

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   |        |        |        |
| Focus and regulate energy level appropriate to the activity (with minimal redirection)                      |        |        |        |
| Use strategies to focus, manage stress, and accomplish personal goals                                       |        |        |        |
| Persevere with challenging tasks  |        |        |        |
| Identify when he/she is becoming angry, upset, or frustrated, and he/she has strategies to calm him/herself |        |        |        |
| Interact with others and the environment respectfully and thoughtfully                                      |        |        |        |
| Contribute to group activities that make home, community, or natural world a better place                   |        |        |        |
| Consider others' views and express a different opinion in a peaceful way                                    |        |        |        |
| Identify problems and compare potential problem-solving strategies  |        |        |        |
| Demonstrate respectful and inclusive behaviour, including online  |        |        |        |
| Identify when others need support and provide it  |        |        |        |
| Build and sustain relationships   |        |        |        |
| Show care for elders.   |        |        |        |
|   |        |        |        |

### Language Arts

| Competencies (Student is able to...)   | Term 1 | Term 2 | Term 3 |
|--|--------|--------|--------|
| Communicate by writing, using letters and words and applying basic conventions of English spelling, grammar, and punctuation |        |        |        |
| Use language in creative and playful ways to develop style   |        |        |        |
| Identify evidence and bias in non-fiction text   |        |        |        |
| Develop basic revising, editing, and proofreading strategies, and identifying an audience                                    |        |        |        |
| Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding         |        |        |        |

|   |               |               |               |
|---|---------------|---------------|---------------|
| Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text                                     |               |               |               |
| Apply a variety of age-appropriate thinking skills to gain meaning from texts (predicting, synthesizing, distinguishing fact from opinion, drawing conclusions, etc.) |               |               |               |
| Identify how differences in context, perspectives, and voice influence meaning in texts   |               |               |               |
| Demonstrate awareness of the oral tradition in First Peoples' cultures and the purposes of First Peoples' texts   |               |               |               |
| Identify how story in First Peoples' cultures connects people to land   |               |               |               |
|   |               |               |               |
| <b>Content (Student knows...)</b>   | <b>Term 1</b> | <b>Term 2</b> | <b>Term 3</b> |
| Elements of story: character, setting, plot, conflict, purpose, main idea, and theme  |               |               |               |
| Literary devices and how they create meaning in text: Imagery, sensory detail, simile, and metaphor   |               |               |               |
| The structure of a paragraph (topic sentence, supporting details)   |               |               |               |
| Grammar: Parts of speech; past, present, future tenses; subject-verb agreements   |               |               |               |
| Word patterns, word families  |               |               |               |
|   |               |               |               |

## Math

|  |               |               |               |
|--|---------------|---------------|---------------|
| <b>Competencies (Student is able to...)</b>  | <b>Term 1</b> | <b>Term 2</b> | <b>Term 3</b> |
| 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                         |               |               |               |
| 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 |               |               |               |
|  |               |               |               |
| <b>Content (Student knows...)</b>  | <b>Term 1</b> | <b>Term 2</b> | <b>Term 3</b> |
| Number concepts to 10 000  |               |               |               |
| Decimals to hundredths   |               |               |               |
| Ordering and comparing fractions   |               |               |               |
| Addition and subtraction to 10 000   |               |               |               |
| Multiplication and division of two- or three-digit numbers by one-digit numbers  |               |               |               |
| Addition and subtraction of decimals to hundredths   |               |               |               |
| Addition and subtraction facts to 20 (with fluency)  |               |               |               |

|   |  |  |  |
|---|--|--|--|
| Multiplication and division facts to 100 (introductory computational strategies)  |  |  |  |
| Increasing and decreasing patterns, using tables and charts   |  |  |  |
| Algebraic relationships among quantities  |  |  |  |
| One-step equations with an unknown number using all operations  |  |  |  |
| How to tell time with analog and digital clocks, using 12- and 24-hour clocks   |  |  |  |
| Regular and irregular polygons  |  |  |  |
| Perimeter of regular and irregular shapes   |  |  |  |
| Line symmetry   |  |  |  |
| One-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs  |  |  |  |
| Probability experiments   |  |  |  |
| Financial literacy — monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions |  |  |  |
|   |  |  |  |

