



Hello,

Welcome to the 2011 Meduxnekeag Environmental Showcase. In its 9th year, the showcase has grown in scope and outreach since the beginning, thanks in large part to your continued involvement and support. This year we have developed more material than ever before to further enhance this important learning opportunity for the students (parents and teachers too!).

In the following document you will find materials to assist you in preparation for the 2011 Meduxnekeag Environmental Showcase. We have developed these materials as a result of discussions with teachers and administrators. The documents are as follows:

- Showcase timeline
- Curriculum guidance document
- Marking rubric
- Judges checklist
- Letter to parents/guardians explaining the showcase and project expectations

We look forward to working with you and the students on this year's Meduxnekeag Environmental Showcase. Please let us know if you have any questions. We also appreciate hearing suggestions to improve this package for future showcases. We are looking forward to another year of fantastic projects and trust that our partnership will continue to grow as we bring this important learning opportunity to the students.

Best regards,

Darlene Tapley – Meduxnekeag Environmental Showcase Committee Co-Chair

Carl Faulkner – Meduxnekeag Environmental Showcase Committee Co-Chair

Simon J. Mitchell, Program Coordinator

George Peabody, Administrator

P.S. We will be hosting our annual showcase orientation dinner for principals and teachers at the **Atlantic Inns on November 17th, 5pm** (this coincides with the District Principals Meeting). This is an opportunity for us to review the materials and answer any questions you may have. Please RSVP to us at 328-8227, or via email at meduxnekeag@nb.aibn.com. Thanks. We look forward to seeing you then.

TIMELINE

What follows is the timeline for the 2011 Meduxnekeag Environmental Showcase. We will endeavor to adhere to this as we proceed towards the 2011 showcase. We appreciate your cooperation with this effort.

June 2010

- Meet with Community Schools Coordinator and Science Consultant to review 2010 and plan for 2011
- Determine draft themes for 2011
- Vet draft themes with MRA Committee and Community Schools Coordinator / Science Consultant

July 2010

- Review relevant curriculum links
- Develop curriculum guidance document for 2011
- Adjust previous year's marking rubric

August 2010

- Compile documentation for 2011 showcase and circulate for review
- Finalize package

October 2010

- Circulate materials (curriculum, rubric, contact letters, etc.) to Schools
- Invite participating schools to supper in Woodstock to discuss and answer any questions about the 2011 showcase

November 2010

- November 17th, 5pm – Atlantic Inns, Woodstock. Supper meeting with interested teachers/principals – review program, schedule showcase for each school

December 2010

- Finalize schools and number of showcase participants

March 2011

- March 15th to April 8th - 2011 Meduxnekeag Environmental Showcase

April 2011

- Grande Finale Showcase on April 9, 2011 in Woodstock

2011 Meduxnekeag Environmental Showcase – Curriculum guidance

For: Teachers involved in the 2011 Meduxnekeag Environmental Showcase

Prepared by: Meduxnekeag River Association Inc.

With assistance from: Crista Sprague, Science Consultant, District 14
Valerie Carmichael, Community Schools Coordinator, District 14

This document is intended to provide guidance, the relevant curriculum links and suggested approach for the marking rubric (separate document) to teachers participating in the 2011 Meduxnekeag Environmental Showcase – it endeavors to provide tangible links between the curriculum units and this year's theme “**Nature in my Neighborhood**”.

The theme, as in previous years, is to be the central part of the student projects. Within the theme, projects can focus on any of a variety of aspects of **nature in my neighborhood**; for example:

- native plants, animals, and birds you have found in your yard
- native plants, animals, and birds you should find in your neighborhood, but don't and why they aren't there
- the role of biodiversity in supporting healthy nature
- issues affecting nature in your neighborhood and possible solutions to those issues
- an interesting, or unique habitat in your neighborhood
- note that the above are only examples; they are not intended to be the only way to focus on the theme; projects which respond to the theme in other ways are perfectly acceptable!

This is not about composting, or some far off animal/place. We want the students to report on nature as they experience it in their immediate area.

The local libraries have information on this topic and there are extensive resources on the internet. *Most importantly, we want the students to get out and explore first hand nature in their neighborhood – this creates an experiential learning experience for the student and reinforces connections to the surrounding natural environment.* Although interesting, we don't want to learn about Niagara Falls, the rare three-toed sloth or nature in some far off place – it needs to be local, preferably in their backyard.

