

This document contains the Prescribed Learning Outcomes and Suggested Achievement Indicators for all required areas of study for **Kindergarten**. The Prescribed Learning Outcomes and Suggested Achievement Indicators are **exactly the same** as found in the original documents; they have been compiled into this one document for easy reference.

For more detail on **Kindergarten** curricula, please refer to the IRPs for individual subject areas on the following B.C. Ministry of Education web site: www.bced.gov.bc.ca/irp/irp.htm

KINDERGARTEN

Curriculum Package *(compiled March 2009)*



Ministry of
Education

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This document contains Prescribed Learning Outcomes and Suggested Achievement Indicators for **Kindergarten** students in British Columbia. All provincially prescribed curricula (in the form of Integrated Resource Packages) were distributed in print to all B.C. schools, and are available online at www.bced.gov.bc.ca/irp/irp.htm

REQUIRED AREAS OF STUDY

As stated in the *Manual of School Law* (www.bced.gov.bc.ca/legislation/schoollaw/), each school year a board must offer to all students in **Kindergarten** an educational program that meets all the Prescribed Learning Outcomes set out in the applicable educational program guide in

- Daily Physical Activity
- English Language Arts, or in the case of a student enrolled in a francophone educational program, French Language Arts
- Fine Arts: Dance
- Fine Arts: Drama
- Fine Arts: Music
- Fine Arts: Visual Arts
- Health and Career Education
- Mathematics
- Physical Education
- Science
- Social Studies

Additional information can be found in the *Required Areas of Study in an Educational Program* document at www.bced.gov.bc.ca/legislation/schoollaw/e.htm

HOW TO USE THIS DOCUMENT

Each required area of study for **Kindergarten** included in this document begins with an introduction to the subject area, followed by a series of tables containing the Prescribed Learning Outcomes and corresponding Suggested Achievement Indicators.

Prescribed Learning Outcomes

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, prescribed learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools have the responsibility to ensure that all Prescribed Learning Outcomes for each required area of study are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

All prescribed learning outcomes complete the stem, “It is expected that students will”

Prescribed Learning Outcomes are presented by curriculum organizer (and suborganizer as applicable), and for some subjects are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Suggested Achievement Indicators

Suggested Achievement Indicators in relation to each Prescribed Learning Outcome are included to support the assessment of provincially prescribed curricula.

Suggested Achievement Indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the

learning outcome (e.g., a constructed response, a product created and presented, a particular skill demonstrated).

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

(Note: at the time of publication of this document, Suggested Achievement Indicators had not been finalized for Dance, Drama, Music, and Visual Arts.)

**DAILY PHYSICAL ACTIVITY –
KINDERGARTEN**
**Prescribed Learning Outcomes and
Suggested Achievement Indicators**

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • participate in physical activities for a minimum of 30 minutes during each school day 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in daily physical activities that are school-based <input type="checkbox"/> participate in physical activity in blocks of at least 10 minutes at a time, totalling a minimum of 30 minutes per day (students in half-day Kindergarten programs will be expected to participate in physical activities for a minimum of 15 minutes during each school day)
<ul style="list-style-type: none"> • participate in a range of endurance activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in physical activities that help develop their cardiovascular endurance <input type="checkbox"/> participate daily in endurance activities (e.g., brisk walking, swimming, cycling, jogging, soccer, aerobics, dancing, cross-country skiing, relay games, tag games)
<ul style="list-style-type: none"> • participate in a range of strength activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their strength <input type="checkbox"/> participate daily in activities that help to develop the strength of different muscle groups (e.g., rope climbing, push-ups, racquet and ball games, core strength training, skating)
<ul style="list-style-type: none"> • participate in a range of flexibility activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their flexibility <input type="checkbox"/> participate daily in activities that help to develop the flexibility of different parts of the body (e.g., stretches, pilates, dancing)

ENGLISH LANGUAGE ARTS –
KINDERGARTEN
Prescribed Learning Outcomes and
Suggested Achievement Indicators



ORAL LANGUAGE LEARNING AND EXTENDING THINKING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use speaking and listening when engaging in exploratory and imaginative play to</p> <ul style="list-style-type: none"> – express themselves – ask for assistance – exchange ideas – experiment with new ideas or materials 	<ul style="list-style-type: none"> <input type="checkbox"/> use story language in imaginative play (e.g., “Once upon a time...,” “Long, long ago...”) <input type="checkbox"/> communicate needs to peers and adults (e.g., ask for assistance with materials, request help when problems arise) <input type="checkbox"/> use talk to support imaginative play (e.g., involving multi-purpose props) <input type="checkbox"/> assume the voice of a character(s) in role play (e.g., using puppets, retelling <i>The Three Little Pigs</i>) <input type="checkbox"/> imitate different language forms (e.g., storytelling, news telling)
<p>A2 engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> actively participate in classroom language activities by asking questions, predicting, expressing feelings, sharing ideas, and making personal connections <input type="checkbox"/> listen and respond appropriately to contextual questions (e.g., “We read about how animals get ready for winter. How do bears get ready for winter? How do you get ready for winter?”) <input type="checkbox"/> give ideas that relate to what is being discussed <input type="checkbox"/> describe experiences and retell familiar stories by using basic story structure terminology (e.g., beginning, middle, end) <input type="checkbox"/> begin to use the language of “who,” “what,” “when,” “where” in story retelling <input type="checkbox"/> sequence main ideas/events <input type="checkbox"/> listen and respond orally to language patterns in stories and poems (e.g., join in when teacher reads, repeat parts of a story, echo words and phrases, make up chants with the teacher, chime in during poems or “read-alouds”)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A3 demonstrate use of social language to interact co-operatively with others and to solve problems</p>	<ul style="list-style-type: none"> <input type="checkbox"/> begin to use polite social language appropriately (e.g., hello, please, thank you) <input type="checkbox"/> frequently demonstrate acceptable ways of gaining attention (e.g., initiate conversations, take turns in structured activities, ask questions, raise hand to be recognized before speaking) <input type="checkbox"/> demonstrate courteous listening and speaking, with teacher support, as appropriate to cultural context and individual needs (e.g., take turns as speaker and listener in conversation) <input type="checkbox"/> use language rather than actions to negotiate situations <input type="checkbox"/> begin to understand some differences between language used at home and language used in the classroom/school (e.g., “Line up” is a common phrase used at school but rarely at home) <input type="checkbox"/> begin to show understanding of language that is hurtful or unfair to others
<p>A4 demonstrate being a good listener for a sustained period of time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give reasons why listening is important (e.g., to learn, so you know what to do next, to hear stories, to learn new words, for fun) <input type="checkbox"/> listen attentively for sustained periods of time (e.g., focus on the speaker) <input type="checkbox"/> respond to prompts such as reminder cues and informal symbols (e.g., stop sign as a signal to stop talking and listen closely) <input type="checkbox"/> ask appropriate questions and/or give appropriate comments in response to what has been heard <input type="checkbox"/> begin to ask for clarification when the meaning is not clear <input type="checkbox"/> follow short two-step directions <input type="checkbox"/> use gestures and other nonverbal means to communicate more effectively (e.g., nod to show agreement)
<p>A5 demonstrate being a good speaker (including sustaining conversation on a familiar topic)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give reasons why speaking is important (e.g., people will be able to understand your ideas) <input type="checkbox"/> sustain conversation on a familiar topic for short periods of time and stay on topic <input type="checkbox"/> take turns talking <input type="checkbox"/> begin to use appropriate gestures, tone of voice, and volume <input type="checkbox"/> generally speak clearly and fluently <input type="checkbox"/> use complete sentences when necessary or appropriate
<p>A6 use oral language to explain, inquire, and compare</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use talk to explain products, representations, and actions (e.g., drawings, structures, models) <input type="checkbox"/> use talk to clarify ideas or experiences (e.g., self-talk, self-correction) <input type="checkbox"/> ask questions to build understanding <input type="checkbox"/> distinguish between imaginary context and real life (e.g., fairy tale as compared to news of real-life events; events in cartoons and events in real life) <input type="checkbox"/> use language to connect new experiences to what is already known <input type="checkbox"/> identify when a simple sentence fails to make sense <input type="checkbox"/> show an understanding of direct cause and effect (e.g., “If I use my umbrella when it is raining then I will not get wet.”) <input type="checkbox"/> compare predictions with what actually occurs in a story or event

