

The Saskatchewan Curriculum

GRADE 2

checklist format

compiled by: [The Canadian Homeschooler](#)
using standards available in October 2021



Content

Introduction	Page 3
Mathematics	Page 4
English Language Arts	Page 13
Science	Page 21
Social Studies	Page 29
Arts Education	Page 34
Physical Education	Page 43
Health Education	Page 54
Core French.....	Page 59

Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Saskatchewan, the full curriculum outline is freely available through the Saskatchewan Education website (<https://www.curriculum.gov.sk.ca/>) however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Two Mathematics, English Language Arts, Science, Social Studies, the Arts, Core French, Health & Physical Education in Saskatchewan.

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on Saskatchewan Education's website for the most up-to-date information.

Thank you to Alaina K. for her help in compiling this resource.

Happy learning!



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Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Mathematics

Number

Outcomes	Achievement Indicators
<p>Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> representing (including place value) <input type="checkbox"/> describing <input type="checkbox"/> skip counting <input type="checkbox"/> differentiating between odd and even numbers <input type="checkbox"/> estimating with referents <input type="checkbox"/> comparing two numbers <input type="checkbox"/> ordering three or more numbers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the patterns related to quantity and place value of adjacent digit positions moving from right to left within a whole number.
	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the meaning of quantities to 100 by relating them to self, family, or community and explain what effect each successive numeral position has on the actual quantity.
	<ul style="list-style-type: none"> <input type="checkbox"/> Pose and solve problems that explore the quantity of whole numbers to 100 (e.g., a student might wonder: "How many pets would there be if everyone in the class brought their pets to class").
	<ul style="list-style-type: none"> <input type="checkbox"/> Represent quantities to 100 using proportional materials (e.g., tallies, ten frames, and base ten blocks) and explain how the representation relates to the numeral used to represent the quantity.
	<ul style="list-style-type: none"> <input type="checkbox"/> Represent quantities to 100 using non-proportional materials (e.g., stir sticks and popsicle sticks, and coins) and explain how the representation relates to the numeral used to represent the quantity.
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify whole numbers to 100 stated as a numeral or word form in everyday situations and read the number out loud (e.g., 24 on the classroom door would be read as twenty-four, and read out loud "seventy-three" when found in a piece of writing being read in class).
	<ul style="list-style-type: none"> <input type="checkbox"/> Create different decompositions for a given quantity using concrete manipulatives or pictures and explain orally how the different decompositions represent the original quantity.
	<ul style="list-style-type: none"> <input type="checkbox"/> Write numbers to twenty in words when said out loud or given as a numeral.

	<input type="checkbox"/> Analyze a sequence of numbers in order to describe the sequence in terms of a skip counting strategy (by 2s, 5s, or 10s as well as forward and backward) and extend the sequence using the pattern.
	<input type="checkbox"/> Analyze an ordered number sequence (including a hundred chart) for errors or omissions and explain the reasoning.
	<input type="checkbox"/> Sort a set of personally relevant numbers into odd and even numbers.
	<input type="checkbox"/> Hypothesize and verify strategies for skip counting by 10s beginning at any whole number from 0 to 9 (e.g., in a hundred chart, the skip counted numbers always lie on a vertical line; using base ten blocks, skip counting by 10s always increases the number of rods by one; or using numerals, the tens place value always increases by 1 (meaning 10) when skip counting by 10s forwards).
	<input type="checkbox"/> Order a set of personally relevant numbers in ascending or descending order and verify the resulting sequence (e.g., using a hundred chart, number line, ten frames, or place value).
	<input type="checkbox"/> Analyze a number relevant to one's self, family, or community to determine if it is odd or even and verify the conclusion by using concrete, pictorial, or physical representations.
	<input type="checkbox"/> Estimate a quantity from one's life, family, or community by using a referent (known quantity), including 10, and explain the strategies used.
	<input type="checkbox"/> Select a referent for determining a particular quantity and explain the choice.
	<input type="checkbox"/> Critique the statement "A referent for 10 is always a good referent to use".
	<input type="checkbox"/> Represent a 2-digit numeral using ten frames or other proportional base ten materials.
	<input type="checkbox"/> Create representations of different decompositions of

	the same quantity and explain how the representations represent the same amount.
	<input type="checkbox"/> Explain, using concrete or pictorial representations, the meaning of each digit within a 2-digit numeral with both digits the same (e.g., for the numeral 22, the first digit represents two tens - twenty counters - and the second digit represents two ones - two counters).
	<input type="checkbox"/> Defend the statement "The value of a digit depends on its placement within a numeral".
	<input type="checkbox"/> Demonstrate how to count objects using groupings of 10s and 1s and explain how those groups help in the writing of the 2-digit number that represents the quantity of objects.
<p>Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> representing strategies for adding and subtracting concretely, pictorially, and symbolically <input type="checkbox"/> creating and solving problems involving addition and subtraction <input type="checkbox"/> estimating using personal strategies for adding and subtracting with and without the support of manipulatives <input type="checkbox"/> analyzing the effect of adding or subtracting zero <input type="checkbox"/> analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition 	<input type="checkbox"/> Generalize rules for adding when one addend is zero and for subtracting zero from a quantity and use concrete, pictorial, physical, or oral models to explain the reasoning.
	<input type="checkbox"/> Verify rules generalized for addition and subtraction involving a quantity of zero
	<input type="checkbox"/> Model concretely, pictorially, or physically situations that involve the addition or subtraction of 1 and 2-digit numbers (with answers to 100) and explain how to record the process shown in the model symbolically.
	<input type="checkbox"/> Create, model symbolically (and concretely, pictorially, or physically if desired), and solve addition and subtraction problems related to situations relevant to one's self, family, or community.
	<input type="checkbox"/> Critique the statement "You can add or subtract numbers in any order and still get the same answer" and provide examples to support the critique.
	<input type="checkbox"/> Select and explain a mental mathematics strategy that can be used to determine a sum of up to 18 (or related difference): <ul style="list-style-type: none"> <input type="checkbox"/> doubles (e.g., for $4 + 6$, think $5 + 5$) <input type="checkbox"/> doubles plus one (e.g., for $4 + 5$, think $4 + 4 + 1$)

and subtraction statements.	<ul style="list-style-type: none"> <input type="checkbox"/> doubles take away one (e.g., for $4 + 5$, think $5 + 5 - 1$) <input type="checkbox"/> doubles plus two (e.g., for $4 + 6$, think $4 + 4 + 2$) <input type="checkbox"/> doubles take away two (e.g., for $4 + 6$, think $6 + 6 - 2$) <input type="checkbox"/> making 10 (e.g., for $7 + 5$, think $7 + 3 + 2$) <input type="checkbox"/> building on a known double (e.g., $6 + 6 = 12$, so $6 + 7 = 12 + 1 = 13$)
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Patterns & Relations

Outcomes	Achievement Indicators
<p>Demonstrate understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describing <input type="checkbox"/> representing patterns in alternate modes <input type="checkbox"/> extending <input type="checkbox"/> comparing <input type="checkbox"/> creating patterns using manipulatives, pictures, sounds, and actions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe repeating patterns found in familiar situations and justify why the descriptions are those of repeating patterns (e.g., "Every day I get up, brush my hair, wash my face, have breakfast" - this is a repeating pattern because I do the same pattern over and over again).
	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze a repeating pattern to identify the core of the pattern.
	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze a repeating pattern for its core and extend the pattern so the core appears twice more.
	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze an intended repeating pattern to identify possible errors.
	<ul style="list-style-type: none"> <input type="checkbox"/> Create a repeating pattern and explain the reasoning.
	<ul style="list-style-type: none"> <input type="checkbox"/> Predict an upcoming element in a repeating pattern and verify the prediction.
	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze two repeating patterns that are represented using different materials or modes (e.g., a diagram of a repeating pattern with a core of red, red, blue, blue, blue and a sound pattern with a core of buzz, buzz, snap, snap, snap) and present ways in which the patterns are related (e.g., there are two different elements in the core of each pattern, and the core pattern is element 1, element 1, element 2, element 2, element 2 in both patterns).
Demonstrate understanding of	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe increasing patterns in

<p>increasing patterns by: describing reproducing extending creating patterns using manipulatives, pictures, sounds, and actions (numbers to 100).</p>	<p>familiar situations (e.g., hundred chart, number line, addition tables, calendar, a tiling pattern or drawings, apartment numbers, years, or age).</p>
	<ul style="list-style-type: none"> □ Analyze a numerical increasing pattern for its pattern rule and extend the pattern.
	<ul style="list-style-type: none"> □ Analyze a non-numerical increasing pattern and extend the pattern.
	<ul style="list-style-type: none"> □ Reproduce an increasing numerical pattern using an alternate form (e.g., sound, action, concrete objects, or diagrams) and explain the reasoning.
	<ul style="list-style-type: none"> □ Reproduce a concrete or pictorial increasing pattern using numbers and explain the reasoning.
	<ul style="list-style-type: none"> □ Solve problems involving increasing patterns (e.g., determine the house number for a particular house given the house numbers for the other homes on the block, or determining the number of cubes in the missing structure) and explain the reasoning.
<p>Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by: relating equality and inequality to balance comparing sets recording equalities with an equal sign recording inequalities with a not equal sign solving problems involving equality and inequality.</p>	<ul style="list-style-type: none"> □ Create an increasing pattern, represent the pattern in different modes (using manipulatives, diagrams, sounds, actions, and/or physical movements), and explain the pattern rule.
	<ul style="list-style-type: none"> □ Compare two quantities of the same object (same shape and mass) by using a balance scale to determine if the quantities are equal or not.
	<ul style="list-style-type: none"> □ Construct two unequal sets using identical objects and verify orally and concretely that the sets are not equal.
	<ul style="list-style-type: none"> □ Analyze the impact of changing one of two equal sets upon the equality of the two sets.
	<ul style="list-style-type: none"> □ Analyze the impact of making changes (equal and unequal) to both of two equal sets upon the equality of the sets.
	<ul style="list-style-type: none"> □ Analyze and sort sets according to equality and

	explain the reasoning.
	<input type="checkbox"/> Model two number expressions to determine if the expressions are equal (=) or not equal (\neq) and write a number sentence to show the relationship (e.g., $3 + 2$ and $4 + 1$ are both equal to 5, so the two expressions are = and I write $3 + 2 = 4 + 1$; $7 - 5$ and 3 are not the same quantity, so I write $7 - 5 \neq 3$).
	<input type="checkbox"/> Create statements of equality and non-equality and model the statements to verify the relationship.

