

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
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

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

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

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

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			

Physical Health and Education

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

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

Career Education

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

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			