



## Mystery Science Alignment with British Columbia's Science Curriculum

### Mystery Science - British Columbia's Science Curriculum

Mystery Science aligns to British Columbia's Science Curriculum. Each lesson (exploration & activity) is designed to take one hour per week. Mini-lessons are 5-minute videos that answer K-5 student questions and can be used as a jumping off point to engage learners for a full lesson planned by the teacher.

**Lesson Extensions.** Extensions are available for each lesson and offer an opportunity for students to continue their science content learning. They include assessments and a curated collection of additional activity suggestions, online resources, project ideas, and readings to help extend the learning.

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# Kindergarten

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| Big Idea                                                          | BC Content Learning Standard<br><i>Students are expected to know the following:</i>              | Mystery Science Unit                       | Mystery Science Grade | Mystery Science Lessons                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plants and animals have observable features.                      | <ul style="list-style-type: none"> <li>basic needs of plants and animals</li> </ul>              | <a href="#">Plant &amp; Animal Secrets</a> | Grade K               | <b>Lesson 1:</b> Why do woodpeckers peck wood?<br><b>Lesson 2, Read-along:</b> Where do animals live?<br><b>Lesson 3:</b> How can you find animals in the woods?<br><b>Lesson 4, Read-along:</b> How do animals make their homes in the forest?<br><b>Lesson 5:</b> How do plants and trees grow?<br><b>Lesson 6, Read-along:</b> Why would you want an old log in your backyard? |
|                                                                   | <ul style="list-style-type: none"> <li>adaptations of local plants and animals</li> </ul>        |                                            |                       |                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                   | <ul style="list-style-type: none"> <li>local First Peoples uses of plants and animals</li> </ul> |                                            |                       |                                                                                                                                                                                                                                                                                                                                                                                   |
| Humans interact with matter every day through familiar materials. | <ul style="list-style-type: none"> <li>properties of familiar materials</li> </ul>               |                                            |                       |                                                                                                                                                                                                                                                                                                                                                                                   |



## Kindergarten, continued

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| Big Idea                                             | BC Content Learning Standard<br><i>Students are expected to know the following:</i>                                    | Mystery Science Unit             | Mystery Science Grade | Mystery Science Lessons                                                                                                                                                                                                                                                                |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The motion of objects depend on their properties.    | <ul style="list-style-type: none"> <li>effects of pushes/pulls on movement</li> </ul>                                  | <a href="#">Force Olympics</a>   | Grade K               | <b>Lesson 1:</b> What's the biggest excavator?<br><b>Lesson 2, Read-along:</b> Why do builders need so many big machines?                                                                                                                                                              |
|                                                      | <ul style="list-style-type: none"> <li>effects of size, shape, and materials on movement</li> </ul>                    | <a href="#">Force Olympics</a>   | Grade K               | <b>Lesson 3:</b> How can you knock down a wall made of concrete?<br><b>Lesson 4, Read-along:</b> How can you knock down the most bowling pins?<br><b>Lesson 5:</b> How can we protect a mountain town from falling rocks?<br><b>Lesson 6, Read-along:</b> How could you invent a trap? |
| Daily and seasonal changes affect all living things. | <ul style="list-style-type: none"> <li>weather changes</li> </ul>                                                      | <a href="#">Weather Watching</a> | Grade K               | <b>Lesson 1:</b> Have you ever watched a storm?<br><b>Lesson 2, Read-along:</b> How can you get ready for a big storm?<br><b>Lesson 3:</b> What will the weather be like on your birthday?<br><b>Lesson 4, Read-along:</b> How do you know what to wear for the weather?               |
|                                                      | <ul style="list-style-type: none"> <li>seasonal changes</li> </ul>                                                     |                                  |                       |                                                                                                                                                                                                                                                                                        |
|                                                      | <ul style="list-style-type: none"> <li>living things make changes to accommodate daily and seasonal changes</li> </ul> | <a href="#">Mini-lessons</a>     |                       | <b>Mini-lesson:</b> Why do bears hibernate?**<br><b>Mini-lesson:</b> Where do bugs go in winter?<br><b>Mini-lesson:</b> Why do animals come back after going to warm places in winter?                                                                                                 |
|                                                      | <ul style="list-style-type: none"> <li>First People's knowledge of seasonal changes</li> </ul>                         |                                  |                       |                                                                                                                                                                                                                                                                                        |