The preceding are *examples* only: there are endless possibilities on this subject. We want the students to explore and learn about their surrounding environment, while at the same time meeting curriculum requirements. We have provided some suggestions in this document and are happy to provide further guidance/assistance as needed. Please let us know how we can be of assistance.

Meduxnekeag River Association
George Peabody / Simon J. Mitchell
meduxnekeag@nb.aibn.com
506-328-8227

Curriculum summary

Kindergarten

You and Your World

Unit 3: Our Senses

- K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated

Unit 4: Place and Community

- K4.1 describe and locate some of the natural and constructed features of their community

Social Studies

Unit 4: Interdependence

- identify and describe some human organizations and natural systems
- identify and describe examples of interactions among people, technology and the environments
- demonstrate an understanding of the concept of sustainability

Unit 5: People, Place and Environment

- use maps globes and pictures to describe location and place
- use location, distance, scale, direction, and size to describe place
- identify some of the basic physical process that have shaped the Earth
- describe some of the physical and human characteristics of their local communities
- identify ways people depend on, modify, and are influenced by their physical environment

Unit 6: Time, Continuity and Change

- demonstrate and understanding of cause and effect and change over time

Grade 1

You and Your World

Unit 2: Our Environment

- 1.2.1 describe how plants and animals meet their needs in a given environment
- 1.2.2 plan and conduct investigations that explore similarities and differences between plants and animals
- 1.2.3 observe and describe how living things respond to changes in solar energy that occur on a daily and seasonal cycle
- 1.2.4 record observations and display data to explain seasonal changes
- 1.2.5 describe how people depend upon and interact with different natural environments
- 1.2.6 take age-appropriate action to practise responsible behaviour in caring for the environment.

Social Studies

Unit 4: Interdependence

- identify and describe some human organizations and natural systems
- identify and describe examples of interactions among people, technology and the environments
- demonstrate an understanding of the concept of sustainability

Unit 5: People, Place and Environment

- use maps globes and pictures to describe location and place
- use location, distance, scale, direction, and size to describe place
- identify some of the basic physical process that have shaped the Earth
- describe some of the physical and human characteristics of their local communities
- identify ways people depend on, modify, and are influenced by their physical environment

Unit 6: Time, Continuity and Change

- demonstrate and understanding of cause and effect and change over time

Grade 2

You and Your World

Unit 1: Growth and Development

- 2.1.1 describe growth and development of familiar animals during their life cycle
- 2.1.2 identify a variety of sources and ideas to investigate and illustrate key concepts in animal development
- 2.1.3 describe changes in humans as they grow, and contrast human growth with that of other organisms.

Unit 2: Technology and Community

- 2.2.1 describe how people contribute to making change in communities

Unit 5: Change and the Physical Environment

- 2.5.1 describe how air and water interact in the environment and how these elements impact people and places
- 2.5.2 compare properties of familiar liquids and solids and investigate how they interact
- 2.5.3 describe how people's interactions with the environment have changed over time
- 2.5.4 demonstrate an understanding of sustainable development and its importance to the future.

Social Studies

Unit 4: Interdependence

- identify and describe some human organizations and natural systems
- identify and describe examples of interactions among people, technology and the environments
- demonstrate an understanding of the concept of sustainability

Unit 5: People, Place and Environment

- use maps globes and pictures to describe location and place
- use location, distance, scale, direction, and size to describe place
- identify some of the basic physical process that have shaped the Earth
- describe some of the physical and human characteristics of their local communities
- identify ways people depend on, modify, and are influenced by their physical environment

Unit 6: Time, Continuity and Change

- demonstrate and understanding of cause and effect and change over time

Grade 3

Science

Unit 1: Life Science: Plant Growth and Changes

STSE Outcomes

- 100-29 identify and investigate life needs of plants and describe how plants are affected by the conditions in which they grow
- 100-28 identify and describe parts of plants and their general function
- 100-30 observe and describe changes that occur through the life cycle of a flowering plant
- 102-12 describe ways in which plants are important to living things and the environment
- 102-13 identify parts of different plants that provide humans with useful products, and describe the preparation that is required to obtain these products and how our supply of useful plants is replenished

Skills Outcomes

Initiating and Planning

- 200-1 ask questions that lead to exploration and investigation
- 200-3 make predictions, based on an observed pattern

