

**Kindergarten:** Learning Goals Checklist for entry

Trimester: \_\_\_\_\_

**Progress Report Markings**

*For Student Curriculum Marks/Learning Goals*  
**M: Meeting:** The child applies the learning goal (**district grade level expectation**).  
**A: Approaching:** The child applies a basic understanding of the goal.  
**B: Beginning:** The child applies an initial understanding of the goal.  
**N/A:** Not assessed at this time.  
**Y:** Yes  
**N:** No

**Living and Working in the classroom:** Indicators in Living and Working in the classroom will use these three descriptors, as this area includes strategies best described by the frequency with which the student uses the skill.  
**S: Seldom**  
**O - Occasionally**  
**U: Usually**  
**X – Marking Selections**

**Additional Programs**

<b>Additional Support Programs:</b>	T1	T2	T3
1. Reading Support			
2. Math Support			
3. Gifted (WINGS)			
4. Gifted (Project Plus)			
5. Gifted (Fine Arts)			

**Living and Working**

<b>Learning Goals:</b>	T1	T2	T3
1. Empathy and care for others			
2. Respect for self and others			
3. Accepts responsibility for actions			
4. Perseverance with his/her learning			
5. Attempts to resolve conflicts in appropriate ways			
6. Organizational skills to support learning			

**English-Language Arts**

<b>Learning Goals:</b>	T1	T2	T3
<b>Reading</b>			
1. Reads with understanding			
2. Analyzes what they read			
3. On track for meeting end of year learning goals in reading			
<b>Writing</b>			
4. Communicates in writing for a variety of purposes and audiences			
5. On track for meeting end of year learning goals in writing			
<b>Research and Speaking</b>			
6. Shares their thoughts with others by speaking and listening			
7. Acquires, assesses and communicates information			

**Math**

<b>Learning Goals:</b>	T1	T2	T3
<b>Mathematical Practices</b>			
1. Makes sense of problems and perseveres in solving them			
2. Communicates mathematically			
<b>Content Standards</b>			
3. Knows number names and the count sequences			
4. Counts to tell the number of objects			
5. Compares numbers			
6. Gains foundations for place value with numbers 11-19			
7. Understands addition and subtraction			
8. Describes and compares measurable attributes			
9. Classifies objects and counts the number of objects in each category			
10. Identifies, describes, and composes shapes			
11. On track for meeting end of year learning goals in math			

**Social Studies**

<b>Learning Goals:</b>	T1	T2	T3
1. Explains how to participate in society			
2. Understands how power, authority, and governance function in societies and affect their lives			
3. Understands the relationships between human beings and their environment			
4. Explains how human beings learn, modify, and adapt their cultures			
5. On track for meeting end of year learning goals in social studies			



**Science**

<b>Learning Goals:</b>		T1	T2	T3
<b>Pushes and Pulls</b>				
1.	Plans and conducts and investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object			
2.	Analyzes data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull			
<b>Weather and Climate</b>				
3.	Makes observations to determines the effect of sunlight on Earth's surface			
4.	Uses tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area			
5.	Uses and shares observations of local weather conditions to describe patterns over time			
6.	Identifies the source of energy that causes an increase in the temperature of an object (eg. Sun, stove, flame, light bulb)			
<b>Plants and Animals</b>				
7.	Uses observations to describe patterns of what plants and animals (including humans) need to survive			
8.	Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs			
9.	Uses a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live			
10.	Communicates solutions that will reduce the impact of humans on land, water, air, and/or other living things in the local environment			
<b>Engineering</b>				
11.	Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool			
12.	Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
13.	Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			
14.	On track for meeting end of year learning goals in science			

**Comments:**

<b>Check which trimester</b>			T1	T2	T3