# Grade 1

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| Big Idea                                                                                | BC Content Learning Standard<br><i>Students are expected to know the following:</i>                                              | Mystery Science Unit                           | Mystery Science Grade | Mystery Science Lessons                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Living things have features and behaviours that help them survive in their environment. | <ul style="list-style-type: none"> <li><b>classification</b> of living and non-living things</li> </ul>                          |                                                |                       |                                                                                                                                                                                                                                                                                                           |
|                                                                                         | <ul style="list-style-type: none"> <li><b>names</b> of local plants and animals</li> </ul>                                       |                                                |                       |                                                                                                                                                                                                                                                                                                           |
|                                                                                         | <ul style="list-style-type: none"> <li><b>structural features</b> of living thing in the local environment</li> </ul>            | <a href="#">Plant &amp; Animal Superpowers</a> | Grade 1               | <b>Lesson 1:</b> Why do birds have beaks?<br><b>Lesson 2, read-along:</b> Why do baby ducks follow their mother?<br><b>Lesson 3:</b> Why are polar bears white?<br><b>Lesson 5:</b> Why don't trees blow down in the wind?<br><b>Lesson 6, Read-along:</b> What do sunflowers do when you're not looking? |
|                                                                                         | <ul style="list-style-type: none"> <li><b>behavioral adaptations</b> of animals in the local environment</li> </ul>              |                                                | Grade 2               | <b>Lesson 1:</b> How did a tree travel halfway around the world?<br><b>Lesson 2:</b> Could a plant survive without light?<br><b>Lesson 3:</b> Why do trees grow so tall?<br><b>Lesson 4:</b> Should you water a cactus?<br><b>Lesson 5:</b> Where do plants grow best?                                    |
| Matter is useful because of its properties.                                             | <ul style="list-style-type: none"> <li><b>specific properties</b> of materials allow us to use them in different ways</li> </ul> | <a href="#">Material Magic</a>                 | Grade 2               | <b>Lesson 1:</b> Why do we wear clothes?                                                                                                                                                                                                                                                                  |



## Grade 1, continued

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| Big Idea                                                             | BC Content Learning Standard<br><i>Students are expected to know the following:</i>                                                                                                                                                                                                                                                                                           | Mystery Science Unit                | Mystery Science Grade | Mystery Science Lessons                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Light and sound can be produced and their properties can be changed. | <ul style="list-style-type: none"> <li>natural and artificial <b>sources of light and sound</b></li> </ul>                                                                                                                                                                                                                                                                    | <a href="#">Lights &amp; Sounds</a> | Grade 1               | <b>Lesson 1:</b> How do they make silly sounds in cartoons?<br><b>Lesson 2, Read-along:</b> Where do sounds come from?<br><b>Lesson 3:</b> What if there were no windows?<br><b>Lesson 4, Read-along:</b> Can you see in the dark?<br><b>Lesson 5:</b> How could you send a secret message to someone far away?<br><b>Lesson 6, Read-along:</b> How do boats find their way in the fog?                         |
|                                                                      | <ul style="list-style-type: none"> <li><b>properties of light and sound</b> depend on their source and the objects with which they interact</li> </ul>                                                                                                                                                                                                                        |                                     |                       |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Observable patterns and cycles occur in the local sky and landscape. | <ul style="list-style-type: none"> <li><b>common objects in the sky</b></li> </ul>                                                                                                                                                                                                                                                                                            | <a href="#">Spinning Sky</a>        | Grade 1               | <b>Lesson 1:</b> Could a statue's shadow move?<br><b>Lesson 2, Read-along:</b> What does your shadow do when you're not looking?<br><b>Lesson 3:</b> How can the Sun help you if you're lost?<br><b>Lesson 4, Read-along:</b> Why do you have to go to bed early in the summer?<br><b>Lesson 5:</b> Why do the stars come out at night?<br><b>Lesson 6, Read-along:</b> How can stars help you if you get lost? |
|                                                                      | <ul style="list-style-type: none"> <li><b>local patterns</b> that occur on Earth and in the sky</li> </ul>                                                                                                                                                                                                                                                                    |                                     |                       |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                      | <ul style="list-style-type: none"> <li>The knowledge of the First Peoples:               <ul style="list-style-type: none"> <li>- shared First Peoples knowledge of the sky</li> <li>- <b>local First Peoples</b> knowledge of the local landscape, plants, and animals</li> <li>- local First Peoples understanding and use of <b>seasonal rounds</b></li> </ul> </li> </ul> |                                     |                       |                                                                                                                                                                                                                                                                                                                                                                                                                 |



