

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
Accept responsibility for his/her actions			
Focus and regulate energy level appropriate to the activity (with minimal redirection)			
Use strategies to focus, manage stress, and accomplish personal goals			
Persevere with challenging tasks			
Identify when he/she is becoming angry, upset, or frustrated, and he/she has strategies to calm him/herself			
Interact with others and the environment respectfully and thoughtfully			
Contribute to group activities that make home, community, or natural world a better place			
Consider others' views and express a different opinion in a peaceful way			
Identify problems and compare potential problem-solving strategies			
Demonstrate respectful and inclusive behaviour, including online			
Identify when others need support and provide it			
Build and sustain relationships			
Show care for elders.			

### Language Arts

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Communicate by writing, using letters and words and applying basic conventions of Canadian spelling, grammar, and punctuation			
Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences			
Develop basic revising, editing, and proofreading strategies, and identifying an audience			
Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding			
Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text			

Apply a variety of age-appropriate thinking skills to gain meaning from texts (determining the relative importance of ideas and information, considering alternative viewpoints, developing explanations, making and explaining connections, recounting, summarizing, analyzing, and synthesizing)			
Identify how differences in context, perspectives, and voice influence meaning in texts			
Demonstrate awareness of the oral tradition in First Peoples' cultures and the purposes of First Peoples' texts			
Identify how story in First Peoples' cultures connects people to land			
Develop paragraphs that have a topic sentence and supporting details			
<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Narrative structure (climax, conclusion, resolution) and characterization			
Sound devices (e.g., alliteration, onomatopoeia) and figurative language (e.g., metaphor, simile)			
Perspective/viewpoint			
Grammar: parts of speech; past, present, future tenses; subject-verb agreements			

## Math

<b>Competencies (Student is able to...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
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			
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			
<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Number concepts to 1 000 000			
Decimals to thousandths			
Equivalent fractions			
Whole-number, fractions, and decimals benchmarks			
Addition and subtraction of whole numbers to 1 000 000			
Multiplication and division to three digits, including division with remainders			
Addition and subtraction of decimals to thousandths			

Application of addition and subtraction facts to 20			
Multiplication and division facts to 100 (emerging computational fluency)			
Rules for increasing and decreasing patterns with words, numbers, symbols, and variables			
One-step equations with variables			
Area measurement of squares and rectangles			
Relationships between area and perimeter			
Duration, using measurement of time			
Classification of prisms and pyramids			
Single transformations (geometry)			
One-to-one correspondence and many-to-one correspondence using double bar graphs			
Probability experiments, focusing on independence			
Financial literacy — monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans			

## Social Studies – Canadian Issues and Governance

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Use inquiry processes and skills to: Ask questions, gather, interpret, and analyze ideas; and communicate findings and decisions			
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)			
Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)			
Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)			
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)			
Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective)			
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)			
Content (Student knows...)	Term 1	Term 2	Term 3
The changing nature of Canadian immigration over time			
Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments			
Human rights and responses to discrimination in Canadian society			
Levels of government, their main functions, and sources of funding			

Participation and representation in Canada's system of government			
Resources and economic development in different regions of Canada			
First Peoples land ownership and use			

## Science

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Identify questions to answer or problems to solve through scientific inquiry			
Make predictions about the findings of their inquiry			
Plan scientific investigation/inquiry			
Collect data and record observations			
Process and analyze data and information			
Evaluate the investigation			
Transfer and apply learning to new situations			
Communicate ideas, findings, explanations, processes, etc.			
Content (Student knows...)	Term 1	Term 2	Term 3
Basic structures and functions of body systems (digestive, excretory, respiratory, circulatory)			
Solutions and solubility			
Properties of simple machines and their force effects			
Machines: Constructed (combinations of simple machines to make complex machines), and found in nature (e.g. The musculoskeletal system uses levers)			
Power- the rate at which energy is transformed			
Local types of earth materials			
The rock cycle			
Aboriginal concept of interconnectedness in the environment			
The nature of sustainable practices around BC's living and non-living resources			

## 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			
Identify ways to monitor and adjust physical exertion levels (e.g. checking pulse, etc.)			

Identify aspects of health that influence fitness (i.e. Muscular strength, flexibility, etc.)			
Identify/employ training principles to enhance personal fitness levels			
Identify food choices to support active lifestyles and overall health			
Identify practices that promote health and mental well-being, including those that prevent communicable and non-communicable illnesses			
Analyze and describe the connections between eating, physical activity, and mental well-being			
Describe the impacts of personal choices on health and well-being			
Identify sources of health information and support services			
Describe strategies for communicating medical concerns and getting help with health issues			
Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations			
Describe and assess strategies for responding to discrimination, stereotyping, and bullying			
Describe and apply strategies for developing and maintaining healthy relationships			
Describe and apply strategies that promote a safe and caring environment			
Identify factors influencing use of psychoactive substances, and potential harms			
Describe and assess strategies for managing problems related to mental well-being and substance use, for others			
Explore and describe strategies for managing physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships			
Explore and describe how personal identities adapt and change in different settings and situations			
Factors influencing use of psychoactive substances, and potential harms			

## Arts Education

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

## Career Education

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time			
Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences			
Demonstrate respect for differences in the community			
Use innovative thinking when solving problems			
Set realistic short- and longer-term learning goals, define a path, and monitor progress			
Make connections between effective work habits and success			
Demonstrate safe behaviours in a variety of environments			
Question self and others about the role of technology in the changing world			

## Second Language

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Communicates personal information orally in brief and simple messages			
Asks and responds to simple questions			
Identifies and uses common expressions and greetings			
Communicates likes, dislikes, wants, and needs			
Expresses acquired information in oral and visual forms			

## Applied Design, Skills and Technologies

Student is able to engage in the steps of the design process:	Term 1	Term 2	Term 3
Identify a design issue			
Do research to understand the background of the design issue			
Gather information about or from potential users			
Identify key features or user requirements			
Identify the main objective for design and any constraints			
Choose an idea to pursue			
Create a plan and a test and improve a prototype			
Construct and share the final product			