

<b>Learning Outcomes for Kindergarten</b>	
<b>English Language Arts</b>	
<b>Oral Language (Speaking and Listening)</b>	
A1	<ul style="list-style-type: none"> <li>• use speaking and listening when engaging in exploratory and imaginative play to express themselves, ask for assistance, exchange ideas and experiment with new ideas or materials</li> </ul>
A2	<ul style="list-style-type: none"> <li>• engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences</li> </ul>
A3	<ul style="list-style-type: none"> <li>• demonstrate use of social language to interact co-operatively with others and to solve problems</li> </ul>
A4	<ul style="list-style-type: none"> <li>• demonstrate being a good listener for a sustained period of time</li> </ul>
A5	<ul style="list-style-type: none"> <li>• demonstrate being a good speaker (including sustaining conversation on a familiar topic)</li> </ul>
A6	<ul style="list-style-type: none"> <li>• use oral language to explain, inquire, and compare</li> </ul>
A7	<ul style="list-style-type: none"> <li>• experiment with language and demonstrate enhanced vocabulary usage</li> </ul>
<b>Strategies (Oral Language)</b>	
A8	<ul style="list-style-type: none"> <li>• connect what is already known with new experiences during speaking and listening activities</li> </ul>
A9	<ul style="list-style-type: none"> <li>• ask questions to construct and clarify meaning</li> </ul>
<b>Features (Oral Language)</b>	
A10	<ul style="list-style-type: none"> <li>• use meaningful syntax when speaking (e.g., include a subject and verb, and simple connecting words when needed)</li> </ul>
A12	<ul style="list-style-type: none"> <li>• speak clearly enough to be understood by peers and adults</li> </ul>
A13	<ul style="list-style-type: none"> <li>• demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use phonological awareness)</li> </ul>
<b>Purposes (Reading and Viewing)</b>	
B1	demonstrate awareness of the connection between reading, writing, and oral language
B2	<ul style="list-style-type: none"> <li>• respond to literature through a variety of activities (e.g., role playing, art, music, choral reading, talking)</li> </ul>
B3	<ul style="list-style-type: none"> <li>• engage in reading or reading-like behaviour</li> </ul>
<b>Strategies (Reading and Viewing)</b>	
B4	<ul style="list-style-type: none"> <li>• in discussions, use strategies before reading and viewing to enhance comprehension, including accessing prior knowledge, predicting, making connections and asking questions</li> </ul>
B5	<ul style="list-style-type: none"> <li>• in discussions, use strategies during reading and viewing to monitor comprehension, including <ul style="list-style-type: none"> <li>– predicting and confirming unknown words and events by using language patterns and pictures</li> <li>– making pictures in their heads (visualizing)</li> <li>– asking the question, “Does that make sense?”</li> </ul> </li> </ul>
B6	<ul style="list-style-type: none"> <li>• engage in discussions and create representations after reading and viewing to reflect on the text to confirm meaning</li> </ul>

B7	<ul style="list-style-type: none"> <li>demonstrate understanding of concepts about print and concepts about books (e.g., there is a directionality to print; books are for reading)</li> </ul>
B8	<ul style="list-style-type: none"> <li>identify most of the letters of the alphabet and their sounds, and a few high-frequency words, including their name and names of significant others</li> </ul>
<b>Developing (Writing and Representing)</b>	
C1	<ul style="list-style-type: none"> <li>create simple messages using a combination of pictures, symbols, letters, and words to convey meaning</li> </ul>
C2	<ul style="list-style-type: none"> <li>recognize that writing can be “talk written down” and that print carries a constant message</li> </ul>
C3	<ul style="list-style-type: none"> <li>show an interest in, and a positive attitude toward, writing and representing</li> </ul>
<b>Strategies (Writing and Representing)</b>	
C4	<ul style="list-style-type: none"> <li>engage in discussions before writing and representing to generate ideas when responding to text and classroom experiences (e.g., observing, listening, using the other senses, drawing, brainstorming, listing, webbing, partner-talk)</li> </ul>
C5	<ul style="list-style-type: none"> <li>express meaning during writing and representing by using invented spelling and copying existing words/representations</li> </ul>
C6	<ul style="list-style-type: none"> <li>engage in discussions after writing or representing about the experience of writing or representing and share work with others</li> </ul>
<b>Features (Writing and Representing)</b>	
C7	<ul style="list-style-type: none"> <li>print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word</li> </ul>
<b>Mathematics</b>	
<b>Number</b>	
A1	<ul style="list-style-type: none"> <li>say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1</li> </ul>
A2	<ul style="list-style-type: none"> <li>recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots</li> </ul>
A3	<ul style="list-style-type: none"> <li>relate a numeral, 1 to 10, to its respective quantity</li> </ul>
A4	<ul style="list-style-type: none"> <li>represent and describe numbers 2 to 10, concretely and pictorially</li> </ul>
A5	<ul style="list-style-type: none"> <li>compare quantities, 1 to 10, using one-to-one correspondence</li> </ul>
<b>PATTERNS AND RELATIONS</b>	
<b>Patterns</b>	
B1	<ul style="list-style-type: none"> <li>demonstrate an understanding of repeating patterns (two or three elements) by identifying, reproducing extending, creating patterns and using manipulatives, sounds, and actions</li> </ul>
<b>SHAPE AND SPACE</b>	
<b>Measurement</b>	
C1	<ul style="list-style-type: none"> <li>use direct comparison to compare two objects based on a single attribute such as length (height), mass (weight), and volume (capacity)</li> </ul>