## Grade 2

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| Big Idea                                                          | BC Content Learning Standard<br><i>Students are expected to know the following:</i>                                  | Mystery Science Unit                           | Mystery Science Grade | Mystery Science Lessons                                                                                                                                                                                                          |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Living things have life cycles defined by their environment.      | <ul style="list-style-type: none"> <li>metamorphic and non-metamorphic life cycles of different organisms</li> </ul> | <a href="#">Power of Flowers</a>               | Grade 3               | <b>Lesson 1:</b> Why do plants grow flowers?<br><b>Lesson 2:</b> Why do plants give us fruit?<br><b>Lesson 3:</b> Why are some apples red and some green?<br><b>Lesson 4:</b> How could you make the biggest fruit in the world? |
|                                                                   | <ul style="list-style-type: none"> <li>similarities between offspring and parent</li> </ul>                          | <a href="#">Plant &amp; Animal Superpowers</a> | Grade 1               | <b>Lesson 4, Read-along:</b> Why do family members look alike?                                                                                                                                                                   |
|                                                                   | <ul style="list-style-type: none"> <li>First Peoples use of their knowledge of life cycles</li> </ul>                |                                                |                       |                                                                                                                                                                                                                                  |
| Materials can be changed through physical and chemical processes. | <ul style="list-style-type: none"> <li>physical ways of changing materials</li> </ul>                                | <a href="#">Material Magic</a>                 | Grade 2               | <b>Lesson 4:</b> What materials might be invented in the future?<br><b>Lesson 5:</b> Could you build a house out of paper?                                                                                                       |
|                                                                   | <ul style="list-style-type: none"> <li>chemical ways of changing materials</li> </ul>                                |                                                |                       |                                                                                                                                                                                                                                  |



## Grade 2, continued

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| Big Idea                                                                        | BC Content Learning Standard<br><i>Students are expected to know the following:</i>                                                                                                                                                | Mystery Science Unit             | Mystery Science Grade | Mystery Science Lessons                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Forces influence the motion of an object.                                       | <ul style="list-style-type: none"> <li>types of <b>forces</b></li> </ul>                                                                                                                                                           | <a href="#">Invisible Forces</a> | Grade 3               | <p><b>Lesson 1:</b> How could you win a tug-of-war against a bunch of adults?</p> <p><b>Lesson 2:</b> What makes bridges so strong?</p> <p><b>Lesson 3:</b> How can you go faster down a slide?</p> <p><b>Lesson 4:</b> What can magnets do?</p> <p><b>Lesson 5:</b> How can you unlock a door using a magnet?</p> |
| Water is essential to all living things, and it cycles through the environment. | <ul style="list-style-type: none"> <li><b>water sources</b> including local watersheds</li> </ul>                                                                                                                                  | <a href="#">Work of Water</a>    | Grade 2               | <p><b>Lesson 1:</b> If you floated down a river, where would you end up?</p>                                                                                                                                                                                                                                       |
|                                                                                 | <ul style="list-style-type: none"> <li><b>water conservation</b></li> </ul>                                                                                                                                                        |                                  |                       |                                                                                                                                                                                                                                                                                                                    |
|                                                                                 | <ul style="list-style-type: none"> <li>the <b>water cycle</b></li> </ul>                                                                                                                                                           | <a href="#">Stormy Skies</a>     | Grade 3               | <p><b>Lesson 1:</b> Where do clouds come from?</p> <p><b>Lesson 2:</b> How can we predict when it's going to storm?</p> <p><b>Lesson 4:</b> How can you keep a house from blowing away in a windstorm?</p>                                                                                                         |
|                                                                                 | <ul style="list-style-type: none"> <li>Local First People's knowledge of water: <ul style="list-style-type: none"> <li>- water cycles</li> <li>- conservation</li> <li>- <b>connection to other systems</b></li> </ul> </li> </ul> |                                  |                       |                                                                                                                                                                                                                                                                                                                    |



