



Science Grade 1					
Earth and Space Science: Daily Seasonal Changes (DS)					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
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 changes. 	<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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		<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.
Comments					