Performing and Recording

- 201-5 make and record relevant observations and measurements, using written language, pictures, and charts
- 201-6 estimate measurements

Analysing and Interpreting

- 202-2 place materials and objects in a sequence or in groups according to one or more attributes
- 202-4 construct and label concrete-object graphs, pictographs, or bar graphs
- 202-5 identify and suggest explanations for patterns and discrepancies in observed objects and events

Communication and Teamwork

- 203-2 identify common objects and events, using terminology and language that others understand
- 203-5 respond to the ideas and actions of others and acknowledge their ideas and contributions

Unit 2: Earth and Space Science: Exploring Soils

STSE Outcomes

- 100-36 explore and describe a variety of soils and find similarities and differences among them
- 100-37 investigate and describe soil components
- 100-38a describe the effect of moisture on characteristics (e.g., cohesion - ability to hold together, texture, colour of the soils)
- 100-38b compare the absorption of water by different soils
- 100-39 observe and describe the effects of moving water on different soils
- 100-35 investigate and describe how living things affect and are affected by soils

Skills Outcomes

Initiating and Planning

- 200-1 ask questions that lead to exploration and investigation
- 200-3 make predictions, based on an observed pattern

Performing and Recording

- 201-3 use appropriate tools for manipulating and observing materials and in building simple models
- 201-5 make and record relevant observations and measurements, using written language, pictures, and charts
- 201-7 identify and use a variety of sources of science information and ideas

Analysing and Interpreting

- 202-2 place materials and objects in a sequence or in groups according to one or more attributes
- 202-4 construct and label concrete-object graphs, pictographs, or bar graphs
- 202-7 propose an answer to an initial question or problem and draw simple conclusions based on observations or research

Communication and Teamwork

- 203-1 communicate questions, ideas, and intentions while conducting their explorations
- 203-3 communicate procedures and results, using drawings, demonstrations, and written and oral descriptions

Social Studies

Unit 4: Interdependence

- identify and describe some human organizations and natural systems
- identify and describe examples of interactions among people, technology and the environments
- demonstrate an understanding of the concept of sustainability

Unit 5: People, Place and Environment

- use maps globes and pictures to describe location and place
- use location, distance, scale, direction, and size to describe place
- identify some of the basic physical process that have shaped the Earth
- describe some of the physical and human characteristics of their local communities
- identify ways people depend on, modify, and are influenced by their physical environment

Unit 6: Time, Continuity and Change

- demonstrate an understanding of cause and effect and change over time

Grade 4

Science

Unit 1: Life Sciences

STSE Outcomes

- 108-3 describe how personal actions help conserve natural resources and care for living things and their habitats
- 108-6 identify their own and their family's impact on natural resources

Skills Outcomes

Initiating and Planning

- 204-1 propose questions to investigate and practical problems to solve
- 204-3 state a prediction and a hypothesis based on an observed pattern of events
- 204-6 identify various methods for finding answers to given questions as well as solutions to given problems, and ultimately select one that is appropriate

Performing and Recording

- 205-1 carry out procedures to explore a given problem and to ensure a fair test of a proposed idea by controlling major variables
- 205-5 make observations and collect information relevant to a given question or problem
- 205-10 construct and use devices for a specific purpose

Analysing and Interpreting

- 206-1 classify according to several attributes and create a chart or diagram that shows the method of classification
- 206-2 compile and display data, by hand or by computer, in a variety of formats including frequency tallies, tables, and bar graphs
- 206-3 identify and suggest explanations for patterns and discrepancies in data
- 206-6 suggest improvements to a design or constructed object

Communication and Teamwork

- 207-2 communicate procedures and results, using lists, notes in point form, sentences, charts, graphs, drawings, and oral language

Knowledge Outcomes

- 302-1 identify a variety of local and regional habitats and their associated populations of plants and animals
- 302-2 describe how various animals are able to meet their basic needs in their habitat
- 300-1 compare the external features and behavioural patterns of animals that help them thrive in different kinds of places
- 300-2 compare the structural features of plants that enable them to thrive in different kinds of places
- 302-3 classify organisms according to their role in a food chain
- 301-1 predict how the removal of a plant or animal population affects the rest of the community
- 301-2 relate habitat loss to the endangerment or extinction of plants and animals

