Curriculum Connections Overview: Science

- Participation in Turtle Trackers will enable educators to encourage students to pursue an open-ended research project whose data is unfolding on a regular basis.
- Students will discover linkages that exist between science, technology, society, and the environment.
- Through scientific inquiry, students will become more familiar with the Earth's biodiversity, systems, interactions, habitats, and communities.
- Involvement in this open-ended, real-life project will allow students to apply the following skills:
    - initiating and planning
    - experimenting and hypothesizing
    - performing and recording
    - classifying and applying
    - analysing and interpreting
    - interviewing and observing
    - communicating and teamwork
    - comparing and evaluating

Relationship to Critical Aspects of Students' Scientific Literacy

The *Common Framework of Science Learning Outcomes*, established by the Pan-Canadian Protocol for Collaboration on School Curriculum (Council of Ministers of Education, 1997), has identified four foundation statements for scientific literacy in Canada. The following list identifies elements of those foundations that are emphasized in this program.

Foundation 1:

Science, technology, society, and the environment (STSE). To understand STSE relationships, it is essential to understand values inherent in science, technology, a particular society, and its environment. This program focuses on:

- the nature of science and technology;
- the relationships between science and technology; and
- the social and environmental contexts of science and technology.

Foundation 2:

Skills. This program focuses on the development of the following skills:

- Initiating and planning: these are the skills of questioning, identifying problems, and developing preliminary ideas and plans.
- Performing and recording: carrying out a plan of action, which involves gathering evidence by observation and manipulating materials and equipment.
- Analysing and interpreting: examining information and evidence; processing and presenting data so that it can be interpreted; and interpreting, evaluating, and applying the results.
- Communication and teamwork: these skills are essential, since the development and application of scientific knowledge is a collaborative process in society and in the classroom.

Foundation 3:

Knowledge. This program focuses on the following areas:

- Life science
- Space science
- Creating linkages among science disciplines, with an emphasis on systems and interactions

Foundation 4:

Attitudes. This program focuses on the development of attitudes by students that support:

- Appreciation for and interest in science
- Scientific inquiry
- Collaboration
- Stewardship