

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. Checked boxes indicate learning outcomes covered to date.**

1<sup>st</sup> term 2<sup>nd</sup> term 3<sup>rd</sup> term

| <b>LANGUAGE ARTS</b>   |  |  |  |
|--|--|--|--|
| Demonstrates an understanding that print conveys meaning   |  |  |  |
| Knows print is read from left to right, top to bottom, making a return sweep to the next line                  |  |  |  |
| Knows where the books starts and ends  |  |  |  |
| Is able to track print when listening to a familiar text being read or when rereading own writing              |  |  |  |
| Recounts what a book, story, or text is generally about and is able to use personal experience to make meaning |  |  |  |
| Recognizes a story has a beginning, middle, and end  |  |  |  |
| Identifies the uppercase letters /26   |  |  |  |
| Identifies the lowercase letters /26   |  |  |  |
| Prints first name  |  |  |  |
| Prints the uppercase letters /26   |  |  |  |
| Prints the lowercase letters /26   |  |  |  |
| Sequences the alphabet letters   |  |  |  |
| Uses correct letter formation  |  |  |  |
| Attempts to represent sounds or words using some letters   |  |  |  |
| Writes some words without help   |  |  |  |
| Recites the alphabet   |  |  |  |
| Knows individual letter sounds /26   |  |  |  |
| Can produce a word beginning with a letter sound /26   |  |  |  |
| Takes turns listening and speaking in a conversation   |  |  |  |
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| <b>MATHEMATICS</b>  |  |  |  |
|---|--|--|--|
| Counts orally by 1's to 10  |  |  |  |
| Relates a numeral, 1 – 10, to its respective quantity   |  |  |  |
| Recognize at a glance and name/create groups of 1 to 5 objects  |  |  |  |
| Recognizes, continues and creates patterns with two or three elements   |  |  |  |
| Uses direct comparison to compare two objects based on a single attribute such as length, weight, or volume         |  |  |  |
| Sorts 3-D objects using a single attribute  |  |  |  |
| Can differentiate between likely and unlikely events  |  |  |  |
| Demonstrates an understanding of equality/non-equality to 10  |  |  |  |
| Demonstrates an understanding that coins represent a financial amount   |  |  |  |
| Demonstrates how a whole number, 1 – 10, can be represented in a variety of ways (5 can be 2+3, 1+4, and 1+1+1+1+1) |  |  |  |
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| <b>SOCIAL STUDIES      Self, Family, and School</b>                                  |  |  |  |
|--|--|--|--|
| Describes ways individuals and families are the same and different                   |  |  |  |
| Identifies groups and places and traditions that are a part of their lives           |  |  |  |
| Describes their roles and responsibilities as a member of a community                |  |  |  |
| Identifies work done in their community  |  |  |  |
| Sequence objects/images/events between what has changes and what has stayed the same |  |  |  |
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| <b>SCIENCE      Needs of Living Things, Force &amp; Motion, Daily &amp; Seasonal Changes</b>   |  |  |  |
|--|--|--|--|
| Describes the basic needs of plants and animals  |  |  |  |
| Describes adaptations of local plants and animals  |  |  |  |
| Describes a variety of weather conditions and changes that occur with the seasons as well as First Nations knowledge of the seasonal changes |  |  |  |
| Describes how living things make changes to accommodate seasonal changes   |  |  |  |
| Describes the properties of familiar materials   |  |  |  |
| Describe the properties of materials including colour, shape, texture, size, and weight  |  |  |  |
| Describes the effects of size, shape, and materials on movement  |  |  |  |
| Describes the effects of pushes/pull on movement   |  |  |  |
| Describes how First Peoples use plants and animals   |  |  |  |
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| <b>FINE ARTS EDUCATION</b>  |  |  |  |
|---|--|--|--|
| Explores elements, processes, materials, movements, technologies, tools, and techniques of the arts |  |  |  |
| Participates in Homelinks handwork classes  |  |  |  |
| Participates in Homelinks aboriginal classes  |  |  |  |
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| <b>PHYSICAL and HEALTH EDUCATION</b>   |  |  |  |
|--|--|--|--|
| Participates daily in physical activity at moderate to vigorous intensity levels                   |  |  |  |
| Demonstrates proper technique for movement skills  |  |  |  |
| Follows rules, routines, and safety procedures in all activities                                   |  |  |  |
| Works effectively in a group, with a partner, and individually                                     |  |  |  |
| Identifies reliable sources of health information  |  |  |  |
| Identifies good nutritional habits and knowledge of the food groups                                |  |  |  |
| Demonstrates an understanding of the relationship between food, hydration, and health              |  |  |  |
| Uses appropriate terminology to identify female and male body parts                                |  |  |  |
| Differentiates between appropriate and inappropriate ways of being touched                         |  |  |  |
| Identifies ways to avoid hazards and potentially dangerous situations in the home/school/community |  |  |  |
| Identifies people and organizations that support children (firefighter, nurse, etc)                |  |  |  |
| Differentiates between safe and unsafe substances  |  |  |  |
| Identifies thoughtful, caring behaviours   |  |  |  |
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**APPLIED DESIGN, SKILLS, AND TECHNOLOGIES**

- ❖ Computational Thinking, Computers and Communications Devices, Digital Literacy, Drafting, Entrepreneurship and Marketing, Food Studies, Media Arts, Metalwork, Power Technology, Robotics, Textiles, Woodwork

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**CAREER EDUCATION and WORK HABITS**

Demonstrates effective work habits and organizational skills appropriate to their level of development

Works respectfully and constructively with others to achieve common goals

Sets realistic learning goals

Identifies personal skills, interests, and accomplishments

Identifies roles and responsibilities of community helpers

Recognizes the basic skills required in a variety of jobs in the community

Recognizes the importance of positive relationships in their lives

|  |  |  |  |
|--|--|--|--|
| Demonstrates effective work habits and organizational skills appropriate to their level of development |  |  |  |
| Works respectfully and constructively with others to achieve common goals                              |  |  |  |
| Sets realistic learning goals  |  |  |  |
| Identifies personal skills, interests, and accomplishments   |  |  |  |
| Identifies roles and responsibilities of community helpers   |  |  |  |
| Recognizes the basic skills required in a variety of jobs in the community                             |  |  |  |
| Recognizes the importance of positive relationships in their lives                                     |  |  |  |