Shape and Space

Outcomes	Achievement Indicators
Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use of non-standard units estimating measuring comparing and analyzing measurements.	<input type="checkbox"/> Defend the choice of a non-standard unit for measuring a length in a situation relevant to one's self, family, or community.
	<input type="checkbox"/> Estimate a personally relevant length, including the distance around a space, using one's own choice of standard unit.
	<input type="checkbox"/> Compare estimates of the same length made by different units and provide reasons for different values being stated for the measurements.
	<input type="checkbox"/> Critique the statement "It is possible to get an exact length measurement".
	<input type="checkbox"/> Devise and apply strategies for determining estimates for linear and non-linear lengths using non-standard units.
	<input type="checkbox"/> Explain why overlapping or leaving gaps does not result in accurate measurements.
	<input type="checkbox"/> Explain why the same non-standard unit should be used to determine length measurements that are to be compared.
	<input type="checkbox"/> Compare and order sets of related objects, possibly including people, according to a length measurement.
Demonstrate understanding of non-standard units for measurement of mass by: describing the choice and appropriate use of	<input type="checkbox"/> Defend the choice of a non-standard unit for measuring a mass in a situation relevant to one's self, family, or community.
	<input type="checkbox"/> Estimate the mass of a personally relevant object using one's own choice of standard unit.
	<input type="checkbox"/> Identify a non-standard unit for measuring mass that would

non-standard units estimating measuring comparing and analyzing measurements.	not be a good choice in a particular situation and explain the reasoning (e.g., to measure the mass of a desk, it would not make sense to use an eraser as the standard unit because a desk has so much more mass than an eraser and so it would take too many erasers, or to measure the mass of a library book using the standard unit of a student in the class because the student already has a greater mass than the book).
	<input type="checkbox"/> Compare estimates of the mass of the same object determined using different standard units and provide reasons for different values being stated for the measurements.
	<input type="checkbox"/> Explain why the same non-standard unit should be used to determine mass measurements that are to be compared.
	<input type="checkbox"/> Compare and order sets of related objects according to mass measurements and explain the reasoning.
Describe, compare, and construct 3-D objects, including: cubes spheres cones cylinders pyramids.	<input type="checkbox"/> Identify examples of cubes, spheres, cones, cylinders, and pyramids as found in the classroom, home, and community.
	<input type="checkbox"/> Sort a set of personally relevant 3-D objects and explain the sorting rule used.
	<input type="checkbox"/> Compare the attributes of cubes, spheres, cones, cylinders, and pyramids and generalize descriptions of each category of 3-D objects.
	<input type="checkbox"/> Compare two 3-D objects of the same type (e.g., both are cylinders) and explain how the dimensions of the objects can be used to compare the objects (one-to-one correspondence or non-standard units).
	<input type="checkbox"/> Compare two 3-D objects in different orientations (e.g., "If I was to flip this object over, the two objects would have the same height.").
	<input type="checkbox"/> Create and describe a concrete representation of a personally relevant 3-D object.
	<input type="checkbox"/> Sort 3-D objects according to two attributes and explain the sorting rule used.
Describe, compare, and construct 2-D shapes, including triangles squares rectangles circles.	<input type="checkbox"/> Identify examples of triangles, rectangles, squares, and circles as found in personal experiences.
	<input type="checkbox"/> Compare the attributes of triangles, squares, rectangles, and circles and generalize descriptions of each category of 2-D shapes objects.
	<input type="checkbox"/> Critique the statement "A 2-D shape can either be a rectangle

	or a square, but not both".
	<input type="checkbox"/> Compare two 2-D shapes of the same type (e.g., both are circles) and explain how the dimensions of the shapes can be used to compare the shapes (one-to-one correspondence or non-standard units).
	<input type="checkbox"/> Classify 2-D shapes arranged in different orientations according to the type (triangle, rectangle, square, or circle) and explain the impact of the orientation of shape on its classification.
	<input type="checkbox"/> Create a model to represent a 2-D shape.
	<input type="checkbox"/> Sort regular and irregular 2-D shapes according to two attributes and explain the sorting rule used.
Demonstrate understanding of the relationship between 2-D shapes and 3-D objects.	<input type="checkbox"/> Analyze the differences between two pre-sorted sets of objects and/or pictures of shapes and explain how the objects and shapes were sorted.
	<input type="checkbox"/> Analyze a set of objects and/or pictures of shapes to identify two common attributes of each member of the set.
	<input type="checkbox"/> Describe the faces of a personally relevant 3-D object by comparing the faces to 2-D shapes (such as triangles, squares, rectangles, or circles).
	<input type="checkbox"/> Analyze (using concrete models of 3-D objects) a set of descriptions of the 2-D faces of a 3-D object to identify the 3-D object (e.g., "A 3-D object has one rectangular face and four triangular faces – what type of object is it?" "A pyramid.").
	<input type="checkbox"/> Analyze and correct the statement "The tissue box is a rectangle".

Statistics and Probability

Outcome	Achievement Indicators
Demonstrate understanding of concrete graphs and pictographs.	<input type="checkbox"/> Formulate a question relevant to one's self, family, or community that can be answered by gathering information from people.
	<input type="checkbox"/> Select an organizational structure, such as sets of concrete objects, tallies, checkmarks, charts, or lists, for the collection of data that are gathered.
	<input type="checkbox"/> Pose questions related to gathered data and explain

	how the data can be used to answer those questions.
	<input type="checkbox"/> Analyze concrete graphs to identify and define the common attributes of a concrete graph.
	<input type="checkbox"/> Analyze pictographs to identify and define the common attributes of a pictograph.
	<input type="checkbox"/> Create a concrete graph to display collected data and make and support conclusions based upon the graph.
	<input type="checkbox"/> Create a pictograph (using one-to-one correspondence) to display collected data and make and support conclusions based on the graph.
	<input type="checkbox"/> Create and solve a problem for which data can be collected from individuals in the class, at home, in the school, or within the community and give a presentation of how the collection, organization, display, and analysis of data were done to attain a solution to the problem.

English Language Arts

Comprehend and Respond

Outcomes	Achievement Indicators
<p>Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identity <input type="checkbox"/> community <input type="checkbox"/> social responsibility and make connections to prior learning and experiences. 	<input type="checkbox"/> View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues and topics related to identity, community, and social responsibility and relate to own experiences.
	<input type="checkbox"/> Discuss the experiences and traditions of various communities and cultures portrayed in texts including First Nations and Métis resources.
	<input type="checkbox"/> Connect situations portrayed in texts (including First Nations and Métis texts) to personal experiences and prior learning.
	<input type="checkbox"/> Identify similarities and differences between what is known and what is presented in texts.
<p>View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.</p>	<input type="checkbox"/> View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters.
	<input type="checkbox"/> Select and use task-relevant before, during, and after strategies to construct meaning when viewing.
	<input type="checkbox"/> Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when viewing.
	<input type="checkbox"/> Obtain information from different media (e.g., multimedia clips, websites, video clips, magazine photographs).
	<input type="checkbox"/> Show courtesy and respect while viewing (e.g., presentations by individuals from various cultures including First Nations and Métis).
	<input type="checkbox"/> View and interpret, with teacher support, the purpose of a message (e.g., to sell a product, to express feelings, to inform).
	<input type="checkbox"/> Distinguish between fact (observable) and fantasy (imagined).

	<input type="checkbox"/> Identify the intent and appeal of particular television advertisements aimed at children.
	<input type="checkbox"/> Distinguish between a commercial and a program on television.
	<input type="checkbox"/> Explain how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama.
Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.	<input type="checkbox"/> Listen and demonstrate comprehension by retelling key points (who, what, where, when, and why) in grade-appropriate literary and informational texts including First Nations and Métis resources.
	<input type="checkbox"/> Select and use task-relevant before, during, and after strategies to construct meaning when listening.
	<input type="checkbox"/> Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when listening.
	<input type="checkbox"/> Listen to and follow independently a series of related directions or instructions related to class activities.
	<input type="checkbox"/> Paraphrase information that has been shared by others (e.g., a visitor such as a grandparent, an Elder, or a Knowledge Keeper).
	<input type="checkbox"/> Ask for clarification and explanation of oral stories and information (including stories and information from contemporary and traditional First Nations and Métis resources).
	<input type="checkbox"/> Follow and retell the important steps in demonstrations.
	<input type="checkbox"/> Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.
	<input type="checkbox"/> Recall several ideas about a topic presented or discussed in class.
Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by	<input type="checkbox"/> Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources.
	<input type="checkbox"/> Select and use task-relevant before, during, and after strategies

relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.	to construct meaning when reading.
	<input type="checkbox"/> Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when reading.
	<input type="checkbox"/> Read and retell (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events).
	<input type="checkbox"/> Read and retell the key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources.
	<input type="checkbox"/> Read aloud with fluency, expression, and comprehension any familiar text that is appropriate for grade 2.
	<input type="checkbox"/> Follow written instructions.
	<input type="checkbox"/> Read appropriate fiction and non-fiction texts at a reasonable rate (70-100 wcpm orally; 95-145 silently) with fluent pacing on practiced texts.
	<input type="checkbox"/> Read familiar poem aloud with expression and attention to flow.
	<input type="checkbox"/> Read most texts silently.

Compose and Create

Outcomes	Achievement Indicators
Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., My Family and Friends) community (e.g., Our Community) social responsibility (e.g., TV Ads for Children) and make connections to own life.	<input type="checkbox"/> Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to own life.
	<input type="checkbox"/> Create spoken, written, and other representations that include: <ul style="list-style-type: none"> <input type="checkbox"/> a specific message <input type="checkbox"/> several related ideas which are logically organized and developed <input type="checkbox"/> ideas and information which are clear and complete <input type="checkbox"/> appropriate use of language and conventions including conventional print.
	<input type="checkbox"/> Use personal knowledge and experiences in

	communications.
	<input type="checkbox"/> Share own stories and creations with peers and respond to questions or comments.
	<input type="checkbox"/> Tell, draw, write, and dramatize stories about self, family, community, and family/community traditions to express ideas and understanding.
	<input type="checkbox"/> Use inquiry to explore a question or topic that is of individual or group interest including: <ul style="list-style-type: none"> <input type="checkbox"/> considering personal knowledge and understanding of a topic to identify information needs <input type="checkbox"/> contributing relevant ideas and questions to assist in group understanding of a topic or task and to identify sources of additional information <input type="checkbox"/> accessing ideas using a variety of sources such as simple chapter books, multimedia and online resources, computers, and Elders <input type="checkbox"/> matching ideas and understandings to inquiry or research needs <input type="checkbox"/> categorizing related information and ideas using a variety of strategies such as linking significant details and sequencing ideas in a logical order <input type="checkbox"/> recording key ideas and facts in own words and identifying titles and creators of sources <input type="checkbox"/> examining gathered information, ideas, and understandings to decide what information to share or omit <input type="checkbox"/> sharing and presenting findings and conclusions <input type="checkbox"/> asking questions (e.g., "What did I do that worked well?") to reflect on inquiry <input type="checkbox"/> using the language of inquiry (e.g., "What do I want to find out? Where could I find information that would help me?").

Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.	<input type="checkbox"/> Design a visual representation (e.g., a picture, puppetry, a chart, a model, physical movement, a concrete graph, a pictographic, a demonstration, an advertisement for a toy) to demonstrate understanding
	<input type="checkbox"/> Select and use task-relevant before, during, and after strategies when using other forms of representing to communicate meaning.
	<input type="checkbox"/> Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when using other forms of representing.
	<input type="checkbox"/> Follow a model to communicate ideas and information about a topic.
	<input type="checkbox"/> Consider and choose appropriate text form (e.g., a play, a model, a diagram) to represent ideas and stories.
	<input type="checkbox"/> Combine illustrations and written text (e.g., captions, labels) to express ideas, feelings, and information.
	<input type="checkbox"/> Use sound or movement to demonstrate understanding.
	<input type="checkbox"/> Construct three-dimensional objects to clarify ideas and understanding.
	<input type="checkbox"/> Create dramatizations to express ideas and understanding.
Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.	<input type="checkbox"/> Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play.
	<input type="checkbox"/> Select and use task-relevant before, during, and after strategies when speaking to communicate meaning.
	<input type="checkbox"/> Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when speaking.
	<input type="checkbox"/> Recount experiences, stories (including contemporary and traditional First Nations and Métis stories), or

	current events, in a logical sequence and with necessary details.
	<input type="checkbox"/> Report on a topic with facts and details, drawing from several sources of information.
	<input type="checkbox"/> Deliver brief recitations (e.g., recite poems, rhymes, verses, and finger plays), participate in choral readings, and give oral presentations about familiar experiences or interests, organized around a coherent focus.
	<input type="checkbox"/> Give directions to help or explain.
	<input type="checkbox"/> Make relevant contributions to class discussions and take turns.
	<input type="checkbox"/> Dramatize a scene from a folktale or traditional First Nations or Métis narrative.
	<input type="checkbox"/> Explain how new ideas and information have added to understanding.
Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.	<input type="checkbox"/> Employ a writing process (e.g., planning, drafting, and "fixing up").
	<input type="checkbox"/> Select and use task-relevant before, during, and after strategies when writing to communicate meaning.
	<input type="checkbox"/> Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when writing.
	<input type="checkbox"/> Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences.
	<input type="checkbox"/> Write stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).
	<input type="checkbox"/> Write short pieces in the form of reports that describe and explain familiar objects, events, and experiences.
	<input type="checkbox"/> Write brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character

	traits, goals, and events.
	<input type="checkbox"/> Write a friendly letter complete with date, salutation, body, closing, and signature.
	<input type="checkbox"/> Write a response with supporting details from a text viewed, listened to, or read.
	<input type="checkbox"/> Polish at least eight pieces through the year.

