

CULTURE BASED LEARNING

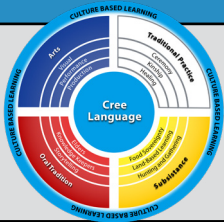
One-Point Rubric

ORGANIZING IDEA: Earth Science

GRADE/SUBJECT/SPECIFIC AREA: Grade One Science: Seasonal Changes

LEARNING OUTCOME: Students analyze environments and investigate interactions and changes.

O1: Earth Science



Does the student Show Understanding of the essential KSPS?

Feedback For Guidance
Specifically explain why the Learning outcome met or did not meet this objective

Understanding: Changes in environments include seasonal changes.

Students know the four seasons in Alberta:

- **Summer**
- **Autumn or Fall**
- **Winter**
- **Spring**

Yes, completely

A little but could be more

Not evident

Students recognize that seasonal changes appear in the environment such as:

- snow covering the ground
- snow melting the surface of lakes and other bodies of water
- rivers flowing fast or slow

Yes, completely

A little but could be more

Not evident

STORIES/LEGENDS
Whiskeyjack & the Long Winter

- Students identify the signs of winter in this legend.
- Students notice the signs of spring in the legend

Yes, completely


A little but could be more

Not evident

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LEARNING OUTCOME: Students analyze environments and investigate interactions and changes.

Seasonal changes appear in plants and animals, such as <ul style="list-style-type: none">• camouflage in animals	Yes, completely	
	A little but could be more	
	Not evident	
Seasonal changes appear in plants and animals, such as <ul style="list-style-type: none">• leaves changing colour and falling	Yes, completely	
	A little but could be more	
	Not evident	
Seasonal changes appear in plants and animals, such as <ul style="list-style-type: none">• flowers blooming	Yes, completely	
	A little but could be more	
	Not evident	
Seasonal changes appear in plants and animals, such as <ul style="list-style-type: none">• crops and plants greening and growing	Yes, completely	
	A little but could be more	
	Not evident	
Students learn that not only are 'trees' living but they have a spirit. The Cree thank the tree for the produce that is given in the Fall (apples from an apple tree).  VIDEOS Plants and Trees (Animate/ Inanimate)	Yes, completely	
	A little but could be more	
	Not evident	
Students investigate animal behaviour throughout the seasons – migration.	Yes, completely	
	A little but could be more	
	Not evident	
Students observe ducks and geese flying south.	Yes, completely	
	A little but could be more	
	Not evident	

ORGANIZING IDEA: Earth Science

GRADE/SUBJECT/SPECIFIC AREA: Grade One Science: Seasonal Changes

LEARNING OUTCOME: Students analyze environments and investigate interactions and changes.

Students investigate animal behaviour throughout the seasons - hibernation	Yes, completely	
	A little but could be more	
	Not evident	
Students learn that bears increase eating behaviours in Autumn.	Yes, completely	
	A little but could be more	
	Not evident	
Students learn that bears hibernate in winter.	Yes, completely	
	A little but could be more	
	Not evident	
Students share personal experience related to sudden changes in the environment.	Yes, completely	
	A little but could be more	
	Not evident	
Students discuss how changes in the appearance of environments, plants and animals are related in the seasons.	Yes, completely	
	A little but could be more	
	Not evident	
Students represent an environment in different seasons to show environmental changes.	Yes, completely	
	A little but could be more	
	Not evident	

COMMENTS

Any additional comments?