**Homelinks Kaslo Grade 2 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** |
| 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 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. |  |  |  |

**Language Arts**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Communicate in legible writing, using letters and words and basic conventions of letter formation, spelling, grammar, and punctuation |  |  |  |
| **Use reading strategies**: Using contextual clues, blends, word families, and vowel sounds; word chunking; visualizing; questioning; retelling; and using visual clues |  |  |  |
| **Use oral language strategies:** Asking questions to clarify; expressing simple opinions; speaking with expression; and taking turns |  |  |  |
| **Use metacognitive skills:** Monitoring (asking: does it make sense?); self-correcting errors consistently, using meaning, structure, and visual cues; talking about thinking and reflecting on learning; setting personal goals; and making a simple plan for improvement |  |  |  |
| **Use writing processes:** Organizing writing to include a beginning, middle, and end; and beginning to use basic writing processes (revising, editing, proofreading) |  |  |  |
| Hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as “chunks” in spoken words |  |  |  |
| Recognize how different text structures reflect different purposes |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** | |
| Elements of story (character, plot, setting, structure (beginning, middle, and end), and dialogue) |  |  |  | |
| Literary elements and devices: Descriptive language, poetic language, figurative language, sound play, images, colour, and basic symbols |  |  |  | |
| Text features (as applied to written text, refers to any feature that is not the words, such as bolding, underlining, colour, and arrangement) |  |  |  | |
| Vocabulary to talk about texts: Book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams |  |  |  | |
| The structure of compound sentences |  |  |  | |
| Word patterns, word families |  |  |  | |
| 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** |
| Show a change in quantity with pictures, symbols, and numbers |  |  |  |
| Collect data and use it to create graphs |  |  |  |
| Estimate reasonably |  |  |  |
| Develop mental math strategies and abilities to make sense of quantities |  |  |  |
| Use reasoning and logic to explore and make connections |  |  |  |
| 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 100 | |  |  |  |
| Benchmarks of 25, 50, and 100 | |  |  |  |
| Fluency with addition and subtraction facts to 20 | |  |  |  |
| Addition and subtraction to 100 | |  |  |  |
| Repeating and increasing patterns and recognizing pattern cores | |  |  |  |
| Meaning of = and ≠ symbols | |  |  |  |
| Direct linear measurement, introducing standard metric units | |  |  |  |
| Multiple attributes of 2D shapes and 3D objects | |  |  |  |
| Likelihood of events using comparative language (e.g. certain, uncertain, more/less/equally likely) | |  |  |  |
| Financial literacy — coin combinations to 100 cents, and spending and saving | |  |  |  |

**Social Studies** – Regional and Global Communities

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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 | | |  | |  | |  | |
| 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 (perspective) | | |  | |  | |  | |
| 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** | |
| Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture. | |  | | |  | |  | |
| How people’s needs and wants are met in communities | |  | | |  | |  | |
| Relationships between people and the environment in different communities | |  | | |  | |  | |
| Diverse features of the environments in other parts of Canada and the world (i.e. climate zones, landforms, bodies of water, plants and animals, etc.) | |  | | |  | |  | |
| Rights and responsibilities of individuals regionally and globally. | |  | | |  | |  | |
| Roles and responsibilities of regional governments | |  | | |  | |  | |
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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** |
| Metaphoric and non-metamorphic life cycles of different organisms | |  |  |  |
| Features of local plants and animals that help them meet their basic needs. | |  |  |  |
| Similarities and differences between offspring and parent | |  |  |  |
| Aboriginal knowledge of life cycles | |  |  |  |
| Physical ways of changing materials (e.g. warming, cooling, cutting, bending, stirring, etc.) | |  |  |  |
| Chemical ways of changing materials (chemical ways of changing materials: cooking, burning, etc.) | |  |  |  |
| Types of forces | |  |  |  |
| Fresh water is not being replaced at the same rate as it is being used | |  |  |  |
| The water cycle | |  |  |  |
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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 |  |  |  |
| Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments |  |  |  |
| Describe the effect of different activities on the body |  |  |  |
| Monitor exertion levels |  |  |  |
| Practice strategies and skills to use in potentially hazardous, unsafe, or abusive situations |  |  |  |
| Identify and employ strategies for accessing reliable sources of health information |  |  |  |
| Identify effects of different substances, and strategies for preventing personal harm |  |  |  |
| Explore strategies for making healthy eating choices |  |  |  |
| Explore and describe components of healthy living |  |  |  |
| Identify and apply strategies that promote mental well-being |  |  |  |
| Identify and describe feelings and worries, and strategies for dealing with them |  |  |  |
| Identify personal skills, interests, and preferences and describe how they influence 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** |
| 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 |  |  |  |
| Work respectfully and constructively with others to achieve common goals |  |  |  |

**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 |  |  |  |