Assess and Reflect on Language Abilities

Outcome	Achievement Indicators
Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., "What did I learn?").	<input type="checkbox"/> Reflect, with guidance, on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what they like in a text.
	<input type="checkbox"/> Reflect, with guidance, on own strategies ("What do I do well? How could I be better?").
	<input type="checkbox"/> Use a range of strategies (e.g., unfamiliar word – rereads the sentence, uses picture cues, uses initial letter cues, breaks word into parts) when something does not make sense.
	<input type="checkbox"/> Explain strategies used and why they were used.
	<input type="checkbox"/> Review own work and set goals to improve it (e.g., check for missing words in writing).
Set personal goals as a result of group discussions (e.g., "What did I do well?", "How could I be a better viewer, listener, reader, presenter, speaker, and writer?").	<input type="checkbox"/> Reflect, with guidance, on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what they like in a text.
	<input type="checkbox"/> Reflect, with guidance, on own strategies ("What do I do well? How could I be better?").
	<input type="checkbox"/> Use a range of strategies (e.g., unfamiliar word – rereads the sentence, uses picture cues, uses initial letter cues, breaks word into parts) when something does not make sense.
	<input type="checkbox"/> Explain strategies used and why they were used.
	<input type="checkbox"/> Review own work and set goals to improve it (e.g., check

	for missing words in writing).
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Science

Life Science: Animal Growth and Changes

Outcome	Achievement Indicators
Review own work and set goals to improve it (e.g., check for missing words in writing).	<input type="checkbox"/> Pose questions about the growth and development of familiar animals.
	<input type="checkbox"/> Use a variety of resources (e.g., Elder, naturalist, zookeeper, park warden, pet store, books, pictures, and videos) to find information about the life cycles of living things.
	<input type="checkbox"/> Identify the names of the offspring (e.g., cub, pup, calf, kitten, chick, fawn, fingerling, maggot, tadpole, gosling, and infant) of familiar animals.
	<input type="checkbox"/> Recognize the cyclic nature of Mother Earth expressed by the Medicine Wheel, including life cycles and seasonal behaviours of animals.
	<input type="checkbox"/> Compare the length and stages of life cycles of familiar animals.
	<input type="checkbox"/> Describe the characteristics common to each stage (e.g., birth, youth, adulthood, and old age) of the life cycle of familiar animals (e.g., dog, cat, beaver, frog, fish, bird, ant, wasp, and chicken).
	<input type="checkbox"/> Analyze which traits (e.g., body size, head size to body ratio, and number of limbs) remain relatively constant and which change in specific animals as they grow and develop.
	<input type="checkbox"/> Create a physical, visual, or dramatic representation of the growth and development of familiar animals during their life cycles.
	<input type="checkbox"/> Predict how big a specific animal will grow based on observed patterns of animal growth and changes.
	<input type="checkbox"/> Design an animal suited for life in a particular environment (real or imaginary) and represent its growth and changes throughout its life cycle.
Compare the growth and development of humans with that of familiar animals	<input type="checkbox"/> Pose questions about similarities and differences between animal and human growth.
	<input type="checkbox"/> Predict ways in which humans change as they grow.

	<input type="checkbox"/> Create representations of changes in the growth and development of humans throughout their life cycle (e.g., baby, preschooler, elementary student, teenager, adult, and elderly person).
	<input type="checkbox"/> Sequence pictures or illustrations of humans and familiar animals according to stage of life cycle.
	<input type="checkbox"/> Compare patterns in human growth and development to that of familiar animals.
	<input type="checkbox"/> Examine the implications of traditional and contemporary food choices and eating habits on human growth and development.
	<input type="checkbox"/> Compare the food choices and eating habits of various familiar animals as they relate to growth and development.
	<input type="checkbox"/> Communicate personal thoughts and feelings related to personal growth and change, including transitions that are celebrated in various cultures.
Assess the interdependence of humans and animals in natural and constructed environments	<input type="checkbox"/> Predict which animals live in various locations (e.g., tree, underground, nest, cave, water, and soil) within a variety of natural and constructed environments.
	<input type="checkbox"/> Observe familiar animals in natural (e.g., tree, stream, pond, forest, and beneath a rock) and constructed (e.g., garden, sports field, zoo, aquarium, and city) environments safely and respectfully.
	<input type="checkbox"/> Examine the importance and sacredness of animals in First Nations, Métis, and other cultures.
	<input type="checkbox"/> Assess features of natural (e.g., woodland, stream, grassland, and forest) and constructed (e.g., backyard, zoo, schoolyard, and classroom) environments that support or hinder the health and growth of familiar animals.
	<input type="checkbox"/> Analyze ways in which human activities intentionally or unintentionally can help or harm wild and domesticated animals.
	<input type="checkbox"/> Examine ways in which humans and animals interact with each other (e.g., pet, companionship, transportation guide dog, search and rescue, and providing food), including ways in which animals can cause harm to humans.
	<input type="checkbox"/> Discuss care and handling of wild and domesticated animals, including keeping animals as pets, housing animals in zoos and aquariums, and identifying careers related to animal care.

Physical Science: Liquids and Solids

Outcome	Achievement Indicators
Investigate properties (e.g., colour, taste, smell, shape, and texture) of familiar liquids and solids.	<input type="checkbox"/> Pose questions that lead to investigation and exploration of the properties of familiar liquids and solids.
	<input type="checkbox"/> Classify objects in various natural and constructed environments as liquids or solids.
	<input type="checkbox"/> Identify examples of how liquids, in all three states of matter, are used at home, in the school, and throughout their communities.
	<input type="checkbox"/> Interpret safety symbols (e.g., WHMIS and consumer chemical hazard symbols) and labels that are used on hazardous product containers for liquids and solids.
	<input type="checkbox"/> Select and safely use materials and tools (e.g., magnifier, scale, measuring cup, and spatula) to carry out explorations of the observable physical properties of familiar liquids and solids.
	<input type="checkbox"/> Record and compare observable physical properties (e.g., colour, taste, smell, shape, texture, transparency, and ability to adapt to the shape of container) of familiar liquids and solids.
	<input type="checkbox"/> Distinguish between properties of familiar liquids and solids.
	<input type="checkbox"/> Demonstrate that liquids and solids are matter because they have mass and take up space.
	<input type="checkbox"/> Investigate to determine whether properties of familiar liquids and solids depend on factors such as the amount of substance present.
	<input type="checkbox"/> Group or sequence liquids and solids according to one or more observable physical properties (e.g., colour, state, texture, smell, transparency, and buoyancy).
	<input type="checkbox"/> Predict and test changes in characteristics (e.g., shape, colour, and volume) of liquids when they are changed into solids or gases.
Investigate interactions between liquids and solids, and technologies based on those interactions.	<input type="checkbox"/> Pose questions that lead to exploration and investigation of combining liquids and solids.
	<input type="checkbox"/> Investigate how liquids change when they are poured into different containers.
	<input type="checkbox"/> Describe examples of useful objects and materials in their environment that are made by combining different liquids or solids and liquids.

	<input type="checkbox"/> Investigate and describe the changes in characteristics of familiar solids and liquids resulting from processes such as mixing and dissolving liquids with liquids, solids with solids, and liquids with solids
	<input type="checkbox"/> Distinguish between familiar solids (e.g., sand, sugar, salt, gravel, soil, and drink crystals) that dissolve in water and those that do not.
	<input type="checkbox"/> Carry out an investigation to determine the relative viscosity of different liquids (e.g., water, milk, and syrup) when placed on various surfaces (e.g., paper, paper towel, cotton, plastic, and wax paper).
	<input type="checkbox"/> Design and carry out an investigation to determine the rate and ability of various materials (e.g., paper, paper towel, cotton, plastic, and wax paper) to absorb liquids and explain how these capabilities determine their uses.
	<input type="checkbox"/> Use a variety of sources (e.g., newspapers, Elders, anglers, books, videos, and Internet) to gather information about objects that sink and float (e.g., canoes, kayaks, barges, boats, buoys, and fishing lures).
	<input type="checkbox"/> Demonstrate an understanding of sinking and floating by solving a related practical problem such as building an object that will float, carry a load, and be stable.
	<input type="checkbox"/> Assess ways people use knowledge of solids and liquids to maintain a clean and healthy environment (e.g., filtering water, sorting solids for recycling, cleaning up a kitchen spill, washing dishes, cleaning paint brushes, using hand cleaners, wearing a paint smock).

Physical Science: Motion and Relative Position

Outcome	Achievement Indicators
Analyze methods of determining the position of objects relative to other objects.	<input type="checkbox"/> Describe the position of an object relative to other positions or stationary objects, including themselves, using appropriate vocabulary such as above, below, between, beside, on top, close to, far from, behind, in front of, to the right of, and to the left of.
	<input type="checkbox"/> Place an object in an identified position (e.g., four steps to the right and one step forward, close, far, right, left, forward, back, up, down) relative to another object or position.
	<input type="checkbox"/> Assess the use of common objects (e.g., hand, step, and book) to describe the position of an object using non-standard units.

	<input type="checkbox"/> Use appropriate tools (e.g., rulers and string) safely for observing and recording objects' positions.
	<input type="checkbox"/> Record observations and measurements of an object's position, using oral and written language, diagrams, and tables.
	<input type="checkbox"/> Represent the position of objects as seen from different perspectives (e.g., top, side, and bottom) using words, diagrams, and actions.
	<input type="checkbox"/> Collaborate with other students to describe the position of an object from different positions using drawings, and written and oral descriptions.
	<input type="checkbox"/> Explore how changing one's own position affects one's perspective of position relative to self and other objects.
	<input type="checkbox"/> Create a set of directions (e.g., treasure hunt map) that other students can follow to locate a specified position.
	<input type="checkbox"/> Follow directions to move in a specified way to different positions.
Investigate factors, including friction, which affect the motion of natural and constructed objects, including self.	<input type="checkbox"/> Pose questions about the motion of natural and constructed objects in their environment (e.g., How do we know if something is moving? What are some different types of motion? Why is it difficult to walk on some surfaces?).
	<input type="checkbox"/> Describe examples of the motion of natural (e.g., birds flying, leaves falling, tree branches swaying, icicles melting, fish swimming, wind blowing, and creeks flowing) and constructed (e.g., vehicles moving, clock hands rotating, balls bouncing, playground swings, and tools operating) objects in their environment.
	<input type="checkbox"/> Describe the motion of an object in terms of a change in position relative to other objects (e.g., faster, slower, towards, away, closer, and further).
	<input type="checkbox"/> Examine a variety of toys, playground equipment, and other objects that move or which have components that move and ask questions that lead to exploration and investigation of the motion of objects.
	<input type="checkbox"/> Investigate, describe, and represent different patterns of movement (e.g., walking, running, swinging, bouncing, sliding, rotating, spinning, crawling, and rolling) of familiar objects, including themselves.

