

Schoolyard safari

Level 1 and 2 investigating outcomes

Student	Stage	Key Learning Area	Date
		Science	

Task	Students investigate different types of animal habitats, and the type and number of animals found.
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	Investigating unit outcomes	Beginning	Developing	Achieving
Level 1	Follow directions to conduct simple investigations about small animals.	Students follow directions to investigate small animals.	Students follow directions to investigate small animals, making observations about their habitats.	Students follow directions to investigate small animals and their habitats, drawing conclusions about the numbers of animals found and the habitat conditions.
	Make and describe observations.	Students can make observations.	Students can make observations about small animals.	Students can make and describe observations about small animals and their habitats.

	Investigating unit outcomes	Beginning	Developing	Achieving
Level 2	Make and record observations.	Students can make observations.	Students can make and share observations with others.	Students can make, share and record observations.
	Identify patterns in a simple graph	Students can identify patterns.	Students can identify patterns in a simple graph.	Students can identify patterns in a simple graph and summarise the results.

Schoolyard safari

Level 1 and 2 conceptual outcomes

Student	Stage	Key Learning Area	Date
		Science	

Task	Students reflect on their learning and represent what they know about the features, behaviour and habitats of small animals.
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	Conceptual unit outcomes	Beginning	Developing	Achieving
Level 1	Identify parts of a small animal used for movement, feeding and protection.	Students can observe the ways that small animals move, feed and protect themselves.	Students can identify the parts of a small animal used to move, feed and protect themselves.	Students can identify the parts of a small animal, describing how these different parts enable it to move, feed and protect itself.
	Identify conditions of a small animal's habitat (for example – moist, cool, dry, hot).	Students can observe the habitats of small animals.	Students can identify features of different habitats.	Students can identify the conditions of a small animal's habitat and explain why small animals might inhabit these areas.
	Identify and describe the behaviour of small animals in a particular habitat.	Students can observe small animals.	Students can identify and describe small animals.	Students can identify and describe small animals and their behaviour in particular habitats.

	Conceptual unit outcomes	Beginning	Developing	Achieving
Level 2	Compare the structural features of two small animals.	Students can observe the features of small animals.	Students can observe and name the features of two small animals.	Students can name and compare the structural features of two small animals, describing the similarities and differences between each small animal.
	Compare the habitats of different small animals.	Students can identify the habitat of a small animal.	Students can identify and describe the habitats of different small animals.	Students can compare the habitats of different small animals, describing the similarities and differences between each habitat.
	Identify the habitat conditions needed for survival of a particular small animal.	Students can identify a small animal.	Students can identify the habitat conditions of a small animal.	Students can identify the habitat conditions of a small animal and explain how these conditions help small animals survive.