Unit 2: Physical Science: Light

STSE Outcomes

- 108-6 identify their own and their family's impact on natural resources

Skills Outcomes

Initiating and Planning

- 204-7 plan a set of steps to solve a practical problem and to carry out a fair test of a science-related idea

Performing and Recording

- 205-3 follow a given set of procedures
- 205-5 make observations and collect information that is relevant to a given question or problem
- 205-10 construct and use devices for a specific purpose

Analysing and Interpreting

- 206-1 classify according to several attributes and create a chart or diagram that shows the method of classifying
- 206-5 draw a conclusion, based on evidence gathered through research and observation, that answers an initial question

Communication and Teamwork

- 207-1 communicate questions, ideas, and intentions, and listen

Unit 3: Physical Science: Sound

Skills Outcomes

Initiating and Planning

- 204-1 propose questions to investigate and practical problems to solve
- 204-2 rephrase questions in a testable form
- 204-3 state a prediction and a hypothesis based on an observed pattern of events

Performing and Recording

- 205-2 select and use tools to manipulate materials and build models
- 205-8 identify and use a variety of sources and technologies to gather pertinent information

Analysing and Interpreting

- 206-7 evaluate personally constructed devices with respect to safety, reliability, function, appearance, and efficient use of materials
- 206-9 identify new questions or problems that arise from what was learned

Communication and Teamwork

- 207-6 work with group members to evaluate the

Knowledge Outcomes

- 300-4 compare the range of sounds heard by humans to that heard by other animals

Unit 4: Earth and Space Science: Rocks, Minerals and Erosion

Skills Outcomes

Initiating and Planning

- 204-1 propose questions to investigate and practical problems to solve
- 204-2 rephrase questions in testable form
- 204-3 state a prediction and a hypothesis based on an observed pattern of events
- 204-8 identify appropriate tools, instruments, and materials to complete investigations

Performing and Recording

- 205-1 carry out procedures to explore a given problem and to ensure a fair test of a proposed idea by controlling major variables
- 205-5 make observations and collect information relevant to a given question or problem
- 205-7 record observations using a single word, notes in point form, sentences, and simple diagrams and charts

Analysing and Interpreting

- 206-1 classify according to several attributes and create a chart or diagram to show the method of classifying
- 206-9 identify new questions or problems that arise from what was learned

Communication and Teamwork

- 207-2 communicate procedures and results, using lists, notes in point form, sentences, charts, graphs, drawings, and oral language

Knowledge Outcomes

- 300-6 describe rocks and minerals according to physical properties such as colour, texture, lustre, hardness, and crystal shape (minerals)
- 300-5 compare different rocks and minerals from the local area with those from other places
- 300-8 relate the characteristics of rocks and minerals to their uses
- 301-6 demonstrate a variety of methods of weathering and erosion
- 301-5 describe the effects of wind, water, and ice on the landscape
- 301-4 describe ways in which soil is formed from rocks
- 300-7 identify and describe rocks that contain records of the Earth's history
- 301-7 describe natural phenomena that cause rapid and significant changes to the landscape

Social Studies

Unit 1: Exploration

- 4.1.1. Explore the concept of exploration

Unit 2: The Nature of Exploration

- 4.2.2 Analyze the factors that motivate exploration

Unit 3: Exploring our World

- Examine major physical features of the world
- 4.3.2 Describe the main characteristics of rivers, islands, mountains and oceans

- 4.3.3. Examine the relationship between humans and the physical environment

Unit 4: Exploring the Landscapes of Canada

- 4.4.1 Describe the physical landscape of Canada

Grade 5

Science

Unit 1: Life Science: Meeting Basic Needs and Maintaining a Healthy Body

STSE

- 106-2 describe examples of tools and techniques that have contributed to scientific discoveries
- 106-4 describe instances in which scientific ideas and discoveries have led to new inventions and applications
- 107-2 describe and compare tools, techniques, and materials used by different people in their community and region to meet their needs
- 107-5 provide examples of how science and technology have been used to solve problems in their community and region
- 107-8 describe examples of technologies that have been developed to improve their living conditions
- 107-12 provide examples of Canadians who have contributed to science and technology
- 107-14 identify scientific discoveries and technological innovations of people from different cultures

