

Cumulative Skills Chart

Appendix E

GRADES

K *to* **4**

| Code | Kindergarten | Grade 1 | Grade 2 |
|--------------|--|---|--|
| | Students will... | Students will... | Students will... |
| S-100 | <p>0-S-100 Cooperate and collaborate with others. <i>Examples: take turns, share space and resources...</i></p> | <p>1-S-100 Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i></p> | <p>2-S-100 Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i></p> |
| S-101 | <p>0-S-101 Consider others' needs when working and playing together.</p> | <p>1-S-101 Consider others' needs when working and playing together.</p> | <p>2-S-101 Resolve conflicts peacefully and fairly.</p> |
| S-102 | <p>0-S-102 Interact fairly and respectfully with others.</p> | <p>1-S-102 Interact fairly and respectfully with others.</p> | <p>2-S-102 Interact fairly and respectfully with others.</p> |
| S-103 | <p>0-S-103 Make decisions that reflect care, concern, and responsibility for the environment.</p> | <p>1-S-103 Make decisions that reflect care, concern, and responsibility for the environment.</p> | <p>2-S-103 Make decisions that reflect care, concern, and responsibility for the environment.</p> |
| S-104 | | | <p>2-S-104 Consider the rights and opinions of others during interactions.</p> |

| Grade 3 | Grade 4 | Code |
|--|--|---------------------|
| <p>Students will...</p> <p>3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.</p> | <p>Students will...</p> <p>4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.</p> | <p>S-100</p> |
| <p>3-S-101 Resolve conflicts peacefully and fairly.</p> | <p>4-S-101 Resolve conflicts peacefully and fairly.</p> | <p>S-101</p> |
| <p>3-S-102 Interact fairly and respectfully with others.</p> | <p>4-S-102 Interact fairly and respectfully with others.</p> | <p>S-102</p> |
| <p>3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.</p> | <p>4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.</p> | <p>S-103</p> |
| <p>3-S-104 Consider the rights and opinions of others during interactions.</p> | <p>4-S-104 Negotiate constructively with others to build consensus.</p> | <p>S-104</p> |

| Code | Kindergarten | Grade 1 | Grade 2 |
|--------------|---|---|---|
| | Students will... | Students will... | Students will... |
| S-200 | 0-S-200 Gather information from oral, visual, material, or print sources. | 1-S-200 Gather information from oral, visual, material, print, or electronic sources. | 2-S-200 Select information from oral, visual, material, print, or electronic sources. |
| S-201 | 0-S-201 Sort information using selected criteria. | 1-S-201 Categorize information using selected criteria. | 2-S-201 Organize and record information using visual organizers. |
| S-202 | 0-S-202 Use appropriate terms or expressions to describe periods of time. | 1-S-202 Use appropriate terms or expressions to describe periods of time. | 2-S-202 Use appropriate terms or expressions to describe periods of time. |
| S-203 | 0-S-203 Use tools and technologies to accomplish given tasks. | 1-S-203 Use tools and technologies to accomplish given tasks. | 2-S-203 Use tools and technologies to accomplish given tasks. |
| S-204 | | 1-S-204 Use simple timelines to organize information chronologically. | 2-S-204 Use simple timelines to organize information chronologically. |
| S-205 | | 1-S-205 Construct simple maps to represent familiar places and locations. | 2-S-205 Construct maps that include a title, legend, and symbols. |
| S-206 | | 1-S-206 Interpret simple maps as representations of familiar places and locations. | 2-S-206 Interpret maps that include a title, legend, and symbols. |
| S-207 | | 1-S-207 Use relative terms to describe familiar locations. | 2-S-207 Use cardinal directions to describe location. |
| S-208 | | | |
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| Grade 3 | Grade 4 | Code |
|---|--|--------------|
| Students will... | Students will... | |
| <p>3-S-200 Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i></p> | <p>4-S-200 Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i></p> | S-200 |
| <p>3-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p> | <p>4-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p> | S-201 |
| <p>3-S-202 Use appropriate terms or expressions to describe periods of time.</p> | <p>4-S-202 Use appropriate terms or expressions to describe periods of time. <i>Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...</i></p> | S-202 |
| <p>3-S-203 Select and use appropriate tools and technologies to accomplish tasks.</p> | <p>4-S-203 Select and use appropriate tools and technologies to accomplish tasks.</p> | S-203 |
| <p>3-S-204 Use timelines to organize information chronologically.</p> | <p>4-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</p> | S-204 |
| <p>3-S-205 Construct maps that include a title, legend, and compass rose.</p> | <p>4-S-205 Construct maps that include a title, legend, compass rose, and grid.</p> | S-205 |
| <p>3-S-206 Interpret maps that include a title, legend, and compass rose.</p> | <p>4-S-206 Interpret maps that include a title, legend, compass rose, and grid.</p> | S-206 |
| <p>3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.</p> | <p>4-S-207 Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.</p> | S-207 |
| | <p>4-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. <i>Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...</i></p> | S-208 |

