

## Kindergarten English Language Arts and Literature Learning Outcomes for Reporting – Tracking Document

PS Code	English Language Arts and Literature Parent Friendly Learning Outcomes with HPSPs	S2
	<b>Explore how messages can be organized</b> <i>KLO.1 Text Forms and Structures</i> <ul style="list-style-type: none"> <li>• <b>Discuss</b> the beginning, middle, and ending in a message.</li> <li>• <b>Investigate</b> story elements within a variety of imaginary stories.</li> <li>• <b>Represent</b> information and ideas from a variety of real messages.</li> </ul>	<input type="checkbox"/>
	<b>Explore listening and speaking skills through a variety of experiences</b> <i>KLO.2 Oral Language</i> <ul style="list-style-type: none"> <li>• <b>Explore</b> digital or nondigital stories, poems, or songs from First Nations, Métis, and Inuit communities.</li> <li>• <b>Share</b> personal experiences and stories through listening and speaking with others.</li> <li>• <b>Express</b> an idea or share information through the use of body language or voice.</li> </ul>	<input type="checkbox"/>
	<b>Develop vocabulary through a variety of experiences</b> <i>KLO.3 Vocabulary</i> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>play</b> with new words.</li> <li>• <b>Develop</b> new vocabulary through a variety of literacy experiences.</li> </ul>	<input type="checkbox"/>
	<b>Experiment with sounds in words</b> <i>KLO.4 Phonological Awareness</i> <ul style="list-style-type: none"> <li>• <b>Sort</b> words based on their initial sounds.</li> <li>• <b>Sort</b> words based on their final sounds.</li> <li>• <b>Separate</b> words into onsets and rimes.</li> <li>• <b>Blend</b> onsets and rimes to form words.</li> <li>• <b>Delete</b> onsets or rimes in words.</li> </ul>	<input type="checkbox"/>
	<b>Make connections between letters and sounds</b> <i>KLO.5 Phonics</i> <ul style="list-style-type: none"> <li>• <b>Recognize</b> most upper case and lower case letters by name.</li> <li>• <b>Make connections</b> between letters and sounds in words.</li> <li>• <b>Recognize</b> the first, middle, or ending letter or sound in words.</li> </ul>	<input type="checkbox"/>
	<b>Recognize some letters and words</b> <i>KLO.6 Fluency</i> <ul style="list-style-type: none"> <li>• <b>Recognize</b> 5–10 high frequency words.</li> <li>• <b>Recognize</b> some environmental print automatically.</li> </ul>	<input type="checkbox"/>

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Parent Friendly Learning Outcomes with HPSPs		
	<p><b>Demonstrate understandings of meaning in texts</b>  <i>KLO.7 Comprehension</i></p> <ul style="list-style-type: none"> <li>• <b>Discuss</b> ideas and details from texts.</li> <li>• <b>Sequence</b> events from a text.</li> <li>• <b>Retell</b> the beginning, middle, or ending of a text.</li> <li>• <b>Make predictions</b> based on information provided in texts.</li> </ul>	<input type="checkbox"/>
	<p><b>Experiment with written expression of ideas</b>  <i>KLO.8 Writing</i></p> <ul style="list-style-type: none"> <li>• <b>Express</b> ideas and information in a variety of creative ways.</li> <li>• <b>Create</b> a variety of digital or non-digital messages.</li> </ul>	<input type="checkbox"/>
	<p><b>Develop appropriate grammar in oral language</b>  <b>Experiment with spelling and punctuation in written messages</b>  <i>KLO.9 Conventions</i></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> sentences in oral language that include a complete thought or idea.</li> <li>• <b>Attempt to spell</b> unknown words using letter-sound relationships.</li> </ul>	<input type="checkbox"/>



## Français immersion et littérature - Maternelle

### Résultats d'apprentissage – document de suivi

Code PS	Français immersion et littérature Résultats d'apprentissage avec les HPSP	S1	S2
	<p><b>Les enfants réagissent dans des situations authentiques de communication orale en français.</b></p> <p><b>Les enfants s'expriment à l'aide du langage non verbal et quelques mots familiers en français pour communiquer dans des situations authentiques de communication orale.</b></p> <p><i>KLO.1 La communication orale</i></p> <ul style="list-style-type: none"> <li>• <b>Réagir</b> à une ou deux consignes, des questions ou des histoires.</li> <li>• <b>Écouter</b> des textes provenant des traditions orales des Premières Nations, des Métis ou des Inuits et de la francophonie.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Les enfants font des liens entre des mots en français et leur sens.</b></p> <p><i>KLO.2 Le vocabulaire</i></p> <ul style="list-style-type: none"> <li>• <b>Montrer</b> une compréhension des mots de base employés fréquemment à l'oral dans le milieu d'apprentissage.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Les enfants reconnaissent les sons à l'orale.</b></p> <p><i>KLO.3 La conscience phonologique</i></p> <ul style="list-style-type: none"> <li>• <b>Reconnaître</b> des mots qui riment.</li> <li>• <b>Reconnaître</b> si un mot entendu contient le même son (phonème) initial ou final qu'un mot donné.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Les enfants reconnaissent les liens entre le langage oral et le langage écrit.</b></p> <p><i>KLO.4 La phonographie</i></p> <ul style="list-style-type: none"> <li>• <b>Repérer et nommer</b> la plupart des lettres majuscules et minuscules, présentées seules et intégrées dans des mots utilisés fréquemment.</li> <li>• <b>Associer</b> des lettres et leurs sons (phonèmes) correspondants pour tenter de reconnaître et d'écrire des mots.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Les enfants reconnaissent et explorent des textes dans leur milieu immédiat.</b></p> <ul style="list-style-type: none"> <li>• <b>Découvrir</b> des textes en français et possiblement en d'autres langues dans son milieu immédiat.</li> <li>• <b>Reconstituer</b> une histoire vue ou entendue en ordre, à l'aide d'images.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



