

Prescribed Learning Outcomes for Grade K Required Areas of Study

Term			English Language Arts (2006)
1	2	3	Developing Oral Language (Speaking and Listening) Abilities
			<i>Oral Language Learning and Extending Thinking</i>
			It is expected that students will:
			Use speaking and listening when engaging in exploratory and imaginative play to
			<ul style="list-style-type: none"> express themselves
			<ul style="list-style-type: none"> ask for assistance
			<ul style="list-style-type: none"> exchange ideas
			<ul style="list-style-type: none"> experiment with new ideas or materials
			Engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences
			Demonstrate use of social language to interact co-operatively with others and to solve problems
			Demonstrate being a good listener for a sustained period of time
			Demonstrate being a good speaker (including sustaining conversation on a familiar topic)
			Use oral language to explain, inquire, and compare
			Experiment with language and demonstrate enhanced vocabulary usage
			<i>Strategies for Oral Language</i>
			<ul style="list-style-type: none"> connect what is already known with new experiences during speaking and listening activities
			<ul style="list-style-type: none"> ask questions to construct and clarify meaning
			<i>Features of Oral Language</i>
			Use meaningful syntax when speaking (e.g., include a subject and verb, and simple connecting words when needed)
			Speak clearly enough to be understood by peers and adults
			Demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use phonological awareness)
			Developing Reading and Viewing Abilities
			<i>Learning Reading (and Viewing) and Extending Thinking</i>
			Demonstrate awareness of the connection between reading, writing, and oral language
			Respond to literature through a variety of activities (e.g., role playing, art, music, choral reading, talking)
			Engage in reading or reading-like behaviour

			<i>Strategies for Learning to Read and View</i>
			In discussions, use strategies before reading and viewing to enhance comprehension, including
			• accessing prior knowledge
			• predicting
			• making connections
			• asking questions
			In discussions, use strategies during reading and viewing to monitor comprehension, including
			• predicting and confirming unknown words and events by using language patterns and pictures
			• making pictures in their heads (visualizing)
			• asking the question, “Does that make sense?”
			Engage in discussions and create representations after reading and viewing to reflect on the text to confirm meaning
			<i>Features of Reading and Viewing</i>
			Demonstrate understanding of concepts about print and concepts about books (e.g., there is a directionality to print; books are for reading)
			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
			<i>Developing Writing and Representing Abilities</i>
			<i>Learning Writing (and Representing) and Extending Thinking</i>
			Create simple messages using a combination of pictures, symbols, letters, and words to convey meaning
			Recognize that writing can be “talk written down” and that print carries a constant message
			Show an interest in, and a positive attitude toward, writing and representing
			<i>Strategies for Learning to Write and Represent</i>
			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)
			Express meaning during writing and representing by using invented spelling and copying existing words/representations
			Engage in discussions after writing or representing about the experience of writing or representing and share work with others
			<i>Features of Writing and Representing</i>
			Print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word

Term			Fine Arts (1998)
1	2	3	It is expected that students will:
			DANCE
			<i>Elements of Movement</i>
			<ul style="list-style-type: none"> • move safely in both personal and general space
			<ul style="list-style-type: none"> • move in a variety of levels, pathways, and directions, using a variety of body shapes
			<ul style="list-style-type: none"> • move in time to a steady beat
			<ul style="list-style-type: none"> • demonstrate an ability to balance in locomotor and non-locomotor movements
			<i>Creation and Composition</i>
			<ul style="list-style-type: none"> • move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> • create movements that represent patterns, characters, and other aspects of their world
			<i>Presentation and Performance</i>
			<ul style="list-style-type: none"> • demonstrate a willingness to perform dance
			<ul style="list-style-type: none"> • demonstrate respect for the contributions of others
			<ul style="list-style-type: none"> • demonstrate an awareness of appropriate performance skills and audience etiquette
			<i>Dance and Society</i>
			<ul style="list-style-type: none"> • demonstrate an awareness of a variety of dances that exist
			<ul style="list-style-type: none"> • demonstrate an awareness of a variety of reasons why people dance
			DRAMA
			<i>Exploration and Imagination</i>
			<ul style="list-style-type: none"> • demonstrate a willingness to express their feelings and ideas
			<ul style="list-style-type: none"> • demonstrate respect for the contributions of others
			<ul style="list-style-type: none"> • describe their response to a dramatic work
			<ul style="list-style-type: none"> • demonstrate a willingness to work co-operatively
			<i>Drama Skills</i>
			<ul style="list-style-type: none"> • use vocal elements (high-low, loud-soft) when developing roles
			<ul style="list-style-type: none"> • demonstrate an awareness of a variety of movements used to express an idea, mood, or role
			<ul style="list-style-type: none"> • retell known stories in correct sequence

