

# Manitoba Kindergarten Framework of Outcomes Alignment with HighReach Learning Inc. Curricula for Ages 3–5

The following table aligns the Manitoba Kindergarten Framework of Outcomes with the HighReach Learning curricula for ages 3–5.

All HighReach Learning curriculum programs are integrated and thematic. Within each topic are four subtopics comprised of over 120 center-based experiences and events, which can be selected by the teacher based on children’s needs, development levels, and interests. The curricula are standards based, and all experiences link to objectives. There is a proven connection to educational theorists and a balanced approach of child-initiated and adult-guided experiences. The curricula’s pedagogy is “intentionality,” which is supported by research.

<b>HighReach Learning Curricula Alignment with the Manitoba Kindergarten Framework of Outcomes</b>	
<b>ENGLISH LANGUAGE ARTS</b>	
<b>Manitoba Outcomes</b>	<b>HighReach Learning Curricula Alignment with Outcomes</b>
<b>GENERAL OUTCOME 1: STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW, AND REPRESENT TO EXPLORE THOUGHTS, IDEAS, FEELINGS, AND EXPERIENCES.</b>	
<b>1.1 Discover and Explore</b>	
<b>1.1.1 Express Ideas</b> Talk about personal experiences.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
<b>1.1.2 Consider Others’ Ideas</b> Listen to experiences and feelings shared by others.	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>
<b>1.1.3 Experiment with Language and Form</b> Share experiences, feelings, and thoughts; use a scribe when appropriate.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in</li> </ul>

	<p>terms of specific abilities, characteristics, and preferences.</p> <ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>
<p><b>1.1.4 Express Preferences</b> Express preferences for favourite oral, literary, and media texts.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
<p><b>1.1.5 Set Goals</b> Talk about reading and writing stories.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> </ul>
<p><b>1.2 Clarify and Extend</b></p>	
<p><b>1.2.1 Develop Understanding</b> Recognize connections between new experiences and prior knowledge.</p>	<ul style="list-style-type: none"> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p><b>1.2.2 Explain Opinions</b> Explore new experiences and ideas.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
<p><b>1.2.3 Combine Ideas</b> Group ideas and information to make sense.</p>	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p><b>1.2.4 Extend Understanding</b> Wonder about and question new ideas and observations.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
<p><b>GENERAL OUTCOME 2: STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW, AND REPRESENT TO COMPREHEND AND RESPOND PERSONALLY AND CRITICALLY TO ORAL, LITERARY, AND MEDIA TEXTS.</b></p>	

<b>2.1 Use Strategies and Cues</b>	
<p><b>2.1.1 <i>Prior Knowledge</i></b> Make connections between oral language, texts, and personal experiences.</p>	<ul style="list-style-type: none"> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> <li>• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> </ul>
<p><b>2.1.2 <i>Comprehension Strategies</i></b> Recognize and anticipate meaning from print, symbols, and images; revise understanding based on further information.</p>	<ul style="list-style-type: none"> <li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> <li>• <b>LT14</b> Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</li> <li>• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> </ul>
<p><b>2.1.3 <i>Textual Cues</i></b> Recognize environmental print, symbols, and images [such as illustrations, photographs...] in context; recognize own name and personally familiar words.</p>	<ul style="list-style-type: none"> <li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> <li>• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> <li>• <b>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own name.</li> </ul>
<p><b>2.1.4 <i>Cueing Systems</i></b> Recognize that print is organized from top to bottom and left to right; recognize that letters represent sounds and match sounds with print.</p>	<ul style="list-style-type: none"> <li>• <b>LT5</b> Associates sounds with written words, such as awareness that different words begin with the same sound.</li> <li>• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> <li>• <b>LT14</b> Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</li> <li>• <b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds.</li> </ul>
<b>2.2 Respond to Texts</b>	
<p><b>2.2.1 <i>Experience Various Texts</i></b> Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres [such as picture books, fairy tales, rhymes, stories, photographs, illustrations, video programs...] and cultural traditions.</p>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> </ul>

<p><b>2.2.2 Connect Self, Texts, and Culture</b> Share personal experiences and family traditions related to oral, literary, and media texts; talk about and represent the actions of people in texts [including texts about Canada or by Canadian writers].</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
<p><b>2.2.3 Appreciate the Artistry of Texts</b> Share feelings evoked by oral, literary, and media texts.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
<p><b>2.3 Understand Forms and Techniques</b></p>	
<p><b>2.3.1 Forms and Genre</b> Distinguish between what is realistic and imaginary in oral, literary, and media texts.</p>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p><b>2.3.2 Techniques and Elements</b> Develop a sense of story through listening, reading, viewing, and retelling experiences.</p>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> </ul>
<p><b>2.3.3 Vocabulary</b> Demonstrate curiosity about and experiment with letters, sounds, words, and word patterns.</p>	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>• <b>LT5</b> Associates sounds with written words, such as awareness that different words begin with the same sound.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>

<p>2.3.4 <i>Experiment with Language</i> Appreciate the sounds and rhythms of language [such as nursery rhymes, personal songs, finger-plays...].</p>	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> </ul>
<p>2.3.5 <i>Create Original Texts</i> Create original texts [such as pictures, chants, story boards, dramatic play...] to communicate and demonstrate understanding of forms and techniques.</p>	<ul style="list-style-type: none"> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> </ul>
<p><b>GENERAL OUTCOME 3: STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW, AND REPRESENT TO MANAGE IDEAS AND INFORMATION.</b></p>	
<p><b>3.1 Plan and Focus</b></p>	
<p>3.1.1 <i>Use Personal Knowledge</i> Discuss personal knowledge of a topic</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
<p>3.1.2 <i>Ask Questions</i> Ask questions to satisfy personal curiosity and information needs.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
<p>3.1.3 <i>Contribute to Group Inquiry</i> Ask and answer questions to help satisfy group curiosity and information needs.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>

