

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
Express some wants, needs, and preferences, with support			
Identify and participate in activities that support his/her well-being			
Able to accept responsibility for his/her actions			
With some help, able to regulate energy level appropriate to the activity			
Interact with others and the environment respectfully, in familiar and structured settings			
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, with some direction			
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
Engage actively as listener, viewer, and reader			
Use personal experience and knowledge to connect to text and make meaning			
Create stories and other age-appropriate texts (includes oral, drama, drawn, etc.)			
Plan and create a variety of communication forms for different purposes and audiences			
Use reading strategies – predicting, making connections, retelling, recognizing familiar words, using pictures/patterns/memory to understand texts			

Use oral language strategies – adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns speaking; maintaining a listening posture; asking questions related to the topic; making personal connections; and making relevant contributions to discussion			
Use metacognitive strategies – talking and thinking about his/her own learning (e.g. through reflecting, questioning, goal-setting, self-evaluating)			
Use writing processes – using scribble writing or letter strings to communicate meaning; distinguishing drawing from writing; and using pictures to tell stories			
Recognize concepts of print – recognizing the conventional features of written English (such as the association of letters and sounds and the correspondence of spoken words to printed words, left-to-right directionality, etc.)			
<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
The structure of story (e.g. beginning, middle, end)			
Letter-sound correspondence			

## Math

<b>Competencies (Student is able to...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Estimate reasonably			
Use reasoning and logic to explore and make connections			
Use multiple strategies to engage in problem solving (e.g., visual, oral, role-play, experimental, written, symbolic)			
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 (e.g., in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration)			
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 10 – sequencing, visual recognition of a number of objects in a group, the number stays the same no matter how you arrange the objects, etc.			
Ways to make 5			
Decomposition of numbers to 10			
Repeating patterns with two or three elements			
Addition and subtraction to 10 using concrete materials			

Equality as a balance and inequality as an imbalance			
Direct comparative measurement (e.g., linear, mass, capacity)			
Single attributes of 2D shapes and 3D objects			
Concrete or pictorial graphs as a visual tool			
Likelihood of familiar life events			
Financial literacy – attributes of coins and financial role-play			

## Social Studies – Identity and Families

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Inquiry: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions			
Explain the significance of personal or local events, objects, people, and places			
Evidence: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources			
Continuity and Change: Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same			
Recognize the causes and consequences of events, decisions, and developments in their lives			
Acknowledge different perspectives on people, places, issues, and events in their lives			
Ethical Judgment: Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action			
Content (Student knows...)	Term 1	Term 2	Term 3
Ways in which individuals and families differ and are the same			
Personal and family history and traditions			
Needs and wants of individuals and families			
Rights, roles, and responsibilities of individuals and groups			
People, places, and events in the local community, and in local First Peoples communities			

## Science

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Observe objects and events in familiar contexts			
Generate simple questions about familiar objects and events			
Make exploratory observations using their senses			
Safely manipulate materials			

Make simple measurements using non-standard units			
Discuss observations			
Represent observations and ideas by drawing			
Experience and interpret the local environment			
Transfer and apply learning to new situations			
Generate and introduce new or refined ideas when problem solving			
<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Basic needs of plants and animals, and features that help them meet these needs			
First Peoples' uses of plants and animals			
Properties of familiar materials			
Effects of pushes/pulls, size, shape, and materials on movement			
Seasonal and weather changes (incl. plant life cycle)			
Changes that living things make to accommodate daily and seasonal cycles			

## Physical Health and Education

<b>Competencies (Student is able to...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Participate <b>daily</b> in a variety of physical activities			
Develop and demonstrate safety, fair play, and leadership in physical activities			
Control an object (such as a soccer ball or hockey puck)			
Describe the body's reaction to physical activity			
Identify health benefits of different foods, and the importance of water for hydration			
Name parts of the body, including male and female private parts			
Identify appropriate and inappropriate ways of being touched			
Identify and describe a variety of unsafe and/or uncomfortable situations			
Identify caring behaviours among peers and within families			
Identify some emotions and their causes and effects			
Identify reliable sources of health information			

## 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
<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			
Share ideas, information, personal feelings, and knowledge with others			
Recognize the importance of learning in their lives and their future			
Set and achieve realistic learning goals for themselves			
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			