Skills Outcomes

Initiating and Planning

- 204-1 propose questions to investigate and practical problems to solve

Performing and Recording

- 205-2 select and use tools to manipulate materials and build models
- 205-7 record observations using a single word, notes in point form, sentences, simple diagrams and charts

Analysing and interpreting

- 206-2 compile and display data, by hand or by computer, in a variety of formats including frequency tallies, tables, and bar graphs
- 206-3 identify and suggest explanations for patterns and discrepancies in data
- 206-4 evaluate the usefulness of different information sources in answering a given question

Communication and teamwork

- 207-5 identify problems as they arise and work cooperatively with others to find solutions

Knowledge Outcomes

- 302-4 describe the role played by body systems in helping humans and other animals to grow and reproduce and meet their basic needs

Unit 2: Physical Science: Properties and Changes in Materials

STSE Outcomes

- 104-7 demonstrate the importance of using the languages of science and technology to communicate ideas, processes, and results
- 107-8 describe examples of technologies that have been developed to improve living conditions

Skills Outcomes

Performing and Recording

- 205-5 make observations and collect information that is relevant to a given question or problem
- 205-8 identify and use a variety of sources and technologies to gather pertinent information

Analysing and Interpreting

- 206-1 classify according to several attributes and create a chart or diagram that shows the method of classification
- 206-2 compile and display data, by hand or by computer, in a variety of formats including frequency tallies, tables, and bar graphs

Communication and Teamwork

- 207-3 work with team members to develop and carry out a plan

Knowledge Outcomes

- 300-10 identify properties such as texture, hardness, colour, buoyancy, and solubility that allow materials to be distinguished from one another
- 300-9 group materials as solids, liquids, or gases, based on their properties

Unit 4: Earth and Space Science: Weather

STSE Outcomes

- 104-7 demonstrate the importance of using the languages of science and technology to communicate ideas, processes, and results
- 105-1 identify examples of scientific questions and technological problems currently being studied
- 105-2 identify examples of scientific questions and technological problems addressed in the past
- 106-4 describe instances in which scientific ideas and discoveries have led to new inventions and applications
- 107-2 describe and compare tools, techniques, and materials used by different people in their community and region to meet their needs
- 107-5 provide examples of how science and technology have been used to solve problems in their community and region
- 107-10 identify women and men in their community who work in science- and technology-related areas
- 107-14 identify scientific discoveries and technological innovations of people from different cultures
- 108-1 identify positive and negative effects of familiar technologies

Skills Outcomes

Initiating and Planning

- 204-3 make a prediction and state a hypothesis based on an observed pattern of events
- 204-8 identify appropriate tools, instruments, and materials to complete their investigations

Performing and Recording

- 205-4 select and use tools for measuring
- 205-6 estimate measurements
- 205-7 record observations using single words, notes in point form, sentences, simple diagrams and charts
- 205-10 construct and use devices for a specific purpose
- 205-8 identify and use a variety of sources and technologies to gather pertinent information

Analysing and Interpreting

- 206-1 classify according to several attributes and create a chart or diagram that shows the method of classification
- 206-2 compile and display data, by hand or by computer, in a variety of formats including frequency tallies, tables, and bar graphs
- 206-3 identify and suggest explanations for patterns and discrepancies in data
- 206-5 gather evidence through research and observation to answer a question and use the resulting information to draw a conclusion

Communicating and Teamwork

- 207-4 ask others for advice or opinions

Knowledge Outcomes

- 300-13 describe weather in terms of temperature, wind speed and direction, precipitation, and cloud cover
- 302-11 describe the key features of a variety of weather systems
- 303-21 relate the transfer of energy from the sun to weather conditions
- 300-14 describe situations that demonstrate air takes up space, has weight, and expands when heated
- 302-10 identify patterns in indoor and outdoor air movement
- 301-13 relate the constant circulation of water on Earth to the processes of evaporation, condensation, and precipitation
- 301-14 describe and predict patterns of change in local weather conditions

Social Studies

Unit 4: Interdependence

- identify and describe some human organizations and natural systems
- identify and describe examples of interactions among people, technology and the environments
- demonstrate an understanding of the concept of sustainability
- explain the interrelationships within selected human organizations and natural systems
- identify and describe examples of positive and negative interactions among people, technology and the environment

