

“I CAN” PACKAGE

(2012)

ARTS EDUCATION

CPK.1 Express ideas through exploration of the elements of dance including:

- action
- body
- dynamics
- relationships
- space.

I CAN. . .

express my ideas and explore through dance.

(Digital Portfolio- Physical Dimension- Movement – P. 9)

ACTIVITY	EVIDENCE
<ol style="list-style-type: none">1) First Nations Drumming2) Butterfly Cycle dance3) Streamer Dance4) Balloon dance5) Stretching6) Morning song/dance7) Butterfly stages8) Seed growing9)	<ol style="list-style-type: none">1) Participation2) Elements of dance are present3) Photo or document date4) Photo or document date5) Photo or document date6) Photo or document date7) Photo or document date8) Photo or document date9)

CPK.2 Explore a variety of drama strategies including:

- role
- imaging
- parallel play
- journeys
- meetings.

I CAN. . .

explore through dramatic play.

(Digital Portfolio- Intellectual Dimension- P. 14)

ACTIVITY	EVIDENCE
<ol style="list-style-type: none">1) Activity Time – change invitations with big idea2) Dress up center3) Storytelling/story acting4) Role playing/ social skills5) Mirror partner idea6) Pretend to pass a ball that gets heavier and heavier or lighter and lighter7) Pretend that they are in a shrinking box	<ol style="list-style-type: none">1) Role playing with others is happening2) Photo and documentation3) Photo and documentation4) Photo and documentation5) Photo and documentation6) Photo and documentation 7) Photo and documentation

CPK.3 Create sound compositions exploring the elements of music including:

- repeating patterns
- beat (e.g., clapping and stepping, and counting)
- response to fast/slow paces
- high/low sounds
- loud/soft sounds
- sounds with distinct tone colours/timbres.

I CAN . . .

create different sounds.

(Digital Portfolio- Intellectual Dimension- p. 15)

ACTIVITY	EVIDENCE
<ol style="list-style-type: none">1) Instrument invitation2) Exploring First Nations Music3) Sound Patterns (clapping, stomping etc)4) Handbells with coloured paper to make their own songs	<ol style="list-style-type: none">1) Able to create a music story2) Able to explain the different sounds and create their own music3) Picture or video4) Picture or audio <p>Or</p> <p>Music sheet product</p>

CPK.4 Create art works that express own observations and ideas about the world.

I CAN...

create art that expresses my ideas.

(Digital Portfolio- Intellectual Dimension- p. 15)

ACTIVITY	EVIDENCE
1) Playdough 2) Loose parts invitation 3) Art center	1) Their creations 2) Their creations and the story they tell you about it 3) Product, picture and documentation

CRK.1 Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing).

I CAN . . .

respond to artistic expressions of others.

(No included in the Digital Portfolio)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none"> 1) Discussion with students about each other's work 2) Respond to illustrations/ music 3) Read a book such as "I See A Song" will listening to classical music 4) Community art walk 5) Nature art walk 6) Journaling 	<ul style="list-style-type: none"> 1) Able to communicate their thoughts and feelings 2) Product, picture of the produce and documentation 3) Same as above 4) Same as above 5) Same as above 6) Same as above

CHK.1

Investigate arts expressions found in own homes and school community in relation to own lives.

I CAN. . .

discuss and investigate different artists and art making materials that I have seen in my home, school or community.

(Not included in the Digital Portfolio)

ACTIVITY	EVIDENCE
1) Community walk about "Looking for art" 2) Illustrator study 3) Art Walk- viewing natural art and art displayed on sides of buildings 4) Leaf walk 5)	1) Their communication about their findings and level engagement during the walk 2) Product 3) Documentation 4) Product 5)

CHK.2

Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.

I CAN. . .

Experience and understand the ways of the First Nation and Metis people.