Prescribed Learning Outcomes	Suggested Achievement Indicators
A7 experiment with language and demonstrate enhanced vocabulary usage	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an interest in and willingness to use and experiment with language (e.g., try to pronounce or use a new word or grammatical construction; choose to engage in drama or play centre activities; make up chants, rhymes, or nonsense poems) <input type="checkbox"/> use newly learned vocabulary in own speech (e.g., after listening to new vocabulary in stories and instruction and after listening to words used in multiple contexts to understand their use) <input type="checkbox"/> begin to use descriptive words to describe own feelings and the feelings of others <input type="checkbox"/> classify objects, pictures, and words (e.g., table and chair are furniture, apples and bread are food) <input type="checkbox"/> use words to describe people, places, and things (e.g., size, colour, shape, location, actions) <input type="checkbox"/> classify objects, pictures, and words (e.g., people, places, things, shapes, colours, foods) and discuss similarities, differences, and names of categories <input type="checkbox"/> use language, characters, or events from prior experiences in informal play and drama activities

STRATEGIES FOR ORAL LANGUAGE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
A8 connect what is already known with new experiences during speaking and listening activities	<ul style="list-style-type: none"> <input type="checkbox"/> describe how new experiences connect to what is already known (e.g., “This reminds me of..”) <input type="checkbox"/> share experiences and interests with classmates (e.g., show and tell, explain a school experience that has happened recently, explain an event or object that is distant in time or place) <input type="checkbox"/> use language from prior events/experiences in informal play and drama activities <input type="checkbox"/> spontaneously offer connections to new ideas or words (e.g., “This looks like..”) <input type="checkbox"/> make predictions and comment on their accuracy
A9 ask questions to construct and clarify meaning	<ul style="list-style-type: none"> <input type="checkbox"/> ask relevant questions to deepen comprehension (e.g., “I wonder if” questions) <input type="checkbox"/> begin to ask relevant questions before, during, and after the teacher reads a book aloud <input type="checkbox"/> develop simple hypotheses and test them out (e.g., “The bean seed will sprout faster in soil than on paper towel.”) <input type="checkbox"/> begin to recognize the difference between questions and comments

FEATURES OF ORAL LANGUAGE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A10 use meaningful syntax when speaking (e.g., include a subject and verb, and simple connecting words when needed)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> speak using the syntax needed to convey intended meaning (e.g., usually use complete sentence format instead of “me hungry” or “he sad”) <input type="checkbox"/> use connecting words to combine ideas (e.g., tell simple stories, connecting ideas with words such as “then,” “and,” “but,” “or”) <input type="checkbox"/> tell simple stories, connecting ideas with “and then” <input type="checkbox"/> begin to use more complex sentence-connecting words (e.g., because, if, when, after, before) <input type="checkbox"/> frequently use common grammatical rules but may overgeneralize in their application (e.g., “goed” for went, “geeses” for geese, them did it)
<p>A11 speak clearly enough to be understood by peers and adults</p>	<ul style="list-style-type: none"> <input type="checkbox"/> pronounce most sounds correctly although some errors may still occur <input type="checkbox"/> frequently use appropriate volume, tone, pace, and intonation
<p>A12 demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use phonological awareness)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use sound/word discrimination to <ul style="list-style-type: none"> – indicate when words or sounds are the same or different (e.g., cat/cat = same; cat/car = different) – identify which word is different when given a choice of three (e.g., bat, hat, bat) – tell the difference between single speech sounds (e.g., which sound is different) when given a choice of three (e.g., s, s, k) – identify alliteration <input type="checkbox"/> use rhyming to <ul style="list-style-type: none"> – identify whether words rhyme – produce a word that rhymes with another <input type="checkbox"/> use blending to <ul style="list-style-type: none"> – orally blend two words into a compound word – orally blend syllables (mon-key) or onset-rimes (m-ilk) into a whole word – orally blend two to three separate phonemes into a one-syllable word (e.g., m-e: me; u-p: up; s-a-t: sat) <input type="checkbox"/> use segmentation to <ul style="list-style-type: none"> – clap or count the words in a three- to six-word sentence (e.g., “The dog can run.”) – clap or count the syllables in a one- to three-syllable word (e.g., di-no-saur, re-cy-cle) – identify two words in a compound word – identify the first sound and ending sound in a one-syllable word (e.g., /p/ in pat for beginning) – segment individual sounds in a two- and three-phoneme one-syllable word (e.g., run: r/u/n)

