

Prioritized 3-5 Cross-Curricular Block: Personal Wellness, Social Studies and Science

Prioritized Personal Wellness: Grade 3

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Healthy Habits	Consistently recognizes the importance of healthy habits (healthy eating, physical activity, hygiene and safety practices) to improve health and wellness.	Usually recognizes the importance of healthy habits (healthy eating, physical activity, hygiene and safety practices) to improve health and wellness.	Sometimes recognizes the importance of healthy habits (healthy eating, physical activity, hygiene and safety practices) to improve health and wellness.	Unable to recognize the importance of healthy habits (healthy eating, physical activity, hygiene and safety practices) to improve health and wellness.
Decision Making Strategies	Consistently lists the steps needed to make a good decision or set goals.	Clearly lists the steps needed to make a good decision or set goals.	Sometimes lists the steps needed to make a good decision or set goals.	Unable to list the steps needed to make a good decision or set goals.
Uniqueness	Consistently lists how they or peers are unique/valuable.	Clearly lists how they or peers are unique/valuable.	Somewhat lists how they or peers are unique/valuable.	Unable to lists how they or peers are unique/valuable.
Emotions	Consistently uses their words to describe positive mental health and emotions/feelings.	Clearly uses their words to describe positive mental health and emotions/feelings.	Sometimes uses their words to describe positive mental health and emotions/feelings.	Unable to use words to describe positive mental health and emotions/feelings.
	Consistently uses self-calming strategies to control emotions.	Usually uses self-calming strategies to control emotions.	Sometimes uses self-calming strategies to control emotions.	Unable to use self-calming strategies to control emotions.
Acceptance	Consistently lists ways to show empathy and help others.	Clearly lists ways to show empathy toward others.	Partially lists ways to show empathy toward others.	Unable to list ways to show empathy toward others.
Friendships	Thoroughly describes a good friend and lists ways to make and keep friends.	Clearly describes a good friend and lists ways to make and keep friends.	Has difficulty to describe a good friend and lists ways to make and keep friends.	Unable to describe a good friend and list ways to make and keep friends.
Strategies for Resolving Conflict	Consistently lists the steps needed to resolve conflict.	Usually lists the steps needed to resolve conflict.	Occasionally lists the steps needed to resolve conflict.	Unable to list the steps needed to resolve conflict.
Strengths and Positive Self-Esteem	Consistently shares strengths with others.	Usually shares strengths with others.	Sometimes shares strengths with others.	Has difficulty sharing strengths with others.
Career Exploration	Consistently makes the connection between skills, interests, passions and jobs.	Clearly makes the connection between skills, interests, passions and jobs.	Sometimes makes the connection between skills, interests, passions and jobs.	Unable to make the connection between skills, interests, passions and jobs.
Cross Curricular Connections	<ul style="list-style-type: none"> • Personal Wellness Healthy Habits – Science Analyze and Explain • Personal Wellness Decision Making Strategies – Social Studies Decision Making • Personal Wellness Emotions – Social Studies Positive Interactions • Personal Wellness Emotions – Science STSE/Knowledge • Personal Wellness Acceptance/Friendships – Science Analyze and Explain • Personal Wellness Career Exploration – Social Studies Where People Live and Make a Living • Personal Wellness Career Exploration – Science Analyze and Explain 			

