

## You and Your World – Grade 1 French immersion

### 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 the world around them which lead to scientific inquiry or problem solving.	Usually asks questions about the world around them which lead to scientific inquiry or problem solving.	Sometimes able to ask questions about the world around them which lead to scientific inquiry or problem solving.	Rarely able to ask questions about the world around them which lead to scientific inquiry or problem solving.
Consistently makes predictions relevant to the question or problem.	Generally makes predictions relevant to the question or problem..	With prompting, able to make predictions relevant to the question or problem.	Rarely able to make prediction relevant to the question or problem.
Skilfully selects materials and follows the procedures, with guidance, to conduct an investigation or solve a problem.	Competently selects materials and follows the procedures, with guidance, to conduct an investigation or solve a problem.	With prompting, able to select materials and follow the procedures, with guidance, to conduct an investigation or solve a problem.	Not able to select materials and follow the procedures, even with guidance, to conduct an investigation or solve a problem.
Consistently practices safety rules to conduct an investigation or solve a problem.	Usually practices safety rules to conduct an investigation or solve a problem.	Occasionally practices safety rules to conduct an investigation or solve a problem.	Rarely able to practice safety rules to conduct an investigation or solve a problem.
Consistently records relevant observations (in teacher provided chart, table, etc.) using written language and/or pictures.	Usually records relevant observations (in teacher provided chart, table, etc.) using written language and/or pictures.	With prompting, able to record relevant observations (in teacher provided chart, table, etc.) using written language and/or pictures.	Rarely able to record relevant observations (in teacher provided chart, table, etc.) using written language and/or pictures.
Consistently offers reasonable conclusions based on observations, evidence, and/or research.	Usually offers reasonable conclusions based on observations, evidence, and/or research.	Occasionally offers reasonable conclusions based on observations, evidence and/or research.	Rarely able to offer reasonable conclusion based on observations, evidence and/or research.
Consistently communicates ideas and experiences to others in a variety of ways using subject-specific vocabulary.	Usually communicates ideas and experiences to others in a variety of ways using subject-specific vocabulary.	Occasionally communicates ideas and experiences to others in a variety of ways using subject-specific vocabulary.	Rarely able to communicate ideas and experiences to others in a variety of ways using subject-specific vocabulary.
Consistently responds appropriately to the ideas and contributions of others.	Usually responds appropriately to the ideas and contributions of others.	With prompting, able to respond appropriately to the ideas and contributions of others.	Rarely able to respond appropriately to the ideas and contributions of others.
Consistently demonstrates age-appropriate action to practice responsible environmental stewardship.	Generally demonstrates age-appropriate action to practice responsible environmental stewardship.	Occasionally demonstrates age-appropriate action to practice responsible environmental stewardship..	Rarely able to demonstrate age-appropriate action to practice responsible environmental 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 describe a healthy lifestyle and to identify ways to develop and maintain it.	Generally uses own words to describe a healthy lifestyle and to identify ways to develop and maintain it.	Incompletely or with prompting, uses own words to describe a healthy lifestyle and to identify ways to develop and maintain it.	Has difficulty using own words to describe a healthy lifestyle and to identify ways to develop and maintain it.
Consistently 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.	Incompletely or with prompting, 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.
Consistently lists habits and products that are harmful to our health.	Generally lists habits and products that are harmful to our health.	Incompletely or with prompting, lists habits and products that are harmful to our health.	Rarely lists habits and products that are harmful to our health.
Consistently describes and follows safety skills.	Generally describes and follows safety skills. <u>Note:</u> Safety skills also apply to science investigations.	Incompletely or with prompting, describes and follows safety skills.	Rarely describes and follows safety skills.
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 of cultural diversity in their community.	Generally identifies examples of cultural diversity in their community.	Incompletely, or with prompting, identifies examples of cultural diversity in their community.	Rarely provides examples of cultural diversity in their community.
Consistently asks questions to learn about diversity or cultural groups.	Generally asks questions to learn about diversity or cultural groups..	Incompletely, or with prompting, asks questions to learn about diversity or cultural groups.	Rarely asks questions to learn about diversity or cultural groups.
Consistently uses various sources (primary and secondary, photos, texts, articles, videos) to learn about cultural groups.	Generally uses various sources (primary and secondary, photos, texts, articles, videos) to learn about cultural groups.	Incompletely, or with prompting, uses various sources (primary and secondary, photos, texts, articles, videos) to learn about cultural groups.	Rarely uses sources (primary and secondary, photos, texts, articles, videos) to learn about cultural groups.
Consistently understands the importance of interactions between people.	Generally understands the importance of interactions between people.	Incompletely, or with prompting, understands the importance of interactions between people.	Rarely understands the importance of interactions between people.
Consistently understands the factors that influence how needs and wants are met.	Generally understands the factors that influence how needs and wants are met.	Incompletely or with prompting, understands the factors that influence how needs and wants are met.	Rarely understands 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.	Incompletely, or with prompting, understands how communities depend on each other for the exchange of goods and services.	Rarely understands how communities depend on each other for the exchange of goods and services.
Consistently identifies examples of First Nation communities and	Generally identifies examples of First Nation communities and	Incompletely, or with prompting identifies examples of First	Rarely identifies examples of First Nation communities and

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place names.	place names.	Nation communities and place names.	place 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 responsibilities.	Generally explains the difference between rights and responsibilities.	Incompletely or with prompting explains the difference between rights and responsibilities.	Rarely explains the difference between rights and responsibilities.
Consistently identifies the difference between needs and wants.	Generally identifies the difference between needs and wants.	Incompletely or with prompting identifies the difference between needs and wants.	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.			