

## You and Your World – Grade 2

### Diversity and Social Responsibility

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Always connects causes and consequences.	Usually connects causes and consequences.	Occasionally connects causes and consequences.	Seldom connects causes and consequences.
Expertly distinguishes between change and continuity.	Easily distinguishes between change and continuity.	Distinguishes between change and continuity with support.	Seldom distinguishes between change and continuity.
Expertly creates timelines.	Adeptly creates timelines.	Creates timelines with support.	Inappropriately create timelines.
Expertly identifies attributes of community.	Easily identifies attributes of community.	Somewhat identifies attributes of community.	Not able to identify attributes of community.
Expertly identifies people & groups who have contributed to the community.	Adeptly identifies people & groups who have contributed to the community.	Somewhat identifies people & groups who have contributed to the community.	Not able to identify people & groups who have contributed to the community.
Expertly applies rights and responsibilities personally and generally.	Adeptly applies rights and responsibilities personally and generally.	Applies rights and responsibilities personally and generally with support.	Not able to apply rights and responsibilities personally and/or generally.
Expertly distinguishes between rules and laws.	Adeptly distinguishes between rights and responsibilities.	Distinguishes between rights and responsibilities with support.	Not able to distinguish between rights and responsibilities.
Expertly conducts research.	Adeptly conducts research.	Conducts research with support.	Not able to conduct research.
Frequently engages in activities promoting sustainable development.	Generally engages in activities promoting sustainable development.	Sometimes engages in activities promoting sustainable development.	Rarely engages in activities promoting sustainable development.
Evidence: Responses to questions, Journals (drawings, labels, written texts), timelines, letters, conferences, role playing, observations during "Talking Circles", conversations during storytime or picture/photo identification (picture timelines), service-learning/place-based/community-based projects			

## You and Your World – Grade 2

### Well-being

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently chooses healthy practices that promote well-being.	Routinely chooses healthy practices that promote well-being.	At times chooses healthy practices that promote well-being.	Hardly chooses healthy practices that promote well-being.
Expertly lists steps that fresh foods go through from farm to table.	Adeptly lists steps that fresh foods go through from farm to table.	With support lists steps that fresh foods go through from farm to table.	Not able to list steps that fresh foods go through from farm to table.
Consistently uses Canada's food guide to show healthy snacks.	Routinely uses Canada's food guide to show healthy snacks.	At times uses Canada's food guide to show healthy snacks.	Hardly uses Canada's food guide to show healthy snacks.
Using their own words, expertly describes the effects of combining healthy eating and physical activity.	Using their own words, adeptly describes the effects of combining healthy eating and physical activity.	With support describes the effects of combining healthy eating and physical activity.	Not able to describe the effects of combining healthy eating and physical activity.
Regularly identifies healthy habits that promote well-being.	Often identifies healthy habits that promote well-being.	To some extent identifies healthy habits that promote well-being.	Seldom identifies healthy habits that promote well-being.
Regularly expresses feelings in a healthy way.	Often expresses feelings in a healthy way.	To some extent expresses feelings in a healthy way.	Seldom expresses feelings in a healthy way.
Consistently sees the connection between thoughts, feelings and behaviors.	Routinely sees the connection between thoughts, feelings and behaviors.	At times sees the connection between thoughts, feelings and behaviors.	Hardly sees the connection between thoughts, feelings and behaviors.
Regularly selects appropriate behaviors to maintain friendships.	Often selects appropriate behaviors to maintain friendships.	To some extent selects appropriate behaviors to maintain friendships.	Seldom selects appropriate behaviors to maintain friendships.
Consistently demonstrates ways to stay safe at home and at school.	Routinely demonstrates ways to stay safe at home and at school.	At times demonstrates ways to stay safe at home and at school.	Hardly ever demonstrates ways to stay safe at home and at school.
Regularly distinguishes between safe and unsafe behaviors.	Often distinguishes between safe and unsafe behaviors.	To some extent distinguishes between safe and unsafe behaviors.	Seldom distinguishes between safe and unsafe behaviors.
Regularly uses appropriate vocabulary to identify the physical characteristics that distinguish males from females.	Often uses appropriate vocabulary to identify the physical characteristics that distinguish males from females.	To some extent uses appropriate vocabulary to identify the physical characteristics that distinguish males from females.	Seldom uses appropriate vocabulary to identify the physical characteristics that distinguish males from females.
Evidence: Responses to questions, Journals (drawings, labels, written texts), Observations, Checklists, Group discussions.			

