**Students as Individuals**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Strongly understands that they are unique and special. | Generally understands that they are unique and special. | Somewhat understands that they are unique and special. | Not able to understand that they are unique and special. |
| Consistently identifies changes in the body and lists characteristics that are unique to him/her… | Routinely identifies changes in the body and lists characteristics that are unique to him/her… | At times identifies changes in the body and lists characteristics that are unique to him/her… | Hardly ever identifies changes in the body and lists characteristics that are unique to him/her… |
| Strongly able to identify needs and wants that are common to all children. | Generally able to identify needs and wants that are common to all children. | Somewhat able to identify needs and wants that are common to all children. | Not able to identify needs and wants that are common to all children. |
| Strongly understands how the roles of family members change over time. | Generally understands how the roles of family members change over time. | Somewhat understands how the roles of family members change over time. | Not able to understand how the roles of family members change over time. |
| Strongly recognizes that families (local, national, and global) have varied traditions, rituals and celebrations. | Generally recognizes that families (local, national, and global) have varied traditions, rituals and celebrations. | Somewhat recognizes that families (local, national, and global) have varied traditions, rituals and celebrations. | Not able to recognize that families (local, national, and global) have varied traditions, rituals and celebrations. |
| Strongly able to identify and describe groups to which they belong | Generally able to identify and describe groups to which they belong | Somewhat able to identify and describe groups to which they belong | Not able to identify and describe groups to which they belong |
| Strongly able to communicate effectively, solve problems, and demonstrate conflict-resolution skills | Generally able to communicate effectively, solve problems, and demonstrate conflict-resolution skills | Somewhat able to communicate effectively, solve problems, and demonstrate conflict-resolution skills | Not able to communicate effectively, solve problems, and demonstrate conflict-resolution skills |

**Healthy Lifestyles**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Thoughtfully paraphrases in their own words the importance of personal hygiene and practices ways to reduce the spread of germs. | Easily paraphrases in their own words the importance of personal hygiene and practices ways to reduce the spread of germs. | Slightly paraphrases in their own words the importance of personal hygiene and practices ways to reduce the spread of germs. | Is not able to paraphrase in their own words the importance of personal hygiene and practices ways to reduce the spread of germs. |
| Regularly lists in detail types of activities that support a healthy lifestyle. | Often lists in detail types of activities that support a healthy lifestyle. | To some extent lists in detail types of activities that support a healthy lifestyle. | Seldom lists in detail types of activities that support a healthy lifestyle. |

**Exploring My World: Materials** (alternate unit to *Our Senses*) Found under Learning Packages 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 |
| Consistently and independently asks questions, selects materials, chooses and follows procedures to explore materials purposefully. | Generally asks questions, selects materials, chooses and follows procedures to explore materials purposefully. | Incompletely or with prompting asks questions, selects materials, chooses and follows procedures to explore materials purposefully. | Rarely or needs support to ask questions, select materials, choose and follow procedures to explore materials purposefully. |
| Consistently and independently makes observations and sorts or sequences materials according to more than one attribute. | Generally makes observations and sorts or sequences materials according to one or more attributes. | Incompletely or with prompting makes observations and sorts or sequences materials according to one attribute. | Rarely or needs support to make observations and sort or sequence materials according to one attribute. |
| Consistently and independently communicates ideas and experiences to others in a variety of ways. | Generally communicates ideas and experiences to others in a variety of ways.  | Incompletely or with prompting communicates ideas and experiences to others.  | Rarely or needs support to communicate ideas and experiences to others.  |
| Consistently and independently uses a wide range of descriptive vocabulary used to communicate about characteristics of materials. | Generally has increased descriptive vocabulary used to communicate about characteristics of materials. | To some extent has increased descriptive vocabulary used to communicate about characteristics of materials. | Has a small repertoire of descriptive vocabulary that is used to communicate about characteristics of materials. |
| 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. |

**Our Senses** (omitted if *Exploring My World: Materials* unit is completed)

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Consistently and independently identifies the five senses, examples of protection of the senses, and examples of aids for sense organs. | Generally identifies the five senses, examples of protection of the senses, and examples of aids for sense organs. | Incompletely or with prompting identifies the five senses, examples of protection of the senses, and examples of aids for sense organs. | Rarely or needs support to identify the five senses, examples of protection of the senses, and examples of aids for sense organs. |
| Consistently and independently uses their senses to explore characteristics of a wide variety of materials and changes in materials. | Generally uses their senses to explore characteristics of materials and changes in materials. | Incompletely or with prompting uses their senses to explore characteristics of materials and changes in materials. | Rarely or needs support to use their senses to explore characteristics of materials and changes in materials. |
| Consistently and independently uses a wide range of descriptive vocabulary used to communicate about characteristics of materials. | Generally has increased descriptive vocabulary used to communicate about characteristics of materials. | To some extent has increased descriptive vocabulary used to communicate about characteristics of materials. | Has a small repertoire of descriptive vocabulary that is used to communicate about characteristics of materials. |

**Place and Community**

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| 4 - Exceeding | 3 - Meeting | 2 - Approaching | 1 - Working Below |
| Strongly able to describe and locate some of the natural and constructed features of their community | Generally able to describe and locate some of the natural and constructed features of their community | Somewhat able to describe and locate some of the natural and constructed features of their community | Not able to describe and locate some of the natural and constructed features of their community |
| Consistently identifies actions that help them be safe in the community. | Routinely identifies actions that help them be safe in the community. | Partially identifies actions that help them be safe in the community. | Hardly ever identifies actions that help them be safe in the community. |
| Consistently identifies actions that help them be safe at home, school and community (and act accordingly). | Routinely identifies actions that help them be safe at home, school and community (and act accordingly). | Partially identifies actions that help them be safe at home, school and community (and act accordingly). | Hardly ever identifies actions that help them be safe at home, school and community (and act accordingly). |
| Strongly able to identify connections between their community and other communities (local, national, and global). | Generally able to identify connections between their community and other communities (local, national, and global). | Somewhat able to identify connections between their community and other communities (local, national, and global). | Not able to identify connections between their community and other communities (local, national, and global). |