Prioritized Social Studies: Grade 3

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Culture	Confidently discusses the ways people express their cultures.	Often discusses the ways people express their cultures.	Sometimes discusses the ways people express their cultures.	Unable to discuss the ways people express their cultures.
Diversity	Consistently illustrates that the province is composed of many diverse peoples.	Usually illustrates that the province is composed of many diverse peoples.	Occasionally illustrates that the province is composed of many diverse peoples.	Unable to illustrate that the province is composed of many diverse peoples.
	Accurately explains how people migrate(d) to the province for a variety of reasons and how the diversity of the province has changed over time.	Clearly explains how people migrate(d) to the province for a variety of reasons and how the diversity of the province has changed over time.	With some difficulty explains how people migrate(d) to the province for a variety of reasons and how the diversity of the province has changed over time.	Unable to explain how people migrate(d) to the province for a variety of reasons and how the diversity of the province has changed over time.
Positive Interactions	Consistently takes age-appropriate action to promote positive interactions among people.	Usually takes age-appropriate action to promote positive interactions among people.	Occasionally takes age-appropriate action to promote positive interactions among people.	Unable to take age-appropriate action to promote positive interactions among people.
Governments	Accurately explains the different forms of government in a province.	Clearly explains the different forms of government in a province.	With some difficulty explains the different forms of government in a province.	Unable to explain the different forms of government in a province.
	Confidently discusses why groups make rules or laws and the consequences of not following rules or laws.	Often discusses why groups make rules or laws and the consequences of not following rules or laws.	Sometimes discusses why groups make rules or laws and the consequences of not following rules or laws.	Unable to discuss why groups make rules or laws and the consequences of not following rules or laws.
Citizens	Accurately demonstrates that they are citizens with rights and responsibilities	Clearly demonstrates that they are citizens with rights and responsibilities.	With some difficulty demonstrates that they are citizens with rights and responsibilities.	Unable to demonstrate that they are citizens with rights and responsibilities.
	Consistently discusses how we know what our rights and responsibilities are.	Usually discusses how we know what our rights and responsibilities are.	Occasionally discusses how we know what our rights and responsibilities are.	Unable to discuss how we know what our rights and responsibilities are.
Decision-making	Confidently demonstrates an understanding of how citizens participate in public decision making.	Often demonstrates an understanding of how citizens participate in public decision making.	Sometimes demonstrates an understanding of how citizens participate in public decision making.	Unable to demonstrate an understanding of how citizens participate in public decision making.
Where People Live and Make a Living	Consistently uses maps and cardinal directions to describe places in the province and their communities.	Usually uses maps and cardinal directions to describe places in the province and their communities.	Occasionally uses maps and cardinal directions to describe places in the province and their communities.	Unable to use maps and cardinal directions to describe places in the province and their communities.
Physical features	Accurately illustrates the major physical features of the province and the Atlantic region, including urban and rural regions, climate and vegetation.	Clearly illustrates the major physical features of the province and the Atlantic region, including urban and rural regions, climate and vegetation.	With some difficulty illustrates the major physical features of the province and the Atlantic region, including urban and rural regions, climate and vegetation.	Unable to illustrate the major physical features of the province and the Atlantic region, including urban and rural regions, climate and vegetation.

Cross Curricular Connections	<ul style="list-style-type: none">• Social Studies Positive Interactions - Personal Wellness Emotions• Social Studies Positive Interactions - Science Analyze and Explain• Social Studies Decision-making - Personal Wellness Decision-making Strategies• Social Studies Governments - Science Analyze and Explain• Social Studies Where People Live and Make a Living - Personal Wellness Career Exploration• Social Studies Physical Features – Science STSE/Knowledge
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Prioritized Science: Grade 3

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
STSE/Knowledge	Independently and consistently gives examples of how concepts explored relate to and impact daily life	Generally gives examples of how concepts explored relate to daily life	Sometimes (or with support) gives an example of how concepts explored relate to daily life	Has difficulty (even with support) giving an example of how concepts explored relate to daily life
Plan and Perform	Independently and consistently states clearly testable questions identifying all necessary observable or measurable characteristics	Generally rephrases questions clearly in a testable form identifying necessary observable or measurable characteristics	Sometimes (or with support) states a question answerable by doing an experiment identifying some observable or measurable characteristics	Has difficulty (even with support) stating a question answerable by doing an experiment seldom identifying observable or measurable characteristics
	Uses materials, techniques and equipment competently	Generally uses materials, techniques and equipment appropriately	Sometimes (or with support) mostly uses materials, techniques and equipment appropriately	Has difficulty (even with support) using materials, techniques and equipment
	Independently and consistently makes relevant observations	Generally makes relevant observations	Sometimes (or with support) makes observations	Has difficulty (even with support) making observations
	Independently and consistently records evidence appropriately (units, labels, pictures)	Generally records evidence appropriately (units, labels, pictures)	Sometimes (or with support) records evidence appropriately (units, labels, pictures)	Has difficulty (even with support) recording evidence (units, labels, pictures)
	Independently and consistently identifies and uses safety procedures	Generally identifies and uses safety procedures	Sometimes (or with support) identifies and uses safety procedures	Has difficulty (even with support) using safety procedures
Analyze and Explain	Independently and consistently recognizes and explains patterns and relationships in objects or events	Generally recognizes patterns and relationships in objects or events	Sometimes (or with support) recognizes some patterns in objects or events	Has difficulty (even with support) recognizing patterns
	Independently and consistently makes simple conclusions based on observations	Generally makes simple conclusions based on observations	Sometimes (or with support) makes some conclusions	Has difficulty (even with support) making a conclusion
	Independently and consistently communicates questions, procedures, and results efficiently and effectively	Generally communicates questions, procedures, and results effectively	Sometimes (or with support) communicates questions, procedures, and results	Has difficulty (even with support) communicating questions, procedures, results
	Independently and consistently uses specific science vocabulary appropriately	Generally uses specific science vocabulary appropriately	Sometimes (or with support) uses science vocabulary appropriately	Has difficulty (even with support) using science vocabulary appropriately
	Independently and consistently expresses ideas clearly	Generally expresses ideas clearly	Sometimes (or with support) expresses ideas	Has difficulty (even with support) expressing ideas

