

General and Specific Learning Outcomes with Achievement Indicators by Grade

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

Kindergarten Strand: Number		General Learning Outcome: Develop number sense.	
Specific Learning Outcomes <i>It is expected that students will:</i>		Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>	
K.N.1.	Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1. [C, CN, V]	<ul style="list-style-type: none"> ■ Recite the number sequence from 1 to 30 and from 10 to 1. ■ Name the number that comes after a given number, 1 to 9. ■ Name the number that comes before a given number, 2 to 10. ■ Recite number names from a given number to a stated number (forward – 1 to 10, backward – 10 to 1) using visual aids. 	
K.N.2.	Subitize and name familiar arrangements of 1 to 6 dots (or objects). [C, CN, ME, V]	<ul style="list-style-type: none"> ■ Look briefly at a given familiar arrangement of 1 to 6 dots (or objects), and identify the number represented without counting. ■ Identify the number represented by a given dot arrangement on a five frame, and describe the number's relationship to 5. ■ Identify the number represented by a given dot arrangement on a five frame, and identify the numbers that are one more and one less. 	
K.N.3.	Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]	<ul style="list-style-type: none"> ■ Construct a set of objects corresponding to a given numeral. ■ Name the number for a set of objects. ■ Hold up the appropriate number of fingers for a given numeral. ■ Match numerals with their pictorial representations. 	
K.N.4.	Represent and describe numbers 2 to 10 in two parts, concretely and pictorially. [C, CN, ME, R, V]	<ul style="list-style-type: none"> ■ Show a number as two parts, using fingers, counters, or other objects, and name the number of objects in each part. ■ Show a number as two parts using pictures, and name the number of objects in each part. 	

Kindergarten

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Strand: Number	General Learning Outcome: Develop number sense.
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Specific Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
<p>K.N.5. Demonstrate an understanding of counting to 10 by</p> <ul style="list-style-type: none"> ■ indicating that the last number said identifies “how many” ■ showing that any set has only one count <p>[C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> ■ Answer the question, “How many are in the set?” using the last number counted in a set. ■ Show that the count of the number of objects in a set does not change regardless of the order in which the objects are counted. ■ Count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction.
<p>K.N.6. Compare quantities, 1 to 10,</p> <ul style="list-style-type: none"> ■ using one-to-one correspondence ■ by ordering numbers representing different quantities <p>[C, CN, V]</p>	<ul style="list-style-type: none"> ■ Construct a set to show more than, fewer than, or as many as a given set. ■ Compare two sets through direct comparison, and describe the sets using words such as “more,” “fewer,” “as many as,” or “the same number.” ■ Order quantities using objects, five frames, ten frames, or dot cards. ■ Order, using at least two benchmarks, numerals 1 to 10 on a vertical or horizontal number line.

Kindergarten

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Strand: Patterns and Relations (Patterns)		General Learning Outcome: Use patterns to describe the world and solve problems.
Specific Learning Outcomes <i>It is expected that students will:</i>		Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
K.PR.1. Demonstrate an understanding of repeating patterns (two or three elements) by <ul style="list-style-type: none">■ identifying■ reproducing■ extending■ creating patterns using manipulatives, sounds, and actions. [C, CN, PS, V]		<ul style="list-style-type: none">■ Distinguish between repeating patterns and non-repeating sequences in a set by identifying the part that repeats.■ Copy a repeating pattern (e.g., actions, sound, colour, size, shape, orientation) and describe the pattern.■ Extend a variety of repeating patterns to two more repetitions.■ Create a repeating pattern using manipulatives, musical instruments, or actions, and describe the pattern.■ Identify and describe a repeating pattern in the classroom, the school, and outdoors (e.g., in a familiar song, in a nursery rhyme).

Kindergarten

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Strand: Shape and Space (Measurement)	General Learning Outcome: Use direct or indirect measurement to solve problems.
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Specific Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
<p>K.SS.1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight), and volume (capacity). [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> ■ Compare the length (height) of two objects, and explain the comparison using the words "shorter," "longer (taller)," or "almost the same." ■ Compare the mass (weight) of two objects, and explain the comparison using the words "lighter," "heavier," or "almost the same." ■ Compare the volume (capacity) of two objects, and explain the comparison using the words "less," "more," "bigger," "smaller," or "almost the same."

Kindergarten

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Strand: Shape and Space (3-D Objects and 2-D Shapes)	General Learning Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.
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Specific Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
K.SS.2. Sort 3-D objects using a single attribute. [C, CN, PS, R, V]	<ul style="list-style-type: none"> ■ Sort a set of familiar 3-D objects using a single attribute, such as size or shape, and explain the sorting rule. ■ Determine the difference between two pre-sorted sets by explaining a sorting rule used to sort them.
K.SS.3. Build and describe 3-D objects. [CN, PS, V]	<ul style="list-style-type: none"> ■ Create a representation of a 3-D object using materials such as modelling clay and building blocks, and compare the representation to the original 3-D object. ■ Describe a 3-D object using words such as “big,” “little,” “round,” “like a box,” and “like a can.”

Grade 1

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Strand: Number	General Learning Outcome: Develop number sense.
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Specific Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
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<p>1.N.1. Say the number sequence by</p> <ul style="list-style-type: none"> ■ 1s forward and backward between any two given numbers (0 to 100) ■ 2s to 30, forward starting at 0 ■ 5s and 10s to 100, forward starting at 0 <p>[C, CN, ME, V]</p>	<ul style="list-style-type: none"> ■ Recite forward by 1s the number sequence between two given numbers (0 to 100). ■ Recite backward by 1s the number sequence between two given numbers. ■ Record a numeral (0 to 100) symbolically when it is presented orally. ■ Read a numeral (0 to 100) when it is presented symbolically. ■ Skip-count by 2s to 30 starting at 0. ■ Skip-count by 5s to 100 starting at 0. ■ Skip-count by 10s to 100 starting at 0. ■ Identify and correct errors and omissions in a number sequence.
<p>1.N.2. Subitize and name familiar arrangements of 1 to 10 dots (or objects).</p> <p>[C, CN, ME, V]</p>	<ul style="list-style-type: none"> ■ Look briefly at a familiar dice arrangement of 1 to 6 dots, and identify the number represented without counting. ■ Look briefly at a familiar ten-frame arrangement of 1 to 10 dots (or objects), and identify the number represented without counting. ■ Look briefly at a finger arrangement, and identify how many fingers there are without counting. ■ Identify the number represented by an arrangement of dots (or objects) on a ten frame, and describe the number's relationship to 5 and to 10.
<p>1.N.3. Demonstrate an understanding of counting by</p> <ul style="list-style-type: none"> ■ using the counting-on strategy ■ using parts or equal groups to count sets <p>[C, CN, ME, R, V]</p>	<p>(It is intended that the sets be limited to less than 30 objects and that students count on from multiples of 2, 5, and 10 respectively.)</p> <ul style="list-style-type: none"> ■ Determine the total number of objects in a set, starting from a known quantity and counting on by 1s. ■ Count number of objects in a set using groups of 2s, 5s, or 10s. ■ Count the total number of objects in a set, starting from a known quantity and counting on by using groups of 2s, 5s, or 10s.