

Relationships, Rules, and Responsibilities

Level 2, Sample 1

A

**Me as a Baby**  
An illustration showing a baby in a crib being held by a woman, with a man and another woman standing nearby.

**An Important Event in my Life**  
An illustration of a school building with a flag on top and a small truck in front.  
An important event in my life was: when I first went to school  
It happened when: I was 6 years old

**An Important Event in my Life**  
An illustration of a tall, pointed structure with a small figure climbing stairs and a truck nearby.  
An important event in my life was: when I took my first step  
It happened when: I was 4 years old

**An Important Event in my Life**  
An illustration of a house with several lit candles inside.  
An important event in my life was: when I first got my present  
It happened when: I was 15 years old

**Me Today**  
An illustration of a child standing next to a table with a lit candle on it.

**B**

**FRONT**



This is Terr Fox

Circle:

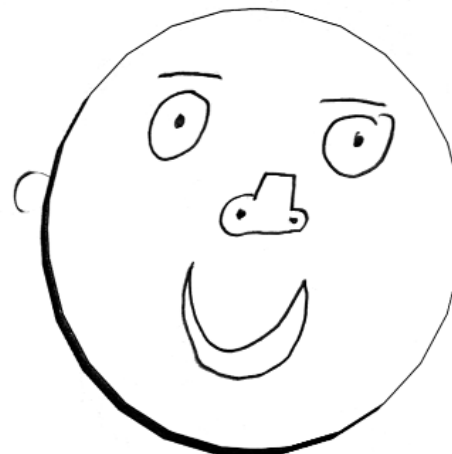
This person is important to Canada's

Past     Present

This person is important to Canada because: he ran  
around Canada so the  
pepol wont hav cancer.

**C**

**BACK**



This is S [redacted]

This person is important in my life because: is my best friend

we play with my friend  
every day we play tag.

## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates some understanding of important events in his or her life (e.g., “when I first went to school”, “when I took my first step”, “when I first got lost up present”) and of important people in his or her life (e.g., “S\_\_\_\_\_ ... is my best friend we play with my friend every day we play tag”).
- The student shows some understanding of the significance of an important Canadian (e.g., “Terry Fox ... he ran around Canada so the people would have cancer”).
- The student provides some description of important events in his or her life when completing the timeline (e.g., “... first went to school”, “... first step”, “first got lost up present”).
- The student demonstrates some understanding of the difference between the past and the present (e.g., the student understands that Terry Fox is from the past and matches the verb tense in his description: “... he ran ...”; however, the student is unable to show past to present progression on the timeline: “Me as a Baby”, “I was 6 years old”, “I was 4 years old”, “I was 6 years old”).

### Inquiry/Research Skills and Map and Globe Skills

- The student constructs a pictorial timeline of important events in his or her life with some detail (e.g., the pictures show some detail but are not in the appropriate sequence).

### Communication of Required Knowledge

- The student makes some use of appropriate vocabulary when describing the important person in his or her life (e.g., “S\_\_\_\_\_ is my best friend”) and important events in his or her life (although he or she relies on pattern phrases such as “When I ...” and “I was ...”).


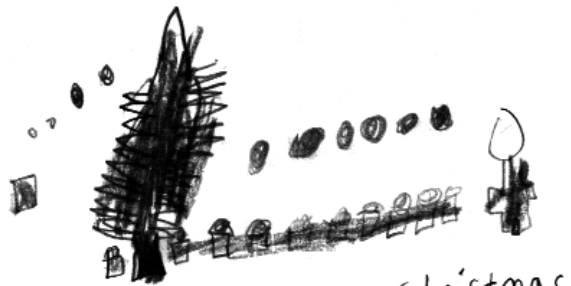



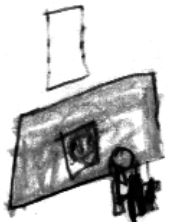
### Application of Concepts and Skills

- The student demonstrates some understanding of a sequence of events when constructing a timeline of important events in his or her life from birth to the present (the events reported happened in the past but are not reported chronologically).

## Comments/Next Steps

- The timeline could be improved if the student had included more detail and had ordered the events from birth to the present.
- The coin design could be improved if the student gave a clearer explanation of why Terry Fox was important to Canada.
- The coin design could be improved if the illustrations and descriptions included further relevant details.
- The student could refer to classroom charts and a personal dictionary to correct misspellings.

A

<p><b>Me as a Baby</b></p>  <p>An important event in my life was: <u>Christmas</u> It happened when: <u>I was 1 year old</u></p>	<p><b>An Important Event in my Life</b></p>  <p>An important event in my life was: <u>bike ride</u> It happened when: <u>I was a little</u></p>	<p><b>An Important Event in my Life</b></p>  <p>An important event in my life was: <u>RNA</u> It happened when: <u>I was 4 years old</u></p>
<p><b>An Important Event in my Life</b></p>  <p>An important event in my life was: <u>RNA</u> It happened when: <u>I was 5 years old</u></p>	<p><b>An Important Event in my Life</b></p>  <p>An important event in my life was: <u>RNA</u> It happened when: <u>I was 5 years old</u></p>	<p><b>Me Today</b></p> 

**B**

**FRONT**



This is Mario Lemieux

Circle:

This person is important to Canada's

Past Present

This person is important to Canada because: He was a famis  
hockey

**C**

**BACK**



This is my dad be kos he

This person is important in my life because: tas me

go Fene with my brother

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates some understanding of important events and people in her or his life by using single-word descriptions (e.g., “Christmas”, “bike ride”, “run”, and “My Dad”).
- The student shows some understanding of the significance of an important Canadian (e.g., “Mario Lemieux” – “He was a Famis hockey”).
- The student provides some description of important events in his or her life when completing the timeline by labelling events with single-word labels (e.g., “run”, “christmas”, “Snowboa”) and by depending on a pattern (e.g., “I was a litte”, “I was 4 years Old”).
- The student demonstrates some understanding of the difference between the past and the present (e.g., the student reports important events both in the present, such as “tas [takes] me goFene [golfing] with my brother”, and in the past, such as “Snowboa”).

### Inquiry/Research Skills and Map and Globe Skills

- The student constructs a pictorial timeline of important events in his or her life with some detail (e.g., “I was 1 years old”, “I was a litte”, “I was 4 years Old”) and by using pictures that support the text (e.g., the illustration of a golf game with the text “My Dad be kos he tas [takes] me goFene [golfing] with my brother” and another illustration showing some detail of a student snowboarding).

### Communication of Required Knowledge

- The student makes some use of appropriate vocabulary when describing the important person in his or her life (e.g., “Famis” when referring to Mario Lemieux, and going “goFene with my brother”) and important events in his or her life (e.g., “bike Ride”, “Christmas”).

### Application of Concepts and Skills

- The student demonstrates some understanding of a sequence of events when constructing a timeline of important events in his or her life from birth to the present (e.g., “I was litte”, “Win I Was 5 years Old”).

## Comments/Next Steps

- The timeline would be improved if the student gave general descriptions of the important events, places, and people in his or her life, using more than single-word labels.
- The timeline would be improved if it were clearly ordered from birth to the present.
- The coin design would be improved if the student used the correct verb tense (“is” instead of “was”).
- The coin design would also be improved if the student gave a better explanation of why Mario Lemieux is important to Canada.
- The use of a personal dictionary could help the student with correct spelling.