<p>3.1.4 <i>Create and Follow a Plan</i> Choose different ways to gather information and ideas; recall directions.</p>	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
<p><b>3.2 Select and Process</b></p>	
<p>3.2.1 <i>Identify Personal and Peer Knowledge</i> Identify self and others as sources of information.</p>	<ul style="list-style-type: none"> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
<p>3.2.2 <i>Identify Sources</i> Seek information from others [such as people at school, at home, in the community...]; use multimedia and computers when appropriate.</p>	<ul style="list-style-type: none"> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> </ul>
<p>3.2.3 <i>Assess Sources</i> Compare gathered ideas and information to personal knowledge.</p>	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p>3.2.4 <i>Access Information</i> Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information.</p>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
<p>3.2.5 <i>Make Sense of Information</i> Ask questions and use prior knowledge to make sense of information.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<b>3.3 Organize, Record, and Assess</b>	
<p>3.3.1 <i>Organize Information</i> Categorize objects and pictures according to visual similarities and differences.</p>	<ul style="list-style-type: none"> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p>3.3.2 <i>Record Information</i> Represent and share information and ideas; compose with a scribe.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
<p>3.3.3 <i>Evaluate Information</i> Indicate whether or not information is useful for answering questions.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p>3.3.4 <i>Develop New Understanding</i> Share learning and information-gathering experiences.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> </ul>
<b>GENERAL OUTCOME 4: STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW, AND REPRESENT TO ENHANCE THE CLARITY AND ARTISTRY OF COMMUNICATION.</b>	
<b>4.1 Generate and Focus</b>	
<p>4.1.1 <i>Generate Ideas</i> Contribute ideas to focus on a topic.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
<p>4.1.2 <i>Choose Forms</i> Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
<p>4.1.3 <i>Organize Ideas</i> Know that ideas expressed in oral language can be drawn and recorded.</p>	<ul style="list-style-type: none"> <li>• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> </ul>
<p><b>4.2 Enhance and Improve</b></p>	
<p>4.2.1 <i>Appraise Own and Others' Work</i> Talk about own and others' creations and stories.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> </ul>
<p>4.2.2 <i>Revise Content</i> Retell and represent ideas to clarify meaning.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> </ul>
<p>4.2.3 <i>Enhance Legibility</i> Form recognizable letters and use letters and directional arrow keys on the keyboard.</p>	<ul style="list-style-type: none"> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> <li>• <b>M11</b> Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</li> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> </ul>
<p>4.2.4 <i>Enhance Artistry</i> Describe and enhance own drawings, stories, and writing.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> </ul>
<p>4.2.5 <i>Enhance Presentation</i> Use drawings and labels to express ideas, feelings, and information.</p>	<ul style="list-style-type: none"> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>
<p><b>4.3 Attend to Conventions</b></p>	
<p>4.3.1 <i>Grammar and Usage</i> Check for completeness of work; add details, where appropriate.</p>	<ul style="list-style-type: none"> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> </ul>
<p>4.3.2 <i>Spelling (see Strategies)</i> Connect sounds with letters in words.</p>	<ul style="list-style-type: none"> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• <b>LT5</b> Associates sounds with written words, such as awareness that different words begin with the same sound.</li> <li>• <b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds.</li> </ul>
<p>4.3.3 <i>Punctuation and Capitalization</i> Recognize own name, upper and lower case letters, familiar logos, and periods.</p>	<ul style="list-style-type: none"> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> <li>• <b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds.</li> <li>• <b>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own name.</li> <li>• <b>LT23</b> Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>
<p><b>4.4 Present and Share</b></p>	
<p>4.4.1 <i>Share Ideas and Information</i> Share information and ideas about a topic of personal interest.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
<p>4.4.2 <i>Effective Oral Communication</i> Share information and ideas with a group.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>

<p>4.4.3 <i>Attentive Listening and Viewing</i> Demonstrate active listening and viewing skills and strategies [such as showing attentive facial expression, keeping respectful silence...].</p>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> <li>• <b>L11</b> Begins to adjust volume, tone, expression, and inflection as situationally appropriate.</li> </ul>
<p><b>GENERAL OUTCOME 5: STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW, AND REPRESENT TO CELEBRATE AND TO BUILD COMMUNITY.</b></p>	
<p><b>5.1 Develop and Celebrate Community</b></p>	
<p>5.1.1 <i>Compare Responses</i> Tell and draw stories about self and family.</p>	<ul style="list-style-type: none"> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE17</b> Develops ability to identify personal characteristics, including gender, and family composition.</li> </ul>
<p>5.1.2 <i>Relate Texts to Culture</i> Listen actively to stories and demonstrate curiosity.</p>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
<p>5.1.3 <i>Appreciate Diversity</i> Relate aspects of stories to personal feelings and experiences.</p>	<ul style="list-style-type: none"> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
<p>5.1.4 <i>Celebrate Special Occasions</i> Contribute to group stories using rhymes, rhythms, symbols, pictures, and drama to create and celebrate.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> </ul>
<p><b>5.2 Encourage, Support, and Work with Others</b></p>	

<p>5.2.1 <i>Cooperate with Others</i> Participate in cooperative group activities.</p>	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
<p>5.2.2 <i>Work in Groups</i> Demonstrate attentiveness in group activities.</p>	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> </ul>
<p>5.2.3 <i>Use Language to Show Respect</i> Recognize variations in language use at home, on the playground, and in the classroom.</p>	<ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>L11</b> Begins to adjust volume, tone, expression, and inflection as situationally appropriate.</li> </ul>
<p>5.2.4 <i>Evaluate Group Process</i> Find ways to be helpful to others and use group process.</p>	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE15</b> Shows progress in developing friendships with peers.</li> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>

## **MATHEMATICS**

<b>Manitoba Outcomes</b>	<b>HighReach Learning Curricula Alignment with Outcomes</b>
<b>NUMBER</b>	
<p>K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1.</p>	<ul style="list-style-type: none"> <li>• <b>M3</b> Develops increasing ability to count in sequence to 10 and beyond.</li> </ul>
<p>K.N.2. Subitize and name familiar arrangements of 1 to 6 dots (or objects).</p>	<ul style="list-style-type: none"> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<p>K.N.3. Relate a numeral, 1 to 10, to its respective quantity.</p>	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> </ul>