# Grade 3

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|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Living things are diverse, can be grouped, and interact in their ecosystems. | <ul style="list-style-type: none"> <li>biodiversity in the local environment</li> </ul>            | <a href="#">Animal Adventures</a><br><br><a href="#">Animals Through Time</a> | Grade 2<br><br>Grade 3 | <p><b>Lesson 1:</b> How many different kinds of animals are there?<br/> <b>Lesson 2:</b> Why do frogs say "ribbit?"<br/> <b>Lesson 3:</b> How could you get more birds to visit a bird feeder?</p> <p><b>Lesson 1:</b> Where can you find whales in a desert?<br/> <b>Lesson 2:</b> How do we know what dinosaurs looked like?<br/> <b>Lesson 3:</b> Can you outrun a dinosaur?<br/> <b>Lesson 4:</b> What kinds of animals might there be in the future?<br/> <b>Lesson 5:</b> Can selection happen without people?<br/> <b>Lesson 6:</b> Why do dogs wag their tails?<br/> <b>Lesson 7:</b> What's the best way to get rid of mosquitoes?<br/> <b>Lesson 8:</b> How long can people (and animals) survive in outer space?</p> |
|                                                                              | <ul style="list-style-type: none"> <li>the knowledge of the First Peoples of ecosystems</li> </ul> |                                                                               |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                              | <ul style="list-style-type: none"> <li>energy is needed for life</li> </ul>                        | <a href="#">Web of Life</a> *                                                 | Grade 5                | <p><b>Lesson 1:</b> Why would a hawk move to New York City?<br/> <b>Lesson 2:</b> What do plants eat?<br/> <b>Lesson 3:</b> Where do fallen leaves go?<br/> <b>Lesson 4:</b> Do worms really eat dirt?<br/> <b>Lesson 5:</b> Why do you have to clean a fish tank by not a pond?<br/> <b>Lesson 6:</b> Why did the dinosaurs go extinct?</p>                                                                                                                                                                                                                                                                                                                                                                                    |

\*[Web of Life](#) was originally designed for Grade 5, but can be taught in Grade 3 with modifications. Expect elements of this unit to be advanced for Grade 3.



