

Staying alive

Level 1 and 2 investigating outcomes

| Student | Stage | Key Learning Area | Date |
|---------|-------|-------------------|------|
| | | Science | |

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| Task | Students plan and conduct an investigation comparing the water needs of an animal and a human. |
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| | Investigating unit outcomes | Beginning | Developing | Achieving |
|----------------|---|--|---|--|
| Level 1 | Follow directions to conduct simple investigations of the amount of water consumed by humans and a pet. | Students follow few directions to conduct simple investigations of the amount of water consumed by humans and a pet. | Students follow some directions to conduct simple investigations of the amount of water consumed by humans and a pet. | Students follow directions to conduct simple investigations of the amount of water consumed by humans and a pet. |
| | Make and share observations. | Students make observations. | Students make and share limited observations. | Students make and share observations. |

| | Investigating unit outcomes | Beginning | Developing | Achieving |
|----------------|---|---|---|--|
| Level 2 | Identify a variable related to the needs of an animal that could be investigated. | Students identify the needs of an animal. | Students identify that an investigation involves variables. | Students identify a variable related to the needs of an animal that could be investigated. |
| | Make and record observations. | Students make observations. | Students make and share observations. | Students make and record observations. |

Staying alive

Level 1 and 2 conceptual outcomes

| Student | Stage | Key Learning Area | Date |
|---------|-------|-------------------|------|
| | | Science | |

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|-------------|--|
| Task | Students represent what they know about the needs of animals, including humans, and reflect on their learning during the unit. |
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| | Conceptual unit outcomes | Beginning | Developing | Achieving |
|----------------|---|--|--|--|
| Level 1 | Identify things a person needs to survive such as air, food, water and shelter. | Students identify that a person needs things to survive. | Students identify something a person needs to survive. | Students identify things a person needs to survive such as air, food, water and shelter. |
| | Identify things a particular pet needs to survive such as air, food, water and shelter. | Students identify that a particular pet needs things to survive. | Students identify something a particular pet needs to survive. | Students identify things a particular pet needs to survive such as air, food, water and shelter. |
| | Name the senses and describe how each sense helps us. | Students name some of the senses. | Students name the senses. | Students name the senses and describe how each sense helps us. |

| | Conceptual unit outcomes | Beginning | Developing | Achieving |
|----------------|---|--|--|--|
| Level 2 | Identify similarities in the needs of a person and a pet. | Students identify a need of a person or a pet. | Students identify the needs of a person and a pet. | Students identify similarities in the needs of a person and a pet. |
| | Identify differences in the needs of a person and a pet. | Students identify a need of a person or a pet. | Students identify the needs of a person and a pet. | Students identify differences in the needs of a person and a pet. |