|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student:**  Rosalind Franklin | | | **Teacher:** | | | | | | | | | |
| **Days Absent:**  **Times Late:** | | | | | | | | | | | | |
| **Support: Teachers could delete these two rows when n/a** | | | | | | | | | | | | |
| **Individual Education Plan:** | | **Student Behavior Plan:** | | **Other:** | | | | | | | | |
|  | | | | | | | | | | | | |
| **Curricular Competencies** | **Curricular Competencies** are subject specific skills, processes, behaviours, and habits of mind that students develop over time. | | | | **IEA** | **NYM** | | **AE** | | **ME** | | **EE** |
| **Questioning and Predicting**  Before doing research and performing experiments, Rosalind makes very accurate predictions. Her accuracy is directly related to the information she has gathered and considered prior to making her prediction. | | | |  |  | |  | |  | | √ |
| **Planning and Conducting**  Once a problem or question has been identified, Rosalind works very well with her lab partner to create a plan (e.g. conduct experiments and/or research) to find solutions. | | | |  |  | |  | |  | | √ |
| **Processing and Analyzing data and information**  While engaged in field studies, Rosalind recognizes and appreciates local Yukon First Nations Ways of Knowing and Doing. She values the importance of local knowledge when considering different sources of information. | | | |  |  | |  | |  | | √ |
| **Evaluating**  After performing an experiment, Rosalind critically reflects upon the methods used. She honestly evaluates the precision of her work and the accuracy of her findings to set goals for improvement in future experiments. | | | |  |  | |  | |  | | √ |
| **Applying and Innovating**  When Rosalind starts learning about a new topic, she easily makes connections to previous learning to make the material relevant. | | | |  |  | |  | |  | | √ |
| **Communicating**  When presented with a new idea, Rosalind is learning to recognize all viewpoints before making a judgment. | | | |  |  | |  | | √ | |  |
| **Content** | **Content is 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 Achievement of Learning Standards (curricular competencies + content)** | | | | |
| **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. | | | | |
|  | | | | |
| **Approaches to Learning: Student Learning Behaviours and Social Skills (not included in grade)** | | | | |
| **N - Not at this time S – Sometimes C - Consistently** | | | | |
|  | | **N** | **S** | **C** |
| Academic Responsibility (seeking help, completing assignments, goal-setting, self-assessment, accepting feedback, ownership) | |  |  | √ |
| Engagement (contributions, helpfulness) | |  |  | √ |
| Conduct (respect, focus) | |  |  | √ |
| Preparation | |  |  | √ |
| Attendance | |  |  | √ |
| Responsibility | |  |  | √ |
| **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. | | | | |
|  | | | | |
| **Teacher Signature:** | **Principal Signature:** | | | |