	<input type="checkbox"/> Relate the types of motion (e.g., crawling, walking, running, flying, swimming, slithering, galloping, crab walking, and rolling) to the physical characteristics of humans and familiar animals.
	<input type="checkbox"/> Demonstrate how pushes and pulls can cause an object to speed up, slow down, stop, or change direction.
	<input type="checkbox"/> Describe the movement of a specified object using appropriate vocabulary so that other students can duplicate the movement.
	<input type="checkbox"/> Carry out a procedure to investigate the effects of pushes and pulls on the motion of objects using various objects and surfaces (e.g., paper, carpet, sandpaper, desktop, tile floor, wooden board, ice, sidewalk, grass, soil, and sand).
	<input type="checkbox"/> Observe and record the effects of different textured surfaces on the friction between two objects or surfaces.
	<input type="checkbox"/> Provide examples of technologies (e.g., skate, snowshoe, bicycle, ski, kayak, curling slider, and wheelchair) that are designed to make it easier for people and constructed objects to move on different surfaces.
	<input type="checkbox"/> Generate new questions about the motion of objects that arise from what was learned (e.g., Do objects move the same way in space or in water or in another liquid? What causes motion?).

Earth and Space Science: Air and Water in the Environment

Outcome	Achievement Indicators
Investigate properties of air and water (in all three states of matter) within their environment.	<input type="checkbox"/> Observe, using all of their senses, physical properties of air (e.g., generally invisible, odourless, and fills and assumes shape of container) and of water (e.g., assumes shape of container, clear, tasteless, and odourless).
	<input type="checkbox"/> Select appropriate tools (e.g., thermometer, wind sock, rain gauge, garden hose, fan, oar, propeller, and vacuum) and materials to carry out safely their own explorations of air and water in their environment through processes such as collecting dew, rainfall, and snow; measuring wind speed; and measuring temperature.
	<input type="checkbox"/> Measure amounts of air and water using non-standard measurements (e.g., dropper, spoonful, container, pop bottle, garbage can, aquarium, straw, and zip-lock bag).
	<input type="checkbox"/> Provide evidence indicating air takes up space, has mass, and can be felt when it moves.

	<input type="checkbox"/> Categorize examples of water in indoor and outdoor environments, and in living things, including themselves, according to state of matter (i.e., solid, liquid, and gaseous).
	<input type="checkbox"/> Investigate physical (e.g., mass, shape, texture, colour, and odour) changes in water during each change of state (i.e., freezing, melting, evaporation, condensation, sublimation, and deposition).
	<input type="checkbox"/> Carry out procedures to investigate methods of increasing or decreasing the rate water changes state (i.e., freezing or boiling).
	<input type="checkbox"/> Collaboratively design and construct a device that is powered by wind or water and that meets a student-identified purpose.
	<input type="checkbox"/> Classify or sequence materials according to attributes such as how quickly they absorb water, how much water they absorb, and whether they are waterproof or water repellent.
	<input type="checkbox"/> Communicate procedures and results of observations of the physical properties of air and water, using drawings, demonstrations, and written and oral descriptions.
Assess the importance of air and water for the health and survival of living things, including self, and the environment.	<input type="checkbox"/> Pose questions that lead to exploration and investigation about air and water conditions (e.g., Why does skin feel wet in the summer? Why is it harder to breathe in winter than in summer? Why might people wear a filter over their nose and mouth?).
	<input type="checkbox"/> Describe changes in the location, amount, and form of moisture in different locations in the environment, and factors such as exposure to heat and moving air that can affect these conditions.
	<input type="checkbox"/> Recognize the importance of air and water as two of the four elements (i.e., air, water, earth, fire) in Mother Earth in First Nations, Métis, and other cultures.
	<input type="checkbox"/> Explain how living things, including humans, require clean air and water for breathing, cooling, drinking, cooking, bathing, and prevention of illness to maintain a healthy body
	<input type="checkbox"/> Explain how water is obtained, distributed, and used in personal, local, and regional environments (e.g., home, classroom, school, town, city, and province).
	<input type="checkbox"/> Communicate questions, ideas, and intentions while conducting personal and group explorations of air and water in the environment.

	<input type="checkbox"/> Record, using tables, diagrams, pictographs, or bar graphs, individual, classroom, and/or household use of water for a given period.
	<input type="checkbox"/> Suggest explanations for how air and water in the environment can become polluted
	<input type="checkbox"/> Suggest ways that individuals can contribute to protecting and improving the quality of air and water in their environment (e.g., conserving water, not pouring chemicals down the drain, not burning hazardous materials, and reducing travel via motorized vehicles).
	<input type="checkbox"/> Propose an answer to a question or problem related to the importance of air and water for living things.

Social Studies

Interactions and Interdependence

Outcome	Achievement Indicators
Determine characteristics of a community.	<input type="checkbox"/> Identify and record characteristics common to the school community (e.g., Who leads the school community? Who keeps the school community clean and physically pleasant? What kinds of special events happen in the school community?).
	<input type="checkbox"/> Compile a list of various communities to which students belong (e.g., cultural, recreational, faith, sports, arts).
	<input type="checkbox"/> Compile a list of various communities to which students belong (e.g., cultural, recreational, faith, sports, arts).
	<input type="checkbox"/> Identify needs met by the local community that cannot be met independently or individually, and describe the concept of interdependence.
	<input type="checkbox"/> Create an inventory of ways in which individuals and groups contribute to the well-being of the school and local community.
	<input type="checkbox"/> Identify characteristics common to local communities (e.g., transportation and communication networks, educational and health care systems, arts, culture, sport, and recreation infrastructure).
	<input type="checkbox"/> Create a representation exemplifying interdependence within the local community.
Create a representation of the diversity of cultural groups in the local community.	<input type="checkbox"/> Describe diverse characteristics within the school and local communities, and describe similarities within and between diverse groups.
	<input type="checkbox"/> Retell the shared experiences and stories of members of the local community experienced through active listening, viewing, and reading of stories in various formats.
	<input type="checkbox"/> Identify the significance of a variety of cultural traditions, festivals, and celebrations in the school and local communities.
	<input type="checkbox"/> Describe ways in which diverse individuals and groups contribute to the well-being of the local community (e.g., storekeepers, medical practitioners, law enforcement personnel, faith leaders, artisans, trades people, bus drivers, maintenance workers)

Dynamic Relationships

Outcome	Achievement Indicators
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Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.	<input type="checkbox"/> Plan and implement a process to learn about the past experiences of members of the local community (e.g., talk to long term residents, view pictures or other artistic interpretations, visit an historic site).
	<input type="checkbox"/> Research and represent the history of the local school and the local community (e.g., events, people).
	<input type="checkbox"/> Describe events of the past in the local community that affect life today (e.g., Why was the current location chosen for the school? Other buildings? Why are streets or buildings named as they are?).
	<input type="checkbox"/> Represent ways in which life in the local community has changed over time (e.g., change of place names, demographics, services, industries, businesses, transportation networks).
	<input type="checkbox"/> Research the origins of, and reasons for, the names of public sites and landmarks in the local community (e.g., streets, rivers, buildings, parks).
	<input type="checkbox"/> Research the heritage of various individuals and groups within the community, and why people came to live in the community.
Analyze the influence of the natural environment on the local community.	<input type="checkbox"/> Describe natural features of the local community and speculate upon their importance (e.g., landforms, climate, vegetation, waterways).
	<input type="checkbox"/> Compile examples of natural resources in the local community and explain the importance of conserving or restoring natural resources.
	<input type="checkbox"/> Inventory ways in which the natural environment influences lifestyles of the local community.
	<input type="checkbox"/> Identify ways that technology has been and is used to enable people to adapt to the natural environment (e.g., building technology, clothing, industrial equipment, personal care).
	<input type="checkbox"/> Illustrate ways in which the natural landscape shapes daily life in the local community.
Identify physical representations as constructed models of real things.	<input type="checkbox"/> Describe constructed features of the local community and examine the value and purpose of such constructions (e.g., bridges, buildings, statues, parks, water systems, roads).
	<input type="checkbox"/> Locate the local community on a map of Saskatchewan and Canada, and the community's relative location on a globe.
	<input type="checkbox"/> Interpret basic features of maps and globes.
	<input type="checkbox"/> Interpret artistic representations of the land in and around the

	local community.
Describe the influence of Treaty and First Nations people on the local community.	<input type="checkbox"/> Share stories of the heritage of the community.
	<input type="checkbox"/> Investigate the relationship of traditional First Nations to the land
	<input type="checkbox"/> Identify on a map the Treaty territory within which the local community is situated.
	<input type="checkbox"/> Describe the reasons for Treaty from the perspective of the First Nations and the government.
	<input type="checkbox"/> Trace the evolution of the Treaty relationship in the community.
	<input type="checkbox"/> Present oral, visual, or other interpretation or representation of historical understanding gained through oral history.

Power and Authority

Outcome	Achievement Indicators
Analyze how decisions are made within the local community.	<input type="checkbox"/> Review examples of communities to which students belong, and identify leaders in those communities (e.g., sports teams, artistic groups, school clubs, classroom, school, family).
	<input type="checkbox"/> Give examples of leadership in the local community, and describe ways leadership is demonstrated (e.g., mayor, reeve, chief, Elders, community volunteers).
	<input type="checkbox"/> Identify decision makers in the local community in government, economic, community, faith, and cultural organizations, and the roles of each.
	<input type="checkbox"/> Research processes for decision making in local community organizations, and describe similarities and differences.
	<input type="checkbox"/> Research formal decision-making process for governance of the local community.
Assess and practise various approaches to resolving conflicting interests within the community.	<input type="checkbox"/> Recognize that the existence of conflicting interests does not necessarily result in conflict, and that harmonious communities resolve conflicting interests in peaceful ways.

	<input type="checkbox"/> Review processes for resolving conflicting interests in the classroom and school.
	<input type="checkbox"/> Identify possible sources of conflict in groups to which students belong, and in the community.
	<input type="checkbox"/> Identify and describe diverse viewpoints and perspectives in the local community.
	<input type="checkbox"/> Identify ways of maintaining safety and harmony within communities (e.g., police, firefighters, signage).
	<input type="checkbox"/> Investigate processes for resolving conflicting interests in the local government and community organizations.
	<input type="checkbox"/> Identify attributes of successful approaches to resolution of conflicting interests.
	<input type="checkbox"/> Apply successful approaches to resolving conflicting interests in the classroom and school communities.
Analyze rights and responsibilities of citizens in the school and local community.	<input type="checkbox"/> Differentiate between the nature of the rights of children and of adult citizens in the community.
	<input type="checkbox"/> Identify Treaty rights of members of the community.
	<input type="checkbox"/> Relate the rights of citizens in the community to their responsibilities to the community.
	<input type="checkbox"/> Identify opportunities for sharing responsibility in the school and community.

Resources and Wealth

Outcome	Achievement Indicators
Describe ways in which the local community meets the needs and wants of its members.	<input type="checkbox"/> Define the term resource, and inventory resources in the community that help to meet needs and wants.
	<input type="checkbox"/> Investigate how quality of life is influenced by individuals, businesses, and groups in the local community.
Analyze various worldviews regarding the natural environment.	<input type="checkbox"/> Investigate traditional First Nations worldviews of the relationship between humanity and the environment.
	<input type="checkbox"/> Describe traditional western European worldviews of the

	relationship between humanity and the environment.
	<input type="checkbox"/> Investigate traditional Métis worldviews of the natural environment.
	<input type="checkbox"/> Assess worldviews of how to achieve balance and harmony.
	<input type="checkbox"/> Describe current worldviews in the community of the relationship between humanity and the natural environment.
Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.	<input type="checkbox"/> Represent through visual art, music, dance, writing, or other forms, the contribution of individuals and communities to initiate change that supports sustainability.
	<input type="checkbox"/> Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweat shops, consumption of scarce resources, prosperity through employment).
	<input type="checkbox"/> Develop a classroom action plan for harmonizing personal lifestyles with collective needs regarding social, environmental, and economic sustainability.