LEARNING READING (AND VIEWING) AND EXTENDING THINKING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate awareness of the connection between reading, writing, and oral language</p>	<ul style="list-style-type: none"> <input type="checkbox"/> understand that we can read “talk” that has been written down <input type="checkbox"/> orally describe the message of familiar and simple environmental print (e.g., can point to an exit sign and give the meaning) <input type="checkbox"/> identify connections between a photo or illustration and text <input type="checkbox"/> point to words when reading and viewing text (e.g., their own writing or words displayed in classroom) <input type="checkbox"/> locate a specific (generally familiar) word <input type="checkbox"/> slow down their oral pace when the teacher is scribing their words
<p>B2 respond to literature through a variety of activities (e.g., role playing, art, music, choral reading, talking)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> show enthusiasm for, or enjoyment of, reading (e.g., choose and read and/or view a variety of texts that interest them) <input type="checkbox"/> identify favourite texts and share the information in their own words <input type="checkbox"/> connect information and events in texts to self, personal experiences, and to other texts, including media texts (e.g., television shows and movies) <input type="checkbox"/> create a representation (e.g., draw a picture, dramatize feelings, create a new page for a story) <input type="checkbox"/> make connections between literary experiences and imaginative play (e.g., puppets, housekeeping centre, dress-up centre)
<p>B3 engage in reading or reading-like behaviour</p>	<ul style="list-style-type: none"> <input type="checkbox"/> listen to stories, poems, and information texts for enjoyment and information <input type="checkbox"/> select books for pleasure from the classroom, library, and home to share or to have someone read to them <input type="checkbox"/> self-select texts on the basis of interest or familiarity <input type="checkbox"/> model or role play reading by reading from memory or by inventing meaning <input type="checkbox"/> read silently or view a book(s) for a short, sustained period of time (e.g., five minutes) <input type="checkbox"/> begin to track print when “reading” early emergent pattern books, rereading their own writing, or following a text that someone is reading <input type="checkbox"/> talk about self as a reader

STRATEGIES FOR LEARNING TO READ AND VIEW

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B4 in discussions, use strategies before reading and viewing to enhance comprehension, including</p> <ul style="list-style-type: none"> – accessing prior knowledge – predicting – making connections – asking questions 	<ul style="list-style-type: none"> <input type="checkbox"/> use pictures, the title, and information about the text to predict what the text will be about, with teacher support <input type="checkbox"/> answer the question, “What do you already know about...?” <input type="checkbox"/> ask questions to gain information <input type="checkbox"/> sequentially look at pictures in the text to build schema for reading (e.g., picture walk)
<p>B5 in discussions, use strategies during reading and viewing to monitor comprehension, including</p> <ul style="list-style-type: none"> – 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?” 	<ul style="list-style-type: none"> <input type="checkbox"/> use pictures, context cues, sense of story, language patterns, and prior knowledge to predict and confirm meaning and identify words <input type="checkbox"/> fill in the next word during collaborative reading <input type="checkbox"/> generate questions to clarify and confirm meaning (e.g., “Does this make sense?” “Why did...?”) <input type="checkbox"/> answer who, where, what, why, and how questions after listening to a sentence or short paragraph <input type="checkbox"/> draw or describe a mental image formed while a text is read out loud <input type="checkbox"/> describe the association between pictures and key words in text and match pictures to print (one-to-one match) <input type="checkbox"/> talk with classmates about pictures in a book and what they mean
<p>B6 engage in discussions and create representations after reading and viewing to reflect on the text to confirm meaning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and recall information that demonstrates a sense of the story (e.g., sequence of events, setting, main characters, the problem in the story and important facts) <input type="checkbox"/> make connections between themselves or their experience and the text (e.g., “This character is like me because...,” “This story reminds me of...”) <input type="checkbox"/> sketch something from the story <input type="checkbox"/> participate in discussions about predictions made earlier by the class about the text <input type="checkbox"/> explain what they like or dislike about a character <input type="checkbox"/> find basic information in the illustrations and photos to answer specific questions <input type="checkbox"/> tell what things were learned from the text or representation <input type="checkbox"/> participate in discussions about the author’s message

FEATURES OF READING AND VIEWING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B7 demonstrate understanding of concepts about print and concepts about books (e.g., there is a directionality to print; books are for reading)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> when asked, explain that writing carries a message and that pictures and drawings also support meaning <input type="checkbox"/> move finger from left to right, top to bottom, when reading/listening, to demonstrate directionality of print and where it generally starts on the page <input type="checkbox"/> demonstrate understanding that letters represent sounds and that written words convey meaning (e.g., read short labels, familiar signs) <input type="checkbox"/> use sounding out to demonstrate that the sequence of letters in a written word represents the sequence of sounds (i.e., phonemes) in a spoken word (i.e., alphabetic principle) <input type="checkbox"/> identify title, author, and often illustrator (e.g., can point to the title and name of author) <input type="checkbox"/> track with finger during oral reading by the teacher or own reading, and/or by “hugging” a word (i.e., put one finger at the beginning of the word and another finger at the end of the word) to show understanding of the concept of words <input type="checkbox"/> recognize simple common punctuation (e.g., period, question mark, exclamation mark) and point to examples in context of shared reading or shared writing
<p>B8 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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> name most of the letters of the alphabet (e.g., be fluently familiar with at least 20 letters), upper and lowercase, no matter what order they come in <input type="checkbox"/> say the most common sound associated with individual letters or give a word that starts with that sound (i.e., demonstrate understanding of the one-to-one relationship between letter name and a particular sound) <input type="checkbox"/> identify the letter when someone produces the corresponding sound <input type="checkbox"/> use letter-sound correspondence along with context (e.g., pictures) to decode some words <input type="checkbox"/> identify some common high-frequency words (e.g., a, the, I, me, it, and, to, he, she, that, is, was), some familiar names, and some environmental print (e.g., stop sign) <input type="checkbox"/> identify the repeated sound and the letter in a series of words (e.g., Bobby bounces blue basketballs.) <input type="checkbox"/> identify the beginning and ending sounds of words <input type="checkbox"/> use patterns of language (e.g., word order) and patterns of sound (e.g., rhyme) to identify and to predict words

LEARNING WRITING (AND REPRESENTING) AND EXTENDING THINKING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 create simple messages using a combination of pictures, symbols, letters, and words to convey meaning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> write and represent for a variety of purposes and in different forms, both self-initiated and teacher-guided (e.g., stories, notes, labels, lists, one-word captions for pictures) <input type="checkbox"/> write and represent using a variety of tools and media (e.g., crayons, paper, computer, chalkboard, coloured markers, cardboard) <input type="checkbox"/> create an illustration of something they have learned <input type="checkbox"/> begin to hear and record sounds in words, relying heavily on the most obvious sound(s) in a word <input type="checkbox"/> label a picture with words <input type="checkbox"/> use invented spelling
<p>C2 recognize that writing can be “talk written down” and that print carries a constant message</p>	<ul style="list-style-type: none"> <input type="checkbox"/> show an understanding that written words convey a meaning by writing (unconventionally) or representing, and tell about the meaning <input type="checkbox"/> voice thoughts while writing <input type="checkbox"/> show an understanding that the sequence of letters in a written word represents the sequence of sounds (i.e., phonemes) in a spoken word (i.e., alphabetic principle) <input type="checkbox"/> demonstrate the connection between reading and writing (e.g., slow down orally when teacher is scribing words, demonstrating knowledge of the one-to-one correspondence between a spoken and written word) <input type="checkbox"/> experiment with newly acquired vocabulary in writing
<p>C3 show an interest in, and a positive attitude toward, writing and representing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> talk about why people write (e.g., grocery lists, cards to celebrate occasions, stories) <input type="checkbox"/> role play writing messages for a specific purpose (e.g., taking down a telephone message) <input type="checkbox"/> orally contribute words or sentences to a class narrative as the teacher writes them on a chart <input type="checkbox"/> choose to share own writing <input type="checkbox"/> show interest in writing during choice time <input type="checkbox"/> write spontaneously for self or chosen audience <input type="checkbox"/> participate in guided writing activities using a variety of writing forms <input type="checkbox"/> talk about self as a writer