Code PS	Français immersion et littérature Résultats d'apprentissage avec les HPSP	S1	S2
	<p><b>Les enfants reconnaissent des indices porteurs de sens dans des textes.</b></p> <p><i>KLO.6 La compréhension des textes</i></p> <ul style="list-style-type: none"> <li>• <b>Discuter</b> du sens global de messages en utilisant des indices porteurs de sens contenus dans des textes, y compris des comptines, des chansons et des histoires lues à voix haute.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Les enfants reconnaissent des lettres et quelques mots.</b></p> <p><i>KLO.7 La fluidité en lecture</i></p> <ul style="list-style-type: none"> <li>• <b>Reconnaître</b> de 5 à 10 mots rencontrés très fréquemment, y compris son prénom.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Les enfants représentent et partagent leurs idées de diverses façons.</b></p> <p><i>KLO.8 La production de textes</i></p> <ul style="list-style-type: none"> <li>• <b>Partager</b> son texte avec les autres.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Les enfants reconnaissent des phrases à l'oral et à l'écrit.</b></p> <p><i>KLO.9 La grammaire</i></p> <ul style="list-style-type: none"> <li>• <b>Repérer</b> les mots, les espaces et le point dans une phrase écrite.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



## Kindergarten Mathematics

### Learning Outcomes for Reporting – Tracking Document

PS Code	Mathematics Learning Outcomes with HPSPs	S2
	<b>Investigate number to 10</b> <i>KLO.1 Number</i> <ul style="list-style-type: none"> <li>• <b>Represent</b> a quantity in different ways.</li> <li>• <b>Relate</b> a numeral to a specific quantity.</li> <li>• <b>Count</b> within 10, forward and backward, starting at any number, according to the counting principles.</li> <li>• <b>Subitize</b> quantities to 5.</li> <li>• <b>Compare</b> the size of two sets using one-to-one correspondence.</li> <li>• <b>Describe</b> a quantity in relation to a purpose or need using comparative language.</li> <li>• <b>Solve problems</b> in familiar situations by counting.</li> </ul>	<input type="checkbox"/>
	<b>Interpret compositions of quantities within 10</b> <i>KLO.2 Number</i> <ul style="list-style-type: none"> <li>• <b>Compose</b> quantities within 10.</li> <li>• <b>Recognize</b> various ways to make 5 and 10.</li> </ul>	<input type="checkbox"/>
	<b>Investigate shape</b> <i>KLO.3 Geometry</i> <ul style="list-style-type: none"> <li>• <b>Relate</b> shapes in nature to various two-dimensional and three-dimensional shapes.</li> <li>• <b>Identify</b> familiar two- and three-dimensional shapes.</li> <li>• <b>Describe</b> a shape using words such as flat, curved, straight, or round.</li> </ul>	<input type="checkbox"/>
	<b>Explore size through direct comparison</b> <i>KLO.4 Measurement</i> <ul style="list-style-type: none"> <li>• <b>Compare</b> the length, area, weight, or capacity of two objects directly.</li> <li>• <b>Describe</b> the size of an object in relation to a purpose or need, using comparative language.</li> </ul>	<input type="checkbox"/>
	<b>Identify and create repeating patterns</b> <i>KLO.5 Patterns</i> <ul style="list-style-type: none"> <li>• <b>Recognize</b> change or constancy between elements in a repeating pattern.</li> <li>• <b>Create</b> a repeating pattern with up to three repeating elements.</li> </ul>	<input type="checkbox"/>



PS Code	<b>Mathematics</b> <b>Learning Outcomes with HPSPs</b>	S2
	<b>Interpret time as a sequence of events</b> <i>KLO.6 Time</i> <ul style="list-style-type: none"> <li>• <b>Sequence</b> events, limited to two events, according to time using words or ordinal numbers.</li> <li>• <b>Describe</b> daily events as occurring yesterday, today, or tomorrow.</li> </ul>	☐
	<b>Explore money</b> <i>KLO.10 Wellness – Financial Literacy</i> <ul style="list-style-type: none"> <li>• <b>Identify</b> features of Canadian coins and bills.</li> </ul>	