<p>K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially.</p>	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<p>K.N.5. Demonstrate an understanding of counting to 10 by:</p> <ul style="list-style-type: none"> <li>• indicating that the last number said identifies “how many”</li> <li>• showing that any set has only one count</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<p>K.N.6. Compare quantities, 1 to 10,</p> <ul style="list-style-type: none"> <li>• using one-to-one correspondence</li> <li>• by ordering numbers representing different quantities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> </ul>
<p><b>PATTERNS AND RELATIONS (PATTERNS)</b></p>	
<p>K.PR.1. Demonstrate an understanding of repeating patterns (two or three elements) by</p> <ul style="list-style-type: none"> <li>• identifying</li> <li>• reproducing</li> <li>• extending</li> <li>• creating</li> </ul> <p>patterns using manipulatives, sounds, and actions.</p>	<ul style="list-style-type: none"> <li>• <b>M12</b> Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.</li> </ul>
<p><b>SHAPE AND SPACE (MEASUREMENT)</b></p>	
<p>K.SS.1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight), and volume (capacity).</p>	<ul style="list-style-type: none"> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> </ul>
<p><b>SHAPE AND SPACE (3-D OBJECTS AND 2-D SHAPES)</b></p>	
<p>K.SS.2. Sort 3-D objects using a single attribute.</p>	<ul style="list-style-type: none"> <li>• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</li> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> </ul>
<p>K.SS.3. Build and describe 3-D objects.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>M8</b> Progresses in ability to put together and take apart shapes.</li> </ul>

## SCIENCE

### Manitoba Outcomes

### HighReach Learning Curricula Alignment with Outcomes

#### INITIATING

K-0-1a. Ask questions that demonstrate a curiosity about living things, objects, and events in the immediate environment.

- **L5** Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- **S1** Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.
- **S6** Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.
- **ATL4** Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.

K-0-1b. Make predictions as to what might happen during explorations.

- **S5** Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.

K-0-1c. Recognize a practical problem in a given context.

- **S3** Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.
- **ATL10** Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.

#### RESEARCHING

K-0-2a. Seek information from others.

- **S4** Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.
- **ATL8** Grows in the ability to distinguish when and how to seek help or information.

K-0-2b. Compare gathered ideas and information to personal knowledge.

- **S2** Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.
- **ATL11** Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.

#### PLANNING

K-0-3a. Brainstorm, with the class, possible solutions to a practical problem, and reach consensus on a solution to implement.

- **S3** Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.
- **S4** Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.
- **SE11** Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.
- **ATL10** Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.

K-0-3b. Develop, as a class, limited criteria to evaluate an object based on its function.	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> </ul>
K-0-3c. Select materials to be used.	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
<b>IMPLEMENTING A PLAN</b>	
K-0-4a. Manipulate materials purposefully.	<ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> </ul>
K-0-4b. Construct an object to solve a problem or meet a need.	<ul style="list-style-type: none"> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
K-0-4c. Identify, with guidance, improvements to an object with respect to pre-determined criteria.	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
K-0-4d. Respond to the ideas and actions of others.	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
K-0-4e. Participate in cooperative group learning experiences.	<ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
K-0-4f. Verbalize questions during classroom learning experiences.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>
K-0-4g. Follow given safety procedures and rules.	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<b>OBSERVING, MEASURING, RECORDING</b>	

K-0-5a. Observe using one or a combination of senses.	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul>
K-0-5b. Describe the duration of events.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> </ul>
K-0-5c. Record observations using drawings.	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
<b>ANALYSIS AND INTERPRETING</b>	
K-0-6a. Construct, with guidance, concrete object graphs using 1:1 correspondence.	<ul style="list-style-type: none"> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
K-0-6b. Compare data using appropriate terms.	<ul style="list-style-type: none"> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
K-0-6c. Place materials and objects in a sequence or in groups using a single, self-determined attribute.	<ul style="list-style-type: none"> <li>• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</li> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> </ul>
<b>CONCLUDING AND APPLYING</b>	
K-0-7a. Recognize connections between new experiences and prior knowledge.	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
K-0-7b. Describe, in a variety of ways, what was done and what was observed.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
<b>REFLECTING ON SCIENCE AND TECHNOLOGY</b>	

K-0-8a. Recognize that learning can come from careful observations and investigations.	<ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> </ul>
<b>DEMONSTRATING SCIENTIFIC AND TECHNOLOGICAL ATTITUDES</b>	
K-0-9a. Be open minded while exploring.	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> </ul>
K-0-9b. Willingly observe, question, and explore.	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> </ul>
K-0-9c. Express enjoyment of science-related classroom activities.	<ul style="list-style-type: none"> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> </ul>
<b>TREES</b>	
K-1-01 Use appropriate vocabulary related to their investigations of trees.	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
K-1-02 Identify ways in which humans and other animals use trees.	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> </ul>
K-1-03 Identify and describe basic parts of a tree.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>

<p>K-1-04 Explore, sort, and classify leaves, using their own classification system.</p>	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p>K-1-05 Name and describe each of the four seasons.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> </ul>
<p>K-1-06 Recognize that some trees lose their leaves in the fall, while others do not.</p>	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p>K-1-07 Describe seasonal changes in the life of a tree.</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> </ul>
<p>K-1-08 Investigate to determine that many trees produce seeds which are dispersed and may grow into new trees.</p>	<ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> </ul>
<p><b>COLOURS</b></p>	
<p>K-2-01 Use appropriate vocabulary related to their investigations of colours.</p>	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</li> </ul>

K-2-02 Sort and classify objects by colour.	<ul style="list-style-type: none"> <li>• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</li> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
K-2-03 Compare and contrast colours using appropriate terms.	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> </ul>
K-2-04 Order a group of objects based on a given colour criterion.	<ul style="list-style-type: none"> <li>• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</li> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> </ul>
K-2-05 Predict and describe changes in colour that result from the mixing of primary colours and from mixing a primary colour with white or black.	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> </ul>
K-2-06 Create a colour to match a given sample by mixing the appropriate amounts of two primary colours.	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> </ul>
K-2-07 Explore to identify and describe colours found in their environment.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
<b>PAPER</b>	
K-3-01 Use appropriate vocabulary related to their investigations of paper.	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>

K-3-02 Identify kinds of paper that can be found in the classroom.	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
K-3-03 Recognize that paper is most often made from trees.	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
K-3-04 Observe and compare characteristics of different kinds of paper.	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
K-3-05 Compare characteristics of different kinds of paper that make them easy or difficult to cut, tear, or fold.	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
K-3-06 Explore to determine an appropriate kind of paper for a particular task.	<ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
K-3-07 Use the design process to construct a paper product for a particular use.	<ul style="list-style-type: none"> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> </ul>