	Independently and consistently collaborates with others	Generally collaborates with others	Sometimes (or with support) collaborate with others	Has difficulty (even with support) collaborating with others
	Independently and consistently seeks and respects the views of others	Generally seeks and respects the views of others	Sometimes (or with support) respects the views of others	Has difficulty (even with support) respecting the views of others
	Applies findings to other situations			
Cross Curricular Connections	<ul style="list-style-type: none"> • Science STSE/Knowledge - Social Studies Physical Features • Science STSE/Knowledge - Personal Wellness Emotions • Science Analyze and Explain - Social Studies Positive Interactions • Science Analyze and Explain - Social Studies Governments • Science Analyze and Explain - Personal Wellness Healthy Habits • Science Analyze and Explain - Personal Wellness Career Exploration 			

Prioritized Personal Wellness: Grade 4

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Healthy Habits	Consistently makes the connection between healthy habits (healthy eating and drink choices, physical activity, hygiene, safety practices) and a healthy lifestyle.	Usually makes the connection between healthy habits (healthy eating and drink choices, physical activity, hygiene, safety practices) and a healthy lifestyle.	Sometimes makes the connection between healthy habits (healthy eating and drink choices, physical activity, hygiene, safety practices) and a healthy lifestyle.	Unable to makes the connection between healthy habits (healthy eating and drink choices, physical activity, hygiene, safety practices) and a healthy lifestyle.
Decision Making Strategies	Consistently sets personal goals for improving health habits.	Clearly sets personal goals for improving health habits.	Sometimes sets personal goals for improving health habits.	Unable to set personal goals for improving health habits.
Emotions	Consistently lists a variety of self-calming strategies to control emotions.	Usually lists a variety of self-calming strategies to control emotions.	Sometimes lists a variety of self-calming strategies to control emotions.	Unable to lists a variety of self-calming strategies to control emotions.
	Consistently recognizes emotions in others.	Clearly recognizes emotions in others.	Sometimes recognizes emotions in others.	Unable to recognize emotions in others.
Diversity	Consistently lists benefits of a diverse community.	Clearly lists benefits of a diverse community.	Sometimes lists benefits of a diverse community.	Unable to list benefits of a diverse community.
Friendships	Consistently describes communication strategies for making and maintaining friendships.	Clearly describes communication strategies for making and maintaining friendships.	Sometimes describes communication strategies for making and maintaining friendships.	Unable to describe communication strategies for making and maintaining friendships.
Strategies for Resolving Conflict	Consistently shows ways to resolve conflict.	Clearly shows ways to resolve conflict.	Sometimes shows ways to resolve conflict.	Unable to show ways to resolve conflict.
Strengths and Positive Self-Esteem	Consistently shares strengths, interests and personal skills with others.	Clearly shares strengths, interests and personal skills with others.	Sometimes shares strengths, interests and personal skills with others.	Unable to share strengths, interests and personal skills with others.
Career Exploration	Consistently shows good work habits that are transferable to the workplace.	Usually shows good work habits that are transferable to the workplace.	Sometimes shows good work habits that are transferable to the workplace.	Unable to show good work habits that are transferable to the workplace.
Cross Curricular Connections	<ul style="list-style-type: none"> • Personal Wellness Healthy Habits – Social Studies Stories of Explorers • Personal Wellness Health Habits – Social Studies Humans and the Physical Environment • Personal Wellness Decision Making Strategies – Science Plan and Perform • Personal Wellness Emotions – Social Studies Concept of Exploration • Personal Wellness Emotions – Science Analyze and Explain • Personal Wellness Diversity – Social Studies Landscapes of Canada • Personal Wellness Strategies for Resolving Conflict – Science Analyze and Explain • Personal Wellness Emotions – Social Studies Positive Interactions • Personal Wellness Career Exploration – Science STSE/Knowledge 			