Unit 5: People, Place and Environment

- use maps globes and pictures to describe location and place
- use location, distance, scale, direction, and size to describe place
- identify some of the basic physical process that have shaped the Earth
- describe some of the physical and human characteristics of their local communities
- identify ways people depend on, modify, and are influenced by their physical environment
- explain how physical processes have shaped and affected the landscape and human needs
- describe how the environment affects human activity and how human activity endangers or sustains the environment

Meduxnekeag Project Rubric

This document is intended to provide assessment guidelines to teachers and judges participating in the 2010 Meduxnekeag Environmental Showcase. It endeavors to convey standards for quality work to students, parents and judges as well as justify and validate marking criteria. It is important that students be aware of the rubric so they know their target. It will also provide consistency for teachers and judges as well as continuity throughout the school district. The rubric has been created with the mission in mind that we want students to explore and learn about their surrounding environment while meeting curriculum requirements. The actual project itself is not as important as the actual learning that is demonstrated by the student. The rubric has been designed with this in mind.

The rubric should be used holistically for summative evaluation purposes. Evaluators should review the overall indicators highlighted that best describe the student's performance at this time. Each concept should be evaluated separately looking at indicators within the grid. After looking at each concept the evaluator should decide where the majority of indicators fall to determine the overall rank.

Criteria	D (ED)	C (AD)	B (AD+)	A (SP)
Understanding of Content (basic concepts)	<ul style="list-style-type: none"> • shows understanding of few of the basic concepts: must read from a cue sheet • demonstrates significant misconceptions • explanations show limited understanding of concepts • material lacks depth and may include inaccuracies 	<ul style="list-style-type: none"> • shows some understanding of the basic concepts: still relies heavily on a cue sheet • demonstrates minor misconceptions • can give partially explanations • material shows some depth but may include minor inaccuracies 	<ul style="list-style-type: none"> • shows understanding of the basic concepts: only refers to cue cards for prompting • demonstrates no significant misconceptions • usually gives complete or nearly complete explanations • material is well researched and accurate 	<ul style="list-style-type: none"> • shows a thorough understanding of all the basic concepts: rarely needs to refer back to notes • demonstrates no misconceptions • always gives complete, detailed explanations • material is thoroughly researched and accurate
Organization	<ul style="list-style-type: none"> • presentation is disorganized and lacks clarity • no real introduction or conclusion - repeated content • audience is confused 	<ul style="list-style-type: none"> • presentation is generally organized and somewhat clear • separate ideas discussed in separate sections with an attempt to include an introduction and conclusion • audience can follow along 	<ul style="list-style-type: none"> • presentation is organized with clarity • content flows nicely • audience finds ideas clear and easy to follow 	<ul style="list-style-type: none"> • presentation is very organized, engaging and original • content follows a logical sequence • audience finds ideas easy to follow, clear, effective and original
Communication	<ul style="list-style-type: none"> • rarely uses appropriate science and technology terminology • answers questions with little clarity and precision , requires prompting • lacks fluency, expressiveness and audibility 	<ul style="list-style-type: none"> • sometimes uses appropriate science and technology terminology • answers questions with some clarity and precision may need minimal prompting • somewhat fluent, expressive and generally audible 	<ul style="list-style-type: none"> • usually uses appropriate science and technology terminology • answers questions with clarity and precision • fluent, expressive and audible 	<ul style="list-style-type: none"> • consistently uses appropriate science and technology terminology • independently answers questions with clarity and precision while also sharing new information • fluent, highly expressive and audible