STRATEGIES FOR LEARNING TO WRITE AND REPRESENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C4 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> begin to put ideas into words during shared writing, interactive writing, and teacher-led conversations <input type="checkbox"/> offer ideas for collaborative writing <input type="checkbox"/> engage in short brainstorming sessions (e.g., listing, webbing, making charts) <input type="checkbox"/> share experiences and interests with adults or in partner-talk <input type="checkbox"/> draw or sketch ideas in response to a prompt from the teacher <input type="checkbox"/> use personal experience and environment as stimuli for writing and representing (e.g., trip to the post office or the library, field trips to enjoy nature) <input type="checkbox"/> contribute ideas to shared writing activities (e.g., writing a thank-you card in response to a field trip or a visit to the class)
<p>C5 express meaning during writing and representing by using invented spelling and copying existing words/representations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> begin to create familiar forms of writing and representing (e.g., grocery lists, letters, stories, environmental signs, and greeting cards) <input type="checkbox"/> create messages that contain short familiar words, phonetically spelled words or parts of words, and/or words using invented spelling <input type="checkbox"/> contribute ideas, words, or images to collaborative efforts; look at letters, words, or visuals around the room (e.g., word walls, lists, environmental print) and copy in own writing/representing <input type="checkbox"/> label pictures using invented spelling or by copying words <input type="checkbox"/> generate writing by repeating the same beginning patterns, using sample frames or models provided by the teacher (e.g., “I like...”) <input type="checkbox"/> during shared writing experiences, make oral contributions that show a developing awareness of stories, poems, and informational writing (e.g., use story language in stories, use pattern in poems, contribute a fact in informational writing or representations) <input type="checkbox"/> communicate a complete thought using printing and illustrations
<p>C6 engage in discussions after writing or representing about the experience of writing or representing and share work with others</p>	<ul style="list-style-type: none"> <input type="checkbox"/> talk about their writing and representing <input type="checkbox"/> “read” back what they have written or represented to clarify meaning <input type="checkbox"/> show enjoyment in sharing work with others <input type="checkbox"/> choose a favourite piece of writing and representing for their portfolio

FEATURES OF WRITING AND REPRESENTING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C7 print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate motor skills needed to print <input type="checkbox"/> print their own name and the names of some family members or friends <input type="checkbox"/> usually print from left to right and from top to bottom <input type="checkbox"/> distinguish between letters and numbers and between letters and words <input type="checkbox"/> orally explain and recognize that words consist of a series of letters separated by a space (printing may show a space between word-like clusters) <input type="checkbox"/> print most letters recognizably (e.g., some letters may be poorly formed and/or reversed; may use upper and lowercase letters indiscriminately) <input type="checkbox"/> spell some short, familiar words conventionally (e.g., me, you, I) <input type="checkbox"/> print using invented spelling and orally describe to others what has been written <input type="checkbox"/> identify a prominent sound in a word (usually the beginning sound) when the word is segmented by the teacher; record an approximation of the sound (e.g., <i>k</i> for <i>clean</i>) <input type="checkbox"/> show an understanding that the same arrangements of letters always construct the same word

FINE ARTS: DANCE – KINDERGARTEN

Prescribed Learning Outcomes and Suggested Achievement Indicators



(Note: currently under revision)

ELEMENTS OF MOVEMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<ul style="list-style-type: none"> • move safely in both personal and general space 	Suggested Achievement Indicators will be included in future documents
<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 	

CREATION AND COMPOSITION

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<ul style="list-style-type: none"> • move expressively to a variety of sounds and music 	Suggested Achievement Indicators will be included in future documents
<ul style="list-style-type: none"> • create movements that represent patterns, characters, and other aspects of their world 	

PRESENTATION AND PERFORMANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<ul style="list-style-type: none"> • demonstrate a willingness to perform dance • demonstrate respect for the contributions of others • demonstrate an awareness of appropriate performance skills and audience etiquette 	Suggested Achievement Indicators will be included in future documents

DANCE AND SOCIETY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<ul style="list-style-type: none"> • demonstrate an awareness of a variety of dances that exist • demonstrate an awareness of a variety of reasons why people dance 	Suggested Achievement Indicators will be included in future documents

FINE ARTS: DRAMA – KINDERGARTEN

Prescribed Learning Outcomes and Suggested Achievement Indicators



(Note: currently under revision)

EXPLORATION AND IMAGINATION

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<ul style="list-style-type: none"> demonstrate a willingness to express their feelings and ideas demonstrate respect for the contributions of others describe their response to a dramatic work demonstrate a willingness to work co-operatively 	Suggested Achievement Indicators will be included in future documents

DRAMA SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<ul style="list-style-type: none"> use vocal elements (high-low, loud-soft), when developing roles demonstrate an awareness of a variety of movements used to express an idea, mood, or role retell known stories in correct sequence identify appropriate environments for a dramatic work 	Suggested Achievement Indicators will be included in future documents

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<ul style="list-style-type: none"> demonstrate a willingness to participate in drama activities that explore the roles of community members demonstrate an awareness of drama from a variety of cultures demonstrate appropriate audience skills 	Suggested Achievement Indicators will be included in future documents

FINE ARTS: MUSIC – KINDERGARTEN

Prescribed Learning Outcomes and Suggested Achievement Indicators



(Note: currently under revision)

STRUCTURE (*Elements of Rhythm*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • respond to beat in music • perform rhythmic patterns from classroom repertoire • maintain a repeated rhythmic pattern in a simple texture • demonstrate an awareness of rhythmic phrases in classroom music • identify form in terms of repetition and unity of rhythmic patterns • use symbols to represent simple rhythmic patterns 	<p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> <p>Suggested Achievement Indicators will be included in future documents</p>

