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

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Describes in detail the life cycles of a wide range of organisms. | Generally able to describe with details 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 and independently asks questions, selects materials, chooses and follows procedures  | Generally asks questions, selects materials, chooses and follows procedures. | Incompletely or with prompting asks questions, selects materials, chooses and follows procedures  | Rarely or needs support to ask questions, select materials, choose and follow procedures  |
| Consistently and independently makes and records observations  | Generally makes and records relevant observations  | Incompletely or with prompting makes and records observations  | Rarely or needs support to make and record observations  |
| Consistently and independently 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 procedures and results using drawings, demonstrations, written and oral descriptions | Rarely or needs support to communicate 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. | Incompletely or with prompting responds appropriately to the ideas and contributions of others. | Rarely or needs support 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. |

**Technology and Community**

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| --- | --- | --- | --- |
| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Strongly able to describe how people contribute to making change in communities. | Generally able to describe 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. |
| Strongly understands that technology has changed over time to meet their needs, wants, and interests. | Generally understands that technology has changed over time to meet their needs, wants, and interests. | Somewhat understands that 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. |
| Strongly able to predict ways their community might change in the future and how they might contribute to that future. | Generally able to predict ways their community might change in the future and how they might contribute to that future. | Somewhat able to predict 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. |

**Work**

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| --- | --- | --- | --- |
| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Strongly appreciates the changing nature of work. | Generally appreciates the changing nature of work. | Somewhat appreciates the changing nature of work. | Not able to appreciate the changing nature of work. |
| Strongly able to give examples of how children and their families use economic decision making as consumers. | Generally able to give examples of how children and their families use economic decision making as consumers. | Somewhat able to give 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. |

**Healthy Lifestyles**

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| --- | --- | --- | --- |
| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Insightfully using their own words describes a healthy lifestyle and identifies ways to develop and maintain it. | Readily using their own words describes a healthy lifestyle and identifies ways to develop and maintain it. | Incompletely using their own words describes a healthy lifestyle and identifies ways to develop and maintain it. | Is not able using their own words to describe a healthy lifestyle and identifies ways to develop and maintain it. |
| Expertly explains the need for safety rules in the home, school and in the community. | Adeptly explains the need for safety rules in the home, school and in the community. | With prompting explains the need for safety rules in the home, school and in the community. | Is not able to explain the need for safety rules in the home, school and in the community. |

**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>

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| --- | --- | --- | --- |
| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Strongly able to describe how air and water interact in the environment  | Generally able to describe how air and water interact in the environment  | Somewhat able to describe how air and water interact in the environment  | Not able 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 or needs support to ask questions, select materials, choose and follow procedures to explore liquids and solids. |
| Consistently and independently makes and records observations about liquids and solids | Generally makes and records relevant observations about liquids and solids | Incompletely or with prompting makes and records observations about liquids and solids  | Rarely or needs support to make and record observations about liquids and solids |
| Consistently and independently 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 procedures and results using drawings, demonstrations, written and oral descriptions | Rarely or needs support to communicate 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. | Incompletely or with prompting responds appropriately to the ideas and contributions of others. | Rarely or needs support to respond appropriately to the ideas and contributions of others. |
| Strongly able to describe how people’s interactions with the environment have changed over time. | Generally able to describe 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. |
| Strongly 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. |