Model (poster, diagram or 3D display)	<ul style="list-style-type: none"> • 3D display, report and/or illustrations are neither neat nor accurate • they confuse the content • model and ideas are derived from other sources (internet and/or adult creations) • student can not recount how the model was created (or their role in creating the model) 	<ul style="list-style-type: none"> • 3D display, report and/or illustrations are mostly accurate and somewhat related to the theme • they don't add much to the content (simply add-ons) • model and ideas show some original work (internet and/or adult assistance are still evident) • student can give a basic recount of how the model was created (or their role in creating the model) 	<ul style="list-style-type: none"> • 3D display, report and/or illustrations are accurate and clearly relate to the theme • they reinforce the content • model and ideas appear to be original works • student can give an appropriate recount of how and why the model was created (or their role in creating the model) 	<ul style="list-style-type: none"> • 3D display, report and/or illustrations are neat, accurate and clearly relate to the overall theme • they provide additional insight and interest to the content • model and ideas are creative and original • student can give a detailed recount of how and why the model was created (or their role in creating the model)
Written Component	<ul style="list-style-type: none"> • information appears to be disorganized • errors in language conventions interfere with communication 	<ul style="list-style-type: none"> • information is somewhat organized, but paragraphs are not well-constructed • some errors in language conventions, not sufficient to interfere with communication 	<ul style="list-style-type: none"> • information is organized with well-constructed paragraphs • language conventions are easily understood 	<ul style="list-style-type: none"> • information is very organized with well-constructed paragraphs and heading/subheadings • language conventions are used correctly and for conscious effect
Relation to Theme	<ul style="list-style-type: none"> • no connection to the assigned topic • theme is not the central part of the student's project (i.e. recycled project/ideas) 	<ul style="list-style-type: none"> • general connection to the assigned topic • theme is an important part of the student's project 	<ul style="list-style-type: none"> • clear connection to the assigned topic • theme is the central part of the student's project 	<ul style="list-style-type: none"> • clear and creative connection to the assigned topic • theme is the central part of the student's project

Showcase judging criteria - 2011

Participant:

Grade:

Understanding of concept:	Excellent	Good	Fair	Poor
Organization:	Excellent	Good	Fair	Poor
Communication:	Excellent	Good	Fair	Poor
Model (poster, diagram, etc.):	Excellent	Good	Fair	Poor
Written component:	Excellent	Good	Fair	Poor
Relation to theme:	Excellent	Good	Fair	Poor

Notes:

Participant:

Grade:

Understanding of concept:	Excellent	Good	Fair	Poor
Organization:	Excellent	Good	Fair	Poor
Communication:	Excellent	Good	Fair	Poor
Model (poster, diagram, etc.):	Excellent	Good	Fair	Poor
Written component:	Excellent	Good	Fair	Poor
Relation to theme:	Excellent	Good	Fair	Poor

Notes:

Participant:

Grade:

Understanding of concept:	Excellent	Good	Fair	Poor
Organization:	Excellent	Good	Fair	Poor
Communication:	Excellent	Good	Fair	Poor
Model (poster, diagram, etc.):	Excellent	Good	Fair	Poor
Written component:	Excellent	Good	Fair	Poor
Relation to theme:	Excellent	Good	Fair	Poor

Notes:



Meduxnekeag Environmental Showcase 2011

Dear Parent / Guardian,

Our students are participating in the Meduxnekeag Environmental Showcase. This environmental education program is a partnership between the Meduxnekeag River Association Inc. (www.meduxnekeag.org), School District 14 and our school.

This year's showcase is about "Nature in my neighborhood"

Nature is around us in our everyday lives. The theme, as in previous years, is to be the central part of the student projects. Within the theme, projects can focus on any of a variety of aspects of **Nature in my neighborhood**; for example:

- native plants, animals, and birds you have found in your yard
- native plants, animals, and birds you should find in your neighborhood, but don't and why they aren't there
- the role of biodiversity in supporting healthy nature
- issues affecting nature in your neighborhood and possible solutions to those issues
- an interesting, or unique habitat in your neighborhood
- note that the above are only examples; they are not intended to be the only way to focus on the theme; projects which respond to the theme in other ways are perfectly acceptable!

We want the students to explore and learn about their surrounding natural environment, while at the same time meeting curriculum requirements. This is not about composting, or some far off animal/place - we want the students to report on nature as they experience it in their immediate area

The Showcase challenge is: find out more about **nature in my neighborhood**, and then choose one aspect that most interests you. Research and find out everything you can about it: Where is it? Why is it important? How has it changed over the years? How might it change in the future?

Then do a project on the aspect of **nature in my neighborhood**. Your project can be artwork, constructions, model, diagram, poster, photo's, or any combination and must include something written in your own handwriting or printing (as short as a few sentences for Kindergarten and as long as an essay for Grade 5 students). You can start your project right in your neighborhood. And, then check out the library at your school or your local public library for more information. The internet also has vast resources that may be of use.

The Meduxnekeag Environmental Showcase will be held at our school on March __, 2011. Students can bring projects in the day of the showcase and set-up in _____ when they come to school. The judging will occur during the day and then projects can return home with the students.

Thank you for your support of this important learning opportunity for the students. If you have any questions I can be reached

Best regards,

Teacher and Meduxnekeag River Association Inc.