(Combined with Social Outcome DRK.3)

(Digital Portfolio- Spiritual Dimension p. 12)

ACTIVITY	EVIDENCE
<ol style="list-style-type: none">1) First Nations Artifact invitation2) "The talking stick"3) Storybook series- Grandmother and Grandfather4) Hoop dancing videos5) OTC- great resources for FN6) Dreamcatchers7) Circle symbol	<ol style="list-style-type: none">1) They start asking questions and then explore further2) Understanding why, where it came from and follow the "rules" when using it3) Documentation4) Documentation5) NA6) Product and photo7) Product/ documentation

ENGLISH LANGUAGE ARTS

CRK.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).

I CAN . . .

Look at, understand and respond to many types of information.

(Combined with ELA Outcomes ARK.1 & CRK.2)

(Digital Portfolio- Language and Literacy Development- P. 23)

ACTIVITY	EVIDENCE
1) Morning Message 2) Helping Hands 3) Reading stories 4) Earth Day-videos and then create sick and healthy earths 5) Sequencing- Brown Bear, Brown Bear The Mitten 6) Classroom Jobs 7)	1) Participation 2) Know their job and do it 3) Activity or anecdotal 4) Product or photo 5) Product or photo 6) NA 7)

CRK.2 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.

I CAN. . .

Look at, understand and respond to many types of information.

(Combined with ELA Outcomes CRK.1 & ARK.1)

(Digital Portfolio- Language and Literacy Development - P. 23)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none"> 1) Buddy Reading 2) High School plays and respond 3) Draw and teacher scribed 4) React stories with props or puppets 5) Weather graph 6) Stories read to them 7) 	<ul style="list-style-type: none"> 1) Participation 2) Documentation or product 3) Product or photo 4) Documentation or video 5) Photo or documentation 6) Documentation 7)

CRK.3 Listen, comprehend, and respond to gain meaning in oral texts.

I CAN. . .

Listen to, understand and respond to things I hear.

(Combined with ELA Outcomes CRK.4 & ARK.1)

(Digital Portfolio- Language and Literacy Development - P. 24)

ACTIVITY	EVIDENCE
1) Show & Share 2) Stories- discussion, sequencing or reinacting 3) Listening Center 4) Teacher gives clue to who is the special helper 5)	1) Able to ask a “good” question 2) Product, photo or documentation 3) Documentation 4) Anecdotal 5)

CRK.4 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.

I CAN. . .

Listen to, understand and respond to things I hear.

(Combined with ELA Outcomes CRK.3 & ARK.1)

(Digital Portfolio- Language and Literacy Development - P. 24)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none"> 1) Reading a story to the class about the big idea 2) Action songs <ul style="list-style-type: none"> Dr. Jean Gregg and Steve Looking For Dracula Purple People Eater Wiggles 	<ul style="list-style-type: none"> 1) Able to follow directions to complete an activity or respond to questions 2) Documentation <ul style="list-style-type: none"> Photo Video

CCK.1 Compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.

I CAN. . .

Express my ideas through pictures and writing.

(Combined with ELA Outcomes ARK.1, CCK.2 & CCK.4)

(Digital Portfolio- Language and Literacy Development - P. 25)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none"> 1) Journal Writing 2) Art/writing center 3) Storytelling 4) Imaginary play <ul style="list-style-type: none"> - restaurant - grocery list 5) Experience chart 6) Cooking- recipes 7) Science experiments 8) Journal Writing (pictures) 9) Writing around the room 10) 	<ul style="list-style-type: none"> 1) Their pictures and writing 2) Product 3) Documentation or photo 4) Product or photo 5) Documentation 6) Experience chart/ documentation 7) Story of experiment or photo 8) Product 9) Product 10)

CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.

I CAN. . .

Express my ideas through pictures and writing.

(Combined with ELA Outcomes ARK.1, CCK.1 & CCK.4)

(Digital Portfolio- Language and Literacy Development - P. 25)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none"> 1) Reading a story to the class about the big idea 2) Dress up center 3) Drawing a pictures 4) Prewriting/ writing 5) Paint Center 6) How are you doing- thumbs up, thumbs done ore sideways 7) 	<ul style="list-style-type: none"> 1) Role playing their connection to the story 2) Photo 3) Product and documentation 4) Product and documentation 5) Product and documentation 6) Photo 7)

CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.