## Grade 3, continued

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|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All matter is made of particles.                   | <ul style="list-style-type: none"> <li>matter is anything that has mass and takes up space</li> </ul>                                                  | <a href="#">Chemical Magic</a> *    | Grade 5               | <b>Lesson 4:</b> What do fireworks, rubber, and Silly Putty have in common?<br><b>Lesson 5:</b> Why do some things explode?                                            |
|                                                    | <ul style="list-style-type: none"> <li>atoms are building blocks of matter</li> </ul>                                                                  |                                     |                       |                                                                                                                                                                        |
| Thermal energy can be produced and transferred.    | <ul style="list-style-type: none"> <li>sources of thermal energy</li> </ul>                                                                            | <a href="#">Weather Watching</a> ** | Grade 3               | <b>Lesson 5:</b> How could you warm up a frozen playground?<br><b>Lesson 6, Read-along:</b> How could you walk barefoot across hot pavement without burning your feet? |
|                                                    | <ul style="list-style-type: none"> <li>transfer of thermal energy</li> </ul>                                                                           |                                     |                       |                                                                                                                                                                        |
| Wind, water, and ice change the shape of the land. | <ul style="list-style-type: none"> <li>major local <b>landforms</b></li> </ul>                                                                         | <a href="#">Mini-lessons</a>        |                       | <b>Mini-lesson:</b> Could a mountain turn into a volcano?                                                                                                              |
|                                                    | <ul style="list-style-type: none"> <li>local First Peoples knowledge of local landforms</li> </ul>                                                     |                                     |                       |                                                                                                                                                                        |
|                                                    | <ul style="list-style-type: none"> <li>observable changes in the local environment caused by erosion and deposition by wind, water, and ice</li> </ul> | <a href="#">Work of Water</a>       | Grade 2               | <b>Lesson 2:</b> Why is there sand at the beach?<br><b>Lesson 3:</b> What's strong enough to make a canyon?<br><b>Lesson 4:</b> How can you stop a landslide?          |



# Grade 4

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|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All living things sense and respond to their environment. | <ul style="list-style-type: none"> <li>sensing and responding:               <ul style="list-style-type: none"> <li>- humans</li> <li>- other animals</li> <li>- plants</li> </ul> </li> </ul> | <a href="#">Human Machine</a><br><br><a href="#">Waves of Sound</a> | Grade 4<br><br>Grade 4 | <b>Lesson 2:</b> What do people who are blind see?<br><b>Lesson 3:</b> How can some animals see in the dark?<br><br><b>Lesson 1:</b> How far can a whisper travel?<br><b>Lesson 2:</b> What would happen if you screamed in outer space?<br><b>Lesson 3:</b> Why are some sounds high and some sounds low? |
|                                                           | <ul style="list-style-type: none"> <li><b>biomes</b> as large regions with similar environmental features</li> </ul>                                                                           | <a href="#">Stormy Skies</a>                                        | Grade 3                | <b>Lesson 3:</b> Why are some places always hot?                                                                                                                                                                                                                                                           |
| Matter has mass, takes up space, and can change phase.    | <ul style="list-style-type: none"> <li>phases of matter</li> </ul>                                                                                                                             | <a href="#">Material Magic</a><br><br><a href="#">Mini-lessons</a>  | Grade 2                | <b>Lesson 2:</b> Can you really fry an egg on a hot sidewalk?<br><b>Lesson 3:</b> Why are so many toys made out of plastic?<br><br><b>Mini-lesson:</b> Can you make lava?                                                                                                                                  |
|                                                           | <ul style="list-style-type: none"> <li>the effect of temperature on particle movement</li> </ul>                                                                                               |                                                                     |                        |                                                                                                                                                                                                                                                                                                            |



## Grade 4, continued

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|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Energy can be transformed.                                                                             | <ul style="list-style-type: none"> <li>energy:               <ul style="list-style-type: none"> <li>- has <b>various forms</b></li> <li>- is <b>conserved</b></li> </ul> </li> </ul> | <a href="#">Energizing Everything</a> | Grade 4               | <b>Lesson 1:</b> How is your body similar to a car?<br><b>Lesson 2:</b> What makes roller coasters go so fast?<br><b>Lesson 3:</b> Why is the first hill of a roller coaster always the highest?                                                                       |
|                                                                                                        | <ul style="list-style-type: none"> <li>devices that transform energy</li> </ul>                                                                                                      | <a href="#">Energizing Everything</a> | Grade 4               | <b>Lesson 6:</b> What if there were no electricity?<br><b>Lesson 7:</b> How long did it take to travel across the country before cars and planes?<br><b>Lesson 8:</b> Where does energy come from?                                                                     |
| The motions of Earth and the moon cause observable patterns that affect living and non-living systems. | <ul style="list-style-type: none"> <li>local changes caused by <b>Earth's axis, rotation, and orbit</b></li> </ul>                                                                   | <a href="#">Spaceship Earth</a>       | Grade 5               | <b>Lesson 1:</b> How fast does the Earth spin?<br><b>Lesson 2:</b> Who set the first clock?<br><b>Lesson 3:</b> How can the Sun tell you the season?<br><b>Lesson 4:</b> Why do the stars change with the seasons?<br><b>Lesson 5:</b> Why does the Moon change shape? |
|                                                                                                        | <ul style="list-style-type: none"> <li>the effects of the relative positions of the sun, moon, and Earth including local First Peoples perspectives</li> </ul>                       | <a href="#">Mini-lessons</a>          |                       | <b>Mini-lesson:</b> Why do places have different times?<br><b>Mini-lesson:</b> How often do eclipses happen?<br><b>Mini-lesson:</b> What is the Moon made of?<br><b>Mini-lesson:</b> Why does the Moon turn blood red during a lunar eclipse?                          |



