

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.

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	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					

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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.

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		<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>					