STRUCTURE (*Elements of Melody*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify changes in pitch and melodic direction • use singing skills to reproduce melodies • distinguish one melody from another • identify melodic phrases in classroom repertoire 	<p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> <p>Suggested Achievement Indicators will be included in future documents</p>

THOUGHTS, IMAGES, AND FEELINGS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • represent personal thoughts, images, and feelings experienced in classroom repertoire • identify elements of expression that evoke thoughts, images, and feelings 	<p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> <p>Suggested Achievement Indicators will be included in future documents</p>

CONTEXT (*Self and Community*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<ul style="list-style-type: none"> demonstrate a willingness to participate in music experiences identify appropriate audience and performance skills demonstrate respect for the contributions of others 	Suggested Achievement Indicators will be included in future documents

CONTEXT (*Historical and Cultural*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<ul style="list-style-type: none"> demonstrate an awareness of historical and cultural contexts of music demonstrate an awareness of a variety of purposes for music demonstrate a willingness to experience music from a variety of historical and cultural contexts 	Suggested Achievement Indicators will be included in future documents

**VISUAL ARTS – KINDERGARTEN
PRESCRIBED LEARNING OUTCOMES AND
SUGGESTED ACHIEVEMENT INDICATORS**



(Note: currently under revision)

IMAGE-DEVELOPMENT AND DESIGN STRATEGIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>(Perceiving/Responding)</p> <ul style="list-style-type: none"> • identify a variety of image sources, their own and others • describe the many forms that images take • suggest purposes for a variety of images • demonstrate an awareness that an image can be an original artwork or a reproduction 	<p style="text-align: center;">Suggested Achievement Indicators will be included in future documents</p>
<p>(Creating/Communicating)</p> <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: <ul style="list-style-type: none"> - using a variety of design strategies, including elaboration and magnification - exploring a variety of media - to communicate experiences and moods - to tell a story - that engage more than one of the senses 	

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<p>(Perceiving / Responding)</p> <ul style="list-style-type: none"> demonstrate an awareness that images come from a variety of contexts demonstrate an awareness that particular images have personal value demonstrate an awareness that there are reasons for preferences in artworks demonstrate an awareness that people make and use art demonstrate respect for the work of self and others 	Suggested Achievement Indicators will be included in future documents
<p>(Creating/Communicating)</p> <ul style="list-style-type: none"> create images: <ul style="list-style-type: none"> - in response to objects and other images they have experienced - in response to images from a variety of cultural contexts demonstrate a willingness to display individual and group artworks 	

VISUAL ELEMENTS AND PRINCIPLES OF ART AND DESIGN

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<p>(Perceiving/Responding)</p> <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 demonstrate recognition of the expressive qualities of individual visual elements suggest reasons for the use of elements and principles in their work 	Suggested Achievement Indicators will be included in future documents
<p>(Creating/Communicating)</p> <ul style="list-style-type: none"> create images emphasizing one or more elements and principles 	

MATERIALS, TECHNOLOGIES, AND PROCESSES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the Prescribed Learning Outcome are able to:</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 	Suggested Achievement Indicators will be included in future documents
<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 	

**HEALTH AND CAREER EDUCATION –
KINDERGARTEN
PRESCRIBED LEARNING OUTCOMES AND
SUGGESTED ACHIEVEMENT INDICATORS**

**GOALS AND DECISIONS**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
A1 identify opportunities to make choices	<input type="checkbox"/> name choices that can be made daily or on certain occasions (e.g., what to wear, which physical activity to do, which friend to play with at recess, which snack to eat)
A2 identify sources of support and assistance for children at school	<input type="checkbox"/> with teacher support, create a list of people in the school that they can go to for information or assistance (e.g., teacher, playground supervisor, classroom assistant, counsellor, principal, teacher-librarian, custodian)

CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
B1 identify their personal skills and interests (e.g., things they are good at, things they like to do)	<input type="checkbox"/> identify a variety of things that they are good at <input type="checkbox"/> identify a variety of things that they like to do <input type="checkbox"/> identify a variety of things that they can do now that they couldn't do before (e.g., print own name, dress themselves, brush teeth)
B2 identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules)	<input type="checkbox"/> name jobs and responsibilities they have at home (e.g., clean up toys, make bed, set table) <input type="checkbox"/> name jobs and responsibilities they have at school (e.g., clean up classroom, follow directions, obey playground rules)

HEALTH

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Healthy Living</p> <p>C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, name a variety of activities that promote physical health (e.g., eating a variety of foods from each of the food groups in <i>Canada’s Food Guide to Healthy Eating</i>, choosing healthy snacks, regular physical activity, adequate rest, regular medical and dental checkups, sun protection, hygiene, getting fresh air, oral hygiene) <input type="checkbox"/> with teacher support, name things that promote emotional health and help them to feel good about themselves (e.g., things you are good at, things you like to do, things that make you feel unique and special, making friends) <input type="checkbox"/> with teacher support, name practices that help prevent the spread of germs (e.g., washing hands often, covering mouth and nose when sneezing or coughing, disinfecting cuts, not sharing water bottles, avoiding others’ body fluids, staying away from others when you are contagious)
<p>Healthy Relationships</p> <p>C2 identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> name the primary responsibilities of a family (e.g., nurture, food, clothing, values, guidance) <input type="checkbox"/> list thoughtful, caring behaviours in families (e.g., love, helping, sharing, respect, having fun, special care for people when they are sick)
<p>C3 demonstrate an understanding of appropriate ways to express feelings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify a variety of feelings (e.g., happiness, excitement, anger, sadness, hurt, gratitude, frustration) <input type="checkbox"/> identify possible reasons or causes for various feelings (e.g., birthday party, grandparents coming to visit, teasing and name calling, friend moving away) <input type="checkbox"/> demonstrate a willingness to express feelings (e.g., verbal communication, drawing a picture) <input type="checkbox"/> use appropriate terminology to express feelings (e.g., “I feel angry,” “I am excited”) <input type="checkbox"/> with teacher support, identify inappropriate ways to express feelings (e.g., pinching, hitting, kicking objects, name-calling, intruding on others’ personal space)
<p>C4 differentiate between positive and negative behaviours in relationships</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify ways of making friends and being a good friend (e.g., sharing, listening, helping, showing respect for others’ feelings and belongings, noticing when someone looks unhappy or left out) <input type="checkbox"/> identify behaviours that are negative or hurtful in relationships (e.g., teasing, lying, hitting, ignoring, excluding)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Safety and Injury Prevention</i></p> <p>C5 use appropriate terminology to identify female and male private body parts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, identify private body parts as being parts that belong to you and shouldn't be touched by or shown to others except for health or hygiene reasons parts that are covered by bathing suits or underwear <input type="checkbox"/> on a diagram or model, use correct terminology to name the following parts of female and male bodies: nipples/breasts vulva/vagina penis testicles buttocks (bottom, bum)
<p>C6 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify different kinds of touches (e.g., hugs, hits) <input type="checkbox"/> with teacher support, identify safe, welcome, and appropriate ways of being touched (e.g., hugs, hand-holding, medical checkups) <input type="checkbox"/> with teacher support, identify inappropriate ways of being touched (e.g., any touches you don't like or want, touches that hurt you such as hitting or pinches, touches to private parts that are not for the purpose of hygiene or health, having photos taken of private body parts or looking at photos involving a person's private body parts, touches that someone asks you to keep secret)
<p>C7 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including</p> <ul style="list-style-type: none"> - 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"> <input type="checkbox"/> with teacher support, identify ways to respond to inappropriate touches or any confusing or uncomfortable situations, including saying "no" or "stop" calling out for help 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 <input type="checkbox"/> identify people who could provide help and support when needed (e.g., parent, relative, teacher, counselor, elder, children's help hotline, 911, block parent) <input type="checkbox"/> recognize that abuse is never the fault of the victim

