**Homelinks Kaslo Grade 5 Progress Report**

The following checklist of learning outcomes is used to describe student progress.

**Personal and Social Awareness and Responsibility (Core Competencies)**

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| **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**

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| **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 |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** | |
| 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**

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| **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 |  |  |  |
| 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 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

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| **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 | |  |  | |  | |
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**Science**

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| **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 | |  | |  | |  | |
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**Physical Health and Education**

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| **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/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**

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|  | **Term 1** | **Term 2** | **Term 3** |
| **Visual Arts:** |  |  |  |
| **Dance:** |  |  |  |
| **Drama:** |  |  |  |
| **Music:** |  |  |  |

**Career Education**

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| **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**

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| **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**

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| **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 |  |  |  |