Groups

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

Evidence: Responses to questions, Journals (drawings, labels, written texts), conferences, role playing, observations during "I alking Circles"

Our Environment

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

July 2015 Page 1

You and Your World - 1

Consistently and independently	Generally demonstrates age-	Somewhat able to demonstrate	Rarely demonstrates age-	
demonstrates age-appropriate	appropriate action to practice	age-appropriate action to	appropriate action to practice	
action to practice responsible	responsible behavior in caring	practice responsible behavior in	responsible behavior in caring	
behavior in caring for the	for the environment.	caring for the environment.	for the environment.	
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	Readily uses own words to	Incompletely uses own words to	Is not able to use own words to
describe a healthy lifestyle and	describe a healthy lifestyle and	describe a healthy lifestyle and	describe a healthy lifestyle and
to identify ways to develop and	to identify ways to develop and	to identify ways to develop and	to identify ways to develop and
maintain it.	maintain it.	maintain it.	maintain it.
Frequently identifies good eating	Generally identifies good eating	Sometimes identifies good	Rarely identifies good eating
habits and how they contribute	habits and how they contribute	eating habits and how they	habits and how they contribute
to health and well-being.	to health and well-being.	contribute to health and well-	to health and well-being.
		being.	
Regularly lists habits and	Often lists habits and products	To some extent lists habits and	Seldom lists habits and products
products that are harmful to our	that are harmful to our health.	products that are harmful to our	that are harmful to our health.
health.		health.	
Consistently describes and	Routinely describes and follows	Partially describes and follows	Hardly ever describes and
follows safety skills.	safety skills.	safety skills.	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	Generally understands that the	Somewhat understands that the	Not able to understand that the
the way people live in their	way people live in their	way people live in their	way people live in their
community evolves over time.			
Consistently understands that	Generally understands that	Somewhat understands that	Not able to understand that
signs, symbols, direction and			
scale are used to represent			
landmarks and locations.	landmarks and locations.	landmarks and locations.	landmarks and locations.
Consistently recognizes	Generally recognizes that	Somewhat recognizes that	Not able to recognize that
Aboriginal peoples' relationship	Aboriginal peoples' relationship	Aboriginal peoples' relationship	Aboriginal peoples' relationship
with place has changed over			
time.	time.	time.	time.

July 2015 Page 2

You and Your World – 1

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

July 2015 Page 3