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C8 identify ways to avoid hazards and potentially dangerous situations in the home, at school, on the road, and in the community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, list potentially unsafe situations in the home, at school, on the road, and in the community (e.g., walking alone, playing with matches, unsafe use of scissors, playground equipment, exiting a vehicle, unknown animals, household chemicals, second-hand smoke, bodies of water, strangers, parking lots, crossing the street, encountering infectious garbage such as used condoms or syringes, unsupervised Internet use) <input type="checkbox"/> with teacher support, identify ways to avoid or address potentially unsafe situations, such as <ul style="list-style-type: none"> – situations at home (e.g., avoiding hazards such as sharp tools, matches, candles, slippery floor surfaces, harmful cleaning products, plastic bags, drapery cords, medicines or vitamins, infectious materials) – situations at school (e.g., following playground rules, wearing protective gear for physical activity, following classroom and school rules for moving through the school, reporting unsafe situations and unidentified strangers on school property, following safe hygiene practices) – situations on the road and in community (e.g., keeping safe distances from strangers, using protective gear for recreational activities, wearing light-coloured clothing at night, following traffic rules, exiting from curb side of vehicle, knowing where and how to locate safe places and people when lost, following safe hygiene practices in public places, avoiding unknown substances and objects)
<p>C9 demonstrate an ability to access emergency services (e.g., fire, police, ambulance)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> name emergency services in their community (e.g., fire, police, ambulance, search and rescue) <input type="checkbox"/> using a model or play phone, practice emergency reporting procedures such as dialing 911 and telling their name, address or phone number, location of incident, who is with them
<p><i>Substance Misuse Prevention</i> C10 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> based on class activities and additional information, name a variety of substances that benefit the body when used properly and with adult supervision (e.g., prescription medicines, vitamins, cough syrup, sunscreen) <input type="checkbox"/> based on class activities and additional information, name a variety of substances in the home, school, and community environment that can be harmful to the body (e.g., cleaning products, gasoline, paint, second-hand smoke, alcohol, any unknown substance) <input type="checkbox"/> recognize the universal hazardous products symbols for poisonous, flammable, corrosive, and explosive substances

MATHEMATICS – KINDERGARTEN

Prescribed Learning Outcomes and Suggested Achievement Indicators



NUMBER

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1 [C, CN, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> name the number that comes after a given number, one to nine <input type="checkbox"/> name the number that comes before a given number, two to ten <input type="checkbox"/> recite number names from a given number to a stated number (forward – one to ten, backward – ten to one) using visual aids
<p>A2 recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots [C, CN, ME, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> look briefly at a given familiar arrangement of 1 to 5 objects or dots and identify the number represented without counting <input type="checkbox"/> identify the number represented by a given dot arrangement on a five frame
<p>A3 relate a numeral, 1 to 10, to its respective quantity [CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> construct a set of objects corresponding to a given numeral <input type="checkbox"/> name the number for a given set of objects <input type="checkbox"/> hold up the appropriate number of fingers for a given numeral <input type="checkbox"/> match numerals with their given pictorial representations
<p>A4 represent and describe numbers 2 to 10, concretely and pictorially [C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> show a given number as two parts, using fingers, counters or other objects, and name the number of objects in each part <input type="checkbox"/> show a given number as two parts using pictures and name the number of objects in each part
<p>A5 compare quantities, 1 to 10, using one-to-one correspondence [C, CN, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> construct a set to show more than, fewer than or as many as a given set <input type="checkbox"/> compare two given sets through direct comparison and describe the sets using words, such as more, fewer, as many as, or the same number

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

PATTERNS AND RELATIONS (PATTERNS)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>B1 demonstrate an understanding of repeating patterns (two or three elements) by</p> <ul style="list-style-type: none"> – identifying – reproducing – extending – creating <p>patterns, using manipulatives, sounds, and actions [C, CN, PS, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> distinguish between repeating patterns and non-repeating sequences in a given set by identifying the part that repeats <input type="checkbox"/> copy a given repeating pattern (e.g., actions, sound, colour, size, shape, orientation) and describe the pattern <input type="checkbox"/> extend a variety of given repeating patterns to two more repetitions <input type="checkbox"/> create a repeating pattern using manipulatives, musical instruments or actions and describe the pattern <input type="checkbox"/> identify and describe a repeating pattern in the classroom, the school and outdoors (e.g., in a familiar song, in a nursery rhyme)

SHAPE AND SPACE (Measurement)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 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]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> compare the length (height) of two given objects and explain the comparison using the words shorter, longer (taller), or almost the same <input type="checkbox"/> compare the mass (weight) of two given objects and explain the comparison using the words lighter, heavier, or almost the same <input type="checkbox"/> compare the volume (capacity) of two given objects and explain the comparison using the words less, more, bigger, smaller, or almost the same

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

SHAPE AND SPACE (3-D Objects and 2-D Shapes)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C2 sort 3-D objects using a single attribute [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> sort a given set of familiar 3-D objects using a single attribute, such as size or shape, and explain the sorting rule <input type="checkbox"/> determine the difference between two given pre-sorted sets by explaining a sorting rule used to sort them
<p>C3 build and describe 3-D objects [CN, PS, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create a representation of a given 3-D object using materials, such as modelling clay and building blocks, and compare the representation to the original 3-D object <input type="checkbox"/> describe a given 3-D object using words such as big, little, round, like a box, and like a can

