**Homelinks Kaslo Grade 1 Progress Report**

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.

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

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Uses strategies that increase his/her feeling of well-being and help manage emotions |  |  |  |
| Able to accept responsibility for his/her actions |  |  |  |
| Regulate energy level appropriate to the activity (with minimal redirection) |  |  |  |
| Connects his/her actions with both positive and negative consequences |  |  |  |
| Make decisions about activities and, with support, take some responsibility for own physical and emotional well-being. |  |  |  |
| Express wants and needs and celebrates efforts and accomplishments |  |  |  |
| 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. |  |  |  |
| Personal identity: “I am aware of different aspects of myself. I can identify people, places, and things that are important to me. I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place). I can explain what I like and dislike. I am able to explain what interests me.” |  |  |  |

**Language Arts**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Begin to write letters and words and apply some basic conventions of English spelling, grammar, and punctuation (e.g. spaces between words) |  |  |  |
| **Use reading strategies:** Using illustrations and prior knowledge to predict meaning; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; and identifying familiar and “sight” words |  |  |  |
| **Use metacognitive skills:** Rereading, monitoring (asking: does it look right, sound right, and make sense?); self-correcting errors consistently, using: meaning, structure, and visual cues; talking about thinking; and reflecting on learning |  |  |  |
| **Use writing processes:** Developing early writing skills, such as creating simple descriptions, repeating simple sentences, adding some detail; andstructuring a story (beginning, middle, end) |  |  |  |
| **Use oral language strategies:** Maintaining a “listening” posture; taking turns; and asking questions related to the topic |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** | |
| Elements of story: Characters, setting, events |  |  |  | |
| Literary elements: Figurative and poetic language, sound play, images, colour, symbols |  |  |  | |
| Vocabulary to talk about texts: Book, page, chapter, title, author, illustrator, pictures, website, web page, search box |  |  |  | |
| Letter-sound correspondence |  |  |  | |
| The structure of simple sentences |  |  |  | |
| The use of *s* to pluralize familiar words |  |  |  | |
| Meaning and use of punctuation |  |  |  | |
| How story in First Peoples’ cultures connects people to family and community |  |  |  | |

**Math**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Create, compare, and describe concrete graphs |  |  |  |
| Estimate reasonably |  |  |  |
| Develop mental math strategies and abilities to make sense of quantities |  |  |  |
| Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community |  |  |  |
| 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 20 | |  |  |  |
| Ways to make 10 | |  |  |  |
| Addition and subtraction to 20 | |  |  |  |
| Repeating patterns | |  |  |  |
| Meaning of equality and inequality | |  |  |  |
| Direct measurement with non-standard units | |  |  |  |
| Comparison of 2D shapes and 3D objects | |  |  |  |
| Likelihood of familiar events using language of probability (more likely, less likely, etc.) | |  |  |  |
| Values of coins | |  |  |  |

**Social Studies** – Local Communities

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| **Competencies (Student is able to…)** | | **Term 1** | | **Term 2** | | **Term 3** | |
| Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) | |  | |  | |  | |
| Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same (continuity and change) | |  | |  | |  | |
| Recognize the causes and consequences of events, decisions, and developments in their lives (cause and consequence) | |  | |  | |  | |
| Explore different perspectives on people, places, issues, and events in their lives (perspective) | |  | |  | |  | |
| Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment) | |  | |  | |  | |
| **Content (Student knows…)** | | **Term 1** | | **Term 2** | | **Term 3** | |
| Characteristics of the local community that provide organization and meet the needs of the community | |  | |  | |  | |
| Diverse cultures, backgrounds, and perspectives within local and other communities | |  | |  | |  | |
| Relationships between community and its environment | |  | |  | |  | |
| Roles, rights, and responsibilities of the local community | |  | |  | |  | |
| Key events and developments in the local community and in local First Peoples communities. | |  | |  | |  | |
| Natural and human-made features of the local environment | |  | |  | |  | |
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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 |  |  |  |
| Make simple predictions about familiar objects and events |  |  |  |
| Make and record observations |  |  |  |
| Safely manipulate materials to test ideas and predictions |  |  |  |
| Make and record simple measurements using informal or non-standard methods |  |  |  |
| Sort and classify data and information using drawings or provided tables |  |  |  |
| Compare observations with predictions through discussion |  |  |  |
| Identify simple patterns and connections |  |  |  |
| Consider some environmental consequences of their actions |  |  |  |
| Take part in caring for self, family, and community through personal approaches |  |  |  |
| Communicate observations and ideas (through writing, drawing, talking, etc.) |  |  |  |
| **Content (Student knows…)** | | **Term 1** | **Term 2** | **Term 3** |
| The classification of living or nonliving things | |  |  |  |
| Structural features of living things in the local environment (e.g. stems, roots, leaves, skeleton or no skeleton or exoskeleton, lots of legs, few legs, eyes, etc.) | |  |  |  |
| Behavioural adaptations of animals in the local environment | |  |  |  |
| Specific properties of materials connected to the function of the materials (e.g. solids keep shape; liquids and gases flow; properties of local materials determine use by Aboriginal people) | |  |  |  |
| Natural and artificial sources of light and sound | |  |  |  |
| Properties of light/sound that depend on their source and the objects they interact with | |  |  |  |
| Common objects in the sky | |  |  |  |
| Aboriginal knowledge of the sky and landscape | |  |  |  |
| Local patterns in events that occur on Earth and in the sky | |  |  |  |
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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 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 effect of different activities on the body |  |  |  |
| 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 |  |  |  |
| Identify different types of substances and how to safely use or avoid them |  |  |  |

**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 |  |  |  |
| 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 |  |  |  |
| Identify steps in setting and meeting goals |  |  |  |
| 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**

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| **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 |  |  |  |