

3 Peaks Wilderness Immersion School LLC Life Skills, Social/Emotional, Spiritual, Science & Social Studies Report Card Kindergarten 2020-2021

Student:

Teacher:

Performance Levels

3-Mastering: Student consistently demonstrates an understanding of concepts, skills and processes taught. Student understands why these are important and often is using his/her understanding to teach others.

2- Developing: Student is developing an understanding of concepts, skills and processes taught with and without support from the teacher.

1- Student is beginning to demonstrate an understanding of concepts, skills and processes taught with support from the teacher.

Life Skills	Q1	Q2	Q3
Dresses appropriate for weather			
Takes responsibility for own needs (food, water, layers, space when feeling emotions)			
Packs own backpack			
Stays safe on field trips (stays in view, stays away from edge, asks before going into water, layers when needed)			
Practices Leave No Trace Ethics (people feet on the people trail, pack out what you packed in, don't feed the wildlife, digging a 8 inch hole 200 feet (70 adult steps) away from water).			
Can compromise for the benefit of the group while hiking. (Taking turns to be a leader or quietly leading from the back of the line).			
Is aware of their surroundings. Pointing out flora and fauna. Asking questions that pertain to the moment.			

Social and Emotional Wellness and Awareness	Q1	Q2	Q3
Student acknowledges emotions			
Student pauses and takes space when feeling strong emotions			
Student takes 3 breaths when needing to get back to center			
Student actively engages in morning meditation practices			
Student can problem solve to help meet their needs			
Student can tell peers they did or didn't like something. (eye contact, strong voice)			
Student can identify strengths and challenges. (academic and social-emotional)			
Student works well within a group			
Student understands why learning is important and takes responsibility for their part			
Student recognizes that others may experience things differently from oneself and there are no "right" or "wrong" sides.			

Spiritual Awareness	Q1	Q2	3Q
Student feels a connection to nature (in whatever form speaks to them)			

Student is aware that all things are connected and we are part of something greater			
Student uses nature and breath work to be in the present moment			

Science Skills	Q1	Q2	Q3
Generate and develop questions that are appropriate for initiating inquiry			
Initiate simple investigations			
Describe data and organize information to show relationships and patterns.			
Describe their observations and develop simple explanations.			
Identify and explain changes and differences in the physical environment.			
Identify and describe basic characteristics of and changes in matter. Propose theories as to why something has changed.			
Describe the basic sources and uses of some different forms of energy.			
Identify similarities and differences among a wide variety of living organisms; describe organisms' basic needs, habitats, and ways organisms meet their needs in different habitats. (Web of Life, Ecosystem)			
Explain that living things need some source of energy to live and grow and that matter is recycled- life cycle, life, growth, death and decay.			
Recognize weather, day/night and season patterns. Can describe what causes them.			
Understands Earth is a planet orbiting around the sun. A year is 365 days.			
The Moon orbits the Earth.			
There are 8 planets in our Solar System and we live in the Milky Way Galaxy.			
Social Studies	Q1	Q2	Q3
Knows what State we live in and can locate on a map.			
Can locate the Atlantic and Pacific Oceans on map.			
Knows the four directions N, S, E, W and can locate on a map.			
Knows what country we live in.			
Can describe different weather patterns based on location on globe.			
Can describe different types of weather, agriculture and population based on topography of the U.S.			
Give examples of how experiences and places may be interpreted differently by people with different cultural backgrounds and experiences.			
Understand how people are connected at many levels, including the global level, by actions and common responsibilities that concern the human race and environment.			
Recognize and accept that change is a normal part of individual and societal life.			
Understand that conflict is rooted in different points of view, unless we can listen to each other with openness and kindness. Be open to perspectives that are not their own.			
Identify ways people depend on, change and are affected by the environment.			
Describe ways places differ in their physical and human characteristics.			
Demonstrate an understanding of "resources" and describe various sources and origins of resources they use in their lives.			
Examine and express their own views on environmental issues.			
Carry out solutions to environmental issues. (Recycling, reusable bags, water bottles...)			
Possess self-confidence in their effectiveness as citizens.			

Understand that they have responsibility for the effects of their choices/actions.

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