| Code | Kindergarten | Grade 1 | Grade 2 |
|--------------|---|---|--|
| | Students will... | Students will... | Students will... |
| S-300 | 0-S-300 Use comparison in investigations. | 1-S-300 Use comparison in investigations. | 2-S-300 Formulate questions for research. |
| S-301 | 0-S-301 Identify consequences of their decisions and actions. | 1-S-301 Identify consequences of their decisions and actions. | 2-S-301 Consider advantages and disadvantages of solutions to a problem. |
| S-302 | | 1-S-302 Use information or observation to form opinions. | 2-S-302 Use information or observation to form opinions. |
| S-303 | | 1-S-303 Revise ideas and opinions based on new information. | 2-S-303 Revise ideas and opinions based on new information. |
| S-304 | | | |
| S-305 | | | |

| Grade 3 | Grade 4 | Code |
|--|---|--------------|
| Students will... 3-S-300 Formulate questions for research. | Students will... 4-S-300 Formulate questions for research. | S-300 |
| 3-S-301 Consider advantages and disadvantages of solutions to a problem. | 4-S-301 Consider advantages and disadvantages of solutions to a problem. | S-301 |
| 3-S-302 Draw conclusions based on information and evidence. | 4-S-302 Draw conclusions based on information and evidence. | S-302 |
| 3-S-303 Revise ideas and opinions based on new information. | 4-S-303 Evaluate personal assumptions based on new information and ideas. | S-303 |
| 3-S-304 Distinguish fact from opinion. | 4-S-304 Distinguish fact from opinion. | S-304 |
| | 4-S-305 Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i> | S-305 |

Appendix E

| Code | Kindergarten | Grade 1 | Grade 2 |
|--------------|--|--|--|
| | Students will... | Students will... | Students will... |
| S-400 | 0-S-400 Listen actively to others. | 1-S-400 Listen actively to others. | 2-S-400 Listen actively to others. |
| S-401 | 0-S-401 Use language that is respectful of others. | 1-S-401 Use language that is respectful of others. | 2-S-401 Use language that is respectful of others. |
| S-402 | 0-S-402 Express reasons for their ideas and opinions. | 1-S-402 Express reasons for their ideas and opinions. | 2-S-402 Express reasons for their ideas and opinions. |
| S-403 | 0-S-403 Present information and ideas orally, visually, or concretely. | 1-S-403 Present information and ideas orally, visually, concretely, or electronically. | 2-S-403 Present information and ideas orally, visually, concretely, or electronically. |
| S-404 | 0-S-404 Relate events and stories in chronological order. | 1-S-404 Relate events and stories in chronological order. | 2-S-404 Relate events and stories in chronological order. |

| Grade 3 | Grade 4 | Code |
|---|---|--------------|
| Students will... | Students will... | |
| 3-S-400 Listen actively to others to understand their perspectives. | 4-S-400 Listen actively to others to understand their perspectives. | S-400 |
| 3-S-401 Use language that is respectful of human diversity. | 4-S-401 Use language that is respectful of human diversity. | S-401 |
| 3-S-402 Support their ideas and opinions with information or observations. | 4-S-402 Support their ideas and opinions with information or observations. | S-402 |
| 3-S-403 Present information and ideas orally, visually, concretely, or electronically. | 4-S-403 Present information and ideas orally, visually, concretely, or electronically. | S-403 |
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