**SOCIAL STUDIES**

**Manitoba Outcomes**

**HighReach Learning Curricula Alignment with Outcomes**

**ACTIVE DEMOCRATIC CITIZENSHIP**

0-S-100 Cooperate and collaborate with others.	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
0-S-101 Consider others' needs when working and playing together.	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
0-S-102 Interact fairly and respectfully with others.	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
0-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> </ul>
<b>MANAGING INFORMATION AND IDEAS</b>	
0-S-200 Gather information from oral, visual, material, or print sources.	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
0-S-201 Sort information using selected criteria.	<ul style="list-style-type: none"> <li>• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</li> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
0-S-202 Use appropriate terms or expressions to describe periods of time.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>M15</b> Shows progress in using standard and nonstandard measures.</li> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> </ul>
0-S-203 Use tools and technologies to accomplish given tasks.	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> </ul>
<b>CRITICAL AND CREATIVE THINKING</b>	
0-S-300 Use comparison in investigations.	<ul style="list-style-type: none"> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
0-S-301 Identify consequences of their decisions and actions.	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> </ul>
<b>COMMUNICATION</b>	
0-S-400 Listen actively to others.	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> </ul>
0-S-401 Use language that is respectful of others.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
0-S-402 Express reasons for their ideas and opinions.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
0-S-403 Present information and ideas orally, visually, or concretely.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
0-S-404 Relate events and stories in chronological order.	<ul style="list-style-type: none"> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> </ul>
<b>CLUSTER 1: ME</b>	
<b>Knowledge</b>	
0-KC-001 Describe their responsibilities at home and in school.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
0-KC-002 Recognize that their actions affect others.	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> </ul>
0-KC-006 Identify Remembrance Day as a time to think about peace and war.	<ul style="list-style-type: none"> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
0-KI-007 Identify groups that are important to them.	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE17</b> Develops ability to identify personal characteristics, including gender, and family composition.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
0-KI-008 Recognize that everyone has particular interests and abilities.	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
0-KP-022 Give examples of rules and identify their purposes.	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>

0-KE-025 Give examples of basic needs.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>
<b>Values</b>	
0-VI-002 Value their own and others' interests and abilities.	<ul style="list-style-type: none"> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>
0-VI-002A Value the special talents or strengths that are given to them.	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> </ul>
0-VP-006 Respect the rules of the classroom, playground, and school.	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
0-VE-007 Respect their own and others' property.	<ul style="list-style-type: none"> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> </ul>
<b>CLUSTER 2: THE PEOPLE AROUND ME</b>	
<b>Knowledge</b>	
0-KC-003 Identify people who are responsible for helping and caring for them at home, at school, and in the community.	<ul style="list-style-type: none"> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
0-KC-004 Give examples of ways in which people cooperate in order to live together peacefully.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with</li> </ul>

	<p>peers.</p> <ul style="list-style-type: none"> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
0-KI-009 Identify groups in which people live, work, and play together.	<ul style="list-style-type: none"> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
0-KI-010 Identify different ways people communicate.	<ul style="list-style-type: none"> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> </ul>
0-KI-010A Recognize the importance of non-verbal communication in their Aboriginal culture.	<ul style="list-style-type: none"> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
0-KI-011 Recognize that people have diverse celebrations.	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
0-KH-017 Give examples of repeating patterns and events in their lives.	<ul style="list-style-type: none"> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> <li>• <b>SE21</b> Increases ability to observe and identify changes in themselves and their families over time.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
0-KH-018 Distinguish between yesterday, today, and tomorrow.	<ul style="list-style-type: none"> <li>• <b>S8</b> Develops growing awareness of ideas and language related to attributes of time and temperature.</li> </ul>
0-KH-019 Recognize that they can learn from stories of the past.	<ul style="list-style-type: none"> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> <li>• <b>SE21</b> Increases ability to observe and identify changes in themselves and their families over time.</li> </ul>
0-KP-023 Identify people who make decisions that influence their lives.	<ul style="list-style-type: none"> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
0-KP-024 Recognize that disagreement or conflict may be part of living and working together.	<ul style="list-style-type: none"> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
0-KE-026 Give examples of different types of work in their families, schools, and communities.	<ul style="list-style-type: none"> <li>• <b>SE19</b> Develops growing awareness of jobs and what is required to perform them.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
<b>Values</b>	

0-VC-001 Be willing to contribute to their groups and communities.	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
0-VH-004 Demonstrate interest in stories of the past.	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> </ul>
0-VE-008 Value the sharing of work and resources.	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> </ul>
<b>CLUSTER 3: THE WORLD AROUND ME</b>	
<b>Knowledge</b>	
0-KC-005 Recognize that they live in a country called Canada.	<ul style="list-style-type: none"> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>
0-KL-012 Describe characteristics of the local physical environment.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>
0-KL-013 Give examples of how the natural environment influences daily life.	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>
0-KL-014 Describe the location of their home in relation to familiar landmarks.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>
0-KL-015 Identify familiar places and landmarks.	<ul style="list-style-type: none"> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>
0-KL-015F Identify meeting places where they can associate with other francophones.	<ul style="list-style-type: none"> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
0-KL-016 Recognize globes, maps, and models as representations of actual places.	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>
0-KG-020 Recognize that people all over the world have the same basic needs.	<ul style="list-style-type: none"> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
0-KG-021 Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.	<ul style="list-style-type: none"> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
<b>Values</b>	

0-VL-003 Appreciate the beauty and importance of the natural environment.	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>CA8</b> Exhibits growing sense of wonder, awe, and pleasure.</li> </ul>
0-VG-005 Demonstrate interest in the larger world beyond their immediate environment.	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>

