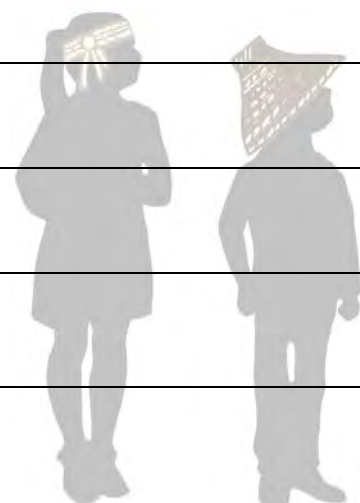


# Seasons Booklet

**Proficiency Scale:** 1: Emerging 2: Developing 3: Proficient 4: Extending

Rating (1-4)	Criteria – To what extent do students’ booklets:	Comments
	Depict activities that pertain to daily and seasonal changes (e.g., swimming in the summer, sledding in the winter)	
	Illustrate the student’s favourite season(s) and seasonal activities	
	Depict observable changes that occur throughout the seasons (e.g., flowers blooming, snow melting, leaves falling, lakes freezing, berries growing)	
	Depict First Peoples events, ceremonies, and/or activities for each season	
	Illustrate student understanding of connecting with place and the land	
	Illustrate student understanding of the need for respect for the land and/or the environment	
	Illustrate student understanding of the importance of seasons and seasonal cycles to First Peoples	
	Illustrate student understanding of the importance of salmon to First Peoples	
	Illustrates student understanding of how salmon and seasonal cycles are connected	
	Illustrate what the student saw, felt, and heard during the nature walks	
	Illustrate seasonal patterns and weather in the sky that the student observed during the nature walks	
	Accurately depict the activities the student participated in throughout all four seasons	
Date:	Name:	



# Berry Painting

**Proficiency Scale:** 1: Emerging 2: Developing 3: Proficient 4: Extending

Name																		
Works co-operatively with others by offering encouragement and support																		
Creates images that depict the characteristics of each season in their local environment																		
Creates images that depict seasonal activities done by First Peoples																		
Uses colour, shape, line, and pattern for particular effects																		
Uses materials and technologies appropriately																		
Correctly names depicted local plants, animals, and seasonal characteristics																		
<p>Date:</p> <p>Comments:</p> 