**Homelinks Kaslo Grade 3 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** |
| Tell when he/she is becoming angry, upset, or frustrated, and has strategies to calm him/herself. |  |  |  |
| Accept responsibility for his/her actions |  |  |  |
| Regulate energy level appropriate to the activity (with minimal redirection) |  |  |  |
| Connect his/her actions with both positive and negative consequences |  |  |  |
| Make choices that benefit his/her well-being and keep him/herself safe in his/her community, including his/her online interactions. |  |  |  |
| Make decisions about activities and, with support, take some responsibility for own physical and emotional well-being. |  |  |  |
| Express wants and needs |  |  |  |
| 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. |  |  |  |

**Language Arts**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Write legibly, using letters and words and basic conventions of English spelling, grammar, and punctuation |  |  |  |
| Plan and create a variety of communication forms for different purposes and audiences |  |  |  |
| **Reading strategies**: Using contextual clues; using phonics and word structure, visualizing, questioning, retelling, predicting, previewing text, summarizing |  |  |  |
| **Oral language strategies**: Focusing on the speaker, asking questions to clarify, using a receptive listening posture, listening for specifics, expressing simple opinions, speaking with expression, staying on topic, taking turns |  |  |  |
| **Metacognitive skills**: Monitoring (asking does it make sense?), self-correcting errors consistently, using meaning, structure, and visual cues, talking about thinking and reflecting upon learning, contributing to and using class-generated criteria to assess own and others’ work, setting personal goals and making a simple plan for improvement; and taking steps to achieve goals |  |  |  |
| **Writing processes**: Developing basic revising, editing, and proofreading strategies, and identifying an audience |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** | |
| Elements of story (character, plot, setting, conflict and theme) |  |  |  | |
| Structures and features of written text (headings, diagrams, columns, and sidebars) |  |  |  | |
| Literary elements and devices (descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, and alliteration) |  |  |  | |
| Word patterns, word families |  |  |  | |
| The structure of compound sentences |  |  |  | |
| Formation of plurals |  |  |  | |
| Common practices in punctuation of sentences and in apostrophe use in contractions |  |  |  | |
| How story in First Peoples’ cultures connects people to land, family, and community |  |  |  | |

**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 |  |  |  |
| Visualize and describe mathematical concepts |  |  |  |
| 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 1000 | |  |  |  |
| Fraction concepts | |  |  |  |
| Addition and subtraction to 1000 | |  |  |  |
| Addition and subtraction facts to 20 (by memory by end of grade 3) | |  |  |  |
| Multiplication and division concepts | |  |  |  |
| Increasing and decreasing patterns | |  |  |  |
| Pattern rules using words and numbers based on concrete experiences | |  |  |  |
| One-step addition and subtraction equations with an unknown number | |  |  |  |
| Measurement using standard units  (linear, mass, and capacity) | |  |  |  |
| Time concepts (understanding units of time, but not necessarily telling time) | |  |  |  |
| Construction of 3D shapes | |  |  |  |
| One-to-one correspondence with bar graphs, pictographs, charts, and tables | |  |  |  |
| Likelihood of simulated events using comparative language | |  |  |  |
| Financial literacy — fluency with coins and bills to 100 dollars, and earning and payment | |  |  |  |

**Social Studies** – Global Indigenous Peoples

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| **Competencies (Student is able to…)** | | | **Term 1** | | **Term 2** | | **Term 3** | |
| Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions | | |  | |  | |  | |
| Explain why people, events, and places are significant to various individuals and groups (significance) | | |  | |  | |  | |
| Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) | | |  | |  | |  | |
| Sequence objects, images, and events, and explain why some aspects change and others stay the same (continuity and change) | | |  | |  | |  | |
| Recognize the causes and consequences of events, decisions, and developments (cause and consequence) | | |  | |  | |  | |
| Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events | | |  | |  | |  | |
| Make value judgments about events, decisions, and actions, and suggest lessons that can be learned (ethical judgment) | | |  | |  | |  | |
| **Content (Student knows…)** | | **Term 1** | | | **Term 2** | | **Term 3** | |
| Cultural characteristics and ways of life of local First Peoples and global indigenous peoples | |  | | |  | |  | |
| Aspects of life shared by and common to peoples and cultures | |  | | |  | |  | |
| Interconnections of cultural and technological innovations of global and local indigenous peoples | |  | | |  | |  | |
| Governance and social organization in local and global indigenous societies | |  | | |  | |  | |
| Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures | |  | | |  | |  | |
| Relationship between humans and their 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 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** | |
| Local biodiversity: The variety of different types of living things in an ecosystem; characteristics of local plants, animals, and fungi. | |  | |  | |  | |
| Aboriginal knowledge of ecosystems: The interconnection between living and non-living things in the local environment | |  | |  | |  | |
| Producers (plants), consumers (animals) and decomposers (bacteria and fungi) respond to their environment in energy pyramids (flow of energy in the community from the sun) | |  | |  | |  | |
| Food chains: the flow of food energy from one organism to another (e.g., grass to rabbit to lynx) | |  | |  | |  | |
| Food webs: interconnecting food chains (e.g., a rabbit may be eaten by a lynx or a wolf) | |  | |  | |  | |
| Atoms or molecules as particles/building blocks of matter | |  | |  | |  | |
| Properties of materials (density, viscosity, buoyancy, electrical conductivity) | |  | |  | |  | |
| Sources of thermal energy | |  | |  | |  | |
| Transfer of thermal energy through conduction, convection, and radiation | |  | |  | |  | |
| Major local landforms (mountains, hills, plateaus, valleys, riverbeds, deltas, glaciers, etc.) | |  | |  | |  | |
| Observable changes in the local environment caused by erosion and deposition by wind, water, and ice. | |  | |  | |  | |
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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 |  |  |  |
| Monitor exertion levels |  |  |  |
| Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community |  |  |  |
| Explore and describe strategies for making healthy eating choices in a variety of settings |  |  |  |
| Identify and employ strategies for accessing reliable sources of information and support services for a variety of health topics |  |  |  |
| Explore and describe strategies for pursuing personal healthy-living goals |  |  |  |
| Identify nutrition and hydration choices to support different activities and overall health |  |  |  |
| Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations |  |  |  |
| Describe and apply strategies for developing and maintaining positive relationships |  |  |  |
| Explain how participation in outdoor activities supports connections with the community and environment |  |  |  |
| Identify and apply strategies that promote mental well-being |  |  |  |
| Describe physical, emotional, and social changes as students grow older |  |  |  |
| Describe factors that 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 |  |  |  |
| Recognize the importance of positive relationships in their lives |  |  |  |
| Share ideas, information, personal feelings, and knowledge with others |  |  |  |
| Work respectfully and constructively with others to achieve common goals |  |  |  |
| Recognize the importance of learning in their lives and futures |  |  |  |
| Set and achieve realistic learning goals for themselves |  |  |  |
| Identify and appreciate the roles and responsibilities of people in their schools, families, and communities |  |  |  |
| 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 |  |  |  |