## PHYSICAL EDUCATION

Manitoba Outcomes	HighReach Learning Curricula Alignment with Outcomes
<b>MOVEMENT</b>	
K.1.K.A.1 <b>Develop a movement vocabulary</b> (e.g., running, hopping, jumping, overhand throwing, catching, balancing, underhand throwing...) <b>by responding to verbal and visual cues with the corresponding body movements</b>	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> </ul>
K.1.K.B.1 <b>Discuss movement skill development as requiring good practice and patience in learning</b> (e.g., to make and correct mistakes is part of the learning process; try, try again...)	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> </ul>
K.1.K.B.2 K.1.1.B.2 <b>Show an understanding that balance is affected by the amount of force</b> (i.e., speed, weight) <b>and body position</b> (i.e., bent knees, feet apart in direction of movement, arms spread) <b>in stopping and landing activities</b> (e.g., stops and starts, jumping from low heights, movement exploration...)	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
K.1.K.B.3a <b>Recognize the terms “personal space”</b> (i.e., space around own body) <b>and “general space”</b> (i.e., space available to move in) <b>associated with space awareness</b>	<ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> </ul>

<p>K.1.K.B.3b  <b>Recognize names of body parts</b> (i.e., head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, back) <b>when following instructions for physical activity</b> (e.g., bend your knees, hands on hips, balance on one foot...)</p>	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>K.1.K.B.3c  <b>Explore, through movement, the difference between slow and fast speeds</b> (e.g., walking and running...)</p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
<p>K.1.K.B.3d  <b>Explore moving in relation to objects</b> (i.e., around, under, over, near, far, in, out, through, on, off)</p>	<ul style="list-style-type: none"> <li>• <b>M11</b> Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</li> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> </ul>
<p>K.1.K.C.1  <b>Follow the fundamental rules</b> (e.g., boundaries, roles, actions, verbal cues for stop, go, switch...) <b>used in simple games and activities</b> (e.g., cooperative tag games...)</p>	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>K.1.K.C.2  <b>Recognize movement vocabulary</b> (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) <b>when following directions related to simple games and activities</b> (e.g., obstacle courses...)</p>	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>K.1.K.C.3  <b>Recognize the fundamental strategies of simple games/station activities</b> (e.g., aiming at a target, fleeing in a tag game, hitting an object with an implement, staying in boundaries...)</p>	<ul style="list-style-type: none"> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>K.1.K.C.4  <b>Discuss ways to play cooperatively and safely</b> (e.g., share equipment, follow directions, help others, be considerate...)</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
<p>S.1.K.A.1 <b>Travel safely using the basic transport skills</b> (i.e., running, hopping, galloping, jumping) <b>in general space</b> (e.g., gallop freely without bumping into others or falling...)</p>	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
<p>S.1.K.A.2 <b>Explore the basic manipulation skills</b> (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) <b>in a variety of simple movement experiences</b> (e.g., throw a ball or beanbag underhand to an open space, strike a balloon with the hand...)</p>	<ul style="list-style-type: none"> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> </ul>
<p>S.1.K.A.3 <b>Explore static and dynamic balance</b> (i.e., stopping, starting) <b>in response to signals/cues/commands</b></p>	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> <li>• <b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>S.1.K.B.1 <b>Explore basic movement skills</b> (i.e., transport, manipulation, balance) <b>and concepts</b> (i.e., body awareness, space awareness) <b>in simple individual/dual activities</b> (e.g., use transport skills while moving in relation with another student as in “follow the leader”...)</p>	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>S.1.K.B.2 <b>Explore basic movement skills</b> (i.e., transport, manipulation, balance) <b>and concepts</b> (i.e., body awareness, space awareness) <b>in simple group activities</b> (e.g., chasing/fleeing-type games...)</p>	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>S.1.K.B.3 S.1.2.B.3 <b>Set up and manage own games</b> (e.g., skipping games, target games, hopscotch...)</p>	<ul style="list-style-type: none"> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>S.1.K.C.1 <b>Experience different ways of moving</b> (e.g., climbing, running, hopping...) <b>in a variety of play areas on the school grounds</b> (e.g., on playground equipment, hardtop area, grassy fields...)</p>	<ul style="list-style-type: none"> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
<p>S.1.K.D.1 <b>Experience moving to different rhythms</b> (e.g.,</p>	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> </ul>

<p>quick, slow...), <b>applying movement concepts</b> (e.g., body awareness, space awareness...) in <b>simple rhythmic activities</b> (e.g., creative movement, action songs/games...)</p>	<ul style="list-style-type: none"> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> </ul>
<p>S.1.K.D.2 <b>Explore the gymnastic movement patterns</b> (e.g., landings, statics, springs, rotations, locomotion, swings...) in <b>activities using large and/or small apparatus</b> (e.g., educational gymnastics, rhythmic sportive gymnastics...)</p>	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> <li>• <b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> </ul>
<p><b>FITNESS MANAGEMENT</b></p>	
<p>K.2.K.A.1 K.2.3.A.1 <b>Discuss exercises and physical activities associated with health-related fitness components</b> (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...)</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>K.2.K.B.1 <b>Discuss the fact that daily physical activity makes muscles strong, including the heart</b></p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>K.2.K.C.1a K.2.1.C.1a <b>Show an understanding of the location of main internal body parts affected by exercise</b> (i.e., heart, lungs, bones, muscles)</p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> </ul>
<p>K.2.K.C.1b K.2.1.C.1b <b>Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases)</p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> </ul>
<p>K.2.K.C.2 K.2.5.C.2 <b>Show an understanding of the factors</b> (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) <b>affecting personal fitness development</b></p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> </ul>
<p>K.2.K.C.3 K.2.2.C.3 <b>Recognize that proper warm-up activities</b> (i.e., light aerobic activity, stretching exercises) <b>prepare muscles for vigorous activities</b> (e.g., warm-up activities increase blood</p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> </ul>

circulation and elasticity of muscles and ligaments...)	
K.2.K.C.4 K.2.3.C.4 <b>Identify personal factors</b> (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) <b>that influence physical activity participation and build self-confidence</b>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
S.2.K.A.1a <b>Participate in a wide variety of physical activities that contribute to skill/fitness development and enjoyment</b>	<ul style="list-style-type: none"> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
S.2.K.A.1b <b>Sustain participation in moderate to vigorous activity for short periods of time, based on functional capacity</b>	<ul style="list-style-type: none"> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
S.2.K.A.2 S.2.2.A.2 <b>Determine own degree of exertion through simple methods</b> (e.g., put hand on chest to feel increase in heart rate, “talk test”...) <b>while participating in physical activities</b>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<b>SAFETY</b>	
K.3.K.A.1 <b>Recognize safe and controlled movement while participating in physical activity</b> (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...)	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
K.3.K.A.2 <b>Show an understanding that physical or medical conditions</b> (e.g., injury, illness, asthma, physical disabilities, low fitness levels...) <b>may affect degree and type of participation</b>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
K.3.K.A.3 <b>Distinguish between appropriate and inappropriate footwear for indoor and outdoor activities</b> (e.g., running shoes for indoor physical activities, winter boots for outdoor winter activities...)	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>