	<b>3-D Objects and 2-D Shapes</b>
C2	<ul style="list-style-type: none"> <li>• sort 3-D objects using a single attribute</li> </ul>
C3	<ul style="list-style-type: none"> <li>• build and describe 3-D objects</li> </ul>
	<b>Science</b>
	<b>Processes and Skills of Science</b>
	<b>It is expected that students will:</b>
1	<ul style="list-style-type: none"> <li>• use the five senses to make observations</li> </ul>
2	<ul style="list-style-type: none"> <li>• share with others information obtained by observing</li> </ul>
	<b>Life Science: Plant Growth</b>
	<b>It is expected that students will:</b>
3	<ul style="list-style-type: none"> <li>• describe features of local plants and animals (e.g., colour, shape, size, texture)</li> </ul>
4	<ul style="list-style-type: none"> <li>• compare local plants</li> </ul>
5	<ul style="list-style-type: none"> <li>• compare common animals</li> </ul>
	<b>Physical Science</b>
	<b>It is expected that students will:</b>
6	<ul style="list-style-type: none"> <li>• describe properties of materials, including colour, shape, texture, size, and weight</li> </ul>
7	<ul style="list-style-type: none"> <li>• identify materials that make up familiar objects</li> </ul>
8	<ul style="list-style-type: none"> <li>• describe ways to rethink, refuse, reduce, reuse, and recycle</li> </ul>
	<b>Earth and Space Science</b>
	<b>It is expected that students will:</b>
9	<ul style="list-style-type: none"> <li>• demonstrate the ability to observe their surroundings</li> </ul>
10	<ul style="list-style-type: none"> <li>• describe features of their immediate environment</li> </ul>
	<b>Social Studies</b>
	<b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b>
	<b>It is expected that students will:</b>
A1	<ul style="list-style-type: none"> <li>• participate co-operatively in groups</li> </ul>
A2	<ul style="list-style-type: none"> <li>• gather information from personal experiences, oral sources, and visual representations</li> </ul>
A3	<ul style="list-style-type: none"> <li>• present information using oral or visual representations</li> </ul>
	<b>IDENTITY, SOCIETY, AND CULTURE</b>
	<b>It is expected that students will:</b>
B1	<ul style="list-style-type: none"> <li>• demonstrate an awareness of the concept of change</li> </ul>
B2	<ul style="list-style-type: none"> <li>• identify groups and places that are part of their lives</li> </ul>

B3	<ul style="list-style-type: none"> <li>• identify similarities and differences among families</li> </ul>
<b>GOVERNANCE</b>	
<b>It is expected that students will:</b>	
C1	<ul style="list-style-type: none"> <li>• describe their roles and responsibilities as members of the classroom and school community</li> </ul>
C2	<ul style="list-style-type: none"> <li>• identify the purpose of classroom and school expectations</li> </ul>
<b>ECONOMY AND TECHNOLOGY</b>	
<b>It is expected that students will:</b>	
D1	<ul style="list-style-type: none"> <li>• identify individual human needs</li> </ul>
D2	<ul style="list-style-type: none"> <li>• identify work done in their community</li> </ul>
D3	<ul style="list-style-type: none"> <li>• identify examples of technologies used in their lives</li> </ul>
<b>HUMAN AND PHYSICAL ENVIRONMENT</b>	
<b>It is expected that students will:</b>	
E1	<ul style="list-style-type: none"> <li>• identify characteristics of different local environments</li> </ul>
E2	<ul style="list-style-type: none"> <li>• demonstrate responsible behaviour in caring for their immediate environment</li> </ul>
<b>Health and Career Education</b>	
<b>Goals and Decisions</b>	
<b>It is expected that students will:</b>	
A1	<ul style="list-style-type: none"> <li>• identify opportunities to make choices</li> </ul>
A2	<ul style="list-style-type: none"> <li>• identify sources of support and assistance for children at school</li> </ul>
<b>Career Development</b>	
<b>It is expected that students will:</b>	
B1	<ul style="list-style-type: none"> <li>• identify their personal skills and interests (e.g., things they are good at, things they like to do)</li> </ul>
B2	<ul style="list-style-type: none"> <li>• identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules)</li> </ul>
<b>Health</b>	
<b>Healthy Living</b>	
<b>It is expected that students will:</b>	
C1	<ul style="list-style-type: none"> <li>• identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices</li> </ul>
<b>Healthy Relationships</b>	
<b>It is expected that students will:</b>	
C2	<ul style="list-style-type: none"> <li>• identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)</li> </ul>
C3	<ul style="list-style-type: none"> <li>• demonstrate an understanding of appropriate ways to express feelings</li> </ul>
C4	<ul style="list-style-type: none"> <li>• differentiate between positive and negative behaviours in relationships</li> </ul>

