**Groups**

|  |  |  |  |
| --- | --- | --- | --- |
| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Strongly understands the importance of interactions between people. | Generally understands the importance of interactions between people. | Somewhat understands the importance of interactions between people. | Not able to understand the importance of interactions between people. |
| Strongly 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. | Not able to understand the similarity and diversity of social and cultural groups. |
| Strongly understands that people within groups have rights and responsibilities. | Generally understands that people within groups have rights and responsibilities. | Somewhat understands that people within groups have rights and responsibilities. | Not able to understand that people within groups have rights and responsibilities. |

**Our Environment**

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| --- | --- | --- | --- |
| 4 - Exceeding | 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. | Incompletely or with prompting describes, using own words, how familiar plants and animals meet their needs in a given environment. | Rarely or needs support to describe, using own words, how familiar plants and animals meet their needs in a given environment. |
| Consistently and independently 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. | Incompletely or with prompting plans and conducts investigations by asking questions, selecting materials, following a procedure and making observations. | Rarely or needs support to plan and conduct investigations by asking questions, selecting materials, following a procedure and making observations. |
| Consistently and independently makes organized and relevant observations using written language, pictures, and charts.  | Generally makes relevant observations using written language, pictures, and charts. | Incompletely or with prompting makes observations using written language, pictures, and charts. | Rarely or needs support to make observations using written language, pictures, and charts.  |
| Consistently and independently 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). | Incompletely or with prompting communicates how living things respond to changes in solar energy (daily and seasonal). | Rarely or needs support to communicate how living things respond to changes in solar energy (daily and seasonal). |
| Consistently and 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. | Incompletely or with prompting describes how people depend upon and interact with different natural environments. | Rarely or needs support to describe how people depend upon and interact with different natural environments. |
| 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 or needs support to demonstrate age-appropriate action to practice responsible behavior in caring for the environment. |

**Healthy Lifestyles**

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| --- | --- | --- | --- |
| 4 - Exceeding | 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. |

**Community**

|  |  |  |  |
| --- | --- | --- | --- |
| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Strongly 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. |
| Strongly 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. |
| Strongly recognizes that 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. |
| Strongly 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. |
| Strongly 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. |
| Strongly 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. |