

You and Your World – 1

Groups

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently understands the importance of interactions between people.	Generally understands the importance of interactions between people.	Somewhat understands the importance of interactions between people.	Unable to understand the importance of interactions between people.
Consistently understands the similarity and diversity of social and cultural groups.	Generally understands the similarity and diversity of social and cultural groups.	Somewhat understands the similarity and diversity of social and cultural groups.	Unable to understand the similarity and diversity of social and cultural groups.
Consistently understands people within groups have rights and responsibilities.	Generally understands people within groups have rights and responsibilities.	Somewhat understands people within groups have rights and responsibilities.	Unable to understand people within groups have rights and responsibilities.
Evidence: Responses to questions, Journals (drawings, labels, written texts), conferences, role playing, observations during "Talking Circles"			

Our Environment

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Insightfully describes, using own words, how a wide range of plants and animals meet their needs in a given environment.	Readily describes, using own words, how plants and animals meet their needs in a given environment.	With prompting describes, using own words, how familiar plants and animals meet their needs in a given environment.	Rarely able to describe, using own words, how familiar plants and animals meet their needs in a given environment.
Consistently plans and conducts investigations by asking questions, selecting materials, following a procedure and making observations.	Generally plans and conducts investigations by asking questions, selecting materials, following a procedure and making observations.	With prompting plans and conducts investigations by asking questions, selecting materials, following a procedure and making observations.	Rarely able to plan and conduct investigations by asking questions, selecting materials, following a procedure and making observations.
Consistently makes organized and relevant observations using written language, pictures, and charts.	Generally makes relevant observations using written language, pictures, and charts.	With prompting, makes observations using written language, pictures, and charts.	Rarely able to make observations using written language, pictures, and charts.
Consistently communicates how living things respond to changes in solar energy (daily and seasonal).	Generally communicates how living things respond to changes in solar energy (daily and seasonal).	With prompting communicates how living things respond to changes in solar energy (daily and seasonal).	Rarely able to communicate how living things respond to changes in solar energy (daily and seasonal).
Independently describes how people depend upon and interact with a wide range of natural environments.	Generally describes how people depend upon and interact with different natural environments.	With prompting describes how people depend upon and interact with different natural environments.	Rarely able to describe how people depend upon and interact with different natural environments.

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Consistently and independently demonstrates age-appropriate action to practice responsible behavior in caring for the environment.	Generally demonstrates age-appropriate action to practice responsible behavior in caring for the environment.	Somewhat able to demonstrate age-appropriate action to practice responsible behavior in caring for the environment.	Rarely demonstrates age-appropriate action to practice responsible behavior in caring for the environment.
Evidence: Responses to questions, Journals (drawings, labels, written texts), Conferences, role playing, Records of activities to care for the environment, Class Mini Projects			

Healthy Lifestyles

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Insightfully uses own words to describe a healthy lifestyle and to identify ways to develop and maintain it.	Readily uses own words to describe a healthy lifestyle and to identify ways to develop and maintain it.	Incompletely uses own words to describe a healthy lifestyle and to identify ways to develop and maintain it.	Is not able to use own words to describe a healthy lifestyle and to identify ways to develop and maintain it.
Frequently identifies good eating habits and how they contribute to health and well-being.	Generally identifies good eating habits and how they contribute to health and well-being.	Sometimes identifies good eating habits and how they contribute to health and well-being.	Rarely identifies good eating habits and how they contribute to health and well-being.
Regularly lists habits and products that are harmful to our health.	Often lists habits and products that are harmful to our health.	To some extent lists habits and products that are harmful to our health.	Seldom lists habits and products that are harmful to our health.
Consistently describes and follows safety skills.	Routinely describes and follows safety skills.	Partially describes and follows safety skills.	Hardly ever describes and follows safety skills.
Evidence: Responses to questions, Journals (drawings, labels, written texts), Observations during "Snack time" and group discussions.			

Community

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently understands that the way people live in their community evolves over time.	Generally understands that the way people live in their community evolves over time.	Somewhat understands that the way people live in their community evolves over time.	Not able to understand that the way people live in their community evolves over time.
Consistently understands that signs, symbols, direction and scale are used to represent landmarks and locations.	Generally understands that signs, symbols, direction and scale are used to represent landmarks and locations.	Somewhat understands that signs, symbols, direction and scale are used to represent landmarks and locations.	Not able to understand that signs, symbols, direction and scale are used to represent landmarks and locations.
Consistently recognizes Aboriginal peoples' relationship with place has changed over time.	Generally recognizes that Aboriginal peoples' relationship with place has changed over time.	Somewhat recognizes that Aboriginal peoples' relationship with place has changed over time.	Not able to recognize that Aboriginal peoples' relationship with place has changed over time.

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Consistently able to explain how interactions between communities (local, national, and global) have changed over time.	Generally able to explain how interactions between communities (local, national, and global) have changed over time.	Somewhat able to explain how interactions between communities (local, national, and global) have changed over time.	Not able to explain how interactions between communities (local, national, and global) have changed over time.
Consistently understands the factors that influence how needs and wants are met.	Generally understands the factors that influence how needs and wants are met.	Somewhat understands the factors that influence how needs and wants are met.	Not able to understand the factors that influence how needs and wants are met.
Consistently understands how communities depend on each other for the exchange of goods and services.	Generally understands how communities depend on each other for the exchange of goods and services.	Somewhat understands how communities depend on each other for the exchange of goods and services.	Not able to understand how communities depend on each other for the exchange of goods and services.
Evidence: Projects (Poster), Responses (writing/drawing, during shared experiences), Observations during “Talking Circles”,			