Arts Education

Creative/Productive

Outcome	Achievement Indicators
Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage).	<input type="checkbox"/> Select and connect movements from explorations to create dance phrases.
	<input type="checkbox"/> Create dance phrases that have a beginning position and an end position.
	<input type="checkbox"/> Extend own body's range of movement and strength.
	<input type="checkbox"/> Describe and use dance ideas drawn from sources in own community (e.g., occupations, vehicles, or nature in and around our community).
	<input type="checkbox"/> Recognize how various stimuli such as personal observations, stories, poems, music, or objects can be used as starting points for own dance explorations.
	<input type="checkbox"/> Ask questions related to the stimuli to contribute to dance-making inquiry process (e.g., How can we show this idea in our movement?).
	<input type="checkbox"/> Identify and compare characteristics of own and peers' dances.
Create and connect dance phrases using the elements of dance including: actions (identify variety) body (bases) dynamics (move with varying speeds, duration, forces) relationships (using own words, classify variety of relationships with partner or object such as	<input type="checkbox"/> Reflect and discuss ideas with peers to help make decisions about own dances.
	<input type="checkbox"/> Seek a variety of solutions in movement explorations (improvisation).
	<input type="checkbox"/> Observe the motion of objects and people and incorporate these observations in movement explorations.

above, below, beside) space (straight or curved pathways or combinations).	<input type="checkbox"/> Explore and solve movement problems, or inquiry questions, in several different ways (e.g., How many different ways can we use the scarves or streamers in straight pathways and curved pathways?).
	<input type="checkbox"/> Demonstrate and discuss how movement patterns can repeat and contrast.
	<input type="checkbox"/> Identify how various parts of the body can act as a base to support the rest of the body (e.g., supporting the body with one foot and one hand).
	<input type="checkbox"/> Identify and investigate different kinds of locomotor (travelling) and non-locomotor actions, and explore a variety of ways to walk, run, leap, slide, gallop, jump, hop, turn, twist, bend, stretch, and pause.
	<input type="checkbox"/> Move with a variety of speeds (fast and slow), duration (short and long), and varying forces (push and pull, strong and light) for expressive purposes.
	<input type="checkbox"/> Classify even and uneven rhythmic patterns of various movements.
	<input type="checkbox"/> Use straight or curved pathways or combinations of both in movement explorations.
	<input type="checkbox"/> Explore and identify a variety of directions, levels, sizes, and shapes in personal and general space.
	<input type="checkbox"/> Using own words, classify and investigate movement relationships with a partner or an object (e.g., beside, behind, above, below).
Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities).	<input type="checkbox"/> Demonstrate a willingness to enter into the fiction provided by the drama.
	<input type="checkbox"/> Adopt roles in dramatic situations and interact appropriately with others in roles drawing on imagination and own understanding of the context (e.g., community).
	<input type="checkbox"/> Collaborate with others and recognize the need to work together within dramatic contexts.

	<input type="checkbox"/> Listen to and respect the contributions of others.
	<input type="checkbox"/> Use imagination to explore various possibilities in dramatic contexts.
	<input type="checkbox"/> Accept surprises in the drama and be willing to incorporate new information into unfolding episodes of the contextual drama.
	<input type="checkbox"/> Discuss how some roles may display more power and authority than others at different times during the drama (e.g., Max's mother displays power over him when she sends him to bed, and Max displays his own power when he becomes King on the Wild Things' island community in a drama inspired by 'Where the Wild Things Are').
	<input type="checkbox"/> Use observations of own community as inspiration when working in and out of role (e.g., local rodeo event or farmers' conversation on coffee row).
Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection.	<input type="checkbox"/> Use inquiry processes to explore a question or topic that is of individual or group interest for contextual drama (e.g., questions and research about how animals change in winter might inspire a drama about an animal community preparing for a harsh winter).
	<input type="checkbox"/> Use libraries, resource people, the Internet, and other sources of information for drama work.
	<input type="checkbox"/> Describe the main ideas of each dramatic episode.
	<input type="checkbox"/> Use visual images and language to represent ideas, both in and out of role.
	<input type="checkbox"/> Recognize, with guidance, how characters/roles, objects, and places can represent ideas.
	<input type="checkbox"/> Recall and respond to the drama work, both in and out of role.
	<input type="checkbox"/> Contribute to drama discussions with stories of own experience (e.g., talk about connections among thoughts, feelings, and actions).

	<input type="checkbox"/> Discuss how strategies such as role, flashback, or tableau worked in the drama and begin to use the correct terminology.
	<input type="checkbox"/> Use strategies other than discussion to reflect on drama work (e.g., use tableaux to recall the time order of the sequence of events, or use drawings or flashbacks to further explore previous experience).
	<input type="checkbox"/> Demonstrate use of imagination when exploring various possibilities in dramatic contexts.
Create sound compositions using communities as inspiration.	<input type="checkbox"/> Experiment with a variety of simple found objects and selected instruments, both pitched and unpitched (e.g., two notes on a xylophone vs. sounds that have no discernible pitch, such as a tambourine or slapping a thigh).
	<input type="checkbox"/> Describe the elemental characteristics of sounds from a variety of settings in the community.
	<input type="checkbox"/> Make distinctions between different voices and voice qualities in speech and song.
	<input type="checkbox"/> Sing and create songs and chants using ideas sourced from the students' communities (e.g., songs about farms, cities, or the environment) and from various cultural communities, controlling breathing, pitch, rhythm, and dynamics.
	<input type="checkbox"/> Describe sources of ideas for music compositions (e.g., sounds of machines, parks, playgrounds, or neighbourhoods).
	<input type="checkbox"/> Make decisions (individually and collaboratively) about ideas, sounds, instruments, and order in creating a music expression.
	<input type="checkbox"/> Select and create sounds for composition with purpose, recognizing that different combinations of instruments, voices, or sound objects create different effects.
	<input type="checkbox"/> Discuss images and expressive qualities evoked by music expressions.
	<input type="checkbox"/> Use reflection and discussion to learn and make

	decisions about own music expressions.
	<input type="checkbox"/> Describe decisions made in selection and use of sounds, instruments, and order.
	<input type="checkbox"/> Experiment with invented and traditional notation as a way of preserving compositions, recognizing that sounds/music may be represented through a variety of notation devices.
<p>Create and perform music that demonstrates understanding of:</p> <p>form (repetition and contrast) beat (strong and weak beats/accents) and meter (2/4 and 4/4) rhythm (create ostinati) tempo (fast/slow paces) dynamics (loud/soft) pitch (high/low sounds) and pitch direction (moving up/down/staying the same) texture (layers of sounds) tone colour (variety).</p>	<input type="checkbox"/> Contribute to music inquiry questions and processes to explore form and the elements of music (e.g., How could each group represent AB (i.e., binary) form using voices, bodies, or instruments in different ways?).
	<input type="checkbox"/> Explore contrasts between sounds with voice and instruments.
	<input type="checkbox"/> Incorporate different sounds from a single sound source in music compositions.
	<input type="checkbox"/> Maintain a steady beat (pulse) and identify accents with a strong movement.
	<input type="checkbox"/> Perform and create various grade-appropriate melodic and rhythmic osintati (patterns) using repetition and contrast.
	<input type="checkbox"/> Compare and use different tempos (fast/slow, faster/slower paces) and dynamics (loud/soft, louder/softer sounds) in speech and music.
	<input type="checkbox"/> Compare and use different pitches (high/low sounds) and pitch direction (moving up/down, staying the same) in speech and music.
	<input type="checkbox"/> Investigate various ways of creating harmony (combining pitch and rhythm) and texture, and recognize differences in sounds heard alone and sounds heard together.
	<input type="checkbox"/> Compare and use varieties of tone colour/timbre in speech and music.

	<ul style="list-style-type: none"> □ Use own words, and music terminology, to develop common understanding and use of the language (e.g., introduce terminology such as rhythm, dynamics, pitch as required in grade-appropriate repertoire).
Create visual art works that draw on observations and express ideas about own communities.	<ul style="list-style-type: none"> □ Use inquiry processes to explore a question or topic related to interest in own community.
	<ul style="list-style-type: none"> □ Identify and represent details in the appearance of plants, animals, people, and objects (e.g., lines, textures, shapes, shadows).
	<ul style="list-style-type: none"> □ Explore size relationships by measuring using non-standard referents or comparisons.
	<ul style="list-style-type: none"> □ Identify the difference between two dimensions and three dimensions.
	<ul style="list-style-type: none"> □ Investigate and observe how people, animals, and objects look different from different points of view.
	<ul style="list-style-type: none"> □ Compare differing ideas in art works, including own and peers' visual expressions.
	<ul style="list-style-type: none"> □ Describe how ideas for visual expressions come from many different sources.
	<ul style="list-style-type: none"> □ Reflect and discuss to help make decisions about own art works.
	<ul style="list-style-type: none"> □ Identify sources of inspiration and describe decisions made in creating own art works
Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).	<ul style="list-style-type: none"> □ Recognize, with guidance, how own visual images communicate non-verbally.
	<ul style="list-style-type: none"> □ Make basic decisions about own methods (e.g., scratching into the surface) and materials (e.g., fabrics, found objects).
	<ul style="list-style-type: none"> □ Demonstrate safety, co-ordination, and skills in using simple visual art tools and materials.
	<ul style="list-style-type: none"> □ Classify a large variety of lines using own words (e.g., wavy, jagged) and apply in own work.

	<input type="checkbox"/> Illustrate how secondary colours are created when combining two primary colours.
	<input type="checkbox"/> Investigate and illustrate how the same colour can be light or dark.
	<input type="checkbox"/> Classify different kinds of textures using own words (e.g., rough, smooth, soft) and apply observations to own work.
	<input type="checkbox"/> Classify different kinds of shapes using own words (e.g., rounded, lumpy, square) and apply to own work.
	<input type="checkbox"/> Identify basic forms such as cubes and spheres, and recognize that forms have space all around them.
	<input type="checkbox"/> Classify different kinds of patterns using own words (e.g., striped, dotted, mixed up) and apply to own work.
	<input type="checkbox"/> Identify examples of contrast in own surroundings and in art works
	<input type="checkbox"/> Describe and represent the position of objects relative to other objects (e.g., space and size).

Critical/Responsive

Outcome	Achievement Indicators
Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities.	<input type="checkbox"/> Describe or infer how art works are created for a variety of reasons.
	<input type="checkbox"/> Discuss, with guidance, how the arts tell something about the society or community in which they were created.
	<input type="checkbox"/> Recognize that an audience will not see or hear everything in an arts expression at first introduction.
	<input type="checkbox"/> Demonstrate sensitivity to differing responses and interpretations, recognizing that not everyone responds the same way to a work of art.
	<input type="checkbox"/> Investigate and describe how artists and their work affect our visual environment and other forms of daily interactions (e.g., graphic design, radio, media, clothing).
	<input type="checkbox"/> Investigate and discuss why arts expressions are created in

	various communities (e.g., purpose for traditional Ukrainian dances).
	<input type="checkbox"/> Respond to arts expressions in own communities, both verbally and non-verbally.
Use inquiry and technology to investigate a variety of arts expressions.	<input type="checkbox"/> Use libraries, community resources, and the Internet as sources of information about artists and their work.
	<input type="checkbox"/> Investigate various arts expressions in own communities, throughout the world, and in different eras (e.g., pyramids, cathedrals, public sculptures) using technology.
	<input type="checkbox"/> Pose questions about the arts and determine which questions are compelling enough to investigate as a group (e.g., Who are the artists who live, or have lived, in our community? What does, or did, their work say about our community?).
	<input type="checkbox"/> Plan how to answer some or all of the questions posed as a whole group or in small groups.
	<input type="checkbox"/> Locate information about the arts from various sources (e.g., interviews, books, local resource people, the Internet).
	<input type="checkbox"/> Manage information discovered about the arts using different methods including technology (e.g., audio recorders, portfolios of pictures, word processors).
	<input type="checkbox"/> Document and share collaborative inquiry findings with other students or with a community audience.

