

In the Primary years, children are assessed and evaluated according to their individual progress. It is expected that young children will acquire skills at differing rates and times.

The following checklist of learning outcomes is used to describe student progress. Please use a **capital X** to check the box for the current term for areas that have been covered and for which student has grade appropriate level of competency. (Tip: Set your keyboard to caps lock so you don't have to think about if for each box.)

Personal and Social Awareness and Responsibility (Core Competencies)

Note: There are other core competencies that are covered in the curricular competencies below.

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Tell when he/she is becoming angry, upset, or frustrated, and has strategies to calm him/herself.			
Accept responsibility for his/her actions			
Regulate energy level appropriate to the activity (with minimal redirection)			
Connect his/her actions with both positive and negative consequences			
Make choices that benefit his/her well-being and keep him/herself safe in his/her community, including his/her online interactions.			
Make decisions about activities and, with support, take some responsibility for own physical and emotional well-being.			
Express wants and needs			
Interact with others and the environment respectfully			
Share feelings and listen to others' views			
Solve some problems himself/herself and can identify when to ask for help			
Demonstrate respectful and inclusive behaviour			
Be kind to others, work or play co-operatively, and build relationships with people of his/her choosing.			

Language Arts

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Write legibly, using letters and words and basic conventions of English spelling, grammar, and punctuation			
Plan and create a variety of communication forms for different purposes and audiences			
Reading strategies: Using contextual clues; using phonics and word structure, visualizing, questioning, retelling, predicting, previewing text, summarizing			

Oral language strategies: Focusing on the speaker, asking questions to clarify, using a receptive listening posture, listening for specifics, expressing simple opinions, speaking with expression, staying on topic, taking turns			
Metacognitive skills: Monitoring (asking does it make sense?), self-correcting errors consistently, using meaning, structure, and visual cues, talking about thinking and reflecting upon learning, contributing to and using class-generated criteria to assess own and others' work, setting personal goals and making a simple plan for improvement; and taking steps to achieve goals			
Writing processes: Developing basic revising, editing, and proofreading strategies, and identifying an audience			
Content (Student knows...)	Term 1	Term 2	Term 3
Elements of story (character, plot, setting, conflict and theme)			
Structures and features of written text (headings, diagrams, columns, and sidebars)			
Literary elements and devices (descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, and alliteration)			
Word patterns, word families			
The structure of compound sentences			
Formation of plurals			
Common practices in punctuation of sentences and in apostrophe use in contractions			
How story in First Peoples' cultures connects people to land, family, and community			

Math

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Estimate reasonably			
Develop mental math strategies and abilities to make sense of quantities			
Use reasoning and logic to explore and make connections			
Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving			
Visualize and describe mathematical concepts			
Connect mathematical concepts to each other and make mathematical connections to the real world			
Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts			
Content (Student knows...)	Term 1	Term 2	Term 3
Number concepts to 1000			
Fraction concepts			
Addition and subtraction to 1000			
Addition and subtraction facts to 20 (by memory by end of grade 3)			

Multiplication and division concepts			
Increasing and decreasing patterns			
Pattern rules using words and numbers based on concrete experiences			
One-step addition and subtraction equations with an unknown number			
Measurement using standard units (linear, mass, and capacity)			
Time concepts (understanding units of time, but not necessarily telling time)			
Construction of 3D shapes			
One-to-one correspondence with bar graphs, pictographs, charts, and tables			
Likelihood of simulated events using comparative language			
Financial literacy — fluency with coins and bills to 100 dollars, and earning and payment			