Prioritized Social Studies: Grade 4

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Concept of Exploration	Confidently expresses that all people, including themselves, are explorers.	Often expresses that all people, including themselves, are explorers.	Sometimes expresses that all people, including themselves, are explorers.	Unable to express that all people, including themselves, are explorers.
	Confidently illustrates the many types of exploration.	Often illustrates the many types of exploration.	Sometimes illustrates the many types of exploration.	Unable to illustrates the many types of exploration.
Stories of Explorers	Accurately describes how explorers face and overcome challenges.	Clearly describes how explorers face and overcome challenges.	With some difficulty describes how explorers face and overcome challenges.	Unable to describe how explorers face and overcome challenges.
	Confidently engages with the stories of various explorers of land, ocean, space, and ideas.	Often engages with the stories of various explorers of land, ocean, space, and ideas.	Sometimes engages with the stories of various explorers of land, ocean, space, and ideas.	Unable to engage with the stories of various explorers of land, ocean, space, and ideas.
Motivating Factors	Accurately explains what motivates explorers to explore.	Clearly explains what motivates explorers to explore.	With some difficulty explains what motivates explorers to explore.	Unable to explain what motivates explorers to explore.
Impacts of Exploration	Consistently discusses how all exploration has both positive and negative consequences.	Usually discusses how all exploration has both positive and negative consequences.	Occasionally discusses how all exploration has both positive and negative consequences.	Unable to discusses how all exploration has both positive and negative consequences.
Humans and the Physical Environment	Consistently expresses how the physical environment affects the way we live and provides us the means to live.	Usually expresses how the physical environment affects the way we live and provides us the means to live.	Occasionally expresses how the physical environment affects the way we live and provides us the means to live.	Unable to expresses how the physical environment affects the way we live and provides us the means to live.
	Accurately illustrates how humans impact the environment and what sustainable practices are.	Clearly illustrates how humans impact the environment and what sustainable practices are.	With some difficulty illustrates how humans impact the environment and what sustainable practices are.	Unable to illustrate how humans impact the environment and what sustainable practices are.
Landscapes of Canada	Confidently discusses where people live, why they live there, how they make a living, how they interact with each other and make decisions.	Often discusses where people live, why they live there, how they make a living, how they interact with each other and make decisions.	Sometimes discusses where people live, why they live there, how they make a living, how they interact with each other and make decisions.	Unable to discuss where people live, why they live there, how they make a living, how they interact with each other and make decisions.
Symbols of Canada	Accurately examines symbols associated with Canada's landscape.	Clearly examines symbols associated with Canada's landscape.	With some difficulty examines symbols associated with Canada's landscape.	Unable to examine symbols associated with Canada's landscape.

Cross Curricular
Connections

- Social Studies Concept of Exploration - Personal Wellness Emotions
- Social Studies Concept of Exploration – Science Plan and Perform
- Social Studies Stories of Explorers - Personal Wellness Healthy Habits
- Social Studies Impacts of Exploration – Science Plan and Perform
- Social Studies Humans and the Physical Environment – Personal Wellness Healthy Habits
- Social Studies Humans and the Physical Environment – Science STSE/Knowledge
- Social Studies Landscapes of Canada – Personal Wellness Diversity
- Social Studies Landscapes of Canada – Science STSE/Knowledge