# Grade 5

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|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multicellular organisms have organ systems that enable them to survive and interact with their environment. | <ul style="list-style-type: none"> <li>basic structures and functions of body systems:               <ul style="list-style-type: none"> <li>- digestive</li> <li>- musculo-skeletal</li> <li>- respiratory</li> <li>- circulatory</li> </ul> </li> </ul> | <a href="#">Human Machine</a><br><br><a href="#">Mini-lessons</a> | Grade 4               | <b>Lesson 1:</b> Why do your biceps bulge?<br><br><b>Mini-lesson:</b> What would happen if you didn't have a skull?<br><b>Mini-lesson:</b> Why do our skeletons have so many bones?<br><b>Mini-lesson:</b> How does your heart pump blood?<br><b>Mini-lesson:</b> Why do we get hiccups?<br><b>Mini-lesson:</b> Why do we need blood? |
| Solutions are homogeneous.                                                                                  | <ul style="list-style-type: none"> <li>solutions and solubility</li> </ul>                                                                                                                                                                               | <a href="#">Chemical Magic</a>                                    | Grade 5               | <b>Lesson 1:</b> Are magic potions real?<br><b>Lesson 2:</b> Could you transform something worthless into gold?<br><b>Lesson 3:</b> What would happen if you drank a glass of acid?                                                                                                                                                   |



## Grade 5, continued

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| Big Idea                                                                                         | BC Content Learning Standard<br><i>Students are expected to know the following:</i>                                                                                   | Mystery Science Unit                  | Mystery Science Grade | Mystery Science Lessons                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Machines are devices that transfer force and energy.                                             | <ul style="list-style-type: none"> <li>properties of <b>simple machines</b> and their <b>force effects</b></li> </ul>                                                 | <a href="#">Energizing Everything</a> | Grade 4               | <b>Lesson 4:</b> Could you knock down a building using only dominoes?<br><b>Lesson 5:</b> Can you build a chain reaction machine?                                                                                                        |
|                                                                                                  | <ul style="list-style-type: none"> <li>machines:               <ul style="list-style-type: none"> <li>- constructed</li> <li>- found in nature</li> </ul> </li> </ul> |                                       |                       |                                                                                                                                                                                                                                          |
|                                                                                                  | <ul style="list-style-type: none"> <li><b>power</b> - the rate at which energy is transferred</li> </ul>                                                              |                                       |                       |                                                                                                                                                                                                                                          |
| Earth materials change as they move through the rock cycle and can be used as natural resources. | <ul style="list-style-type: none"> <li>the rock cycle</li> </ul>                                                                                                      | <a href="#">The Birth of Rocks</a>    | Grade 4               | <b>Lesson 1:</b> Could a volcano pop up where you live?<br><b>Lesson 2:</b> Why do some volcanoes explode?<br><b>Lesson 3:</b> Will a mountain last forever?<br><b>Lesson 4:</b> How could you survive a landslide?                      |
|                                                                                                  | <ul style="list-style-type: none"> <li>local types of <b>earth materials</b></li> </ul>                                                                               |                                       |                       |                                                                                                                                                                                                                                          |
|                                                                                                  | <ul style="list-style-type: none"> <li>First Peoples concepts of <b>interconnectedness</b> in the environment</li> </ul>                                              |                                       |                       |                                                                                                                                                                                                                                          |
|                                                                                                  | <ul style="list-style-type: none"> <li>the nature of sustainable practices around BC's resources</li> </ul>                                                           | <a href="#">Watery Planet</a>         | Grade 5               | <b>Lesson 1:</b> How much water is in the world?<br><b>Lesson 2:</b> When you turn on the faucet, where does the water come from?<br><b>Lesson 3:</b> Can we make it rain?<br><b>Lesson 4:</b> How can you save a town from a hurricane? |
|                                                                                                  | <ul style="list-style-type: none"> <li>First Peoples knowledge of sustainable practices</li> </ul>                                                                    |                                       |                       |                                                                                                                                                                                                                                          |