## You and Your World – Grade 2

### Exploring and Investigating

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
<p>Frequently asks questions about familiar objects and events which lead to exploration and/or investigation.</p> <p>Consistently makes predictions relevant to the question or problem.</p>	<p>Usually asks questions about familiar objects and events which lead to exploration and/or investigation.</p> <p>Generally makes predictions relevant to the question or problem.</p>	<p>Sometimes able to ask questions familiar objects and events which lead to exploration and/or investigation.</p> <p>With prompting, able to make predictions relevant to the question or problem.</p>	<p>Rarely able to ask questions about familiar objects and events which lead to exploration and/or investigation.</p> <p>Rarely able to make prediction relevant to the question or problem.</p>
<p>Always participates in guided investigations to explore and answer questions about changes an organism undergoes during its life cycle, and changes that result from the interaction of materials.</p> <p>Skilfully uses the correct tools, instruments or equipment to gather evidence (e.g. measurements, observations).</p>	<p>Often participates in guided investigations to explore and answer questions about changes an organism undergoes during its life cycle, and changes that result from the interaction of materials</p> <p>Competently uses the correct tools, instruments or equipment to gather evidence (e.g. measurements, observations).</p>	<p>Occasionally participates in guided investigations to explore and answer questions about changes an organism undergoes during its life cycle, and changes that result from the interaction of materials.</p> <p>With prompting, able to use the correct tools, instruments or equipment to gather evidence (e.g. measurements, observations).</p>	<p>Seldom participates in guided investigations to explore and answer questions about changes an organism undergoes during its life cycle, and changes that result from the interaction of materials</p> <p>Not able to select the correct tools, instruments or equipment to gather evidence (e.g. measurements, observations).</p>
<p>Consistently practices safety rules to conduct an investigation.</p> <p>Skilfully records relevant observations using written language, pictures, and charts.</p> <p>Consistently offers reasonable conclusions based on observations, evidence, and/or research.</p>	<p>Usually practices safety rules to conduct an investigation.</p> <p>Readily records relevant observations using written language, pictures, and charts.</p> <p>Usually offers reasonable conclusions based on observations, evidence, and/or research.</p>	<p>Occasionally practices safety rules to conduct an investigation.</p> <p>With prompting, able to record relevant observations using written language, pictures, and charts.</p> <p>Occasionally offers reasonable conclusions based on observations, evidence and/or research.</p>	<p>Rarely able to practice safety rules conduct an investigation.</p> <p>Rarely able to record relevant observations using written language, pictures, and charts.</p> <p>Rarely able to offer reasonable conclusion based on observations, evidence and/or research.</p>
<p>Consistently communicates ideas and experiences to others in a variety of ways using subject-specific vocabulary.</p> <p>Always responds appropriately to the ideas and contributions of others.</p>	<p>Usually communicates ideas and experiences to others in a variety of ways using subject-specific vocabulary.</p> <p>Routinely responds appropriately to the ideas and contributions of others.</p>	<p>Occasionally communicates ideas and experiences to others in a variety of ways using subject-specific vocabulary.</p> <p>At times, responds appropriately to the ideas and contributions of others.</p>	<p>Rarely able to communicate ideas and experiences to others in a variety of ways using subject-specific vocabulary.</p> <p>Seldom able to respond appropriately to the ideas and contributions of others.</p>
<p><b>Evidence:</b> Observed behaviours conducting scientific inquiry and/or problem-solving. Responses to questions, Journals, Conferences, Role playing, Records of activities to care for the environment, Class Mini Projects</p>			

