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

July 2015 Page 1

You and Your World – 2

Technology and Community

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently describes how people	Generally describes how people	Somewhat able to describe how	Not able to describe how people
contribute to making change in	contribute to making change in	people contribute to making	contribute to making change in
communities.	communities.	change in communities.	communities.
Applies understanding that	Generally understands	Somewhat understands	Not able to understand that
technology has changed over time to	technology has changed over	technology has changed over	technology has changed over time
meet their needs, wants, and	time to meet their needs, wants,	time to meet their needs, wants,	to meet their needs, wants, and
interests.	and interests.	and interests.	interests.
Consistently predicts ways their	Generally predicts ways their	With prompting predicts ways	Not able to predict ways their
community might change in the	community might change in the	their community might change in	community might change in the
future and how they might contribute	future and how they might	the future and how they might	future and how they might
to that future.	contribute to that future.	contribute to that future.	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	Generally appreciates the	Somewhat appreciates the	Unable to appreciate the changing
changing nature of work.	changing nature of work.	changing nature of work.	nature of work.
Consistently gives examples of how	Often gives examples of how	Sometimes gives examples of	Not able to give examples of how
children and their families use	children and their families use	how children and their families	children and their families use
economic decision making as	economic decision making as	use economic decision making	economic decision making as
consumers.	consumers.	as consumers.	consumers.
Evidence: Responses to questions and discussions, role playing			

Healthy Lifestyles

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

July 2015 Page 2

You and Your World – 2

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

July 2015 Page 3