

Lebanese framework for competences and skills in Biology

Center for Educational Research and Development CERD (1998). Life Science Pedagogical Guide, Teacher's guide, Secondary Education, First Year.

<p>A- Acquiring Knowledge</p>	<p>A1- Recall Knowledge - Recall the acquired knowledge related to specific facts, terminology, law, theories, model...</p> <p>A2- Apply knowledge - Select the knowledge and use it in a new situation - Apply knowledge in a new context</p>
<p>B- Practicing Scientific Process</p>	<p>B1- Collect Information - Select information related to a real situation or to its representation in a table, text, graph, media...</p> <p>B2- Interrelate information to define a problem and/or formulate a hypothesis - Organize data in order to prove a relation - Compare new data to previous data - Identify a cause and effect relation - Define a problem - Formulate a hypothesis</p> <p>B3- Test a hypothesis - Identify the consequences implied by a hypothesis that could be verified - Design an experiment - Use data to test a hypothesis</p> <p>B4- Synthesize B5- Demonstrate critical thinking - Criticize experimental results, an argument, design an experiment</p>
<p>C- Mastering of Techniques</p>	<p>C1- Use laboratory or field materials and apply laboratory techniques C2- Perform an experiment following a given design C3- Carry out measurements, construct a model or make drawing based on observation...</p>
<p>D- Communicating</p>	<p>D1- Utilize proper scientific terminology - Use appropriate specific terminology to express information, observation, tabulated data, drawing, graph, or flow chart, in verbal or written form</p> <p>D2- Use various modes of scientific representation - Represent data by a table, a graph, a drawing, a chart, a symbol, or a formula.</p>