<b>Safety and Injury Prevention</b>	
<b>It is expected that students will:</b>	
C5	<ul style="list-style-type: none"> <li>• use appropriate terminology to identify female and male private body parts</li> </ul>
C6	<ul style="list-style-type: none"> <li>• differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate <ul style="list-style-type: none"> <li>– touches that feel welcome and safe, medical checkups; inappropriate <ul style="list-style-type: none"> <li>– touches that hurt, touches to private parts)</li> </ul> </li> </ul> </li> </ul>
C7	<ul style="list-style-type: none"> <li>• identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including saying “no” or “stop”, calling out for help and getting away if possible, telling a trusted adult and continuing to tell until someone listens and takes action and not keeping a secret about the situation even if someone asks you to</li> </ul>
C8	<ul style="list-style-type: none"> <li>• identify ways to avoid hazards and potentially dangerous situations in the home, at school, on the road, and in the community</li> </ul>
C9	<ul style="list-style-type: none"> <li>• demonstrate an ability to access emergency services (e.g., fire, police, ambulance)</li> </ul>
<b>Substance Misuse Prevention</b>	
<b>It is expected that students will:</b>	
C10	<ul style="list-style-type: none"> <li>• differentiate between safe and unsafe substances in terms of their potential to benefit or harm the body (e.g., prescription medicine can benefit the body if used properly, any unknown substance can be dangerous)</li> </ul>
<b>Physical Education</b>	
<b>Active Living</b>	
<b>Knowledge</b>	
<b>It is expected that students will:</b>	
A1	<ul style="list-style-type: none"> <li>• identify benefits of regular participation in physical activity (e.g., it’s fun, it helps them grow strong, it keeps the heart healthy)</li> </ul>
A2	<ul style="list-style-type: none"> <li>• identify physical activities they enjoy doing</li> </ul>
A3	<ul style="list-style-type: none"> <li>• identify the importance of food as fuel for physical activity</li> </ul>
<b>Participation</b>	
<b>It is expected that students will:</b>	
A4	<ul style="list-style-type: none"> <li>• participate daily (e.g., five times a week) in moderate to vigorous physical activities</li> </ul>
<b>Movement Skills</b>	
<b>It is expected that students will:</b>	
B1	<ul style="list-style-type: none"> <li>• perform movements in personal space while maintaining control</li> </ul>
B2	<ul style="list-style-type: none"> <li>• use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)</li> </ul>
B3	<ul style="list-style-type: none"> <li>• demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: walk, run, jump or hop, body roll (e.g., log roll, shoulder roll)</li> </ul>
B4	<ul style="list-style-type: none"> <li>• demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: roll or slide an object toward a target, carry an object two-handed, throw of an object underhand toward a target</li> </ul>

