

| Science Grade 1 Earth and Space Science: Daily Seasonal Changes (DS) | | | | | |
|--|----------------------|--|--|---|--|
| Outcome | | 1 - Beginning The student is having difficulty demonstrating an understanding of the concept. | 2 – Approaching The student is developing an understanding of the concept. | 3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4-Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
| DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording. | Compare and sequence | <ul style="list-style-type: none"> • With help, I can group or sequence some objects, materials OR events according to one characteristic related to daily or seasonal changes. • I can inventory ways a few familiar cultures represent daily and seasonal changes. | <ul style="list-style-type: none"> • I can group or sequence some objects, materials OR events according to one characteristic related to daily or seasonal changes. • I can make simple comparisons between the ways a few familiar cultures represent daily and seasonal changes. | <ul style="list-style-type: none"> • I can group or sequence objects, materials, AND events according to two or more characteristics related to daily and/or seasonal changes. • I can compare ways a variety of cultures represent daily and seasonal changes. | <ul style="list-style-type: none"> • I can group or sequence a large variety of objects, materials and events according to many characteristics related to daily and seasonal changes. • I can suggest the importance of knowing about how various cultures represent daily and seasonal changes. |
| | Represent | <ul style="list-style-type: none"> • With help, I can create a simple representation that shows differences in natural phenomena at different times of the day OR year. • I can use a few words taught in class. | <ul style="list-style-type: none"> • I can create a simple representation that shows differences in natural phenomena at different times of the day OR year. • I can use some vocabulary taught in class. | <ul style="list-style-type: none"> • I can create a detailed representation that shows the differences in natural phenomena at different times of the day and/or year. • I can much of the vocabulary taught in class about daily and seasonal changes. | <ul style="list-style-type: none"> • I can independently create a detailed representation that illustrates the differences in natural phenomena at different times of the day AND year. • I independently use a wide variety of vocabulary about daily and seasonal changes. |

| Science Grade 1 Earth and Space Science: Daily Seasonal Changes (DS) | | | | | |
|---|--------------------------------|--|--|---|---|
| Outcome | | 1 - Beginning The student is having difficulty demonstrating an understanding of the concept. | 2 – Approaching The student is developing an understanding of the concept. | 3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4-Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
| | Observe, Measure, Record | <ul style="list-style-type: none"> • With help, I can make simple observations about natural phenomena. • With help, I can use simple tools OR techniques to measure OR record changes in weather conditions. | <ul style="list-style-type: none"> • I can make simple observations about natural phenomena. • I can use some simple tools AND techniques to measure OR record changes in weather conditions. | <ul style="list-style-type: none"> • I can make careful observations over time about natural phenomena. • I can use many tools AND techniques to measure AND record changes in weather conditions. | <ul style="list-style-type: none"> • I can independently make detailed observations about natural phenomena over time. • I can independently use a wide variety of tools and techniques to measure and record changes in weather conditions. |
| Comments | | | | | |

| Science Grade 1 | | | | | |
|---|--|---|---|--|--|
| Earth and Space Science: Daily Seasonal Changes (DS) | | | | | |
| Outcome | 1 - Beginning The student is having difficulty demonstrating an understanding of the concept. | 2 – Approaching The student is developing an understanding of the concept. | 3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4-Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. | |
| DS1.2 I can inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location. | Plants | <ul style="list-style-type: none"> • With help, I can carry out simple processes with some accuracy to find out about the ways plants adapt to daily changes. • With help, I can create a simple representation of plant adaptations to seasonal changes. | <ul style="list-style-type: none"> • I can carry out simple processes with some accuracy to find out about the ways plants adapt to daily changes. • I can create a simple representation of plant adaptations to seasonal changes. | <ul style="list-style-type: none"> • I can carry out processes accurately to find out about the ways plants adapt to daily changes. • I can create a detailed representation of plant adaptations to seasonal changes. | <ul style="list-style-type: none"> • I design and carry out a process to find out about the ways plants adapt to daily changes. • I can create a detailed representation of plant adaptations, and explain my thinking. |
| | Animals | <ul style="list-style-type: none"> • With help, I can carry out simple processes with some accuracy to find out about the ways animals adapt to daily changes. • With help, I can create a simple representation of animal adaptations to seasonal changes. | <ul style="list-style-type: none"> • I can carry out simple processes with some accuracy to find out about the ways animals adapt to daily changes. • I can create a simple representation of animal adaptations to seasonal changes. | <ul style="list-style-type: none"> • I can carry out processes accurately to find out about the ways animals adapt to daily changes. • I can create a detailed representation of animal adaptations to seasonal changes. | <ul style="list-style-type: none"> • I design and carry out a process to find out about the ways animals adapt to daily changes. • I can create a detailed representation of animal adaptations and explain my thinking. |
| | Humans | <ul style="list-style-type: none"> • With help, I can carry out simple processes with some accuracy to find out about the ways humans adapt to daily | <ul style="list-style-type: none"> • I can carry out simple processes with some accuracy to find out about the ways humans adapt to daily changes. | <ul style="list-style-type: none"> • I can carry out processes accurately to find out about the ways humans adapt to daily changes. | <ul style="list-style-type: none"> • I design and carry out a process to find out about the ways humans adapt to daily changes. |

| <p style="text-align: center;">Science Grade 1</p> <p style="text-align: center;">Earth and Space Science: Daily Seasonal Changes (DS)</p> | | | | | |
|--|--|---|---|---|---|
| Outcome | | <p>1 - Beginning The student is having difficulty demonstrating an understanding of the concept.</p> | <p>2 – Approaching The student is developing an understanding of the concept.</p> | <p>3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.</p> | <p>4-Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.</p> |
| | | <p>changes.</p> <ul style="list-style-type: none"> • With help, I can create a simple representation of animal adaptations to seasonal changes. | <ul style="list-style-type: none"> • I can create a simple representation of human adaptations to seasonal changes. | <ul style="list-style-type: none"> • I can create a detailed representation of human adaptations to seasonal changes. | <ul style="list-style-type: none"> • I can create a detailed representation of human adaptations and explain my thinking. |
| <p>Comments</p> | | | | | |