			<ul style="list-style-type: none"> • identify appropriate environments for a dramatic work
			Context
			<ul style="list-style-type: none"> • demonstrate a willingness to participate in drama activities that explore the roles of community members
			<ul style="list-style-type: none"> • demonstrate an awareness of drama from a variety of cultures
			<ul style="list-style-type: none"> • demonstrate appropriate audience skills
			MUSIC
			Structure (Elements of Rhythm)
			<ul style="list-style-type: none"> • respond to beat in music
			<ul style="list-style-type: none"> • perform rhythmic patterns from classroom repertoire
			<ul style="list-style-type: none"> • maintain a repeated rhythmic pattern in a simple texture
			<ul style="list-style-type: none"> • demonstrate an awareness of rhythmic phrases in classroom music
			<ul style="list-style-type: none"> • identify form in terms of repetition and unity of rhythmic patterns
			<ul style="list-style-type: none"> • use symbols to represent simple rhythmic patterns
			Structure (Elements of Melody)
			<ul style="list-style-type: none"> • identify changes in pitch and melodic direction
			<ul style="list-style-type: none"> • use singing skills to reproduce melodies
			<ul style="list-style-type: none"> • distinguish one melody from another
			<ul style="list-style-type: none"> • identify melodic phrases in classroom repertoire
			Thoughts, Images, and Feelings
			<ul style="list-style-type: none"> • represent personal thoughts, images, and feelings experienced in classroom repertoire
			<ul style="list-style-type: none"> • identify elements of expression that evoke thoughts, images, and feelings
			Context (Self and Community)
			<ul style="list-style-type: none"> • demonstrate a willingness to participate in music experiences
			<ul style="list-style-type: none"> • identify appropriate audience and performance skills
			<ul style="list-style-type: none"> • demonstrate respect for the contributions of others
			Context (Historical and Cultural)
			<ul style="list-style-type: none"> • demonstrate an awareness of historical and cultural contexts of music

			<ul style="list-style-type: none"> demonstrate an awareness of a variety of purposes for music
			<ul style="list-style-type: none"> demonstrate a willingness to experience music from a variety of historical and cultural contexts
			VISUAL ARTS
			<i>Image-Development and Design Strategies</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> identify a variety of image sources, their own and others
			<ul style="list-style-type: none"> describe the many forms that images take
			<ul style="list-style-type: none"> suggest purposes for a variety of images
			<ul style="list-style-type: none"> demonstrate an awareness that an image can be an original artwork or a reproduction
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> use feelings, observation, memory, and imagination as sources for images
			<ul style="list-style-type: none"> make 2-D and 3-D images: using a variety of design strategies, including elaboration and magnification, exploring a variety of media, to communicate experiences and moods, to tell a story and that engage more than one of the senses
			Context
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> demonstrate an awareness that images come from a variety of contexts
			<ul style="list-style-type: none"> demonstrate an awareness that particular images have personal value
			<ul style="list-style-type: none"> demonstrate an awareness that there are reasons for preferences in artworks
			<ul style="list-style-type: none"> demonstrate an awareness that people make and use art
			<ul style="list-style-type: none"> demonstrate respect for the work of self and others
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> create images: in response to objects and other images they have experienced, in response to images from a variety of cultural contexts
			<ul style="list-style-type: none"> demonstrate a willingness to display individual and group artworks
			<i>Visual Elements and Principles of Art and Design</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> identify the elements of colour, shape, line, and texture, and the principle of pattern in images and in their environment
			<ul style="list-style-type: none"> demonstrate recognition of the expressive qualities of individual visual elements

			<ul style="list-style-type: none"> • suggest reasons for the use of elements and principles in their work
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> • create images emphasizing one or more elements and principles
			<i>Materials, Technologies, and Processes</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> • demonstrate an awareness that a variety of materials, tools, equipment, and processes can be used to create images
			<ul style="list-style-type: none"> • demonstrate an awareness of safety and environmental considerations in the use of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • use appropriate vocabulary to identify materials, tools, equipment, and processes used to create images
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> • use a variety of materials, tools, equipment, and processes to make images
			<ul style="list-style-type: none"> • demonstrate a willingness to explore a range of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • demonstrate care of the materials, tools, and equipment they use