Cultural/Historical

Outcome	Achievement Indicators
Identify key features of arts and cultural traditions in own community.	<input type="checkbox"/> Describe how, from earliest times, human beings have influenced their communities through the creation of arts expressions (e.g., architecture, music, theatre, storytelling, and dance).
	<input type="checkbox"/> Respond to a variety of arts expressions (e.g., contemporary, historical, cultural, and popular) in own communities (i.e., local, geographic, cultural).
	<input type="checkbox"/> Recognize there are a variety of arts expressions in Saskatchewan (e.g., film, dance, theatre, music, photography, graphic design, sculpture, architecture).

	<input type="checkbox"/> View and listen to the work of artists from various cultural groups.
	<input type="checkbox"/> Describe how people in own community participate in the arts in a variety of ways.
	<input type="checkbox"/> Investigate the arts and cultural traditions found in own community.
	<input type="checkbox"/> Describe and analyze key features of arts and cultural traditions found in own community (e.g., heritage dances, country music bands, children's theatre productions).
Describe key features of traditional arts expressions of Saskatchewan First Nations and Métis artists.	<input type="checkbox"/> Compare differences among traditional arts expressions (e.g., Métis sash weaving, porcupine quillwork, and beadwork designs).
	<input type="checkbox"/> Investigate the distinct characteristics of First Nations and Métis dances and dance regalia including connections to history (e.g., historic banning of traditional dance and other cultural practices).
	<input type="checkbox"/> Identify characteristics of individual dance styles (e.g., grass dance vs. traditional or fancy dance, Métis jigging).
	<input type="checkbox"/> Identify characteristics of traditional music styles (e.g., traditional powwow music, Métis fiddling).

Physical Education

Active Living

Outcome	Achievement Indicators
<p>Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.</p>	<p><input type="checkbox"/> Explain what the muscles in the legs and arms feel like (e.g., they feel tired, they feel hard and tight) when involved in sustained and/or repeated movement activity.</p>
	<p><input type="checkbox"/> Sustain participation in moderate to vigorous locomotor activities (e.g., walking, running, dancing, snowshoeing, cross-country skiing, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate, for six consecutive minutes on a consistent basis.</p>
	<p><input type="checkbox"/> Identify and participate in movement activities that challenge and support muscular endurance and muscular strength (e.g., imitating animal walks, moving while carrying weighted objects such as heavy books, holding balances and other stable positions such as a push-up with arms extended).</p>
	<p><input type="checkbox"/> Demonstrate an understanding of how muscles and joints move during movement activity through verbal and movement explanation, and/or visual displays such as pictures and drawings.</p>
	<p><input type="checkbox"/> Explain why heart rate and breathing rate increase during moderate to vigorous activity.</p>
	<p><input type="checkbox"/> Practise, with guidance, a dynamic stretching (see glossary) routine as a means to warm up.</p>
	<p><input type="checkbox"/> Explain how dynamic stretching can enhance movement and help to protect the body from injury over the long term.</p>
	<p><input type="checkbox"/> Recognize and participate in safe and effective movement activities that are good for flexibility (e.g., stretching exercises such as yoga) and that can help to prepare muscles for vigorous activity (e.g., warm-up activities increase blood circulation and stretchiness of muscles and ligaments).</p>
	<p><input type="checkbox"/> Engage, on a daily basis, in a variety of movement activities that benefit health-related fitness.</p>
	<p><input type="checkbox"/> Determine own degree of exertion (e.g., put hand on chest to feel increased heart rate, talk test – more exertion means it will be harder to talk, try to feel pulse in neck) and express thoughts about own degree of exertion after participation in movement activities.</p>

Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life.	<input type="checkbox"/> Explain what it means, and why it is important, to be responsible for own level of participation in movement activity.
	<input type="checkbox"/> Explain possible consequences of specific active and inactive behaviours (e.g., walking to school, playing computer games often) and habits (e.g., always stopping at stop signs when riding a bike) as they relate to the promotion of an active life.
	<input type="checkbox"/> Describe some benefits of participating in regular movement activity (e.g., accumulating more than 60 minutes daily) that support a balanced life (e.g., improved posture and balance; increased self-esteem; healthy weight; stronger mind, body, and spirit; less stress).
	<input type="checkbox"/> Record on a weekly calendar (e.g., words, pictures) a daily record of personal participation in movement activities, both in and out of school.
	<input type="checkbox"/> Examine how automation (e.g., snow blowers, escalators, tread mills) and information technology (e.g., computers, heart rate monitors, video games, television) have an impact on how active people are.
	<input type="checkbox"/> Brainstorm how foods and fluids support participation in movement activity (e.g., supply energy, cool the body) .
	<input type="checkbox"/> Identify opportunities for participation in movement activities that are self-initiated (e.g., playing actively at recess, walking to school, inviting family members to play outside).
	<input type="checkbox"/> Share a personal experience of promoting the importance of being physically active.
Explore, express, and apply, a variety of ways to skillfully move the body through space while participating in movement activities, including at a: utilization level of skills when: walking running jumping forward and landing jumping sideways and	<input type="checkbox"/> Use performance words (e.g., "land on lead foot", "swing arms through large arc") to demonstrate understanding of performance cues language connected to skillful locomotor movement.
	<input type="checkbox"/> Say performance cues (think-aloud) while jumping backward, rolling forward and sideways, hopping, skipping, galloping, leaping, sliding, and rolling backwards.
	<input type="checkbox"/> Describe how the body will move when in control of jumping backward, rolling forward and sideways, hopping, skipping, galloping, leaping, and sliding skillfully and safely.
	<input type="checkbox"/> Walk forward and backward at varying speeds, following a variety of given directions and pathways, keeping head up and avoiding collisions.
	<input type="checkbox"/> Run forward and backward at varying speeds, starting and

<p>landing</p> <p>control level of skill when:</p> <p>jumping backward and landing</p> <p>hopping (body moves on one foot as in right foot to right foot)</p> <p>skipping (combines a step and a hop)</p> <p>leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot)</p> <p>sliding (one foot steps and the other moves to meet the first foot, "step-close")</p> <p>galloping (one foot steps, body propels upward, other foot moves to meet the first foot)</p> <p>rolling forward (see note)</p> <p>rolling sideways</p> <p>progressing-towards-control level of skill when:</p> <p>rolling backward (see note on page 34).</p>	stopping on signal, keeping head up and avoiding collisions.
	<input type="checkbox"/> Walk forward and backward keeping in time with a partner.
	<input type="checkbox"/> Walk and run through obstacle courses (e.g., ropes, cones, hoops on the floor) without touching obstacles and improving timed performance with each repeated attempt.
	<input type="checkbox"/> Jump forward or sideways and land in control (see grade one for description) in the sand, playing hopscotch, over ropes and floor lines, and into hoops (two feet to two feet, one foot to two feet, one foot to one foot, two feet to one foot).
	<input type="checkbox"/> Jump forward or sideways off slightly raised objects such as benches and boxes showing different body shapes while in the air and then landing on feet in control.
	<input type="checkbox"/> Mimic the jumping and landing, running, and walking movements of others.
	<input type="checkbox"/> Perform a traveling sequence described by the teacher (e.g., run, take off from one foot, land on two feet and then lower self into sideways roll on the ground).
	<input type="checkbox"/> Create and perform, alone or with a partner, a traveling sequence that includes walking, running, jumping forward and sideways, and landing in control.
	<input type="checkbox"/> Jump backward by swinging arms backward upon takeoff; extending hips, knees, and ankles fully at takeoff, with the body angled forward at 45 degrees or less; moving legs backward and arms downward in preparation for landing; landing with toes contacting the ground first, followed by the balls of the feet and then heels of the feet; flexing knees and leaning body forward to maintain control of the centre of gravity forward over the feet.
	<input type="checkbox"/> Hop forward at least five times on one foot, bending knee and ankle on contact with floor, keeping knee slightly bent throughout the movement then switching feet to continue the forward hopping motion.
	<input type="checkbox"/> Skip forward at least five times, alternating legs, with lead leg stepping forward, and then hopping, and rear leg stepping forward, and then hopping into next skip.
	<input type="checkbox"/> Gallop forward at least five times lifting lead leg, bending lead leg, and then thrusting the lead leg forward before landing on lead foot, moving rear foot quickly to lead foot, and shifting weight from lead foot to free foot into next gallop.

	<input type="checkbox"/> Leap forward at least five times by extending body forward and upward, swinging arms through large arc – synchronized opposition to legs, and bending knee and ankle in contact with the floor to move into another leap.
	<input type="checkbox"/> Slide sideways, in both directions, stepping lead foot quickly in direction of travel, moving free foot quickly to the lead foot and shifting weight from lead foot to free foot.
	<input type="checkbox"/> Stop any traveling skill on signal with control (not falling down).
	<input type="checkbox"/> Roll forward with hands and arms receiving body weight evenly at the beginning of roll, keeping chin tucked to chest, sliding head through, with it lightly touching the floor so neck does not bear weight, shifting weight from arms to shoulders, lifting arms off mat as shoulders touch the mat, shifting weight onto a curved back, and keeping body curled as weight moves to feet.
	<input type="checkbox"/> Roll sideways with arms stretching above head, keeping body in a straight line and feet tight together, maintaining a straight line of direction for movement.
	<input type="checkbox"/> Roll sideways two consecutive times starting with knees through ankles in contact with the mat, body in a tucked position, arms hugging legs, rolling sideways over a curved back and ending with knees through ankles in contact with the mat.
	<input type="checkbox"/> Explore, with guidance, and describe how the body moves when rocking forward and backward while lying on back.
	<input type="checkbox"/> Practise trying to reach feet high in the air and/or touching feet to ground beyond head while lying on back and moving body weight over shoulders.
Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot while participating in	<input type="checkbox"/> Roll on back like a rocking horse keeping knees together, bent and pulled into chest, and chin tucked to chest, with head and neck staying off the floor, and maintaining rocking motion until teacher indicates to stop.
	<input type="checkbox"/> Use performance words (e.g., "leg in front of body", "feet tight together") to demonstrate understanding of performance cues language connected to skillful non-locomotor movement.
	<input type="checkbox"/> Say performance cues (think-aloud) while landing on hands from kneeling position and when rotating on the spot.

<p>movement activities, including at a utilization level of skill when:</p> <p>balancing</p> <p>jumping and landing on the spot</p> <p>control level of skill when:</p> <p>landing on hands from kneeling position</p> <p>rotating on the spot</p> <p>progressing-towards-control level of skill when:</p> <p>landing on hands from a bent knee standing position.</p>	<input type="checkbox"/> Describe how the body will move when in control of landing on hands from kneeling position and when rotating on the spot skillfully.
	<input type="checkbox"/> Balance in control for five consecutive seconds using a variety of bases of support such as one foot, one foot and one hand, two knees.
	<input type="checkbox"/> Balance in a front support position (on two hands and two feet) and then practise varying the balance by lifting points of contact (e.g., one hand, one foot, one hand and one foot together).
	<input type="checkbox"/> Balance on one foot and change the position of other body parts (e.g., leg in front of body and then behind body, arms to sides and then arms stretched above head, upper body straight and then twisted) moving smoothly and holding each new position for five seconds in control.
	<input type="checkbox"/> Jump straight up trying to touch or grab imaginary objects that are 'up in the sky', and land in control (see grade one for description)
	<input type="checkbox"/> Bend, twist, curl, and stretch the body while in the flight stage of a jump.
	<input type="checkbox"/> Create and perform, alone or with a partner, a non-traveling series of controlled movements that involve jumping and landing on the spot and balancing in various ways, while moving smoothly and trying to maintain control during the transition.
	<input type="checkbox"/> Land on hands by falling forward, from a kneeling position, contacting the surface with finger tips then heels of hands, bending elbows gradually and slightly away from the body, and lowering self with very little sound as the body contacts the surface.
	<input type="checkbox"/> Rotate on the spot (turn) by placing one foot slightly ahead of the other, raising onto toes of both feet, holding arms straight out at shoulder height, turning body as far as possible in the direction of the back foot, then turning back, and lowering heels to the floor.
	<input type="checkbox"/> Rotate on the spot (jump turn) by starting with feet close together and arms down by sides and slightly forward, bending knees and swinging arms slightly back, swinging arms forward and up while straightening legs, rotating hips while in the air to turn a quarter turn, and landing in control.