## Science – Kindergarten

### Learning Outcomes for Reporting – Tracking Document

PS Code	Science Learning Outcomes with HPSPs	S2
	<p><b>Children examine properties of objects.</b> <i>KLO.1 Matter</i></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> properties of various objects using one or more of the five senses.</li> <li>• <b>Describe</b> properties of various objects.</li> <li>• <b>Compare</b> properties of various objects.</li> </ul>	<input type="checkbox"/>
	<p><b>Children explore movement of objects, humans, and other animals.</b> <i>KLO.2 Energy</i></p> <ul style="list-style-type: none"> <li>• <b>Move</b> objects in a variety of ways.</li> <li>• <b>Identify</b> objects that move.</li> <li>• <b>Observe</b> and <b>imitate</b> how animals can move.</li> <li>• <b>Examine</b> the reasons why humans and other animals move.</li> </ul>	<input type="checkbox"/>
	<p><b>Children examine and describe surrounding environments.</b> <i>KLO.3 Earth Systems</i></p> <ul style="list-style-type: none"> <li>• <b>Use</b> the senses to make observations about environments.</li> <li>• <b>Ask</b> questions about surrounding environments.</li> <li>• <b>Demonstrate</b> respect while interacting with environments.</li> <li>• <b>Represent</b> a local environment in nature.</li> <li>• <b>Observe</b> a variety of local environments over time.</li> <li>• <b>Identify</b> physical locations, objects, and experiences in nature that can lead to personal feelings of connection.</li> <li>• <b>Discuss</b> connections First Nations, Métis, or Inuit have with nature.</li> </ul>	<input type="checkbox"/>
	<p>Children <b>interpret</b> instructions in various environments. <i>KLO.4 Computer Science</i></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> when actions do not correspond to instructions.</li> <li>• <b>Engage</b> in activities that involve following instructions in various contexts.</li> <li>• <b>Identify</b> instructions that help keep people safe in various contexts.</li> <li>• <b>Engage</b> in activities that involve following instructions presented in various ways.</li> <li>• <b>Follow</b> a sequence of two steps related to a learning experience.</li> <li>• <b>Identify</b> differences in outcomes when the order of two steps is changed.</li> <li>• <b>Communicate</b> a sequence of two steps for a given purpose.</li> </ul>	<input type="checkbox"/>



## Kindergarten Physical Education and Wellness Learning Outcomes for Reporting – Tracking Document

PS Code	Physical Education and Wellness Parent Friendly Learning Outcomes with HPSPs	S2
	<b>Explore physical activity in a variety of contexts</b> <i>KLO.1 Active Living</i> <ul style="list-style-type: none"> <li>• <b>Perform</b> physical activity experiences that provide personal enjoyment.</li> <li>• <b>Participate</b> in a variety of physical activities and games.</li> </ul>	<input type="checkbox"/>
	<b>Explore spatial awareness in a variety of physical activity contexts</b> <i>KLO.2</i> <i>Movement Skill Development</i> <ul style="list-style-type: none"> <li>• <b>Practise</b> moving in relation to the location and proximity of people or objects in a variety of physical activity contexts.</li> </ul>	<input type="checkbox"/>
	<b>Investigate movement of the body</b> <i>KLO.3 Movement Skill Development</i> <ul style="list-style-type: none"> <li>• <b>Practise</b> movement in any direction from one point to another.</li> <li>• <b>Demonstrate</b> movement of the body in creative ways.</li> </ul>	<input type="checkbox"/>
	<b>Explore fair play through a variety of physical activities</b> <i>KLO.4 Movement Skill Development</i> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> respect for others during physical activity.</li> </ul>	<input type="checkbox"/>





PS Code	Physical Education and Wellness Parent Friendly Learning Outcomes with HPSPs	S2
	<p><b>Describe personal characteristics and explore feelings and emotions.</b> <i>KLO.5 Character Development</i></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> that feelings and emotions are part of the human experience.</li> <li>• <b>Identify</b> strategies to recognize and respond to feelings and emotions in a variety of situations.</li> </ul>	<input type="checkbox"/>
	<p><b>Recognize boundaries in various situations</b> <i>KLO.6 Safety</i></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> personal, physical, and visual boundaries found in familiar contexts.</li> <li>• <b>Identify</b> how to communicate personal needs and expectations to others in various situations.</li> </ul>	<input type="checkbox"/>
	<p><b>Explore how food connects to daily life</b> <i>KLO.7 Healthy Eating</i></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> a variety of foods that help the body grow.</li> </ul>	<input type="checkbox"/>
	<p><b>Examine healthy relationships in learning and playing environments</b> <i>KLO.8 Healthy Relationships</i></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> ways people develop healthy relationships with other people, the land, animals, places, or objects.</li> <li>• <b>Define</b> and <b>practise</b> friendship.</li> </ul>	<input type="checkbox"/>
	<p><b>Identify physical growth</b> <i>KLO.9 Growth and Development</i></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> that physical growth is different for everyone.</li> </ul>	<input type="checkbox"/>
	<p><b>Explore money</b> <i>KLO.10 Financial Literacy</i></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> features of Canadian coins and bills.</li> </ul>	<input type="checkbox"/>