Term			Health and Career Education (2006)
1	2	3	It is expected that students will:
			<i>Goals and Decisions</i>
			<ul style="list-style-type: none"> identify opportunities to make choices
			<ul style="list-style-type: none"> identify sources of support and assistance for children at school
			<i>Career Development</i>
			<ul style="list-style-type: none"> identify their personal skills and interests (e.g., things they are good at, things they like to do)
			<ul style="list-style-type: none"> identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules)
			<i>Health: Healthy Living</i>
			<ul style="list-style-type: none"> identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices
			<i>Health: Healthy Relationships</i>
			<ul style="list-style-type: none"> identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)
			<ul style="list-style-type: none"> demonstrate an understanding of appropriate ways to express feelings
			<ul style="list-style-type: none"> differentiate between positive and negative behaviours in relationships
			<i>Health: Safety and Injury Prevention</i>
			<ul style="list-style-type: none"> use appropriate terminology to identify female and male private body parts
			<ul style="list-style-type: none"> differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)
			<ul style="list-style-type: none"> 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, not keeping a secret about the situation even if someone asks you to
			<ul style="list-style-type: none"> identify ways to avoid hazards and potentially dangerous situations in the home, at school, on the road, and in the community
			<ul style="list-style-type: none"> demonstrate an ability to access emergency services (e.g., fire, police, ambulance)
			<i>Health: Substance Misuse Prevention</i>
			<ul style="list-style-type: none"> 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)

Key to symbols used in Mathematics section

C=Communication ME=Mental Mathematics and Estimation PS=Problem Solving
T=Technology CN=Connections R=Reasoning V=Visualization

Term			Mathematics (2007)
1	2	3	Number
			<ul style="list-style-type: none"> say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1 [C, CN, V]
			<ul style="list-style-type: none"> recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots [C, CN, ME, V]
			<ul style="list-style-type: none"> relate a numeral, 1 to 10, to its respective quantity [CN, R, V]
			<ul style="list-style-type: none"> represent and describe numbers 2 to 10, concretely and pictorially [C, CN, ME, R, V]
			<ul style="list-style-type: none"> compare quantities, 1 to 10, using one-to-one correspondence [C, CN, V]
Patterns and Relations			
<i>Patterns</i>			
			<ul style="list-style-type: none"> demonstrate an understanding of repeating patterns (two or three elements) by identifying, reproducing, extending, creating patterns, using manipulatives, sounds, and actions [C, CN, PS, V]
Shape and Space			
<i>Measurement</i>			
			<ul style="list-style-type: none"> use direct comparison to compare two objects based on a single attribute such as length (height), mass (weight), and volume (capacity) [C, CN, PS, R, V]
Shape and Space			
<i>3-D Objects and 2-D Shapes</i>			
			<ul style="list-style-type: none"> sort 3-D objects using a single attribute [C, CN, PS, R, V]
			<ul style="list-style-type: none"> build and describe 3-D objects [CN, PS, V]

Term			Physical Education (1995)
1	2	3	It is expected that students will:
			<i>Active Living</i>
			<ul style="list-style-type: none"> participate regularly in short periods of vigorous activity with frequent rest intervals
			<ul style="list-style-type: none"> demonstrate behaviours that indicate interest and enjoyment in physical activity
			<ul style="list-style-type: none"> identify the importance of physical activity
			<ul style="list-style-type: none"> identify the parts of the human body
			<ul style="list-style-type: none"> identify the changes that take place in the body during physical activity
			<ul style="list-style-type: none"> identify good nutritional habits
			<ul style="list-style-type: none"> move safely and sensitively through all environments
			<i>Movement (Alternative-Environment Activities)</i>
			<ul style="list-style-type: none"> move safely in a variety of alternative environments
			<ul style="list-style-type: none"> use movement concepts and skills to participate in alternative-environment activities
			<i>Movement (Dance)</i>
			<ul style="list-style-type: none"> demonstrate body awareness when performing dance activities
			<ul style="list-style-type: none"> move safely through space when creating movement sequences with or without music
			<ul style="list-style-type: none"> perform locomotor and non-locomotor skills individually, with a partner, and with objects
			<ul style="list-style-type: none"> demonstrate basic dance steps, alone and with others
			<ul style="list-style-type: none"> use movement to respond to a variety of stimuli
			<i>Movement (Games)</i>
			<ul style="list-style-type: none"> move safely in personal and general space, demonstrating body awareness
			<ul style="list-style-type: none"> demonstrate ways to retain possession of an object
			<ul style="list-style-type: none"> demonstrate ways to send and project an object using a variety of body parts and implements
			<ul style="list-style-type: none"> demonstrate ways to receive an object using a variety of body parts and implements
			<ul style="list-style-type: none"> create and play simple games
			<i>Movement (Gymnastics)</i>
			<ul style="list-style-type: none"> create shapes and balances, and transfer weight using a variety of body parts