Prioritized Science: Grade 4

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
STSE/Knowledge	Independently and consistently describes positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Generally describes positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Sometimes (or with support) describes positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Has difficulty (even with support) describing positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
Plan and Perform	Independently and consistently makes prediction supported by scientific learning and research	Generally makes plausible prediction supported by scientific learning	Sometimes (or with support) makes prediction supported by scientific learning	Has difficulty (even with support) making a prediction
	Independently and consistently uses materials, techniques and equipment competently	Generally uses materials, techniques and equipment competently	Sometimes (or with support) uses materials, techniques and equipment competently	Has difficulty (even with support) using materials, techniques and equipment
	Independently and consistently observes relevant evidence	Generally observes relevant evidence	Sometimes (or with support) observes evidence	Has difficulty (even with support) observing evidence
	Independently and consistently records evidence appropriately (symbols, units, labels, readability)	Generally records evidence appropriately (symbols, units, labels, readability)	Sometimes (or with support) records evidence appropriately (symbols, units, labels, readability)	Has difficulty (even with support) recording evidence (symbols, units, labels, readability)
	Independently and consistently identifies and uses safety procedures	Generally identifies and uses safety procedures	Sometimes (or with support) identifies and uses safety procedures	Has difficulty (even with support) using safety procedures
Analyze and Explain	Independently and consistently classifies accurately	Generally classifies accurately	Sometimes (or with support) classifies to some extent	Has difficulty (even with support) classifying
	Independently and consistently makes conclusions supported by data	Generally makes conclusions supported by data	Sometimes (or with support) makes conclusions	Has difficulty (even with support) making a conclusion
	Independently and consistently uses specific science vocabulary appropriately	Generally uses specific science vocabulary appropriately	Sometimes (or with support) uses science vocabulary appropriately	Has difficulty (even with support) using science vocabulary appropriately
	Independently and consistently collaborates with others	Generally collaborates with others	Sometimes (or with support) collaborates with others	Has difficulty (even with support) collaborating with others
	Independently and consistently seeks and respects the views of other	Generally seeks and respects the views of others	Sometimes (or with support) respects the views of others	Has difficulty (even with support) respecting the views of others

	Applies findings to other situations			
Cross Curricular Connections	<ul style="list-style-type: none"> • Science STSE/Knowledge - Social Studies Humans and the Physical Environment • Science STSE/Knowledge - Social Studies Landscapes of Canada • Science STSE/Knowledge - Personal Wellness Career Exploration • Science Plan and Perform - Social Studies Concept of Exploration • Science Plan and Perform - Social Studies Impacts of Exploration • Science Plan and Perform - Personal Wellness Decision Making Strategies • Science Analyze and Explain - Personal Wellness Emotions • Science Analyze and Explain - Personal Wellness Strategies for Resolving Conflict 			

Prioritized Personal Wellness: Grade 5

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Healthy Habits	Consistently describes personal hygiene practices related to changes in the body due to puberty.	Clearly describes personal hygiene practices related to changes in the body due to puberty.	Sometimes describes personal hygiene practices related to changes in the body due to puberty.	Unable to describe personal hygiene practices related to changes in the body due to puberty.
Decision Making Strategies	Consistently sets personal goals for improving health habits.	Usually sets personal goals for improving health habits.	Sometimes sets personal goals for improving health habits.	Unable to set personal goals for improving health habits.
Personal Safety (e.g., harmful substances, boundaries)	Consistently shows ways to be safe when needed.	Often shows ways to be safe when needed.	Sometimes shows ways to be safe when needed.	Unable to show ways to be safe when needed.
Emotions	Consistently lists self-calming strategies to control reactions to emotions.	Usually lists self-calming strategies to control reactions to emotions.	Sometimes lists self-calming strategies to control reactions to emotions.	Unable to list self-calming strategies to control reactions to emotions.
	Consistently recognizes emotions in others.	Usually recognizes emotions in others.	Sometimes recognizes emotions in others.	Unable to recognize emotions in others.
Acceptance	Consistently analyzes how appreciation of diversity enhances community relationships.	Often analyzes how appreciation of diversity enhances community relationships.	Sometimes analyzes how appreciation of diversity enhances community relationships.	Unable to analyze how appreciation of diversity enhances community relationships.
Friendships	Consistently describes empathetic responses and their impact on interpersonal relationships.	Often describes empathetic responses and their impact on interpersonal relationships.	Sometimes describes empathetic responses and their impact on interpersonal relationships.	Unable to describe empathetic responses and their impact on interpersonal relationships.
Strategies for Resolving Conflict	Consistently analyzes strategies to deal with conflict across a variety of interpersonal relationships.	Usually analyzes strategies to deal with conflict across a variety of interpersonal relationships.	Sometimes analyzes strategies to deal with conflict across a variety of interpersonal relationships.	Unable to analyze strategies to deal with conflict across a variety of interpersonal relationships.
Career Exploration	Consistently describes the way jobs change over time in response to society's needs.	Usually describes the way jobs change over time in response to society's needs.	Sometimes describes the way jobs change over time in response to society's needs.	Unable to describe the way jobs change over time in response to society's needs.
	Consistently makes the connection between skills, interests, passions and jobs.	Usually makes the connection between skills, interests, passions and jobs.	Sometimes makes the connection between skills, interests, passions and jobs.	Unable to make the connection between skills, interests, passions and jobs.

