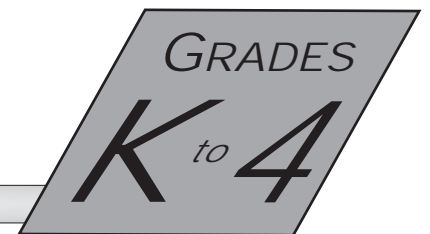


*Cumulative Skills Chart*

Appendix E



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

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

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
<b>S-200</b>	<b>0-S-200</b> Gather information from oral, visual, material, or print sources.	<b>1-S-200</b> Gather information from oral, visual, material, print, or electronic sources.	<b>2-S-200</b> Select information from oral, visual, material, print, or electronic sources.
<b>S-201</b>	<b>0-S-201</b> Sort information using selected criteria.	<b>1-S-201</b> Categorize information using selected criteria.	<b>2-S-201</b> Organize and record information using visual organizers.
<b>S-202</b>	<b>0-S-202</b> Use appropriate terms or expressions to describe periods of time.	<b>1-S-202</b> Use appropriate terms or expressions to describe periods of time.	<b>2-S-202</b> Use appropriate terms or expressions to describe periods of time.
<b>S-203</b>	<b>0-S-203</b> Use tools and technologies to accomplish given tasks.	<b>1-S-203</b> Use tools and technologies to accomplish given tasks.	<b>2-S-203</b> Use tools and technologies to accomplish given tasks.
<b>S-204</b>		<b>1-S-204</b> Use simple timelines to organize information chronologically.	<b>2-S-204</b> Use simple timelines to organize information chronologically.
<b>S-205</b>		<b>1-S-205</b> Construct simple maps to represent familiar places and locations.	<b>2-S-205</b> Construct maps that include a title, legend, and symbols.
<b>S-206</b>		<b>1-S-206</b> Interpret simple maps as representations of familiar places and locations.	<b>2-S-206</b> Interpret maps that include a title, legend, and symbols.
<b>S-207</b>		<b>1-S-207</b> Use relative terms to describe familiar locations.	<b>2-S-207</b> Use cardinal directions to describe location.
<b>S-208</b>			

Grade 3	Grade 4	Code
Students will...	Students will...	
<p><b>3-S-200</b> Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i></p>	<p><b>4-S-200</b> Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i></p>	<b>S-200</b>
<p><b>3-S-201</b> Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p>	<p><b>4-S-201</b> Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p>	<b>S-201</b>
<p><b>3-S-202</b> Use appropriate terms or expressions to describe periods of time.</p>	<p><b>4-S-202</b> 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>	<b>S-202</b>
<p><b>3-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.</p>	<p><b>4-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.</p>	<b>S-203</b>
<p><b>3-S-204</b> Use timelines to organize information chronologically.</p>	<p><b>4-S-204</b> Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</p>	<b>S-204</b>
<p><b>3-S-205</b> Construct maps that include a title, legend, and compass rose.</p>	<p><b>4-S-205</b> Construct maps that include a title, legend, compass rose, and grid.</p>	<b>S-205</b>
<p><b>3-S-206</b> Interpret maps that include a title, legend, and compass rose.</p>	<p><b>4-S-206</b> Interpret maps that include a title, legend, compass rose, and grid.</p>	<b>S-206</b>
<p><b>3-S-207</b> Use cardinal directions to describe the relative locations of places on maps and globes.</p>	<p><b>4-S-207</b> Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.</p>	<b>S-207</b>
	<p><b>4-S-208</b> 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>	<b>S-208</b>

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

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

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



Grade 3	Grade 4	Code
Students will...	Students will...	
<b>3-S-400</b> Listen actively to others to understand their perspectives.	<b>4-S-400</b> Listen actively to others to understand their perspectives.	<b>S-400</b>
<b>3-S-401</b> Use language that is respectful of human diversity.	<b>4-S-401</b> Use language that is respectful of human diversity.	<b>S-401</b>
<b>3-S-402</b> Support their ideas and opinions with information or observations.	<b>4-S-402</b> Support their ideas and opinions with information or observations.	<b>S-402</b>
<b>3-S-403</b> Present information and ideas orally, visually, concretely, or electronically.	<b>4-S-403</b> Present information and ideas orally, visually, concretely, or electronically.	<b>S-403</b>
		<b>S-404</b>