Social Studies – Global Indigenous Peoples

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions			
Explain why people, events, and places are significant to various individuals and groups (significance)			
Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)			
Sequence objects, images, and events, and explain why some aspects change and others stay the same (continuity and change)			
Recognize the causes and consequences of events, decisions, and developments (cause and consequence)			
Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events			
Make value judgments about events, decisions, and actions, and suggest lessons that can be learned (ethical judgment)			
Content (Student knows...)	Term 1	Term 2	Term 3
Cultural characteristics and ways of life of local First Peoples and global indigenous peoples			
Aspects of life shared by and common to peoples and cultures			
Interconnections of cultural and technological innovations of global and local indigenous peoples			
Governance and social organization in local and global indigenous societies			
Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures			
Relationship between humans and their environment			

Science

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Ask questions about familiar objects and events that can be investigated scientifically			
Suggest ways to plan and conduct an inquiry to find answers to their questions			
Make predictions based on prior knowledge			
Consider ethical responsibilities when deciding how to conduct an experiment			
Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate			
Make and record observations			
Collect simple data			
Use tables, simple bar graphs, or other formats to classify and represent data and show simple patterns and trends			
Compare results with predictions, suggesting possible reasons for findings			
Reflect on whether an investigation was a fair test			
Identify some simple environmental implications of their and others' actions			
Co-operatively design projects			
Transfer and apply learning to new situations			
Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate			
Express and reflect on personal or shared experiences of place			
Content (Student knows...)	Term 1	Term 2	Term 3
Local biodiversity: The variety of different types of living things in an ecosystem; characteristics of local plants, animals, and fungi.			
Aboriginal knowledge of ecosystems: The interconnection between living and non-living things in the local environment			
Producers (plants), consumers (animals) and decomposers (bacteria and fungi) respond to their environment in energy pyramids (flow of energy in the community from the sun)			
Food chains: the flow of food energy from one organism to another (e.g., grass to rabbit to lynx)			
Food webs: interconnecting food chains (e.g., a rabbit may be eaten by a lynx or a wolf)			
Atoms or molecules as particles/building blocks of matter			
Properties of materials (density, viscosity, buoyancy, electrical conductivity)			
Sources of thermal energy			
Transfer of thermal energy through conduction, convection, and radiation			
Major local landforms (mountains, hills, plateaus, valleys, riverbeds, deltas, glaciers, etc.)			
Observable changes in the local environment caused by erosion and deposition by wind, water, and ice.			

Physical Health and Education

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Participate daily in variety of physical activities at moderate to vigorous intensity levels			
Demonstrate proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills			
Develop and demonstrate safety, fair play, and leadership in physical activities			
Monitor exertion levels			
Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community			
Explore and describe strategies for making healthy eating choices in a variety of settings			
Identify and employ strategies for accessing reliable sources of information and support services for a variety of health topics			
Explore and describe strategies for pursuing personal healthy-living goals			
Identify nutrition and hydration choices to support different activities and overall health			
Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations			
Describe and apply strategies for developing and maintaining positive relationships			
Explain how participation in outdoor activities supports connections with the community and environment			
Identify and apply strategies that promote mental well-being			
Describe physical, emotional, and social changes as students grow older			
Describe factors that influence mental well-being and self-identity			

Arts Education

<i>Please fill in for each term: The activities participated in/ learning your child has demonstrated.</i>	Term 1	Term 2	Term 3
Visual Arts:			
Dance:			
Drama:			
Music:			

Career Education

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Identify and appreciate their personal attributes, skills, interests, and accomplishments			
Recognize the importance of positive relationships in their lives			
Share ideas, information, personal feelings, and knowledge with others			
Work respectfully and constructively with others to achieve common goals			
Recognize the importance of learning in their lives and futures			
Set and achieve realistic learning goals for themselves			
Identify and appreciate the roles and responsibilities of people in their schools, families, and communities			
Demonstrate effective work habits and organizational skills appropriate to their level of development			
Recognize the basic skills required in a variety of jobs in the community			

Applied Design, Skills and Technologies

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Generate ideas from their experiences and interests			
Add to others' ideas			
Tell the story of designing and making their product			
Reflect on their ability to work effectively both as individuals and collaboratively in a group			
Identify how their product contributes to the individual, family, community, and/or environment			