Cross Curricular Connections	<ul style="list-style-type: none">• Personal Wellness Emotions – Social Studies Positive Interactions• Personal Wellness Decision Making Strategies – Science Plan and Perform• Personal Wellness Emotions – Social Studies Positive Interactions• Personal Wellness Emotions – Science Analyze and Explain• Personal Wellness Strategies for Resolving Conflict – Social Studies First Nations and Inuit• Personal Wellness Strategies for Resolving Conflict – Social Studies Early Atlantic Canada• Personal Wellness Acceptance – Social Studies Similarities and Differences• Personal Wellness Acceptance/Friendships/Strategies for Resolving Conflict – Science Analyze and Explain• Personal Wellness Career Exploration – Social Studies Learning about the Past• Personal Wellness Career Exploration – Social Studies The Environment and Ancient Societies• Personal Wellness Career Exploration – Science STSE/Knowledge
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Prioritized Social Studies: Grade 5

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Learning About the Past	Confidently discusses how history is often constructed through the discovery and interpretation of primary and secondary sources.	Often discusses how history is often constructed through the discovery and interpretation of primary and secondary sources.	Sometimes discusses how history is often constructed through the discovery and interpretation of primary and secondary sources.	Unable to discuss how history is often constructed through the discovery and interpretation of primary and secondary sources.
	Accurately explains what primary sources, including oral histories, tell us about the history of a place and/or people.	Clearly explains what primary sources, including oral histories, tell us about the history of a place and/or people.	With some difficulty explains what primary sources, including oral histories, tell us about the history of a place and/or people.	Unable to explain what primary sources, including oral histories, tell us about the history of a place and/or people.
	Consistently explains how histories can change depending on new evidence and perspectives considered.	Usually explains how histories can change depending on new evidence and perspectives considered.	Occasionally explains how histories can change depending on new evidence and perspectives considered.	Unable to explain how histories can change depending on new evidence and perspectives considered.
The Environment and Ancient Societies	Accurately explains how environment influenced the development of an ancient society.	Clearly explains how environment influenced the development of an ancient society.	With some difficulty explains how environment influenced the development of an ancient society.	Unable to explain how environment influenced the development of an ancient society.
First Nations and Inuit	Accurately describes the diverse First Nations and Inuit societies that existed in what later became Canada.	Clearly describes the diverse First Nations and Inuit societies that existed in what later became Canada.	With some difficulty describes the diverse First Nations and Inuit societies that existed in what later became Canada.	Unable to describe the diverse First Nations and Inuit societies that existed in what later became Canada.
	Consistently explains decision-making practices and governance in First Nations and Inuit societies in what later became Atlantic Canada.	Usually explains decision-making practices and governance in First Nations and Inuit societies in what later became Atlantic Canada.	Occasionally explains decision-making practices and governance in First Nations and Inuit societies in what later became Atlantic Canada.	Unable to explain decision-making practices and governance in First Nations and Inuit societies in what later became Atlantic Canada.
Early Atlantic Canada	Accurately researches the experiences of different groups coming to what later became Atlantic Canada.	Clearly researches the experiences of different groups coming to what later became Atlantic Canada.	Sometimes researches the experiences of different groups coming to what later became Atlantic Canada.	Unable to research the experiences of different groups coming to what later became Atlantic Canada.
	Accurately describes the interactions between settlers and arrivants and First Nations and Inuit societies.	Clearly describes the interactions between settlers and arrivants and First Nations and Inuit societies.	With some difficulty describes the interactions between settlers and arrivants and First Nations and Inuit societies.	Unable to describe the interactions between settlers and arrivants and First Nations and Inuit societies.
Similarities and Differences	Accurately illustrates the similarities and differences between past societies and their society.	Clearly illustrates the similarities and differences between past societies and their society.	Sometimes illustrates the similarities and differences between past societies and their society.	Unable to illustrate the similarities and differences between past societies and their society.