<p>K.3.K.A.4  <b>Show an understanding of general safety rules in the gymnasium</b> (e.g., safe and unsafe areas and fixtures, entrances and exits, storage of equipment, use of mats...) <b>for active play</b> (e.g., sports/games, rhythmic/gymnastics...)</p>	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p>K.3.K.A.5a  <b>Discuss common safety rules for physical activity on the playground and school play areas</b> (e.g., climbing equipment, play fields, baseball backstops, fences, hard surfaces, sandpits...)</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p>K.3.K.B.1  <b>Identify safety symbols, hazards, and risks in everyday living</b> (i.e., traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs)</p>	<ul style="list-style-type: none"> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p>K.3.K.B.2  <b>Identify unsafe situations related to the environment</b> (i.e., forest fires, floods, tornadoes, lightning) <b>and safety rules for own protection</b></p>	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p>K.3.K.B.3  <b>Identify practices</b> (i.e., follow rules and instructions, play in supervised areas, dress appropriately) <b>to prevent injuries related to indoor and outdoor play</b> (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...)</p>	<ul style="list-style-type: none"> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p>K.3.K.B.4  <b>Recognize safety helpers in the community</b> (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, block parent, lifeguard...)</p>	<ul style="list-style-type: none"> <li>• <b>SE19</b> Develops growing awareness of jobs and what is required to perform them.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>

<p>K.3.K.B.6a K.3.1.B.6a <b>Identify unsafe situations</b> (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) <b>and safety rules for child protection</b> (e.g., follow parents' advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...)</p>	<ul style="list-style-type: none"> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p>S.3.K.A.1 <b>Follow simple rules and routines for safe, active participation and use of equipment</b> (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) <b>in selected activities</b></p>	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p><b>PERSONAL AND SOCIAL MANAGEMENT</b></p>	
<p>K.4.K.A.1 <b>Identify characteristics that describe self as special and unique</b> (e.g., physical characteristics, abilities, gender...)</p>	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
<p>K.4.K.A.2a K.4.1.A.2a <b>Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals</b> (e.g., tying own shoelaces...) <b>and group tasks/goals</b> (e.g., deciding what to play in a group setting...)</p>	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
<p>K.4.K.A.2b K.4.1.A.2b <b>Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom</b> (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...)</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> </ul>

<p>K.4.K.A.3 <b>Identify daily decisions and/or choices</b> (e.g., what to wear, eat, play; what is safe...) <b>and how choices are made for health and well-being</b></p>	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
<p>K.4.K.B.1a <b>Identify examples of responsible social behaviours</b> (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) <b>for getting along with others in school and schoolyard</b></p>	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> </ul>
<p>K.4.K.B.1b K.4.1.B.1b <b>Discuss how feelings and experiences associated with participation in physical activities/sports, and/or social events can be the same or different from person to person</b> (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated)</p>	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<p>K.4.K.B.2a <b>Identify ways</b> (e.g., focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still...) <b>to show a person is listening attentively when communicating</b></p>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> </ul>
<p>K.4.K.B.2b <b>Identify activities that friends do together</b> (e.g., communicate with each other, play games, share toys...)</p>	<ul style="list-style-type: none"> <li>• <b>SE15</b> Shows progress in developing friendships with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
<p>K.4.K.B.3a K.4.1.B.3a <b>Identify what can happen when someone becomes angry</b> (e.g., red face, tense muscles, loud voice, physical aggression...) <b>and healthy ways to deal with anger</b> (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...)</p>	<ul style="list-style-type: none"> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
<p>K.4.K.B.3b K.4.1.B.3b <b>Identify several causes of conflicts that may occur in class or play situations</b></p>	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> </ul>

<p>(e.g., disagreeing over who to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...)</p>	<ul style="list-style-type: none"> <li>• <b>SE8</b> Progresses in ability to distinguish between intentional and unintentional acts of others.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> </ul>
<p>K.4.K.B.3c K.4.1.B.3c <b>Identify ways</b> (e.g., be calm, seek adult help, take turns, follow rules, apologize...) <b>to avoid or reduce potential conflict situations</b> (i.e., in class, at play)</p>	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
<p>K.4.K.B.4 <b>Recognize appropriate response</b> (e.g., avoid the danger, do not touch, seek out safe adult help, say “no” assertively...) <b>in potentially dangerous situations</b></p>	<ul style="list-style-type: none"> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p>K.4.K.C.1a <b>Identify a range of feelings and emotions</b> (i.e., happy, sad, angry, scared, surprised, anxious, excited) <b>in a range of contexts</b> (e.g., in new places, big spaces, dark spaces, while sharing, during physical activities, holidays, birthdays, during agreements or disagreements...)</p>	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
<p>K.4.K.C.1b <b>Recognize ways emotions are expressed by others</b> (e.g., laughter, teary-eyed, smile, frown, body language...)</p>	<ul style="list-style-type: none"> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
<p>K.4.K.C.2 <b>Identify situations</b> (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new...) <b>that cause feelings of anxiety or stress</b></p>	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>
<p>K.4.K.C.4a <b>Identify the people</b> (e.g., parents, siblings, teachers, block parent, religious leader...) <b>who can provide support in stressful situations</b></p>	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>

<p>S.4.K.A.1 S.4.1.A.1 <b>Set simple short-term goals and participate in strategies for goal attainment</b> (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...)</p>	<ul style="list-style-type: none"> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> </ul>
<p>S.4.K.A.2 <b>Sort decisions and/or choices that are made daily, based on their positive or negative consequences</b> (e.g., health-enhancing/unhealthy, safe/unsafe, helpful/harmful...)</p>	<ul style="list-style-type: none"> <li>• <b>SE5</b> Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p>S.4.K.A.3 <b>Demonstrate behaviours that show social responsibility in class activities</b> (e.g., listen attentively, speak kindly, share...)</p>	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
<p>S.4.K.A.5 <b>Experience activities for relaxation</b> (e.g., have a nap or quiet time, play outside, read a book, hold a plush toy, listen to music, watch television...)</p>	<ul style="list-style-type: none"> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> </ul>