I CAN . . .

Express myself through speaking.

(Combined with ELA Outcomes ARK.1 & ARK.2)

(Digital Portfolio- Language and Literacy Development - P. 24)

ACTIVITY	EVIDENCE
1) Role playing 2) Center 3) Sharing 4) Role playing 5) Author/ artist chair 6)	1) Able to express themselves verbally 2) Documentation or product 3) Photo 4) Photo and documentation 5) Photo or anecdotal 6)

CCK.4 Create messages using a combination of pictures, symbols, and letters.

I CAN . . .

Express my ideas through pictures and writing.

I can print my name.

(Combined with ELA Outcomes CCK.1 & CCK.2)

(Digital Portfolio- Language and Literacy Development - P. 25

Intellectual Dimension- P. 21)

ACTIVITY	EVIDENCE
1) Sign-in sheet in morning 2) Writing center activity 3) Smartboard calendar 4) Writing around the room 5)	1)The printed name 2) Product 3) documentation 4) product 5)

ARK.1 Reflect on viewing, listening, emerging “reading”, representing, speaking, and emerging “writing” experiences in the context of teacher-led discussions.

I CAN. . .

Reflect and talk about my learning.

(Combined with other ELA outcomes CRK.1, CRK.2, CRK.3, CRK.4, CCK.1, CCK.2, CCK.3)

(Digital Portfolio- Language and Literacy Development - P. 23, 24 & 25)

ACTIVITY	EVIDENCE
1)Teacher led discussion about big idea 2) Communication with parents- Ask you child about ... 3) Sharing 4) Colour stickers in communication books 5) Super Kid sharing	1) Hands up and answering questions 2) Documentation 3) Same as above 4) Documentation 5) Picture of anecdotal

ARK.2 Reflect and talk about new learning.

I CAN. . .

Express myself through speaking.

(Combined with ELA Outcome CCK.3)

(Digital Portfolio- Language and Literacy Development - P. 24)

ACTIVITY	EVIDENCE
1) New invitation 2) Sharing 3) Discussion 4) Best part of my day was	1) The excitement, the questions and the discovery of answers 2) Documentation and Anecdotal 3) Same as above 4) Same as above

HEALTH

USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.

I CAN. . .

I am respectful to myself and others.

(Combined with Outcomes from Physical Education PEK.7, Health DMK.1 & APK.1)

(Digital Portfolio Socio- Emotional Dimension P. 4)

ACTIVITY	EVIDENCE
1) Activity time 2) Washing hands 3) Cold and flu- coughing & Kleenex 4) School rules 5) Bathroom rules 6) Putting away toys and items from centers 7) Their personal items in the classroom- hanging coats etc 8) Classroom jobs- 9) Recycling 10)Respectful Play 11)Snacktime- eating Healthy 12)	1) Respectful play 2) Photos 3) Photos 4) Photos 5) Document 6) Photos 7) Photos 8) Photos 9) Photos 10)Photos 11)Photos Or assessment/anecdotal 12)

USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).

I CAN. . .

Keep myself and others safe.

**(Combined with Outcomes from; P. Ed PEK. 7, Health DMK.1 & APK.1)
(Digital Portfolio Socio- Emotional Dimension P. 3)**

ACTIVITY	EVIDENCE
1) Going to downtown library 2) Playground activities 3) Fire drills 4) School rules 5) Town/ community walk rules 6)	1) Staying with partner, following safety rules 2) Playing safely 3) Photos/ document 4) Photos/ document 5) Photos/ document 6)

USCK.3 Explore that who I am includes more than my physical self.

I CAN. . .

Explore and learn who I am and how I am different or the same as my classmates.

