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Exploring and Investigating the Environment

Instruction for science learning experiences should focus on the three major processes of scientific literacy.

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Frequently asks questions about	Usually asks questions about the	Sometimes able to ask questions	Rarely able to ask questions about
the world around them which lead	world around them which lead to	about the world around them which	the world around them which lead
to scientific inquiry or problem	scientific inquiry or problem	lead to scientific inquiry or problem	to scientific inquiry or problem
solving.	solving.	solving.	solving.
Consistently makes predictions	Generally makes predictions	With prompting, able to make	Rarely able to make prediction
relevant to the question or	relevant to the question or	predictions relevant to the question	relevant to the question or
problem.	problem	or problem.	problem.
Skilfully selects materials and	Competently selects materials and	With prompting, able to select	Not able to select materials and
follows the procedures, with	follows the procedures, with	materials and follow the	follow the procedures, even with
guidance, to conduct an	guidance, to conduct an	procedures, with guidance, to	guidance, to conduct an
investigation or solve a problem.	investigation or solve a problem.	conduct an investigation or solve a	investigation or solve a problem.
		problem.	
Consistently practices safety rules	Usually practices safety rules to	Occasionally practices safety rules	Rarely able to practice safety rules
to conduct an investigation or	conduct an investigation or solve a	to conduct an investigation or	conduct an investigation or solve a
solve a problem.	problem.	solve a problem.	problem.
Consistently records relevant	Usually records relevant	With prompting, able to record	Rarely able to record relevant
observations (in teacher provided	observations (in teacher provided	relevant observations (in teacher	observations (in teacher provided
chart, table, etc.) using written	chart, table, etc.) using written	provided chart, table, etc.) using	chart, table, etc.) using written
language and/or pictures.	language and/or pictures.	written language and/or pictures.	language and/or pictures.
Consistently offers reasonable	Usually offers reasonable	Occasionally offers reasonable	Rarely able to offer reasonable
conclusions based on	conclusions based on	conclusions based on	conclusion based on observations,
observations, evidence, and/or	observations, evidence, and/or	observations, evidence and/or	evidence and/or research.
research.	research.	research.	B 1 11 1
Consistently communicates ideas	Usually communicates ideas and	Occasionally communicates ideas	Rarely able to communicate ideas
and experiences to others in a	experiences to others in a variety	and experiences to others in a	and experiences to others in a
variety of ways using subject-	of ways using subject-specific	variety of ways using subject-	variety of ways using subject-
specific vocabulary.	vocabulary.	specific vocabulary.	specific vocabulary.
Consistently responds	Usually responds appropriately to	With prompting, able to respond	Rarely able to respond
appropriately to the ideas and	the ideas and contributions of	appropriately to the ideas and	appropriately to the ideas and
contributions of others.	others.	contributions of others.	contributions of others.
Consistently demonstrates age-	Generally demonstrates age-	Occasionally demonstrates age-	Rarely able to demonstrate age-
appropriate action to practice	appropriate action to practice	appropriate action to practice	appropriate action to practice
responsible environmental	responsible environmental	responsible environmental	responsible environmental
stewardship.	stewardship.	stewardship	stewardship.

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Evidence: Observed behaviours conducting **scientific inquiry and/or problem-solving**, Responses to questions, Journals, 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
Consistently uses own words to	Generally uses own words to	Incompletely or with prompting,	Has difficulty using own words
describe a healthy lifestyle and	describe a healthy lifestyle and	uses own words to describe a	to describe a healthy lifestyle
to identify ways to develop and	to identify ways to develop and	healthy lifestyle and to identify	and to identify ways to develop
maintain it.	maintain it.	ways to develop and maintain it.	and maintain it.
Consistently identifies good	Generally identifies good eating	Incompletely or with prompting,	Rarely identifies good eating
eating habits and how they	habits and how they contribute	identifies good eating habits and	habits and how they contribute
contribute to health and well-	to health and well-being.	how they contribute to health	to health and well-being.
being.		and well-being.	_
Consistently lists habits and	Generally lists habits and	Incompletely or with prompting,	Rarely lists habits and products
products that are harmful to our	products that are harmful to our	lists habits and products that are	that are harmful to our health.
health.	health.	harmful to our health.	
Consistently describes and	Generally describes and follows	Incompletely or with prompting,	Rarely describes and follows
follows safety skills.	safety skills.	describes and follows safety	safety skills.
-	Note: Safety skills also apply to	skills.	-
	science investigations.		
Evidence			