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

**PHYSICAL EDUCATION –
KINDERGARTEN**
**Prescribed Learning Outcomes and
Suggested Achievement Indicators**



ACTIVE LIVING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Knowledge A1 identify benefits of regular participation in physical activity (e.g., it’s fun, it helps them grow strong, it keeps the heart healthy)</p>	<p><input type="checkbox"/> based on class discussions and activities, name two benefits of regular participation in physical activity (e.g., it’s fun, it helps them grow strong)</p>
<p>A2 identify physical activities they enjoy doing</p>	<p><input type="checkbox"/> name three physical activities they enjoy doing (e.g., playing tag, climbing on playground equipment, swimming)</p>
<p>A3 identify the importance of food as fuel for physical activity</p>	<p><input type="checkbox"/> give reasons why food is important for physical activity (e.g., nutritious food provides fuel and energy to move and play actively)</p> <p><input type="checkbox"/> based on class discussions and other activities, list potential consequences of not providing enough nutritious food, water, and sleep for physical activity (e.g., not enough energy, becoming very tired during play, becoming very thirsty)</p>
<p>Participation A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p>	<p><input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks)</p> <p><input type="checkbox"/> participate in vigorous physical activity (e.g., resulting in increased heart rate, huffing and puffing, feeling warm)</p> <p><input type="checkbox"/> participate in moderate to vigorous physical activities continuously, allowing for recovery periods as appropriate to the individual student</p>

MOVEMENT SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 perform movements in personal space while maintaining control</p>	<ul style="list-style-type: none"> <input type="checkbox"/> find and stay in their own personal space (e.g., the “space bubble” that a person occupies, including all levels, pathways, and directions both near and far from the body’s centre) throughout the activity <input type="checkbox"/> perform movements in different ways without touching others or falling down (e.g., create letters with their bodies while balancing on one foot, move around the space allotted for the activity without bumping into each other) <input type="checkbox"/> move appropriately in response to verbal instructions, demonstrating an understanding of names of body parts such as head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, and back (e.g., bend your knees, hands on hips, balance on one foot)
<p>B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> stretch, bend, curl, and/or twist to create shapes of various sizes with their bodies (e.g., elephant—wide; giraffe—stretched; snake—narrow; ball—curled; crossing hemispheres of the body—right arm to left side, left arm to right side) <input type="checkbox"/> maintain balance while creating shapes with their bodies (e.g., make the shape of letters with body at different levels such as standing or crouching)
<p>B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:</p> <ul style="list-style-type: none"> – walk – run – jump or hop – body roll (e.g., log roll, shoulder roll) 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate and maintain proper technique for locomotor movement skills including the following: <ul style="list-style-type: none"> – walk forward—foot contacts with ground from heel to toe, alternate arm swing, straight back, chin up, and eyes forward – run forward—run continuously with body leaning slightly forward, arms bent at 90 degrees and swinging in opposition, and feet striking heel to toe; maintain control of their bodies throughout – jump or hop forward—using a combination of takeoffs and landings (e.g., 1 to 1 foot, 1 to 2 feet, 2 to 1 foot, 2 to 2 feet), swing arms forward for force and distance, land on balls of feet <input type="checkbox"/> start and stop locomotor movements (e.g., walking, running, hopping) on command <input type="checkbox"/> maintain proper technique for log rolls in one direction—roll sideways right or left, keeping the body in a straight line <input type="checkbox"/> maintain proper technique for shoulder rolls in one direction—starting on hands and knees, roll body forward or backward, maintaining rounded and rigid body position

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:</p> <ul style="list-style-type: none"> – roll or slide an object toward a target – carry an object – two-handed throw of an object underhand toward a target 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper technique for manipulative movement skills including the following: <ul style="list-style-type: none"> – roll or slide an object such as a ball toward a stationary target (e.g., a line on the floor, a pylon), maintaining a low body position and a straddle stand (for two-handed roll) or with opposing foot forward, weight on forward foot (for one-handed roll or slide) – carry an object while travelling (e.g., walking, running) without dropping it, keeping eyes up and not on the object – two-handed throw of an object (e.g., a beanbag, a beach ball) underhand toward a stationary target—draw arms back in readiness; bring arms forward, extend and release object pointing at a target, follow through with arm toward target <input type="checkbox"/> track object with eyes throughout slide, roll, or throw <input type="checkbox"/> attempt one-handed rolls or slides with either hand

SAFETY, FAIR PLAY, AND LEADERSHIP

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify specific safety guidelines for participating in physical activity in the classroom or other defined space such as a multipurpose room (e.g., listen to and follow instructions, move desks and other obstacles out of the way) <input type="checkbox"/> identify specific safety guidelines for participating in physical activity in the gymnasium (e.g., listen to and follow instructions, don't touch equipment without instruction and supervision, wear appropriate clothing, know how to move out of harm's way) <input type="checkbox"/> identify specific safety guidelines for participating in physical activity on the school grounds (e.g., listen to and follow instructions, stay within boundaries, wait for your turn)
<p>C2 follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with occasional reminders, follow established rules and directions when participating in physical activities in the classroom, gymnasium and on the schoolyard (e.g., listen to and follow the teacher's instructions, follow established rules for participating in all physical activity, follow activity-specific rules and directions, respond appropriately to stop and start signals such as whistles or hand claps)
<p>C3 work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> work willingly and co-operatively with peers during physical activity (e.g., accept working with different partners, share equipment, work co-operatively in team activities, waiting for turn, respect others' personal space, express emotions appropriately)

SCIENCE – KINDERGARTEN

Prescribed Learning Outcomes and Suggested Achievement Indicators



PROCESSES OF SCIENCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> use the five senses to make observations 	<ul style="list-style-type: none"> <input type="checkbox"/> describe what they observe (e.g., student says, “I see...I hear...It feels...It tastes...It smells...) <input type="checkbox"/> identify, with guidance, the properties of an object (e.g., colour, shape, texture, hardness) <input type="checkbox"/> recognize which body part would be used to gather specific sensory information (e.g., “to find out if a ball is soft, I would use my hand; to find out if it is red, I would use my eyes”)
<ul style="list-style-type: none"> share with others information obtained by observing 	<ul style="list-style-type: none"> <input type="checkbox"/> orally communicate observations using learned vocabulary <input type="checkbox"/> work collaboratively with others while sharing (e.g., listening, encouraging each other, sharing observations) <input type="checkbox"/> draw features of items observed (e.g., two different plants growing in the schoolyard)