(Combined with Outcomes from; Social INK.1 & INK. 2, Health DMK.1 & APK.1)

(Digital Portfolio Spiritual Dimension P. 13)

ACTIVITY	EVIDENCE
1) My Hands can...	1) Show different things they can do and explore self further
2) What makes me happy	2) Choosing and exploring different invitations
3) Keeping care of the Earth	3) Photo
4) Friends- What makes a good friend	4) Documentation/ chart
5) Personal Information	5) checklist/ documentation
6) Different hats we wear	6) documentation/ product

DMK.1 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”.

I CAN. . .

I can learn and demonstrate healthy habits.

(Combined with Outcomes; P. Ed. PEK. 7, Health USCK.1, USCK.2 & APK.1, Social INK.1 & INK.2)

(Digital Portfolio Socio- Emotional Dimension P. 5)

ACTIVITY	EVIDENCE
1) Snack time 2) Hand washing 3) Allergies 4)	1) Bringing healthy snack & asking if theirs is a healthy snack 2) Photo/ documentation 3) Documentation 4)

APK.1 Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”.

I CAN. . .

I can learn and demonstrate healthy habits.

**(Combined with Outcomes: Physical Education PEK. 7,
Health USCK.1, USCK.2, & DMK.1, Social INK.1 & INK.2)
(Digital Portfolio Socio- Emotional Dimension P. 5)**

ACTIVITY	EVIDENCE
1) Washing hands 2) Snack time 3) Allergies 4)	1) Washing hands before they eat 2) Documentation 3) Documentation 4)

MATHEMATICS

NK.1 Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0.

I CAN. . .

Recognize, show and count numbers to 10.

**(Combined with Mathematics Outcome NK.2, NK.3 & NK.4)
(Digital Portfolio Intellectual Dimension- P 16)**

ACTIVITY	EVIDENCE
1) How days have we been in school 2) Calendar 3) Leader routine- counting letters in their name- and number of girls, boys and students in all 4) Gives students numbers 1-10 (two colours) and have students sort themselves 5)	1) Able to count out loud 2) Photo 3) Documentation/photo 4) Same as above 5)

NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures.

I CAN...

Recognize, show and count numbers to 10.

(Combined with Mathematics Outcome NK.1, NK.3 & NK.4)

(Digital Portfolio Intellectual Dimension - P 16)

ACTIVITY	EVIDENCE
1) Flash cards on the smart board 2) dice 3) matching cards 4)	1) Able to tell you how many 2) Photo, documentation, checklist 3) photo

NK.3 Relate a numeral, 0 to 10, to its respective quantity.

I CAN . . .

Recognize, show and count numbers to 10.

**(Combined with Mathematics outcomes NK.1, NK.2 & NK.4)
(Digital Portfolio- Intellectual Dimension- P 16)**

ACTIVITY	EVIDENCE
1) Memory concentration game with cards and matching numbers to dots 2) Chart 0-5 and then students roll a dice and mark the ones that are rolled	1) documentation /phot 2) product

NK.4 Represent the partitioning of whole numbers (1 to 10) concretely and pictorially.

I CAN...

Recognize, show and count numbers to 10.

**(Combined with Mathematics Outcomes NK.1, NK.2 & NK.3)
(In Digital Portfolio- Intellectual Dimension- P. 16)**

ACTIVITY	EVIDENCE
1) calendar 2) bags of manipulative 3)	1) documentation 2) photo/ documentation 3)

NK.5 Compare quantities, 0 to 10, using one-to-one correspondence.

I CAN...

Match objects to compare amounts.

(Digital Portfolio- Intellectual Dimension - P. 16)

ACTIVITY	EVIDENCE
1) comparing manipulative 2) body parts	1) documentation/photo 2) photo/ documentation

PK.1 Demonstrate an understanding of repeating patterns (two or three elements) by:

- identifying
- reproducing
- extending
- creating patterns using manipulatives, sounds, and actions.

I CAN. . .

Make a pattern.