## Social Studies – First Peoples and European Contact

| 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                                    |        |        |        |
| Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)   |        |        |        |
| Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)   |        |        |        |
| Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)                      |        |        |        |
| Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence) |        |        |        |
| Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)                         |        |        |        |
| Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)                          |        |        |        |
|   |        |        |        |
| Content (Student knows...)  | Term 1 | Term 2 | Term 3 |
| Early contact, trade, cooperation, and conflict between First Peoples and European peoples  |        |        |        |
| The fur trade in pre-Confederation Canada and British Columbia  |        |        |        |
| Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities   |        |        |        |
| Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation  |        |        |        |

|  |  |  |  |
|--|--|--|--|
| The impact of colonization on First Peoples societies in British Columbia and Canada |  |  |  |
| The history of the local community and of local First Peoples communities            |  |  |  |
|  |  |  |  |

## Science

| 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 |
| The ways organisms in ecosystems sense and respond to their environment   |        |        |        |
| Solids, liquids, and gases as matter  |        |        |        |
| The effect of temperature on pressure in a gas  |        |        |        |
| Energy has various forms; energy is conserved   |        |        |        |
| Devices that transform energy   |        |        |        |
| Local changes caused by Earth's axis, rotation, and orbit   |        |        |        |
| Features of biomes  |        |        |        |
| The relationship between the sun and the moon   |        |        |        |
|   |        |        |        |

## Physical Health and Education

| 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  |        |        |        |
| Identify and use ways to monitor exertion levels (e.g. checking pulse, etc.)  |        |        |        |
| Identify practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention |        |        |        |
| Identify and describe factors that influence healthy choices  |        |        |        |
| Examine and explain how media messaging, social media, and health messages can influence body image, behaviours, and decisions                      |        |        |        |
| Identify and apply strategies for pursuing personal healthy-living goals  |        |        |        |
| Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations  |        |        |        |
| Describe and assess strategies for responding to discrimination, stereotyping, and bullying   |        |        |        |
| Describe and apply strategies for developing and maintaining positive relationships.  |        |        |        |
| Describe and apply strategies that promote a safe and caring environment  |        |        |        |
| Describe and assess strategies for promoting mental well-being  |        |        |        |
| Describe and assess strategies for managing problems related to mental well-being and substance use   |        |        |        |
| Describe strategies for managing physical, emotional, and social changes during puberty, including those involving sexuality and sexual identity    |        |        |        |
| Describe factors that positively influence mental well-being and 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 |
|--|--------|--------|--------|
| <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 and their growth over time                     |        |        |        |
| Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences |        |        |        |
| Demonstrate respect for differences in the community   |        |        |        |
| Use innovative thinking when solving problems  |        |        |        |
| Set realistic short- and longer-term learning goals, define a path, and monitor progress   |        |        |        |
| Make connections between effective work habits and success   |        |        |        |
| Demonstrate safe behaviours in a variety of environments   |        |        |        |
| Question self and others about the role of technology in the changing world  |        |        |        |
|  |        |        |        |

## Applied Design, Skills and Technologies

| Student is able to engage in the steps of the design process: | Term 1 | Term 2 | Term 3 |
|---|--------|--------|--------|
| Identify a design issue                                       |        |        |        |
| Do research to understand the background of the design issue  |        |        |        |
| Gather information about or from potential users              |        |        |        |
| Identify key features or user requirements                    |        |        |        |
| Identify the main objective for design and any constraints    |        |        |        |
| Choose an idea to pursue                                      |        |        |        |
| Create a plan and a test and improve a prototype              |        |        |        |
| Construct and share the final product                         |        |        |        |
|   |        |        |        |