LIFE SCIENCE: CHARACTERISTICS OF LIVING THINGS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<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"> <input type="checkbox"/> list a variety of features (e.g., colour and size) of local plants and animals <input type="checkbox"/> illustrate local plants and animals in a variety of ways (e.g., painting, collages, sculptures)
<ul style="list-style-type: none"> compare local plants 	<ul style="list-style-type: none"> <input type="checkbox"/> describe similar and different features (e.g., colour, shape, size, texture) of two local plants <input type="checkbox"/> group plants on the basis of their features
<ul style="list-style-type: none"> compare common animals 	<ul style="list-style-type: none"> <input type="checkbox"/> describe similar and different features (e.g., size, outer surface such as feathers, skin, scales) of common animals <input type="checkbox"/> sort and classify a variety of animals (e.g., wild animals and pets)

PHYSICAL SCIENCE: PROPERTIES OF OBJECTS AND MATERIALS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> describe properties of materials, including colour, shape, texture, size, and weight 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately sort materials by colour, size, shape, texture, and mass (weight) <input type="checkbox"/> identify, illustrate, and label materials in terms of properties (e.g., soft/hard; smooth/rough)
<ul style="list-style-type: none"> identify materials that make up familiar objects 	<ul style="list-style-type: none"> <input type="checkbox"/> list materials (e.g., wood, plastic, metal, paper) used to construct at least three familiar classroom items such as desks, garbage cans, and books
<ul style="list-style-type: none"> describe ways to rethink, refuse, reduce, reuse, and recycle 	<ul style="list-style-type: none"> <input type="checkbox"/> identify three items that can be recycled (e.g., paper, plastic, glass) <input type="checkbox"/> with teacher support, illustrate (e.g., draw a large mural) ways in which a classroom recycling centre can be used

EARTH AND SPACE SCIENCE: SURROUNDINGS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> demonstrate the ability to observe their surroundings 	<ul style="list-style-type: none"> <input type="checkbox"/> ask specific questions related to their immediate environment (e.g., Where did the rain water go?) <input type="checkbox"/> accurately describe and illustrate two or more features of their surroundings (e.g., texture of soil, weather conditions)
<ul style="list-style-type: none"> describe features of their immediate environment 	<ul style="list-style-type: none"> <input type="checkbox"/> tell about features they observe (e.g., “I found a long, thin leaf or a round, shiny rock.”) <input type="checkbox"/> with peer support, identify specific changes in their immediate environment (e.g., changes in weather observed over a one-week period)

SOCIAL STUDIES – KINDERGARTEN

Prescribed Learning Outcomes and Suggested Achievement Indicators



SKILLS AND PROCESSES OF SOCIAL STUDIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 participate co-operatively in groups</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher prompts, demonstrate willingness to share and co-operate with peers (e.g., sharing stories of their lives and experiences) <input type="checkbox"/> demonstrate active listening skills <input type="checkbox"/> with teacher support, share space and materials with peers (e.g., taking turns)
<p>A2 gather information from personal experiences, oral sources, and visual representations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use their senses (e.g., sight, hearing, touch) to gather information <input type="checkbox"/> ask pertinent questions to gather information <input type="checkbox"/> access information from audio, visual, material, or print sources <input type="checkbox"/> collect information from personal experiences, oral sources, and visual representations <input type="checkbox"/> contribute to a class collection of information on a common topic <input type="checkbox"/> with teacher support, use simple graphic organizers (e.g., Venn diagram, T-chart) to identify similarities and differences
<p>A3 present information using oral or visual representations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify a variety of ways of communicating (e.g., spoken language, facial expression, sign language, pictures, song, dance, drama) <input type="checkbox"/> present their information orally (e.g., show and tell, introduce their partner) <input type="checkbox"/> create pictures to present information (e.g., picture of their immediate environment such as their classroom or a room in their home)

IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate an awareness of the concept of change</p>	<p><input type="checkbox"/> identify changes in their lives (e.g., starting school, growing taller, birth of a younger sibling)</p>
<p>B2 identify groups and places that are part of their lives</p>	<p><input type="checkbox"/> identify a variety of groups to which they belong (e.g., family, friends, clan, class, sports teams, Sparks/Beavers)</p> <p><input type="checkbox"/> give examples of ways in which people co-operate in order to live together peacefully (e.g., sharing, taking turns, following rules, being polite)</p> <p><input type="checkbox"/> state that they live in Canada</p> <p><input type="checkbox"/> identify familiar places and landmarks in their school and community (e.g., Aboriginal friendship centres, recreation centres, war memorials, murals, libraries, fire halls, corner stores, places of worship, playgrounds)</p>
<p>B3 identify similarities and differences among families</p>	<p><input type="checkbox"/> identify the caregivers in their own families</p> <p><input type="checkbox"/> identify the makeup of their own families (e.g., number of people, roles, relationships)</p> <p><input type="checkbox"/> list similarities and differences between their own families and other families (e.g., number of family members, caregivers, roles of family members)</p>

GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 describe their roles and responsibilities as members of the classroom and school community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, identify and discuss a variety of roles and responsibilities they have as members of the classroom and school community (e.g., treating others respectfully, taking turns, following class routines) <input type="checkbox"/> identify people who make decisions about what happens in the classroom and at school (e.g., teacher, aides, principal, playground supervisor)
<p>C2 identify the purpose of classroom and school expectations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> contribute to discussions about appropriate expectations for conduct <input type="checkbox"/> name some classroom and school expectations (e.g., classroom entry and leaving routines, snack time routines, taking turns at stations) <input type="checkbox"/> with teacher support, identify the purpose of specific classroom and school expectations (e.g., to keep people safe, to make things fair)

ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 identify individual human needs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use pictures and discussion to identify basic human needs, including food and water, shelter, clothing, and safety and protection
<p>D2 identify work done in their community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of types of work in their families, schools, and communities (e.g., growing food, making products, selling products, caring for others, providing entertainment)
<p>D3 identify examples of technologies used in their lives</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use pictures and discussion to identify examples of technologies they use at school and at home (e.g., pencil, photocopier, computer, telephone, television, refrigerator, bicycle, assistive technologies for people with special needs)

HUMAN AND PHYSICAL ENVIRONMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>E1 identify characteristics of different local environments</p>	<ul style="list-style-type: none"> <input type="checkbox"/> from photographs or other images, identify natural characteristics of the local physical environment (e.g., mountains, rivers, forests, marshes), and name them using appropriate terminology <input type="checkbox"/> from photographs or other images, identify human-built characteristics of the local physical environment (e.g., roads, buildings, bridges), and name them using appropriate terminology <input type="checkbox"/> with teacher prompts, give examples of how daily life is influenced by the environment (e.g., weather effects on recreational activities and clothing) <input type="checkbox"/> on school and neighbourhood walks or from images, identify familiar places and landmarks in their school and community
<p>E2 demonstrate responsible behaviour in caring for their immediate environment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate care and concern for the environment in their actions (e.g., reduce, reuse, recycle; not disturbing plants and animals in their natural habitats)