	<input type="checkbox"/> Practise falling forward while standing with knees slightly bent and landing on hands on soft surfaces, keeping arms reaching straight, and as hands contact surface, begin absorbing body weight and force, gently lowering self to surface.
	<input type="checkbox"/> Explore, with guidance, and discuss falling forward from a standing position while keeping knees bent, varying the amount of bend.
	<input type="checkbox"/> Discuss safety factors and considerations for falling forward (e.g., ensure that knees are not the first part of the body to contact the landing surface).
<p>Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:</p> <p>control level of skill when:</p> <p>throwing</p> <p>catching (collecting, gathering)</p> <p>kicking</p> <p>progressing-towards-control level of skill when:</p> <p>hand dribbling</p> <p>foot dribbling</p> <p>striking objects with hands</p> <p>striking objects with short-handled implements (e.g., short-handled racquets, paddles).</p>	<input type="checkbox"/> Use performance words (e.g., "look at the ball", "step forward", "backswing", "follow through") to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.
	<input type="checkbox"/> Say performance cues (think-aloud) while throwing, catching, kicking, hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements.
	<input type="checkbox"/> Describe how the body will move when in control of throwing, catching, and kicking skillfully.
	<input type="checkbox"/> Throw small objects (e.g., whiffle balls, bean bags) both overhand and underhand, with one hand, while looking at target and standing with hips open to the throwing arm side of the body, pointing non-throwing shoulder towards target, rocking backward and then stepping forward with the opposite foot from throwing arm, with hips and spine rotating to open to side of throwing arm, elbow flexing and held away from the body, non-throwing arm raising to shoulder level and pointing in direction of intended target, throwing arm extending backward into the backswing, and then throwing arm moving forward through release as non-throwing arm moves downward, and after release, throwing arm moves to a follow through in the direction of intended target.
	<input type="checkbox"/> Throw/roll small objects (e.g., bean bags, balls) along the ground, in intended direction.
	<input type="checkbox"/> Catch with two hands both a self-tossed and a gently thrown object (e.g., whiffle balls, bean bags) from an experienced thrower, such as an older student, by holding arms in front of body with elbows flexed when preparing to catch, tracking the object with the eyes, extending arms to meet the object, and pulling the object into the body.

	<input type="checkbox"/> Catch various sizes of self-thrown balls that rebound off a wall, gradually progressing in distance away from the wall.
	<input type="checkbox"/> Kick for distance (progressing in distance with additional attempts after form is consistent) by approaching the ball with a limited number of steps (one to five), leaping just before contact with the ball; flexing knee of kicking leg slightly, inclining the trunk backward, both before and during the contact; dispersing the momentum of the kick by hopping on the support leg and stepping in the direction of the kick; non-kicking foot plants beside and slightly behind the ball; top of kicking foot (shoelaces) contacting the ball directly behind the centre of the ball at a low level and pointing the toes downward; leg following through in the direction of the target.
	<input type="checkbox"/> Explore, with guidance, and discuss a variety of ways to dribble large balls with hands and feet (e.g., with two hands, with right hand, with left hand, with inside of right foot, with inside of left foot) to determine how the body movement changes when dribbling in different ways.
	<input type="checkbox"/> Explore, with guidance, and discuss how the body changes when striking a variety of balls with hands and short-handled implements (e.g., with right hand, with left hand, with paddle, with bare hand, underhand, overhand).
	<input type="checkbox"/> Practise bouncing a ball with two hands and catch it repeatedly, while remaining stationary.
	<input type="checkbox"/> Practise dribbling a ball with two hands continuously, while remaining stationary.
	<input type="checkbox"/> Explore dribbling a ball with one hand, and the other hand.
	<input type="checkbox"/> Practise dribbling a ball with feet in a forward direction, jogging slowly, alternating the foot used for contact and keeping the ball close to the foot.
	<input type="checkbox"/> Practise striking a balloon, foam ball, and/or beach ball upward with hand repeatedly while trying to remain in personal space.
	<input type="checkbox"/> Practise striking, repeatedly without missing, a balloon or a suspended ball using a lightweight paddle.
	<input type="checkbox"/> Explore, with guidance, throwing and catching, kicking and receiving objects while moving (e.g., walking, jogging, skipping, sliding).
	<input type="checkbox"/> Explore pulling and pushing a variety of objects (e.g., boxes,

	<p>mats, large snowball, classmates) to determine changes in body position required to maximize the results of the effort.</p>
<p>Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of: space (general space, levels, directions, pathways, and extensions) effort (time/speed, force, and flow) relationships (with objects and with others).</p>	<p><input type="checkbox"/> Respond physically and correctly to movement vocabulary verbalized by the teacher (e.g., slide right, jump left, run in a big square, grow slowly, throw the ball sideways, close your stance, open your arms to the sky, lengthen your leap).</p>
	<p><input type="checkbox"/> Respond physically and verbally to answer questions such as "Where is the open space?", and "How can you make sure that no one else is in your personal space when you are moving around?".</p>
	<p><input type="checkbox"/> Create visual representation (e.g., symbols on paper, pictures) and respond physically to representations of others that present a picture of moving that includes different pathways (curved, straight, and zigzag), directions, and movement skills (e.g., running, hopping, rolling).</p>
	<p><input type="checkbox"/> Create, represent, and perform, alone or with a partner, a sequence of locomotor and non-locomotor movements, that fit teacher-given criteria (e.g., balance at a low level with a round body shape, support weight at a high level while maintaining a wide shape, then rotate clockwise on the spot while standing tall).</p>
	<p><input type="checkbox"/> Refine created sequences using feedback from teacher and/or peers on the smoothness and flow of transitions from one movement to another.</p>
	<p><input type="checkbox"/> Send and receive objects at different levels and with varying effort (e.g., catch a ball thrown high in the air; throw a ball over a bench; kick a ball slowly on the ground).</p>
	<p><input type="checkbox"/> Demonstrate an understanding of relationships by performing a variety of movements (e.g., beside, under, through, in front of, behind, even with, onto, on, over, and off) using various pieces of equipment and available objects such as a folding mat, branches, bench, box, rocks, hoop, balls, rope, logs, parachute, and climbing apparatus, alone and with others.</p>
	<p><input type="checkbox"/> Mimic the movement of a variety of objects such as animals, plants in the wind, and vehicles.</p>
<p>Explore and demonstrate rhythmical movement with smooth transitions between movements in: self-created patterns</p>	<p><input type="checkbox"/> Travel (e.g., hop, skip, run) in time to a variety of rhythms (e.g., tambourine beat, drum beat, music, clapping).</p>

responsive patterns, involving relationships with objects and others established dances.	<input type="checkbox"/> Create and perform rhythmic patterns (e.g., three movements performed in a sequence that is repeated) of traveling and non-traveling movements, while incorporating objects (e.g., balls, scarves, hoops) and listening to a beat (e.g., music, drum, clapping).
	<input type="checkbox"/> Replicate, smoothly, a series of four to six movements in a sequence led by others.
	<input type="checkbox"/> Vary body shapes and level of movement, with smooth transitions from one movement to the next, in time to a rhythm (e.g., reach high and then squat low).
	<input type="checkbox"/> Move cooperatively in time to a rhythm while manipulating objects (e.g., circling with all class members holding a parachute, marching while passing a ball between classmates)
	<input type="checkbox"/> Vary the intensity (e.g., lightly, strongly, forcefully) of the movement, incorporating smooth transitions from one movement to the next.
	<input type="checkbox"/> Explore and create rhythmical movement sequences (locomotor, non-locomotor, and manipulative) with and without music.
	<input type="checkbox"/> Move rhythmically to established counted rhythms as used in various dances such as the round dance from various cultures, the Bird Dance from the Swiss culture, the Owl Dance from First Nations culture, and the Duck Dance from the Métis culture. (Note: Physical participation in First Nations and Métis dances should occur after the spirit and intent of these dances have been taught in Arts Education through Outcome CH2.2.)
Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: low-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games,	<input type="checkbox"/> Describe and incorporate strategies for play that will support deeper understanding of, and engagement in, specified movement activities (e.g., tag games - move into open spaces, hide behind other people, move only when the 'it' person is getting close; bocce ball - release the ball close to the ground so it will roll on the ground and not fly through the air).
	<input type="checkbox"/> Use movement skills, rules, and basic strategies to support cooperative participation in a variety of low-organizational games.
	<input type="checkbox"/> Create, with a partner, rules and strategies for combining manipulative skills into target games and share games with others.

<p>follow-the-leader, fox and geese, parachute play, hopscotch)</p> <p>target games (e.g., ring or hoop toss, bowling, bocce ball, curling)</p> <p>alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing).</p>	<input type="checkbox"/> Use effective movement skills and strategies to participate in winter activities for enjoyment that happen in an outdoor environment or a community facility (e.g., cross-country skiing, fox and geese, skating, snowshoeing, making snow angels, building snowpeople, playing snow snakes).
	<input type="checkbox"/> Cooperate with others to play a variety of games that involve the use of objects such as a parachute, blanket, or towel.
	<input type="checkbox"/> Participate in a variety of games and activities that focus on 'hitting a target'.
	<input type="checkbox"/> Plan, with others, and participate in an outdoor movement activity (e.g., walk, hike, cross-country ski, snowshoe) in a park or appropriate natural setting for 30 to 60 minutes, both in cold and warm weather.
	<input type="checkbox"/> Describe and demonstrate respect for the natural environment when participating in outdoor movement activities.
	<input type="checkbox"/> Solve challenges that involve participation in movement activities by following specific instructions and directions (e.g., locate checkpoints on the school yard following teacher-created indicators and participate in movement activities listed at each checkpoint; create strategies for a "team" to use in a given team tag game; vary the size and placement of objects used as targets in target games)
<p>Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.</p>	<input type="checkbox"/> Apply general and specific safety guidelines for participating in movement activities (e.g., appropriate permitted height on the climbing apparatus, carrying heavy equipment such as mats, number of people on a piece of playground equipment at one time) and respectful behaviours (e.g., take turns, use polite and inclusive language) that are appropriate for own age and ability.
	<input type="checkbox"/> Recognize the importance of practising safe behaviours (e.g., follow directions, perform within person limits, accept the limits of space, understand safety rules related to the space and equipment) alone and with others.
	<input type="checkbox"/> Discuss risk factors, and demonstrate and practise the safe use and care of equipment while participating in a variety of alternate environment activities (e.g., skates, ski boots, roller blades, snowshoes, cross-country skis).
	<input type="checkbox"/> Explain what would be appropriate clothing, footwear, and

	other safety articles (e.g., helmet for cycling, skating, curling, and tobogganing) to consider when participating in various movement activities.
	<input type="checkbox"/> Demonstrate taking responsibility for own clothing and equipment used in movement activities (e.g., keep track of mittens and dry them out as soon as possible when they become wet, tie running shoes when they become untied).
	<input type="checkbox"/> Convey appropriate messages (e.g., posters, role play, photos, storytelling) of safety rules and behaviours that apply to participation in family and community-based movement activities such as snowmobiling, swimming, bicycling, and boating.
	<input type="checkbox"/> Identify and explain basic safety and etiquette rules to be used during activities that occur outside of the school
	<input type="checkbox"/> Identify practices to assist an injured person (e.g., get help, do not move the person, avoid contact with body fluids).
	<input type="checkbox"/> Initiate and cooperate with others to gather and put away equipment following class-determined procedures.
Demonstrate self-control and a willingness to work and play cooperatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities.	<input type="checkbox"/> Discuss similarities and differences (e.g., likes/dislikes) of responses of self and others related to situations involving participation in movement activities.
	<input type="checkbox"/> Identify what is required to have harmony during participation in movement activities.
	<input type="checkbox"/> Practise positive ways (e.g., appropriate non-verbal communication, respecting personal space, maintaining a calm voice) to resolve conflicts that occur while participating in movement activities.
	<input type="checkbox"/> Express insights to answer questions such as "Why do some people like certain games while others do not?", "Why should we learn how to play a variety of games?", "What can we do when some people do not enjoy the game we are playing?".
	<input type="checkbox"/> Identify and practise appropriate ways to share and express feelings and emotions, related to different movement activity situations, while in school and the community.
	<input type="checkbox"/> Display a willingness to share ideas, space, objects, and equipment when participating with others.