Cross Curricular Connections	<ul style="list-style-type: none">• Social Studies Learning About the Past - Personal Wellness Career Exploration• Social Studies Learning About the Past – Science STSE/Knowledge• Social Studies The Environment and Ancient Societies – Personal Wellness Career Exploration• Social Studies The Environment and Ancient Societies – Science STSE/Knowledge• Social Studies First Nations and Inuit – Personal Wellness Strategies for Resolving Conflict• Social Studies First Nations and Inuit – Science Analyze and Explain• Social Studies Early Atlantic Canada - Personal Wellness Strategies for Resolving Conflict• Social Studies Early Atlantic Canada – Science Analyze and Explain• Social Studies Similarities and Differences - Personal Wellness Acceptance• Social Studies Similarities and Differences – Science STSE/Knowledge
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Prioritized Science: Grade 5

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
STSE/Knowledge	Independently and consistently describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)	Generally describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)	Sometimes (or with support) describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)	Has difficulty (even with support) describing that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)
	Independently and consistently describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Generally describes positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Sometimes (or with support) describes positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Has difficulty (even with support) describing positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
Plan and Perform	Independently and consistently selects all relevant variables to test, control, and measure (quantitatively)	Generally selects relevant variables to test, control, and measure	Sometimes (or with support) selects some variables to test, control, and measure	Has difficulty (even with support) identifying variables
	Independently and consistently designs experiments to collect intended evidence; steps are complete, concise and can be understood by others	Generally designs experiments to collect intended evidence; steps are complete and can be understood by others	Sometimes (or with support) designs experiments to collect intended evidence; some steps may be incomplete or missing	Has difficulty (even with support) designing a complete experiment
	Independently and consistently chooses appropriate materials and equipment	Generally chooses appropriate materials and equipment	Sometimes (or with support) chooses appropriate materials and equipment	Has difficulty (even with support) choosing appropriate materials and equipment
	Independently and consistently conducts experiments that control all needed variables	Generally conducts experiments that control most variables	Sometimes (or with support) conducts experiments that controls some variables	Has difficulty (even with support) conducting an experiment that controls some variables
	Independently and consistently uses materials, techniques and equipment competently	Generally uses materials, techniques and equipment competently	Sometimes (or with support) mostly uses materials, techniques and equipment competently	Has difficulty (even with support) using materials, techniques and equipment
	Independently and consistently measures accurately	Generally measures accurately	Sometimes (or with support) measures accurately	Has difficulty (even with support) measuring accurately
	Independently and consistently observes relevant evidence	Generally observes relevant evidence	Sometimes (or with support) observes evidence	Has difficulty (even with support) observing evidence
	Independently and consistently records evidence appropriately (symbols, units, labels, readability)	Generally records evidence appropriately (symbols, units, labels, readability)	Sometimes (or with support) records evidence appropriately (symbols, units, labels, readability)	Has difficulty (even with support) recording evidence (symbols, units, labels, readability)

	Independently and consistently identifies and uses safety procedures	Generally identifies and uses safety procedures	Sometimes (or with support) identifies and uses safety procedures	Has difficulty (even with support) using safety procedures
Analyze and Explain	Independently and consistently organizes and displays evidence efficiently and effectively (charts, graphs, tables)	Generally organizes and displays evidence appropriately and effectively (charts, graphs, tables)	Sometimes (or with support) organizes and displays evidence appropriately (charts, graphs, tables)	Has difficulty (even with support) organizing and displaying evidence appropriately (charts, graphs, tables)
	Independently and consistently uses specific science vocabulary appropriately	Generally uses specific science vocabulary appropriately	Sometimes (or with support) uses science vocabulary appropriately	Has difficulty (even with support) using science vocabulary appropriately
	Independently and consistently expresses ideas clearly	Generally expresses ideas clearly	Sometimes (or with support) expresses ideas	Has difficulty (even with support) expressing ideas
	Independently and consistently collaborates with others	Generally collaborates with others	Sometimes (or with support) collaborates with others	Has difficulty (even with support) collaborating with others
	Independently and consistently seeks and respects the views of other	Generally seeks and respects the views of others	Sometimes (or with support) respects the views of others	Has difficulty (even with support) respecting the views of others
	Applies findings to other situations			
Cross Curricular Connections	<ul style="list-style-type: none"> • Science Plan and Perform - Personal Wellness Decision Making Strategies • Science Analyze and Explain - Social Studies First Nations and Inuit • Science Analyze and Explain - Social Studies Early Atlantic Canada • Science Analyze and Explain - Personal Wellness Emotions • Science Analyze and Explain - Personal Wellness Acceptance/Friendships/Strategies for Resolving Conflict 			