Science Grade 6
Life Science: Diversity of Living Things (DL)

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.
DL6.1 Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.	**Diversity of living things in ecosystems**	• **With help**, I can state some of the characteristics that define all living things. • **With help,** I can identify the diversity of living things in local or other ecosystem.	• I can **state some of the characteristics** that define all living things. • I can **identify** the diversity of living things in local or other ecosystem.	• I can **state the characteristics** that define all living things. • I can **explain** the diversity of living things in local and other ecosystems.	• I can **explain** the characteristics that define all living things, using examples. • I can distinguish living things that would only be present in select ecosystems.
	Related careers	• **With help**, I can identify a few examples of careers that require an understanding of living things.	• I **can identify examples** of many careers that require an understanding of living things.	• I can **describe examples** of several careers that require an understanding of living things.	• I can **compare** the understanding of living thing required in different careers.
	Appreciate	• **With frequent reminders**, I show respect for living things and the environment when observing ecosystems.	• I **often** show respect for living things and the environment when observing ecosystems.	• I **consistently** show respect for living things and the environment when observing ecosystems.	• I show respect for living things and the environment by **enhancing an ecosystem**.
Comments					

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DL6.2 **Examine how humans organize understanding of the diversity of living things.**	• **With help,** I can use classification systems to organize living things into groups.	• I can use classification systems to organize living things into **groups**.	• I can **use classification systems** to organize living things into groups **and sub groups**.	• I can **create** classification systems to organize information creating groups and **detailed subgroups.**
	• **With help**, I can identify different worldviews.	• I can **identify** different worldviews.	• I can **describe how different worldviews can shape systems of organizing information**.	• I can **create a different classification system** using an alternate worldview.
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DL6.3 Analyze the characteristics and behaviours of vertebrates (i.e., mammals, birds, reptiles, amphibians, and fish) and invertebrates.	**Characteristics**	• **With help**, I can identify **some** of the characteristics of vertebrates **OR** invertebrates.	• I can identify the characteristics of vertebrates **OR** invertebrates.	• I can **compare and represent** the characteristics of vertebrates **AND** invertebrates I choose.	• I can identify, compare and represent the characteristics of **a variety** of vertebrates **AND** invertebrates.
	Behaviours	• **With help,** I can identify behaviours of vertebrates **OR** invertebrates.	• I can identify behaviours of vertebrates **OR** invertebrates.	• I can **compare and represent** the behaviours of vertebrates **AND** invertebrates I choose.	• I can identify, compare and represent the behaviours of **a variety** of vertebrates **AND** invertebrates.
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DL6.4 Examine and describe structures and behaviours that help: ○ **individual living organisms survive in their environments in the short term;** ○ **species of living organisms adapt to their environments in the long term.**	**Structures**	• I can identify the structures of individual living organisms.	• I can identify the structures of individual living organisms and **describe how some** of them help the organism survive in its environment.	• I can **describe how the structures** of individual living organisms help the organism survive in its environment.	• I can **compare** how the structures of different living organisms in an ecosystem help the organisms to survive.
	Behaviors	• I can identify the behaviours of individual living organisms.	• I can **identify the behaviours of individual living organisms** and **describe how some of them** help the organism survive in its environment.	• I can **describe how the behaviours** of individual living organisms help the organism survive in its environment.	• I can **compare** how the behaviors of different living organisms in an ecosystem help the organisms to survive.
	Adaptations	• I can identify **a few** adaptations of individual living organisms to structures **OR** behaviors.	• I can identify the adaptations of individual living organisms to structures **OR** behaviours, and **describe how some** of them help the organism survive in its environment in the long term.	• I can **describe examples of adaptations to structures AND** behaviours that have enabled living things to adapt to their environments in the long term.	• I can **compare** the adaptations to structures **AND** behaviours of different species that have helped them survive in the long term.

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DL6.5 **Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of micro-organisms.**	**Effects of micro-organisms on past and present society**	• **With help**, I can **identify the basic needs** of micro-organisms. • **With help**, I can identify the positive and negative effects of micro-organisms for humans on past **OR** present society.	• I can **identify the basic needs** of micro-organisms. • I can identify the positive and negative effects of micro-organisms for humans on past **OR** present society.	• I can **explain how micro-organisms meet their basic needs**. • I can **explain** the positive and negative effects of micro-organisms on past **AND** present society**.**	• I can **explain how micro-organisms meet their basic needs, with specific examples**. • I can explain the positive and negative effects of micro-organisms for humans **in the time period they were discovered**, **with specific examples.**
	Contributions of science and technology to understanding of micro-organisms	• **With help**, I can **give examples of contributions of science** and technology to our understanding of micro-organisms.	• I can **give examples of contributions of science** and technology to our understanding of micro-organisms.	• I can **explain the contributions of science** and technology to our understanding of micro-organisms.	• I can **compare the impact of contributions of science** and technology to our understanding of micro-organisms.
Comments					