Health Education

Understanding, Skills and Confidences

Outcome	Achievement Indicators
Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.	<input type="checkbox"/> Develop a common understanding and use of respectful language to talk about thoughts, feelings, and actions (e.g., emotions, ideas, behaviours, choices, reactions, control).
	<input type="checkbox"/> Examine daily habits/routines that are healthy/unhealthy (e.g., eating breakfast/skipping breakfast, recycling/littering).
	<input type="checkbox"/> Investigate and illustrate how particular thoughts (e.g., "I am good at ...", "I can't do ...as good as she can.") make one feel.
	<input type="checkbox"/> Examine various ways to appropriately share thoughts, feelings, and actions.
	<input type="checkbox"/> Provide examples of how one can help others to understand self by sharing thoughts and feelings.
	<input type="checkbox"/> Discuss the basic "cause-effect" relationship among thoughts, feelings, and actions (e.g., If I think I am smart, I will feel "content/confident" and I will try to learn. If I think I am "dumb", I will feel sad/frustrated and I may not participate in class.).
	<input type="checkbox"/> Determine that people are responsible for personal thoughts, feelings, and actions.
Determine how healthy snacking practices influence personal health.	<input type="checkbox"/> Develop a common understanding and use of respectful language used to talk about snacking (e.g., diet, food, preferences, likes/ dislikes, energy, healthy/unhealthy, sugar, portions).
	<input type="checkbox"/> Investigate the role food and water play in being healthy (e.g., food - energy; vitamins - growth; water - 2/3 of one's body composition, regulates body temperature, eliminates waste).
	<input type="checkbox"/> Discuss how to determine if a snack is healthy/unhealthy (e.g., reflect on what is known, gather information).
	<input type="checkbox"/> Examine, sample, and describe (i.e., taste, look, smell, feel, sound) a variety of healthy snacks.
	<input type="checkbox"/> Investigate benefits of healthy snacking (including but not limited to growth and development, increased concentration, healthy weight, improved oral health)

	<input type="checkbox"/> Illustrate how healthy snacking provides sustained energy throughout the day.
	<input type="checkbox"/> Examine why people choose particular snacks (e.g., culture, cost, preference, availability, media).
	<input type="checkbox"/> Recognize a variety of snacking patterns (e.g., three meals/day with a few snacks, times of day/night for snacking)
	<input type="checkbox"/> Examine personal preferences for snacking (e.g., class survey)
Develop an understanding of how health may be affected by illness and disease.	<input type="checkbox"/> Develop a common understanding and use of respectful language to talk about illness and disease (e.g., germs, medicine, vaccinations, symptoms, treatment, contagious, infections).
	<input type="checkbox"/> Describe what being sick looks like, sounds like, and feels like (e.g., fatigue, loss of appetite, aches, absent from school and activities, sad).
	<input type="checkbox"/> Describe how particular illnesses may be transmitted (e.g., air – coughing and sneezing, direct contact – kissing; feces – animal and human; blood products – touching a used needle).
	<input type="checkbox"/> Identify personal health habits that may help to prevent getting sick (e.g., wash hands, cover mouth when coughing/sneezing, immunizations, do not share personal items, tell a trusted adult if you find a needle, exercise, sleep/rest, healthy diet).
	<input type="checkbox"/> Investigate the signs and symptoms of common childhood illnesses (e.g., influenza, colds, chicken pox, ear infections, asthma).
	<input type="checkbox"/> Differentiate between serious and non-serious illnesses and diseases (e.g., based on short/long term and the risk to health).
	<input type="checkbox"/> Establish that certain serious infections (including HIV and Hepatitis C) are transmitted through blood products (e.g., finding a contaminated needle).
	<input type="checkbox"/> Compare how a "healthy day" may differ from a "sick day".
	<input type="checkbox"/> Examine how to take care of self and others when sick (e.g., rest, fluids, medications as intended).
Examine social and	<input type="checkbox"/> Develop a common understanding and use of respectful language to talk about "respect" (e.g., tone of voice, manners,

personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.	behaviours).
	<input type="checkbox"/> Realize a range of culturally sensitive ways to show respect (e.g., handshake, eye contact) and begin to develop the abilities to act on this realization including:
	<input type="checkbox"/> recognize and avoid exclusionary behaviours <input type="checkbox"/> identify ways to show genuine kindness and gratitude.
	<input type="checkbox"/> Determine how to show respect for own and other's material possessions (e.g., ask before borrowing, put away when done using).
	<input type="checkbox"/> Illustrate what respect looks like, sounds like, and feels like (e.g., take turns, listen without interrupting, ask for and provide help, smile, use people's names, disagree politely, adapt tone of voice, avoid "name calling" and unkind criticism of others).
	<input type="checkbox"/> Understand, practise, and share basic interpersonal skills (e.g., asking for a turn, offering assistance, saying please and thank you) when supported to do so.
	<input type="checkbox"/> Discuss the importance of respect within relationships (e.g., safety, recognition of gifts and talents).
	<input type="checkbox"/> Describe how people (e.g., characters in a story) demonstrate or do not demonstrate respect for each other, personal gifts, material possessions, and/or the environment.
	<input type="checkbox"/> Explore ways of reducing pollution (e.g., air, water) to maintain a healthy environment (e.g., reduce, reuse, repair, recycle).
	<input type="checkbox"/> Discuss basic individual responsibilities for showing respect (e.g., recognize mistakes, 'fix' the mistake).
	<input type="checkbox"/> Discuss and provide examples of treating others as one would like to be treated.
Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks.	<input type="checkbox"/> Develop a common understanding and use of respectful language to talk about "risks" (e.g., identify, assess, avoid, reduce, consequence).
	<input type="checkbox"/> Examine expected behaviours and general safety rules in community "play areas" (e.g., parks, playground, school yard).
	<input type="checkbox"/> Inventory personal habits with respect to safety in community play areas.
	<input type="checkbox"/> Demonstrate healthy behaviours (e.g., taking turns, wearing a

	seatbelt, asking for help) that favour the safety of self and others.
	<input type="checkbox"/> Explore possible healthy risks (e.g., making new friends, trying new foods) and unhealthy risks (e.g., riding your bike without a helmet, playing in traffic areas, touching discarded needles, approaching stray animals).
	<input type="checkbox"/> Discuss how safety rules/guidelines are established to reduce risks.
	<input type="checkbox"/> Investigate ways to identify, assess, and reduce the risk of potentially dangerous and/or possible unsupervised situations in community "play areas".
	<input type="checkbox"/> Examine the importance of "reporting" versus being a "tattle" when identifying safety concerns.
	<input type="checkbox"/> Share the importance of practising safe behaviours in community "play areas" (i.e., one's safety depends on the safety behaviours of others) and the possible consequences of using/not using safety knowledge and skills.
Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks.	<input type="checkbox"/> Investigate what it means to be special and unique (e.g., families, interests, talents, culture, gifts, faith, feelings, desires, learning styles, confidences, appearances).
	<input type="checkbox"/> Develop an awareness of "community" as a group of people who interact, work, and play together; face challenges and solve problems together; and help each other.
	<input type="checkbox"/> Develop awareness of differences in routines, practices, and/or preferences among people.
	<input type="checkbox"/> Understand and respect (see USC2.4) individual preferences, including those related to traditions, dress, and play.
	<input type="checkbox"/> Understand that different does not mean "better" or "worse".
	<input type="checkbox"/> Explore personal understanding of "self" as an individual with particular physical and inherited attributes (e.g., age, sex/gender, culture/ethnicity, abilities).
	<input type="checkbox"/> Discuss that people do not choose the attributes of identity but rather are born with them (e.g., skin colour, sex), born into them (e.g., culture/ethnic group), or acquire them (e.g., learning of gender roles).
	<input type="checkbox"/> Participate in experiences where being treated as a unique and valued member of the class with particular abilities and personal qualities are recognized and appreciated.

	<input type="checkbox"/> Propose what the local community would be like if everyone was the same.
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Decision Making

Outcome	Achievement Indicators
Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.	<input type="checkbox"/> Examine the concepts of "advice" and "help" and develop the abilities to ask for both.
	<input type="checkbox"/> Determine safety supports (e.g., teachers, peers, elder, bus driver, significant and trusted adults) in the community.
	<input type="checkbox"/> Illustrate how, when, and why to access assistance (e.g., go to playground monitor, disrespecting another's possessions).
	<input type="checkbox"/> Identify behaviours that require specific kinds of support (e.g., healthy food choices require the food to be accessible and affordable).
	<input type="checkbox"/> Practise asking for help in appropriate situations and recognize possible consequences of not asking for help.

Action Planning

Outcome	Achievement Indicators
Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.	<input type="checkbox"/> Ask questions and explore possible answers regarding the steps needed to take action (e.g., What will be done? Who will do it? When will it happen? Where will it take place? How will it be done?).
	<input type="checkbox"/> Demonstrate, with guidance, asking for help with the action to be taken.
	<input type="checkbox"/> Document the action that was taken.
	<input type="checkbox"/> Reflect on the action (e.g., What did I do well? What did I learn? How could I be better?) in order to guide future application.

French

Section	Outcome
Culture 1	<input type="checkbox"/> Identify elements of Francophone, First Nations, and Métis family cultures.
Communication Skill 1	<input type="checkbox"/> Demonstrate understanding of basic oral French messages in a short concrete sentence, a familiar question, statement, request, instruction or accolade.
Communication Skill 2	<input type="checkbox"/> Provide personal information through oral expression supported by extensive prompting.
Communication Skill 3	<input type="checkbox"/> Demonstrate understanding of key words in a simple, concrete sentences supported by an illustration or photo.
Communication Skill 4	<input type="checkbox"/> Produce a simple French sentence from a model.
Language Knowledge 1	<input type="checkbox"/> Demonstrate acquisition of French language concepts, including: <ul style="list-style-type: none"> <input type="checkbox"/> numbers <input type="checkbox"/> common question <input type="checkbox"/> beginnings <input type="checkbox"/> common articles and their <input type="checkbox"/> placement <input type="checkbox"/> pronouns, their use and <input type="checkbox"/> placement <input type="checkbox"/> knowledge of key <input type="checkbox"/> vocabulary words and <input type="checkbox"/> phrases linked to themes.
General Knowledge 1	<input type="checkbox"/> Use listening or viewing strategies in highly structured situations.
General Knowledge 2	<input type="checkbox"/> Use speaking strategies in highly structured situations.

General Knowledge 3	<input type="checkbox"/> Use reading strategies for sentences in modeled situations.
General Knowledge 4	<input type="checkbox"/> Use writing strategies for sentences in modeled learning situations.