**Homelinks Kaslo Grade 4 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 English spelling, grammar, and punctuation |  |  |  |
| Use language in creative and playful ways to develop style |  |  |  |
| Identify evidence and bias in non-fiction text |  |  |  |
| 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 (predicting, synthesizing, distinguishing fact from opinion, drawing conclusions, etc.) |  |  |  |
| 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 |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Elements of story: character, setting, plot, conflict, purpose, main idea, and theme |  |  |  |
| Literary devices and how they create meaning in text: Imagery, sensory detail, simile, and metaphor |  |  |  |
| The structure of a paragraph (topic sentence, supporting details) |  |  |  |
| Grammar: Parts of speech; past, present, future tenses; subject-verb agreements |  |  |  |
| Word patterns, word families |  |  |  |

**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 10 000  |  |  |  |
| Decimals to hundredths  |  |  |  |
| Ordering and comparing fractions  |  |  |  |
| Addition and subtraction to 10 000  |  |  |  |
| Multiplication and division of two- or three-digit numbers by one-digit numbers  |  |  |  |
| Addition and subtraction of decimals to hundredths  |  |  |  |
| Addition and subtraction facts to 20 (with fluency)  |  |  |  |
| Multiplication and division facts to 100 (introductory computational strategies)  |  |  |  |
| Increasing and decreasing patterns, using tables and charts  |  |  |  |
| Algebraic relationships among quantities  |  |  |  |
| One-step equations with an unknown number using all operations  |  |  |  |
| How to tell time with analog and digital clocks, using 12- and 24-hour clocks  |  |  |  |
| Regular and irregular polygons  |  |  |  |
| Perimeter of regular and irregular shapes  |  |  |  |
| Line symmetry  |  |  |  |
| One-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs  |  |  |  |
| Probability experiments |  |  |  |
| Financial literacy — monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions  |  |  |  |

**Social Studies** – First Peoples and European Contact

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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 different sources (evidence) |  |  |  |
| Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change) |  |  |  |
| Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence) |  |  |  |
| Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective) |  |  |  |
| Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment) |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Early contact, trade, cooperation, and conflict between First Peoples and European peoples  |  |  |  |
| The fur trade in pre-Confederation Canada and British Columbia  |  |  |  |
| Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities  |  |  |  |
| Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation  |  |  |  |
| The impact of colonization on First Peoples societies in British Columbia and Canada  |  |  |  |
| The history of the local community and of local First Peoples communities |  |  |  |
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**Science**

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| **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** |
| The ways organisms in ecosystems sense and respond to their environment  |  |  |  |
| Solids, liquids, and gases as matter  |  |  |  |
| The effect of temperature on pressure in a gas  |  |  |  |
| Energy has various forms; energy is conserved |  |  |  |
| Devices that transform energy  |  |  |  |
| Local changes caused by Earth's axis, rotation, and orbit  |  |  |  |
| Features of biomes  |  |  |  |
| The relationship between the sun and the moon |  |  |  |
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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 and use ways to monitor exertion levels (e.g. checking pulse, etc.) |  |  |  |
| Identify practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention  |  |  |  |
| Identify and describe factors that influence healthy choices |  |  |  |
| Examine and explain how media messaging, social media, and health messages can influence body image, behaviours, and decisions |  |  |  |
| Identify and apply strategies for pursuing personal healthy-living goals |  |  |  |
| Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations |  |  |  |
| Describe and assess strategies for responding to discrimination, stereotyping, and bullying |  |  |  |
| Describe and apply strategies for developing and maintaining positive relationships. |  |  |  |
| Describe and apply strategies that promote a safe and caring environment |  |  |  |
| Describe and assess strategies for promoting mental well-being |  |  |  |
| Describe and assess strategies for managing problems related to mental well-being and substance use |  |  |  |
| Describe strategies for managing physical, emotional, and social changes during puberty, including those involving sexuality and sexual identity |  |  |  |
| Describe factors that positively influence mental well-being and self-identity |  |  |  |

**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 |  |  |  |

**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 |  |  |  |