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| **Describing Location Behaviours/Strategies** | | | |
| 1. Student has some knowledge of positional   language, but has difficulty using it to describe  the locations of objects on a map. | 1. Student follows instructions to locate some   objects on the map, but struggles with other  objects. | 1. Student successfully uses relative positions to   describe the locations of objects, and provides and follows instructions to locate objects on a map. |
| **Observations/Documentation** | | | |
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| **Identifying Perspectives Behaviours/Strategies** | | | |
| 1. Student chooses a photo, but struggles to view the object from different perspectives (cannot isolate a particular view). | 1. Student views objects from different   perspectives, but struggles to describe the  perspectives. | 1. Student successfully views and describes objects from multiple perspectives. |
| **Observations/Documentation** | | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can locate objects on a map.  **(Activities 18, 21)** |  |  |  |  |  |  |  |  |  |
| Student can follow instructions to move along a path on a map.  **(Activities 18, 21)** |  |  |  |  |  |  |  |  |  |
| Student can use positional language to describe movement and the locations of objects on a map.  **(Activities 18, 21)** |  |  |  |  |  |  |  |  |  |
| Student can make a simple map of a familiar setting.  **(Activity 19)** |  |  |  |  |  |  |  |  |  |
| Student can describe views of objects from multiple perspectives.  **(Activities 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student can isolate a particular view of an object to distinguish perspective.  **(Activities 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student uses positional language to describe perspective.  **(Activities 20, 21)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Locates objects on a map.  **(Activities 18, 21)** |  |  |  |
| Follows instructions to move along a path on a map.  **(Activities 18, 21)** |  |  |  |
| Uses positional language to describe movement and the locations of objects on a map.  **(Activities 18, 21)** |  |  |  |
| Makes a simple map of a familiar setting.  **(Activity 19)** |  |  |  |
| Describes views of objects from multiple perspectives.  **(Activities 20, 21)** |  |  |  |
| Isolates a particular view of an object to distinguish perspective.  **(Activities 20, 21)** |  |  |  |
| Uses positional language to describe perspective.  **(Activities 20, 21)** |  |  |  |

Strengths:

Next Steps: