

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			
Recognize their value and advocate for their rights.			
Take responsibility for their choices, actions, and achievements			
Set priorities; implement, monitor, and adjust a plan; and assess the results			
Take responsibility for their learning, seeking help as they need it.			
Use strategies for dealing with emotional challenges, for finding peace in stressful times			
Find the social support they need			
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			

Use paragraphs that are coherent and contain a topic sentence, supporting details, and clear transitions			
Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability			
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			
Respond to text in personal, creative, and critical ways			
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			
<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Literary elements: characterization, character types (e.g., protagonist, antagonist, stereotype), story structures, setting			
Literary devices: Metaphor, sound devices (alliteration), imagery, hyperbole			
Elements of non-fiction texts: Facts and data in informational articles; chronology in memoirs, biographies, etc.; headings and subheadings in textbooks; analogies and real-life examples; use of third person; diagrams, maps, tables and charts, captions, labels, and web links			
Regional dialects and varieties of English (i.e. standard Canadian English vs. American English, situational variation of language (e.g., texting vs. Essay writing))			
Syntax and sentence fluency: Mix of simple, compound, and complex sentences; correct pronoun use; subject-verb agreement; use of transitional words; awareness of run-on sentences and sentence fragments			

## Math

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

<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Logic and patterns to solve games and puzzles			
Operations with integers (addition, subtraction, multiplication, division, and order of operations)			
Multiplication and division facts to 100 (by recall)			
Relationship between decimals, fractions, and percents			
Classification of numbers as prime and composite			
Discrete linear relations, using expressions, tables, and graphs			
Two-step equations with whole number coefficients, constants, and solutions			
Circumference and area of circles			
Volume of cylinders			
Cartesian coordinates and graphing			
Combinations of transformations, including points in four quadrants			
Circle graphs			
Experimental probability with two independent events			
Financial literacy - financial percentage calculations (e.g., sales tax, tips, bill splitting, consignment)			

## **Social Studies – The Ancient World to the 7<sup>th</sup> Century**

<b>Competencies (Student is able to...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Use inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions			
Assess the significance of people, places, events, and developments at particular times and places (significance)			
Determine what is significant in an account, narrative, map, and text (significance)			
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)			
Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)			
Determine what factors led to particular decisions, actions, and events, and assess their short- and long-term consequences (cause and consequence)			
Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)			
Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)			

<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Anthropological origins of humans			
Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources			
Features and characteristics of civilizations and factors that lead to their rise and fall			
Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas			
Scientific, philosophical, and technological developments (before the 7th century)			
Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration			
Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas			

## Science

<b>Competencies (Student is able to...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Identify questions to answer or problems to solve through scientific inquiry			
Formulate alternative “If...then...” hypotheses based on their questions			
Make predictions about the findings of their inquiry			
Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified			
Observe, measure, and record data (qualitative and quantitative), using equipment, including digital technologies, with accuracy appropriate to the task			
Ensure that safety and ethical guidelines are followed in their investigations			
Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, key, scale models, and digital technologies as appropriate			
Evaluate the investigation			
Transfer and apply learning to new situations			
Communicate ideas, findings, explanations, processes, etc.			
Consider social, ethical, and environmental implications of the findings from their own and others’ investigations			
<b>Content (Student knows...)</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Natural selection through adaptive radiation - a proposed mechanism of the theory of evolution			
Survival needs and interactions between organisms and the environment			
Elements and compounds are substances			
Chemical changes			
Crystalline structure of solids			

Electricity - generated in different ways with different environmental impacts			
Electricity - used to generate magnetism			
Fossil records and geological dating			
Evidence of climate change over geological time and the recent impacts of humans			

## 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			
Identify, apply, and reflect on strategies used to pursue personal healthy-living goals			
Describe and apply strategies for developing and maintaining healthy relationships			
Describe and assess strategies for managing problems related to mental well-being and substance use			
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			
Signs and symptoms of stress, anxiety, and depression			
Influences of physical, emotional, and social changes on identities and relationships			

## 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
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
<b>Personal Development:</b> Goal-setting strategies, self-assessment, project management, leadership, problem-solving and decision-making strategies			
<b>Connections to Community:</b> Local and global needs and opportunities, cultural and social awareness, global citizenship, volunteer opportunities			
<b>Life and Career Plan:</b> 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			