			<ul style="list-style-type: none"> • select ways to roll, travel, take off, and land safely
			<ul style="list-style-type: none"> • create movements to perform individual movement sequences in gymnastics
			<i>Movement (Individual and Dual Activities)</i>
			<ul style="list-style-type: none"> • demonstrate ways to run, jump, and throw safely
			<ul style="list-style-type: none"> • perform simple motor skills involved in individual and dual activities
			<ul style="list-style-type: none"> • perform locomotor and non-locomotor skills, individually and with objects
			<i>Personal and Social Responsibility</i>
			<ul style="list-style-type: none"> • show a willingness to listen to directions and simple explanations
			<ul style="list-style-type: none"> • use safe behaviours when responding to simple movement tasks
			<ul style="list-style-type: none"> • demonstrate self-confidence while participating in activities from different movement categories
			<ul style="list-style-type: none"> • stay on-task when participating in physical activity
			<ul style="list-style-type: none"> • display a willingness to work with others
			<ul style="list-style-type: none"> • identify different roles in a variety of physical activities
			<ul style="list-style-type: none"> • identify the links between work and leisure

Term			Science (2005)
1	2	3	It is expected that students will:
			<i>Processes and Skills of Science</i>
			<ul style="list-style-type: none"> • use the five senses to make observations
			<ul style="list-style-type: none"> • share with others information obtained by observing
			<i>Life Science: Characteristics of Living Things</i>
			<ul style="list-style-type: none"> • describe features of local plants and animals (e.g., colour, shape, size, texture)
			<ul style="list-style-type: none"> • compare local plants
			<ul style="list-style-type: none"> • compare common animals
			<i>Physical Science: Properties of Objects and Materials</i>
			<ul style="list-style-type: none"> • describe properties of materials, including colour, shape, texture, size and weight
			<ul style="list-style-type: none"> • identify materials that make up familiar objects
			<ul style="list-style-type: none"> • describe ways to rethink, refuse, reduce, reuse and recycle
			<i>Earth and Space Science: Surroundings</i>
			<ul style="list-style-type: none"> • demonstrate the ability to observe their surroundings
			<ul style="list-style-type: none"> • describe features of their immediate environment

Term			Social Studies (2006)
1	2	3	It is expected that students will:
			<i>Skills and Processes of Social Studies</i>
			<ul style="list-style-type: none"> participate co-operatively in groups
			<ul style="list-style-type: none"> gather information from personal experiences, oral sources, and visual representations
			<ul style="list-style-type: none"> present information using oral or visual representations
			<i>Identity, Society, and Culture</i>
			<ul style="list-style-type: none"> demonstrate an awareness of the concept of change
			<ul style="list-style-type: none"> identify groups and places that are part of their lives
			<ul style="list-style-type: none"> identify similarities and differences among families
			<i>Governance</i>
			<ul style="list-style-type: none"> describe their roles and responsibilities as members of the classroom and school community
			<ul style="list-style-type: none"> identify the purpose of classroom and school expectations
			<i>Economy and Technology</i>
			<ul style="list-style-type: none"> identify individual human needs
			<ul style="list-style-type: none"> identify work done in their community
			<ul style="list-style-type: none"> identify examples of technologies used in their lives
			<i>Human and Physical Environment</i>
			<ul style="list-style-type: none"> identify characteristics of different local environments
			<ul style="list-style-type: none"> demonstrate responsible behaviour in caring for their immediate environment