(Digital Portfolio- Intellectual Dimension- P. 17)

ACTIVITY	EVIDENCE
1) Environment exploration	1) documentation
2) Attributes of students	2) same as above or photo
3) Magnets of board	3) documentation/ photo
4) Cube a link blocks	4) documentation/ photo
5) Pattern extensions	5) documentation/ photo
6) Pattern drawing	6) product/ photo
7) Beads	7) documentation/ photo
8) Stamps/ stickers	8) product/ photo
9)	9)

SSK.1 Use direct comparison to compare two objects based on a single attribute, such as:

- length including height
- mass
- volume
- capacity.

I CAN. . .

Compare objects by their height, weigh or how much they hold.

(Digital Portfolio- Intellectual Dimension- P. 17)

ACTIVITY	EVIDENCE
1) Compare students heights 2) Compare containers- which holds more 3) Use a balance scale to compare mass 4) use a ramp- which car can go further	1) Photo 2) Photo/ documentation 3) Same as above 4) Same as above

SSK.2 Sort 3-D objects using a single attribute.

I CAN . . .

Sort objects into groups to show how they are alike and different.

(Digital Portfolio- Intellectual Dimension- P. 18)

ACTIVITY	EVIDENCE
1) use 3d shapes and have students sort	1) photo and documentation

SSK.3 Build and describe 3-D objects.

I CAN . . .

Build and describe my creations.

(Digital Portfolio- Intellectual Dimension- P. 18)

ACTIVITY	EVIDENCE
1) Playdough mats- on wikispace- under documents 2) Building blocks 3)	1) photo 2) photo 3)

PHYSICAL EDUCATION

PEK.1 Fitness Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.

I CAN...

Participate in movement activities.

(Digital Portfolio- Physical Development- Physically Active- P. 8)

ACTIVITY	EVIDENCE
1) Playground 2) Games	1) photo 2) photo

PEK.2 Locomotor Movement

Explore and practise ways to move the body through space, including at:

- a progressing-toward-control level of skill when:
 - walking
 - running
 - jumping forward and sideways
- an exploration level when:
 - hopping (body moves on one foot as in right foot to right foot)
 - skipping (combines a step and a hop)
 - leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot)
 - sliding (one foot steps and the other moves to meet the first foot, "step-close")
 - galloping (one foot steps, body propels upward, other foot moves to meet the first foot).

I CAN. . .

Move in different ways.

**(Combined with Physical Education Outcomes PEK.3, PEK.5 & PEK.6)
(Digital Portfolio –Physical Development- Movement– P. 10)**

ACTIVITY	EVIDENCE
<ol style="list-style-type: none">1) Songs- Dr. Jean, Gregg and Steve,2) Body Part game- touch the body parts when the music stops3) Tennis ball game- students face wall and throw the ball behind them- then they get4) Colour tag game- call a colour and students with that colour has to make to the other side	<ol style="list-style-type: none">1) Photo/documentation2) Photo3) Photo4) photo

PEK.3 Non-locomotor Movement

Explore and practise ways to move the body in personal space at a progressing-towards-control level of skill when:

- balancing
- jumping and landing (on the spot).

I CAN. . .

Move in different ways.

**(Combined with Physical Education Outcomes PEK.2, PEK.5 & PEK.6)
(Digital Portfolio –Physical Development- Movement– P. 10)**

ACTIVITY	EVIDENCE
<ol style="list-style-type: none">1) Same as last page2) Helicopter game- spin with long skipping rope3) Snake game- wiggle skipping rope4) Brain gym5) Body breaks6) Balancing game- one foot- one foot and one hand touching the mat7)	<ol style="list-style-type: none">1) same as above2) Photo/ documentation3) Photo/ documentation4) Photo/ documentation5) Photo/ documentation6) Photo/ documentation7)

PEK.4 Manipulative Skills

Explore and practise ways to send and receive objects at an exploration level when:

- throwing (rolling)
- catching (trapping, gathering)
- kicking.

I CAN. . .

I can throw, catch or kick.

