# 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	Usually recognizes the	Sometimes recognizes the	Unable to recognize the
	importance of healthy habits	importance of healthy habits	importance of healthy habits	importance of healthy habits
	(healthy eating, physical	(healthy eating, physical	(healthy eating, physical	(healthy eating, physical
	activity, hygiene and safety	activity, hygiene and safety	activity, hygiene and safety	activity, hygiene and safety
	practices) to improve health	practices) to improve health	practices) to improve health	practices) to improve health
	and wellness.	and wellness.	and wellness.	and wellness.
Decision Making	Consistently lists the steps	Clearly lists the steps needed	Sometimes lists the steps	Unable to list the steps needed
Strategies	needed to make a good	to make a good decision or set	needed to make a good	to make a good decision or set
	decision or set goals.	goals.	decision or set goals.	goals.
Uniqueness	Consistently lists how they or	Clearly lists how they or peers	Somewhat lists how they or	Unable to lists how they or
	peers are unique/valuable.	are unique/valuable.	peers are unique/ valuable.	peers are unique/valuable.
Emotions	Consistently uses their words	Clearly uses their words to	Sometimes uses their words to	Unable to use words to
	to describe positive mental	describe positive mental health	describe positive mental health	describe positive mental health
	health and emotions/feelings.	and emotions/feelings.	and emotions/feelings.	and emotions/feelings.
	Consistently uses self-calming	Usually uses self-calming	Sometimes uses self-calming	Unable to use self-calming
	strategies to control emotions.	strategies to control emotions.	strategies to control emotions.	strategies to control emotions.
Acceptance	Consistently lists ways to show	Clearly lists ways to show	Partially lists ways to show	Unable to list ways to show
	empathy and help others.	empathy toward others.	empathy toward others.	empathy toward others.
Friendships	Thoroughly describes a good	Clearly describes a good friend	Has difficulty to describe a	Unable to describe a good
	friend and lists ways to make	and lists ways to make and	good friend and lists ways to	friend and list ways to make
	and keep friends.	keep friends.	make and keep friends.	and keep friends.
Strategies for	Consistently lists the steps	Usually lists the steps needed	Occasionally lists the steps	Unable to list the steps needed
Resolving Conflict	needed to resolve conflict.	to resolve conflict.	needed to resolve conflict.	to resolve conflict.
Strengths and	Consistently shares strengths	Usually shares strengths with	Sometimes shares strengths	Has difficulty sharing strengths
Positive Self-	with others.	others.	with others.	with others.
Esteem	Openints with a market the	Ola ank are also a thin a compaction	Constitutes and the state of	
Career	Consistently makes the	Clearly makes the connection	Sometimes makes the	Unable to make the connection
Exploration	connection between skills,	between skills, interests,	connection between skills,	between skills, interests,
0	interests, passions and jobs.	passions and jobs.	interests, passions and jobs.	passions and jobs.
Cross Curricular		hy Habits – Science Analyze and	•	
Connections	Personal Wellness Decision Making Strategies – Social Studies Decision Making			
		ions – Social Studies Positive Inte	ractions	
		ions – Science STSE/Knowledge		
		ptance/Friendships – Science Ana		
			nere People Live and Make a Livin	g
	<ul> <li>Personal Wellness Care</li> </ul>	er Exploration – Science Analyze a	and Explain	

### **Prioritized Social Studies: Grade 3**

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

Cross Curricular	<ul> <li>Social Studies Positive Interactions - Personal Wellness Emotions</li> </ul>	
Connections	Social Studies Positive Interactions - Science Analyze and Explain	
	<ul> <li>Social Studies Decision-making - Personal Wellness Decision-making Strategies</li> </ul>	
	Social Studies Governments - Science Analyze and Explain	
	<ul> <li>Social Studies Where People Live and Make a Living - Personal Wellness Career Exploration</li> </ul>	
	Social Studies Physical Features – Science STSE/Knowledge	

### **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	Generally collaborates with	Sometimes (or with support)	Has difficulty (even with
	collaborates with others	others	collaborate with others	support) collaborating with
				others
	Independently and consistently	Generally seeks and respects	Sometimes (or with support)	Has difficulty (even with
	seeks and respects the views	the views of others	respects the views of others	support) respecting the views
	of others			of others
	Applies findings to other			
	situations			
Cross Curricular	<ul> <li>Science STSE/Knowledg</li> </ul>	e - Social Studies Physical Featur	es	
Connections	<ul> <li>Science STSE/Knowledg</li> </ul>	e - Personal Wellness Emotions		
	<ul> <li>Science Analyze and Exp</li> </ul>	olain - Social Studies Positive Inter	actions	
	Science Analyze and Exp	olain - Social Studies Governments	S	
	Science Analyze and Exp	olain - Personal Wellness Healthy	Habits	
	Science Analyze and Exp	olain - Personal Wellness Career E	Exploration	