### **HEALTHY LIFESTYLE PRACTICES**

Manitoba Outcomes	HighReach Learning Curricula Alignment with Outcomes
<b>HEALTHY LIFESTYLE PRACTICES</b>	
<p>K.5.K.A.1 <b>Identify daily habits for leading a physically active and healthy life</b> (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices)</p>	<ul style="list-style-type: none"> <li>• <b>PHD7</b> Progresses in physical growth, strength, stamina, and flexibility.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
<p>K.5.K.A.2 K.5.2.A.2 <b>Identify common communicable diseases/illness/conditions</b> (e.g., colds, flu, pink-eye, head lice...) <b>in the classroom and</b></p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands,</li> </ul>

<p><b>home, and ways to prevent the spread of disease/illness/conditions</b> (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...)</p>	<p>brushing teeth, and toileting.</p> <ul style="list-style-type: none"> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p>K.5.K.A.3 <b>Show an understanding of the changes</b> (i.e., shedding of primary teeth, eruption of permanent teeth) <b>related to growth and development of teeth, and proper dental care</b></p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
<p>K.5.K.B.1 K.5.2.B.1 <b>Identify the health benefits</b> (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) <b>of participating in regular physical activity</b> (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...)</p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>K.5.K.B.2 <b>Identify physical activities that are enjoyable and fun through a variety of strategies</b> (e.g., pictorial representations, mime, admit/exit slips...)</p>	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
<p>K.5.K.B.3 <b>Discuss how automation has an impact on daily physical activity</b> (e.g., increased need for planned, daily physical activity due to overuse of video games, television, computers...)</p>	<ul style="list-style-type: none"> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</li> <li>• <b>S11</b> Expands use and knowledge of various technologies.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
<p>K.5.K.C.1a <b>Recognize the food guide rainbow and a variety of foods in Canada's Food Guide to Healthy Eating (CFGHE)</b></p>	<ul style="list-style-type: none"> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
<p>K.5.K.C.1b <b>Recognize that you need food to grow and feel good</b></p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
<p>K.5.K.C.2 K.5.2.C.2 <b>Identify the need for daily food and fluid to support physical activity</b></p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
<p>K.5.K.D.1 <b>Identify helpful and harmful substances found in the home and school</b> (i.e., medications, vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products)</p>	<ul style="list-style-type: none"> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>
<p>K.5.K.D.2 K.5.3.D.2 <b>Identify helpful and/or harmful substances</b> (i.e., vitamins, medicines, tobacco, alcohol) <b>and their effects on a healthy body</b> (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first- and second-hand tobacco smoke affects lungs and may cause cancer; consuming</p>	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>

or inhaling vapours from dangerous products harms the body or causes death...)	
K.5.K.E.1a <b>Identify the major parts of the body by their appropriate names</b> (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts...)	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> </ul>
K.5.K.E.3a <b>Show the understanding that people have a right to privacy</b> (e.g., in reading corners, time-out zones, washrooms...)	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
S.5.K.A.1 <b>Record, with assistance, daily practices for personal health</b> (i.e., dental and hygiene practices)	<ul style="list-style-type: none"> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
S.5.K.A.2 S.5.2.A.2 <b>Record, with assistance, daily physical activities that are enjoyable for families to do</b>	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>
S.5.K.A.3a <b>Match a variety of healthy snacks to food groups and “other foods”</b>	<ul style="list-style-type: none"> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
S.5.K.A.3b <b>Experience a variety of foods in each food group, respecting individual diversity, cultural traditions, and allergies</b>	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
S.5.K.A.4 <b>Demonstrate appropriate healthy choices in case scenarios related to substance use</b> (i.e., do not touch unknown substances, do not eat or drink anything without permission)	<ul style="list-style-type: none"> <li>• <b>PHD10</b> Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</li> </ul>

## DANCE

### Manitoba Outcomes

### HighReach Learning Curricula Alignment with Outcomes

#### DANCE LANGUAGE & PERFORMANCE SKILLS

<p>DA-L1 Students demonstrate understanding of and facility with the elements of dance in a variety of contexts.</p>	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> </ul>
<p>DA-L2 Students develop facility with dance techniques</p>	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> </ul>
<p>DA-L3 Students demonstrate musicality through dance.</p>	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> </ul>

#### CREATIVE EXPRESSION IN DANCE

<p>DA-C1 Students generate and use ideas from a variety of sources for creating and performing dance.</p>	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
<p>DA-C2 Students develop ideas in dance, creatively integrating dance elements, techniques, and other choreographic considerations.</p>	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
<p>DA-C3 Students perform and share their own and others' dance.</p>	<ul style="list-style-type: none"> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> </ul>

#### UNDERSTANDING DANCE IN CONTEXT

<p>DA-U1 Students experience and develop awareness of dance from many times, places, social groups, and cultures.</p>	<ul style="list-style-type: none"> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
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DA-U2 Students experience and develop awareness of a variety of dance genres, styles, and traditions.	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
DA-U3 Students demonstrate understanding of the roles, purposes, and meanings of dance in the lives of individuals and in communities.	<ul style="list-style-type: none"> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>SE22</b> Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.</li> </ul>
<b>VALUING DANCE EXPERIENCE</b>	
DA-V1 Students demonstrate interest, curiosity, and engagement while experiencing dance in a variety of contexts.	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>CA8</b> Exhibits growing sense of wonder, awe, and pleasure.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
DA-V2 Students analyze their own and others' dance excerpts, works, and performances.	<ul style="list-style-type: none"> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
DA-V3 Students construct personal interpretations of their own and others' dance.	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> </ul>
DA-V4 Students assess their learning in performing, creating, and experiencing dance.	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>