(Digital Portfolio- Physical Development- Movement- P. 10)

ACTIVITY	EVIDENCE
1) activities	1) activities

PEK.5 Movement Variables

Vary, with guidance, the movement of the body through changes in:

- **space** (personal space, general space, levels, directions, and pathways)
- **effort** (time and speed)
- **relationships** (body parts and shapes).

I CAN. . .

Move in different ways.

**(Combined with Physical Education Outcomes PEK.2, PEK.3 & PEK.6)
(Digital Portfolio –Physical Development- Movement– P. 10)**

ACTIVITY	EVIDENCE
1) Line tag 2) Red, yellow, green light 3) Freeze on one foot etc 4) Make letters with your body 5)	1) Photo 2) Photo 3) Photo 4) Photo 5)

PEK.6 Rhythmical Movement

Explore and perform rhythmical movement to different auditory (e.g., beat of a drum, clapping, music) rhythms (e.g., quick, slow) using a variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping skills.

I CAN. . .

Move in different ways.

**(Combined with Physical Education Outcomes PEK.2, PEK.3 & PEK.5)
(Digital Portfolio –Physical Development- Movement– P. 10)**

ACTIVITY	EVIDENCE
1) post letters or numbers around the gym and students run to it 2) stages of a butterfly 3) growing of a plant 4) Morning songs 5) Macarena months 6)	1) photo/ documentation 2) photo/ documentation 3) photo/ documentation 4) photo/ documentation 5) photo/ documentation 6)

PEK.7 Relationships

Use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.

I CAN. . .

Respect myself and others.

Keep others safe.

**(Combined with Health Outcomes USCK.1, USCK.2, DMK.1 & APK.1)
(Digital Portfolio- Socio- Emotional Dimension- PP. 3 & 4)**

ACTIVITY	EVIDENCE
1) Gym rules	1) photo/ documentation

SCIENCE

LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.

I CAN. . .

Look at familiar objects, plants, animals and people in our environment.

(Combine with Science Outcome MOK.1)

(Digital Portfolio- Intellectual Dimension - P. 19)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none">1) community walk- animals, plants gardens, apples2) plants for Mother's Day3) Fish- class pet4) Bean seeds in paper towel and put into a ziplock bag. Tape on window.5) Plastic egg – grow grass seed and put on a face6)	<ul style="list-style-type: none">1) photo/ documentations2) photo/ documentation3) photo/ documentation4) photo/ documentation5) photo/ documentation6)

FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.

I CAN. . .

Investigate effects of force.

Investigate effects of energy.

Digital Portfolio- Intellectual Dimension- P. 20)- two photos

ACTIVITY	EVIDENCE
<p>1) Invitations to learn</p> <p>2) Forces-</p> <ul style="list-style-type: none"> -Bowling -Magnets <p>3) Energy-</p> <ul style="list-style-type: none"> -Light table with clear plastic bin and Christmas light underneath or overhead projector (SHADOWS- BINGO CHIPS, TRANSPARENCIES, COLOURED LIQUID) -Lamps -tuning forks - paper cups with string-telephone 	<p>ALL PHOTOS AND DOCUMENTATION</p>

MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.

I CAN. . .

Look at familiar objects, plants, animals and people in our environment.

(Combine with Science Outcome LTK.1)

(Digital Portfolio- Intellectual Dimension- P. 19)

ACTIVITY	EVIDENCE
1) community walk 2) sorting game 3) sink or float 4) magnetic	ALL PHOTOS AND DOCUMENTATION

NSK.1 Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time.

I CAN. . .

Discover the world around me.

(Digital Portfolio- Intellectual Dimension- P. 19)

ACTIVITY	EVIDENCE
<ol style="list-style-type: none"> 1) community walk 2) seasons 3) morning weather 4) clothing 5) Mud day <ul style="list-style-type: none"> -mud pies - sand -Soil - balls - painting 	<ol style="list-style-type: none"> 1) Products 2) Photos and document the date. 3) Photos and document the date. 4) Photos and document the date. 5) Photos and document the date.

