

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
Describe different aspects of their identity, have pride in who they are			
Accept responsibility for their actions			
Focus and regulate energy level appropriate to the activity			
Use strategies to focus, manage stress, and accomplish personal goals			
Persevere with challenging tasks			
Identify when they are becoming angry, upset, or frustrated, and they have strategies to calm themselves			
Take purposeful action to support others and the environment.			
Identify how their actions and the actions of others affect their community and the natural environment and can work to make positive change			
Respect differences, and demonstrate respectful and inclusive behaviour, including online			
Advocate for others			
Show awareness of how others may feel and take steps to help them feel included.			
Maintain relationships with people from different generations			

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 Canadian spelling, grammar, and punctuation			
Use writing and design processes to plan, develop, and create fiction and non-fiction texts for a variety of purposes and audiences			
Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message			
Expand their repertoire as creators of a variety of texts by challenging themselves and taking risks			
Use paragraphs that are coherent and contain a topic sentence, supporting details, and clear transitions			

Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts			
Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts			
Recognize how language constructs personal, social, and cultural identity			
Understand how literary elements, techniques, and devices enhance and shape meaning			
Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view			
Content (Student knows...)	Term 1	Term 2	Term 3
Literary elements and devices			
Elements of non-fiction texts (facts and data in informational articles; chronology in memoir, biographies, etc.; headings and subheadings in textbooks; analogies and real-life examples; diagrams, maps, tables and charts, captions, labels, and web links)			
Techniques of persuasion			
Use of language to appeal to emotion, logic, and/or trust (authority)			
Regional dialects and varieties of English (i.e. standard Canadian English vs. American English, situational variation of language (e.g., texting vs. Essay writing))			
Sentence structure and grammar: varied sentence structure, use of transitional words, awareness of run-on sentences and sentence fragments			

Math

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Implement multiple strategies to solve problems in both abstract and real-life situations using different cultural perspectives			
Develop, construct, and apply mathematical understanding through play, inquiry, and problem solving			
Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community			
Apply cultural perspectives of First Peoples to the concepts of locating, measuring, and numbering			
Content (Student knows...)	Term 1	Term 2	Term 3
Whole number percents and percentage discounts			
Improper fractions and mixed numbers (ordering whole numbers, fractional numbers, proper and improper fractions)			
Place value understanding and operations with thousandths to billions			

Factors and multiples, greatest common factor and least common multiple			
Order of operations with whole numbers			
Multiplication and division of decimals			
Multiplication and division facts to 100 (recall most facts to 100)			
Increasing and decreasing patterns, using expressions, tables, and graphs			
Functional relationships (first quadrant only)			
One-step equations with whole-number coefficients and solutions			
Perimeter of complex shapes			
Area of triangles, parallelograms, and trapezoids			
Angle measurement and classification			
Measurement units and referents for volume and capacity			
Volume of rectangular prisms			
Relation of capacity to volume			
Triangles and pyramids			
Combinations of transformations, including points in the first quadrant			
Line graphs			
Single-outcome probability, both theoretical and experimental			
Financial literacy - simple budgeting and consumer math			

Social Studies – Global Issues and Governance

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 a variety of sources, including mass media (evidence)			
Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)			
Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments (cause and consequence)			

Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective)			
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)			
Content (Student knows...)	Term 1	Term 2	Term 3
The urbanization and migration of people			
Global poverty and inequality issues, including class structure and gender			
Roles of individuals, governmental organizations, and ngos, including groups representing indigenous peoples			
Different systems of government			
Economic policies and resource management, including effects on indigenous peoples			
Globalization and economic interdependence			
International cooperation and responses to global issues			
Regional and international conflict			
Media technologies and coverage of current events			

Science

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Identify questions to answer or problems to solve through scientific inquiry			
Make predictions about the findings of their inquiry			
Plan scientific investigation/inquiry			
Collect data and record observations			
Process and analyze data and information			
Evaluate the investigation			
Transfer and apply learning to new situations			
Communicate ideas, findings, explanations, processes, etc.			
Content (Student knows...)	Term 1	Term 2	Term 3
The basic structures and functions of body systems: musculoskeletal, reproductive, hormonal, nervous			
Heterogeneous mixtures: suspensions (e.g., salad dressing), emulsions (e.g., milk), colloids (e.g., aerosols)			
Separation of mixtures using a difference in component properties (i.e. gravity, particle size); historical and current Aboriginal use of separation methods (e.g., eulachon oil)			
Newton's three laws of motion			
Effects of balanced and unbalanced forces in daily physical activities			

Force of gravity			
The overall scale, structure, and age of the universe			
The position, motion, and components of our solar system in our galaxy			
Extreme environments exist on Earth and in the solar system			

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 ways to monitor and adjust physical exertion levels (e.g. checking pulse, etc.)			
Identify/employ training principles to enhance personal fitness levels			
Identify food choices to support active lifestyles and overall health			
Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence			
Analyze health messages and possible intentions to influence behaviour			
Identify, apply, and reflect on strategies used to pursue personal healthy-living goals			
Describe and apply strategies for developing and maintaining healthy relationships			
Content (Student knows...)	Term 1	Term 2	Term 3
Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases			
Sources of health information			
Basic principles for responding to emergencies			
Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings			
Consequences of bullying, stereotyping, and discrimination			
Strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours			
Physical, emotional, and social changes that occur during puberty and adolescence			
Influences on individual identity, including sexual identity, gender, values, and beliefs			

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
Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices			
Question self and others about how their personal public identity can have both positive and negative consequences			
Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world			
Demonstrate leadership skills through collaborative activities in the school and community			
Set realistic short- and longer-term learning goals, define a path, and monitor progress			
Explore volunteer opportunities and other new experiences outside school and recognize their value in career development			
Content (Student knows...)	Term 1	Term 2	Term 3
Personal Development: Goal-setting strategies, self-assessment, project management, leadership, problem-solving and decision-making strategies			
Connections to Community: Local and global needs and opportunities, cultural and social awareness, global citizenship, volunteer opportunities			
Life and Career Plan: Factors affecting types of jobs in the community, technology in learning and working			

Second Language

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Communicates personal information orally in brief and simple messages			
Asks and responds to simple questions			
Identifies and uses common expressions and greetings			
Communicates likes, dislikes, wants, and needs			
Expresses acquired information in oral and visual forms			

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 potential users and their requirements			
Identify criteria for success and any constraints			
Generate ideas and choose an idea to pursue			
Create a plan and a test, gather feedback, and improve a prototype			
Construct, share, and evaluate the final product			