	<b>Safety, Fair Play, and Leadership</b>
	<b>It is expected that students will:</b>
C1	<ul style="list-style-type: none"> <li>identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)</li> </ul>
C2	<ul style="list-style-type: none"> <li>follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)</li> </ul>
C3	<ul style="list-style-type: none"> <li>work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)</li> </ul>
	<b>Fine Arts</b>
	<b>Dance</b>
	<b>Creating Dance</b>
	<b>It is expected that students will:</b>
A1	<ul style="list-style-type: none"> <li>move expressively to a variety of sounds and music</li> </ul>
A2	<ul style="list-style-type: none"> <li>create movements that represent characters, themes, and topics</li> </ul>
	<b>Elements of Dance</b>
B1	<ul style="list-style-type: none"> <li>move safely in both personal space and general space during dance activities</li> </ul>
B2	<ul style="list-style-type: none"> <li>move in a variety of levels, pathways, and directions, using a variety of body shapes</li> </ul>
B3	<ul style="list-style-type: none"> <li>move in time to a steady beat</li> </ul>
	<b>Context</b>
C1	<ul style="list-style-type: none"> <li>participate in dance activities for a variety of purposes</li> </ul>
	<b>Presenting and Performing</b>
D1	<ul style="list-style-type: none"> <li>demonstrate willingness to perform dance</li> </ul>
D2	<ul style="list-style-type: none"> <li>demonstrate appropriate performance skills in dance settings</li> </ul>
	<b>Drama</b>
	<b>Exploring and Creating</b>
	<b>It is expected that students will:</b>
A1	<ul style="list-style-type: none"> <li>demonstrate engagement in drama activities</li> </ul>
A2	<ul style="list-style-type: none"> <li>explore and imagine stories by taking on roles</li> </ul>
A3	<ul style="list-style-type: none"> <li>demonstrate willingness to participate and co-operate in drama activities</li> </ul>
	<b>Drama Forms, Strategies, and Skills</b>
B1	<ul style="list-style-type: none"> <li>use voice in a variety of ways to explore ideas and feelings</li> </ul>
B2	<ul style="list-style-type: none"> <li>use movement and their bodies to explore ideas and feelings</li> </ul>

B3	<ul style="list-style-type: none"> <li>• move safely in both personal and general space while creating drama</li> </ul>
<b>Context</b>	
C1	participate in drama activities from a variety of contexts
<b>Presenting and Performing</b>	
D1	<ul style="list-style-type: none"> <li>• participate in and share drama work</li> </ul>
D2	<ul style="list-style-type: none"> <li>• respond to a drama presentation</li> </ul>
<b>Music</b>	
<b>Exploring and Creating</b>	
<b>It is expected that students will:</b>	
A1	<ul style="list-style-type: none"> <li>• sing and play classroom repertoire</li> </ul>
A2	<ul style="list-style-type: none"> <li>• represent personal thoughts, images, and feelings experienced in classroom repertoire</li> </ul>
A3	<ul style="list-style-type: none"> <li>• create sounds to accompany stories, nursery rhymes, or songs</li> </ul>
<b>Elements and Skills</b>	
B1	<ul style="list-style-type: none"> <li>• respond to beat in music</li> </ul>
B2	<ul style="list-style-type: none"> <li>• demonstrate rhythmic patterns from classroom repertoire</li> </ul>
B3	<ul style="list-style-type: none"> <li>• sing short melodies</li> </ul>
B4	<ul style="list-style-type: none"> <li>• distinguish one melody from another</li> </ul>
B5	<ul style="list-style-type: none"> <li>• use voice or instruments to explore elements of expression</li> </ul>
<b>Context</b>	
C1	<ul style="list-style-type: none"> <li>• participate in music activities from a variety of historical, cultural, and social contexts</li> </ul>
<b>Presenting and Performing</b>	
D1	<ul style="list-style-type: none"> <li>• demonstrate appropriate performance skills in music settings</li> </ul>
D2	<ul style="list-style-type: none"> <li>• respond to a music work</li> </ul>
<b>Visual Arts</b>	
<b>Creative Processes</b>	
<b>It is expected that students will:</b>	
A1	<ul style="list-style-type: none"> <li>• use imagination, observation, and stories to create images</li> </ul>
A2	<ul style="list-style-type: none"> <li>• create images <ul style="list-style-type: none"> <li>– using the image</li> <li>-development strategy of elaboration</li> <li>– that feature colour, line, or shape</li> <li>– that use the principle of pattern</li> </ul> </li> </ul>
A3	<ul style="list-style-type: none"> <li>• experiment with a variety of materials, technologies, and processes to make images</li> </ul>

A4	<ul style="list-style-type: none"> <li>• create 2-D and 3-D images <ul style="list-style-type: none"> <li>– that represent ideas and concepts</li> <li>– in response to experiences</li> <li>– in response to objects and other images</li> </ul> </li> </ul>
<b>Skills and Strategies</b>	
B1	<ul style="list-style-type: none"> <li>• identify and apply <ul style="list-style-type: none"> <li>– the image-development strategy of elaboration</li> <li>– the visual elements of colour, shape, and line</li> <li>– the principle of pattern</li> </ul> </li> </ul>
B2	<ul style="list-style-type: none"> <li>• identify and apply a variety of materials, technologies, and processes to create images</li> </ul>
<b>Context</b>	
C1	<ul style="list-style-type: none"> <li>• describe various purposes of visual arts</li> </ul>
<b>Exhibition and Response</b>	
D1	<ul style="list-style-type: none"> <li>• respond to artworks</li> </ul>