

You and Your World – 2

Growth and Development (supported by Science Resource Package *Life Cycles* found at <https://portal.nbed.nb.ca/tr/lr/k-8Science/Pages/default.aspx>)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Describes in detail the life cycles of a wide range of organisms.	Generally able to describe the life cycles of familiar organisms.	Somewhat able to describe the life cycles of familiar organisms.	Has difficulty describing the life cycles of familiar organisms.
Consistently asks questions, selects materials, chooses and follows procedures	Generally asks questions, selects materials, chooses and follows procedures.	With prompting asks questions, selects materials, chooses and follows procedures	Rarely able to ask questions, select materials, choose and follow procedures
Independently makes and records observations	Generally makes and records relevant observations	Incompletely records observations	Rarely able to make and record observations
Consistently communicates procedures and results using drawings, demonstrations, written and oral descriptions	Generally communicates procedures and results using drawings, demonstrations, written and oral descriptions	With prompting communicates procedures and results using drawings, demonstrations, written and oral descriptions	Rarely able to communicate procedures and results using drawings, demonstrations, written and oral descriptions
Consistently responds appropriately to the ideas and contributions of others. Regularly encourages others' contributions.	Generally responds appropriately to the ideas and contributions of others.	With prompting responds appropriately to the ideas and contributions of others.	Rarely able to respond appropriately to the ideas and contributions of others.
Describes the human life cycle and compares it to those of other organisms in detail.	Generally able to describe the human life cycle and compare it to those of other organisms.	Somewhat able to describe the human life cycle and compare it to those of other organisms.	Has difficulty describing the human life cycle and comparing it to those of other organisms.
Evidence: Journal entries, record of "How To Care for MealWorms", Observations of group work			

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Technology and Community

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently describes how people contribute to making change in communities.	Generally describes how people contribute to making change in communities.	Somewhat able to describe how people contribute to making change in communities.	Not able to describe how people contribute to making change in communities.
Applies understanding that technology has changed over time to meet their needs, wants, and interests.	Generally understands technology has changed over time to meet their needs, wants, and interests.	Somewhat understands technology has changed over time to meet their needs, wants, and interests.	Not able to understand that technology has changed over time to meet their needs, wants, and interests.
Consistently predicts ways their community might change in the future and how they might contribute to that future.	Generally predicts ways their community might change in the future and how they might contribute to that future.	With prompting predicts ways their community might change in the future and how they might contribute to that future.	Not able to predict ways their community might change in the future and how they might contribute to that future.
Evidence: Persuasive writing, Class mini projects/ discussions, Small-group conferences			

Work

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently appreciates the changing nature of work.	Generally appreciates the changing nature of work.	Somewhat appreciates the changing nature of work.	Unable to appreciate the changing nature of work.
Consistently gives examples of how children and their families use economic decision making as consumers.	Often gives examples of how children and their families use economic decision making as consumers.	Sometimes gives examples of how children and their families use economic decision making as consumers.	Not able to give examples of how children and their families use economic decision making as consumers.
Evidence: Responses to questions and discussions, role playing			

Healthy Lifestyles

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Thoughtfully describes a healthy lifestyle and identifies ways to develop and maintain it.	Readily describes a healthy lifestyle and identifies ways to develop and maintain it.	Somewhat describes a healthy lifestyle and with prompting, identifies ways to develop and maintain it.	Is not able to describe a healthy lifestyle and identifies ways to develop and maintain it.
Thoughtfully explains the need for safety rules in the home, school and community.	Generally explains the need for safety rules in the home, school and community.	With prompting explains the need for safety rules in the home, school and community.	Is not able to explain the need for safety rules in the home, school and community.
Evidence: Collage, Observations of self-care, Journal entries, Group discussions			

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Change and the Physical Environment (supported by Science Resource Packages *Properties of Familiar Liquids* and *3-D Objects and the Properties of Solids* found at <https://portal.nbed.nb.ca/tr/lr/k-8Science/Pages/default.aspx>)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Precisely describes how air and water interact in the environment.	Generally describes how air and water interact in the environment.	Somewhat describes how air and water interact in the environment.	Unable to describe how air and water interact in the environment.
Consistently and independently asks questions, selects materials, chooses and follows procedures to explore liquids and solids.	Generally asks questions, selects materials, chooses and follows procedures to explore liquids and solids.	Incompletely or with prompting asks questions, selects materials, chooses and follows procedures to explore liquids and solids.	Rarely asks questions, selects materials, chooses and follows procedures to explore liquids and solids.
Consistently makes and records observations about liquids and solids.	Generally makes and records relevant observations about liquids and solids	With prompting, makes and records observations about liquids and solids	Rarely makes and record observations about liquids and solids.
Consistently communicates procedures and results using drawings, demonstrations, written and oral descriptions.	Generally communicates procedures and results using drawings, demonstrations, written and oral descriptions.	Incompletely or with prompting communicates procedures and results using drawings, demonstrations, written and oral descriptions.	Rarely communicates procedures and results using drawings, demonstrations, written and oral descriptions.
Consistently responds appropriately to the ideas and contributions of others and regularly encourages others' contributions.	Generally responds appropriately to the ideas and contributions of others.	With prompting responds appropriately to the ideas and contributions of others.	Rarely responds appropriately to the ideas and contributions of others.
Effectively describes how people's interactions with the environment have changed over time.	Generally describes how people's interactions with the environment have changed over time.	Somewhat able to describe how people's interactions with the environment have changed over time.	Not able to describe how people's interactions with the environment have changed over time.
Understands sustainable development and its importance to the future.	Generally understands sustainable development and its importance to the future.	Somewhat understands sustainable development and its importance to the future.	Not able to understand sustainable development and its importance to the future.
Evidence: Report writing piece, Observation note-taking entires, Presentations, Class mini-projects			