

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. Please use a **capital X to check the box for the current term for areas that have been covered and for which student has grade appropriate level of competency.** (Tip: Set your keyboard to caps lock so you don't have to think about if for each box.)

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

*Note: There are other core competencies that are covered in the curricular competencies below.*

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

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)			
<b>Use reading strategies:</b> 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			

<b>Use metacognitive skills:</b> 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			
<b>Use writing processes:</b> Developing early writing skills, such as creating simple descriptions, repeating simple sentences, adding some detail; and structuring a story (beginning, middle, end)			
<b>Use oral language strategies:</b> Maintaining a “listening” posture; taking turns; and asking questions related to the topic			
<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
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 <i>s</i> to pluralize familiar words			
Meaning and use of punctuation			
How story in First Peoples’ cultures connects people to family and community			

## Math

<b>Competencies (Student is able to...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
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			
<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
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

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			

## Science

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.)			
<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
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 and 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			

## Physical Health and Education

<b>Competencies (Student is able to...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Participate <b>daily</b> 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

<i>Please fill in for each term: The activities participated in/ learning your child has demonstrated.</i>	Term 1	Term 2	Term 3
<b>Visual Arts:</b>			
<b>Dance:</b>			
<b>Drama:</b>			
<b>Music:</b>			

## Career Education

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

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			