# Grade 6

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| Big Idea                                                                                                     | BC Content Learning Standard<br><i>Students are expected to know the following:</i>                                                                                                                                                                               | Mystery Science Unit          | Mystery Science Grade | Mystery Science Lessons                                 |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|---------------------------------------------------------|
| Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment. | <ul style="list-style-type: none"> <li>basic structures and functions of body systems:               <ul style="list-style-type: none"> <li>- excretory</li> <li>- reproductive</li> <li>- hormonal</li> <li>- nervous</li> </ul> </li> </ul>                     | <a href="#">Human Machine</a> | Grade 4               | <b>Lesson 4:</b> How does your brain control your body? |
| Everyday materials are often mixtures.                                                                       | <ul style="list-style-type: none"> <li>heterogeneous mixtures</li> </ul>                                                                                                                                                                                          |                               |                       |                                                         |
|                                                                                                              | <ul style="list-style-type: none"> <li>mixtures:               <ul style="list-style-type: none"> <li>- separated using a difference in component properties</li> <li>- local First Peoples knowledge of separation and extraction methods</li> </ul> </li> </ul> |                               |                       |                                                         |



## Grade 6, continued

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| Big Idea                                                                          | British Columbia Content Learning Standard<br><i>Students are expected to know the following:</i>                                | Mystery Science Unit                                            |         | Mystery Science Lessons                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Newton's three laws of motion describe the relationship between force and motion. | <ul style="list-style-type: none"> <li>Newton's three laws of motion</li> </ul>                                                  |                                                                 |         |                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                   | <ul style="list-style-type: none"> <li>effects of <b>balanced and unbalanced forces</b> in daily physical activities</li> </ul>  |                                                                 |         |                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                   | <ul style="list-style-type: none"> <li><b>force of gravity</b></li> </ul>                                                        | <a href="#">Spaceship Earth</a><br><a href="#">Mini-lessons</a> | Grade 5 | <b>Lesson 7:</b> Why is gravity different on other planets?<br><br><b>Mini-lesson:</b> What is a black hole?                                                                                                                                                                                                                                        |
| The solar system is part of the Milky Way, which is one of billions of galaxies.  | <ul style="list-style-type: none"> <li>the overall scale, structure, and age of the universe</li> </ul>                          | <a href="#">Spaceship Earth</a><br><a href="#">Mini-lessons</a> | Grade 5 | <b>Lesson 8:</b> Could there be life on other planets?<br><br><b>Mini-lesson:</b> Are aliens real?                                                                                                                                                                                                                                                  |
|                                                                                   | <ul style="list-style-type: none"> <li>the position, motion, and <b>components of our solar system</b> in our galaxy.</li> </ul> | <a href="#">Spaceship Earth</a><br><a href="#">Mini-lessons</a> | Grade 5 | <b>Lesson 6:</b> What are the wandering stars?<br><br><b>Mini-lesson:</b> Is Earth the only planet with life?<br><b>Mini-lesson:</b> Is Pluto a planet?<br><b>Mini-lesson:</b> Why isn't Pluto a (major) planet anymore?<br><b>Mini-lesson:</b> What causes the Northern Lights?<br><b>Mini-lesson:</b> Has a shooting star ever landed on someone? |