Evidence

: Responses to questions, Journals (drawings, labels, written texts), Observations during "Snack time" and group discussions.

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Diversity and Social Responsibility

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently identifies examples	Generally identifies examples of	Incompletely, or with prompting,	Rarely provides examples of
of cultural diversity in their	cultural diversity in their	identifies examples of cultural	cultural diversity in their
community.	community.	diversity in their community.	community.
Consistently asks questions to	Generally asks questions to	Incompletely, or with prompting,	Rarely asks questions to learn
learn about diversity or cultural	learn about diversity or cultural	asks questions to learn about	about diversity or cultural
groups.	groups	diversity or cultural groups.	groups.
Consistently uses various	Generally uses various sources	Incompletely, or with prompting,	Rarely uses sources (primary
sources (primary and	(primary and secondary, photos,	uses various sources (primary	and secondary, photos, texts,
secondary, photos, texts,	texts, articles, videos) to learn	and secondary, photos, texts,	articles, videos) to learn about
articles, videos) to learn about	about cultural groups.	articles, videos) to learn about	cultural groups.
cultural groups.		cultural groups.	
Consistently understands the	Generally understands the	Incompletely, or with prompting,	Rarely understands the
importance of interactions	importance of interactions	understands the importance of	importance of interactions
between people.	between people.	interactions between people.	between people.
Consistently understands the	Generally understands the	Incompletely or with prompting,	Rarely understands the factors
factors that influence how needs	factors that influence how needs	understands the factors that	that influence how needs and
and wants are met.	and wants are met.	influence how needs and wants are met.	wants are met.
Consistently understands how	Generally understands how	Incompletely, or with prompting,	Rarely understands how
communities depend on each	communities depend on each	understands how communities	communities depend on each
other for the exchange of goods	other for the exchange of goods	depend on each other for the	other for the exchange of goods
and services.	and services.	exchange of goods and	and services.
		services.	
Consistently identifies examples	Generally identifies examples of	Incompletely, or with prompting	Rarely identifies examples of
of First Nation communities and	First Nation communities and	identifies examples of First	First Nation communities and

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place names.	place names.	Nation communities and place	place names.
		names.	
Consistently uses various sources (primary and secondary, photos, texts, articles, videos) to learn about First Nation culture and heritage.	Generally uses various sources (primary and secondary, photos, texts, articles, videos) to learn about First Nation culture and heritage.	Incompletely, or with prompting uses various sources (primary and secondary, photos, texts, articles, videos) to learn about First Nation culture and heritage.	Rarely uses various sources (primary and secondary, photos, texts, articles, videos) to learn about First Nation culture and heritage.
Consistently explains the difference between rights and	Generally explains the difference between rights and	Incompletely or with prompting explains the difference between	Rarely explains the difference between rights and
responsibilities. Consistently identifies the difference between needs and wants.	responsibilities. Generally identifies the difference between needs and wants.	rights and responsibilities. Incompletely or with prompting identifies the difference between needs and wants.	responsibilities. Rarely identifies the difference between needs and wants.
Consistently demonstrates ways to resolve conflict without adult assistance.	Generally demonstrates ways to resolve conflicts without adult assistance.	Incompletely or with prompting demonstrates ways to resolve conflicts without adult assistance.	Rarely demonstrates ways to resolve conflicts without adult assistance.

Evidence: observations during interactions with others, drawings, journal entries, projects, discussion and responses during whole class or small group classroom dialogues.