## **DRAMA**

### **Manitoba Outcomes**

### **HighReach Learning Curricula Alignment with Outcomes**

#### **DRAMA LANGUAGE & PERFORMANCE SKILLS**

DR-L1 Students demonstrate understanding of and facility with a variety of dramatic forms.	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
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<p>DR-L2 Students demonstrate understanding of and facility with character and role in drama.</p>	<ul style="list-style-type: none"> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
<p>DR-L3 Students demonstrate understanding of and facility with theatrical elements that contribute to drama.</p>	<ul style="list-style-type: none"> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
<p><b>CREATIVE EXPRESSION IN DRAMA</b></p>	
<p>DR-C1 Students generate and use ideas from a variety of sources for creating drama.</p>	<ul style="list-style-type: none"> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
<p>DR-C2 Students creatively integrate ideas, elements, and forms in developing drama.</p>	<ul style="list-style-type: none"> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
<p>DR-C3 Students perform and share their own and others' drama.</p>	<ul style="list-style-type: none"> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
<p><b>UNDERSTANDING DRAMA IN CONTEXT</b></p>	
<p>DR-U1 Students experience and develop awareness of drama from various times, places, social groups, and cultures.</p>	<ul style="list-style-type: none"> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>

DR-U2 Students experience and develop awareness of a variety of dramatic forms, styles, and traditions.	<ul style="list-style-type: none"> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
DR-U3 Students demonstrate understanding of the roles, purposes, and meanings of drama in the lives of individuals and in communities.	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
<b>VALUING DRAMA EXPERIENCE</b>	
DR-V1 Students demonstrate interest, curiosity, and engagement while experiencing drama in a variety of contexts.	<ul style="list-style-type: none"> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ul>
DR-V2 Students analyze their own and others' drama.	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
DR-V3 Students construct personal interpretations of their own and others' drama.	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> </ul>
DR-V4 Students assess their own learning in performing, creating, and experiencing drama.	<ul style="list-style-type: none"> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>

## **MUSIC**

### **Manitoba Outcomes**

### **HighReach Learning Curricula Alignment with Outcomes**

#### **MUSIC LANGUAGE & PERFORMANCE SKILLS**

M-L1 Students develop skills for making music individually and as part of an ensemble.	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> </ul>
M-L2 Students develop skills for making music through aural, written, and visual music systems.	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> </ul>

<p>M-L3 Students demonstrate understanding of and facility with rhythm, melody, texture, and harmony in a variety of musical contexts.</p>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> </ul>
<p>M-L4 Students demonstrate understanding of expression, timbre, and form in a variety of musical contexts.</p>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> </ul>
<p><b>CREATIVE EXPRESSION IN MUSIC</b></p>	
<p>M-C1 Students generate and use ideas from a variety of sources for creating music.</p>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
<p>M-C2 Students develop ideas in music, creatively integrating music elements, techniques, and compositional tools.</p>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
<p>M-C3 Students interpret, perform, and share their own and others' music.</p>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> </ul>
<p><b>UNDERSTANDING MUSIC IN CONTEXT</b></p>	
<p>M-U1 Students experience and develop awareness of music from various times, places, social groups, and cultures.</p>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
<p>M-U2 Students experience and develop awareness of a variety of music genres, styles, and traditions.</p>	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>

M-U3 Students demonstrate understanding of the roles, purposes, and meanings of music in the lives of individuals and in communities.	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> </ul>
<b>VALUING MUSICAL EXPERIENCE</b>	
M-V1 Students demonstrate interest, curiosity, and engagement while making and experiencing music in a variety of contexts.	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
M-V2 Students analyze their own and others' musical excerpts, works, and performances.	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>
M-V3 Students form personal responses to and construct meaning from their own and others' music.	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> </ul>
M-V4 Students assess their learning in performing, creating, and experiencing music.	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>

## VISUAL ARTS

Manitoba Outcomes	HighReach Learning Curricula Alignment with Outcomes
<b>ART LANGUAGE &amp; TOOLS</b>	
<b>A-L1</b> Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts.	<ul style="list-style-type: none"> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> </ul>
<b>A-L2</b> Students demonstrate understanding of and facility with visual art media, tools, and processes.	<ul style="list-style-type: none"> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> </ul>
<b>A-L3</b> Students develop skills in observation and depiction.	<ul style="list-style-type: none"> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> </ul>
<b>CREATIVE EXPRESSION IN ART</b>	
<p><b>A-C1</b> Students generate and use ideas from a variety of sources for creating art.</p>	<ul style="list-style-type: none"> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> </ul>
<p><b>A-C2</b> Students develop original artworks, creatively integrating ideas and art elements, principles, and media.</p>	<ul style="list-style-type: none"> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> </ul>
<p><b>A-C3</b> Students finalize and share their original artworks.</p>	<ul style="list-style-type: none"> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> </ul>
<b>UNDERSTANDING ART IN CONTEXT</b>	
<p><b>A-U1</b> Students experience and develop awareness of artworks from various times, places, social groups and cultures.</p>	<ul style="list-style-type: none"> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
<p><b>A-U2</b> Students experience and develop awareness of a variety of art forms, styles, and traditions.</p>	<ul style="list-style-type: none"> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
<p><b>A-U3</b> Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.</p>	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> <li>• <b>CA8</b> Exhibits growing sense of wonder, awe, and pleasure.</li> </ul>
<b>VALUING ARTISTIC EXPERIENCE</b>	

<p><b>A-V1</b> Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts.</p>	<ul style="list-style-type: none"> <li>• <b>CA5</b> Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</li> <li>• <b>CA8</b> Exhibits growing sense of wonder, awe, and pleasure.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> </ul>
<p><b>A-V2</b> Students analyze their own and others' artistic compositions.</p>	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> </ul>
<p><b>A-V3</b> Students construct personal interpretations of their own and others' art works.</p>	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>CA7</b> Demonstrates increasing delight in beauty and respect for the creative work of others.</li> </ul>
<p><b>A-V4</b> Students assess their learning in creating and experiencing art.</p>	<ul style="list-style-type: none"> <li>• <b>CA6</b> Begins to understand and share opinions about artistic products and experiences.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> </ul>

For more information, visit the HighReach Learning Inc. Web site at [www.highreach.com](http://www.highreach.com) or contact Jenn Siegfried at [jsiegfried@highreach.com](mailto:jsiegfried@highreach.com) or (800) 729-9988 ext. 5164.