First Nations knowledge | | | |  |  |  | |  | | √ | |
| **Comments on Academic Achievement** | | | | | | | | | | | |
| **Student Strengths:**  Rosalind demonstrates a sophisticated understanding of the importance of the molecular structure of DNA, and its relation to the function of DNA. On her genetics test, she was able to clearly identify how DNA results in biodiversity. Rosalind created an excellent three-dimensional model of a chemical reaction and used it to explain details about the rearrangement of atoms and forces that bind protons, neutrons, and electrons. While sharing her findings about local uses of acids and bases, Rosalind referred to a variety of resources, including the knowledge of Yukon First Nations as a valuable source of information.  **Areas for Further Development/Ways to Support Learning:**  In future research, Rosalind is encouraged to investigate reasons that influence decision-making, for example those surrounding genomics, gene therapy, and genetic engineering. | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Interim Grade:** Exceeding Expectations | | **Predicted Final Grade:** 96%, assuming Rosalind continues this level of performance | | | | | | | | | |
| **Approaches to Learning: Student Learning Behaviours and Social Skills (not included in grade)** | | | | | | | **R** | | **S** | | **C** |
| Academic Responsibility: Seeks help, completes assignments, sets goals, self-assesses, accepts feedback, take ownership for their learning | | | | | | |  | |  | | √ |
| Engagement Active in learning, contributes to the classroom, works with others | | | | | | |  | |  | | √ |
| Conduct: Respectful, focused | | | | | | |  | |  | | √ |
| Preparation: Prepared for class, ready to learn | | | | | | |  | |  | | √ |
| Attendance: Attends class regularly and punctually | | | | | | |  | |  | | √ |
| Responsibility: Takes responsibility for own behaviour, fulfills commitments | | | | | | |  | |  | | √ |
| **Comments on Approaches to Learning** | | | | | | | | | | | |
| **Student Strengths:**  Rosalind consistently demonstrates responsibility by fulfilling commitments within the classroom. She comes to class prepared and ready for learning. Rosalind consistently demonstrates effective organizational skills.  **Areas for Further Development/Ways to Support Learning:**  While Rosalind always respects the rights and opinions of others, she prefers to work alone and would benefit from greater interaction with peers during group/class activities. | | | | | | | | | | | |
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| **Teacher Signature:** | | | **Principal Signature:** | | | | | | | | |