### **Prioritized Personal Wellness: Grade 4**

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Healthy Habits	Consistently makes the	Usually makes the connection	Sometimes makes the	Unable to makes the
	connection between healthy	between healthy habits	connection between healthy	connection between healthy
	habits (healthy eating and drink	(healthy eating and drink	habits (healthy eating and drink	habits (healthy eating and drink
	choices, physical activity,	choices, physical activity,	choices, physical activity,	choices, physical activity,
	hygiene, safety practices) and	hygiene, safety practices) and	hygiene, safety practices) and	hygiene, safety practices) and
	a healthy lifestyle.	a healthy lifestyle.	a healthy lifestyle.	a healthy lifestyle.
Decision Making	Consistently sets personal	Clearly sets personal goals for	Sometimes sets personal goals	Unable to set personal goals
Strategies	goals for improving health	improving health habits.	for improving health habits.	for improving health habits.
	habits.			
Emotions	Consistently lists a variety of	Usually lists a variety of self-	Sometimes lists a variety of	Unable to lists a variety of self-
	self-calming strategies to	calming strategies to control	self-calming strategies to	calming strategies to control
	control emotions.	emotions.	control emotions.	emotions.
	Consistently recognizes	Clearly recognizes emotions in	Sometimes recognizes	Unable to recognize emotions
	emotions in others.	others.	emotions in others.	in others.
Diversity	Consistently lists benefits of a	Clearly lists benefits of a	Sometimes lists benefits of a	Unable to list benefits of a
	diverse community.	diverse community.	diverse community.	diverse community.
Friendships	Consistently describes	Clearly describes	Sometimes describes	Unable to describe
	communication strategies for	communication strategies for	communication strategies for	communication strategies for
	making and maintaining	making and maintaining	making and maintaining	making and maintaining
	friendships.	friendships.	friendships.	friendships.
Strategies for	Consistently shows ways to	Clearly shows ways to resolve	Sometimes shows ways to	Unable to show ways to
Resolving Conflict	resolve conflict.	conflict.	resolve conflict.	resolve conflict.
Strengths and	Consistently shares strengths,	Clearly shares strengths,	Sometimes shares strengths,	Unable to share strengths,
Positive Self-	interests and personal skills	interests and personal skills	interests and personal skills	interests and personal skills
Esteem	with others.	with others.	with others.	with others.
Career	Consistently shows good work	Usually shows good work	Sometimes shows good work	Unable to show good work
Exploration	habits that are transferable to	habits that are transferable to	habits that are transferable to	habits that are transferable to
	the workplace.	the workplace.	the workplace.	the workplace.
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Cross Curricular		hy Habits – Social Studies Stories		
Connections		h Habits – Social Studies Humans		
		sion Making Strategies – Science I		
		ions – Social Studies Concept of E	•	
		ions – Science Analyze and Expla		
		sity – Social Studies Landscapes		
		egies for Resolving Conflict – Scie		
		ions – Social Studies Positive Inte		
	<ul> <li>Personal Wellness Caree</li> </ul>	er Exploration – Science STSE/Kn	owledge	

### **Prioritized Social Studies: Grade 4**

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

Cross Curricular	Social Studies Concept of Exploration - Personal Wellness Emotions	
Connections	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  Plan and Perform	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  Independently and	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  Generally makes plausible	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  Sometimes (or with support)	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  Has difficulty (even with
Train and Tenorin	consistently makes prediction supported by scientific learning and research	prediction supported by scientific learning	makes prediction supported by scientific learning	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> <li>Science STSE/Knowledge</li> <li>Science STSE/Knowledge</li> <li>Science Plan and Perform</li> <li>Science Plan and Perform</li> <li>Science Plan and Perform</li> <li>Science Analyze and Expl</li> </ul>	e - Social Studies Humans and the - Social Studies Landscapes of e - Personal Wellness Career Explant - Social Studies Concept of Explant - Social Studies Impacts of Explant - Personal Wellness Decision Malain - Personal Wellness Emotion lain - Personal Wellness Strategies	Canada bloration loration oration aking Strategies s	

## **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.  Consistently recognizes emotions in others.	Usually lists self-calming strategies to control reactions emotions.  Usually recognizes emotions in others.	Sometimes lists self-calming strategies to control reactions to emotions.  Sometimes recognizes emotions in others.	Unable to list self-calming strategies to control reactions to emotions.  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.  Consistently makes the connection between skills, interests, passions and jobs.	Usually describes the way jobs change over time in response to society's needs.  Usually makes the connection between skills, interests, passions and jobs.	Sometimes describes the way jobs change over time in response to society's needs.  Sometimes makes the connection between skills, interests, passions and jobs.	Unable to describe the way jobs change over time in response to society's needs. Unable to make the connection between skills, interests, passions and jobs.

Cross Curricular	Personal Wellness Emotions – Social Studies Positive Interactions
Connections	<ul> <li>Personal Wellness Decision Making Strategies – Science Plan and Perform</li> </ul>
	<ul> <li>Personal Wellness Emotions – Social Studies Positive Interactions</li> </ul>
	<ul> <li>Personal Wellness Emotions – Science Analyze and Explain</li> </ul>
	<ul> <li>Personal Wellness Strategies for Resolving Conflict – Social Studies First Nations and Inuit</li> </ul>
	<ul> <li>Personal Wellness Strategies for Resolving Conflict – Social Studies Early Atlantic Canada</li> </ul>
	<ul> <li>Personal Wellness Acceptance – Social Studies Similarities and Differences</li> </ul>
	<ul> <li>Personal Wellness Acceptance/Friendships/Strategies for Resolving Conflict – Science Analyze and Explain</li> </ul>
	<ul> <li>Personal Wellness Career Exploration – Social Studies Learning about the Past</li> </ul>
	<ul> <li>Personal Wellness Career Exploration – Social Studies The Environment and Ancient Societies</li> </ul>
	Personal Wellness Career Exploration – Science STSE/Knowledge

### **Prioritized Social Studies: Grade 5**

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

### **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,	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,	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	variations in data)  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	variations in data  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> <li>Science Plan and Perform - Personal Wellness Decision Making Strategies</li> <li>Science Analyze and Explain - Social Studies First Nations and Inuit</li> <li>Science Analyze and Explain - Social Studies Early Atlantic Canada</li> <li>Science Analyze and Explain - Personal Wellness Emotions</li> </ul>				
	<ul> <li>Science Analyze and Explain - Personal Wellness Emotions</li> <li>Science Analyze and Explain - Personal Wellness Acceptance/Friendships/Strategies for Resolving Conflict</li> </ul>				