SOCIAL

INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom.

I CAN. . .

Explore and learn who I am and how I am the different or the same as my classmates.

(Combine with Outcomes from; Health USCK.3, DMK.1, & APK.1 and Social INK.2)

(Digital Portfolio- Socio- Emotional Dimension- P. 13)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none">1) look at Individual students attribute and talents2) puzzle- fit together3) Roles in their family and classroom- many hats	<ul style="list-style-type: none">1) product2) product3) document date- or product

INK.2 Describe the diversity of groups represented in the classroom.

I CAN. . .

Explore and learn who I am and how I am the different or the same as my classmates.

Combined with Outcomes from; Health USCK.3, DMK.1 & APK.1, and Social INK.1)

(Digital Portfolio- Socio- Emotional Dimension - P. 13)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none">1) First Nations items2) Different hats3) Show and share	<ul style="list-style-type: none">1) documentation2) product3) documentation

DRK.1 Describe the spatial relationships among people, places, and environments.

I CAN. . .

Describe where people and places are in the world.

(Digital Portfolio- Intellectual Dimension - P. 21)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none">1) Directions in the gym2) Going on Bear Hunt- over- under- around- across3) Earth- country- province- town-house4)	<ul style="list-style-type: none">1) photo2) photo3) documentation of date4)

DRK.2 Explore examples of promises made through actions and words, and why it is important to keep promises.

I CAN. . .

I can make and keep a promise.

(Digital Portfolio- Socio-Emotional Dimension- P. 4)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none"> 1) " A Promise Is A Promise" Robert Munsch 2) First Nations/ Treaty 3) What happens when a promise is broken 4) Role playing 	<ul style="list-style-type: none"> 1) Documentation of date/ photo 2) Same as above 3) Same as above 4) photo

DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people.

I CAN. . .

Experience and Understand the ways of First Nations and Metis people.

(Combine with Arts Education Outcome CHK.2)

(Digital Portfolio- Spiritual Dimension - P. 12)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none"> 1) How First Nations lived off the land 2) World view- google maps 3) First Nations- circle- fire, water, earth and soil 4) OTC website 5) Grandmother and Grandfather series 	<ul style="list-style-type: none"> 1) documentation 2) documentation 3) product 4) NA 5) Docementation

PAK.1 Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony.

I CAN. . .

I can follow rules and expectations.

(Digital Portfolio- Socio- Emotional Dimension - P. 5)

ACTIVITY	EVIDENCE
<p>1) Daily activities</p> <p>2) DO OVER PAGE</p> <p>Have a sheet a paper divided into half- on one side- with a sad face- students draw what they did wrong – scribe for them and on the other side with a happy face- they draw what they should have done- scribe for them. Cross off wrong side. Date and file</p>	<p>Document</p>

PAK.2 Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.

I CAN. . .

Recognize and solve conflict when it occurs.

(No included in the Digital Portfolio)

ACTIVITY	EVIDENCE
Same as previous page	

RWK.1 Examine ways of managing tasks and resources in families and schools.

I CAN. . .

Share ways that jobs are done.

(Not included in the Digital Portfolio)

ACTIVITY	EVIDENCE
<p>1) Hats activity</p> <p>2) What is their job as a good student?</p> <ul style="list-style-type: none"> -listen - sit quietly - participate -sharing - cleaning up -taking care of their belongings <p>3) Jobs list</p>	<p>1) Product</p> <p>2) Documentation</p> <p>3) documentation</p>

RWK.2 Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.

I CAN. . .

Help take care of our environment.

(Digital Portfolio- Spiritual Dimension - P. 13)

ACTIVITY	EVIDENCE
<ul style="list-style-type: none"> 1) Recycling 2) Town or playground clean up 3) Individual jobs 4) Care for class pet or plant 	<ul style="list-style-type: none"> 1) Photo 2) Photo 3) Photo 4) Photo