

**MANITOBA CONTINUOUS SUBMISSION FOR SCIENCE  
KINDERGARTEN**

**CURRICULUM CORRELATION FORM**

A grade level form is required to be completed for each grade to which the resource applies.

**Title:** \_\_\_\_\_

**Series Title** (if applicable): \_\_\_\_\_

**Format:** \_\_\_\_\_ **Copyright Date:** \_\_\_\_\_ **ISBN:** \_\_\_\_\_

**Student Resource**  **Teacher Resource**

Indicate in the boxes (✓) below Cluster (s) to which the resource applies.

**Cluster 0**  **Cluster 1**  **Cluster 2**  **Cluster 3**  **Cluster 4**

**Contains potentially sensitive content?**      **Yes**       **No**

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**Instructions:** In the boxes (✓) the degree of curriculum fit and provide specific unit, chapter, or page references for each Cluster that applies using the following form. *Note: Cluster 0 must also be completed for each resource.*

**Rating Scale for Degree of Curriculum Fit**

- **Extensive** – The learning resource details content, multiple learning activities, and differentiated teaching strategies that address the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.
- **Moderate** – The learning resource details some content, some learning activities, and some teaching strategies that address the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.
- **Slight** – The learning resource content, learning activities, and teaching strategies address less than the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.
- **None** – The learning resource contains insufficient content, learning activities or teaching strategies to address the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Thematic Cluster Outcomes

### Kindergarten

#### Cluster 1 - Trees

##### Outcome K-1-01

none    slight    moderate    extensive

Use appropriate vocabulary related to their investigations of trees. Include: tree, trunk, crown, branch, leaf, needle, bark, root, seed, winter, spring, fall, summer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-1-02

none    slight    moderate    extensive

Identify ways in which humans and other animals use trees. <i>Examples: humans eat apples and walnuts; birds make their home in trees; deer eat leaves, bark, and tender twigs...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-1-03

none    slight    moderate    extensive

Identify and describe basic parts of a tree. Include: trunk, crown, branch, leaf, bark, root, seed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-1-04

none    slight    moderate    extensive

Explore, sort, and classify leaves, using their own classification system. <i>Examples: size, colour, pattern, length, shape...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-1-05

none    slight    moderate    extensive

Name and describe each of the four seasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-1-06

none    slight    moderate    extensive

Recognize that some trees lose their leaves in the fall, while others do not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-1-07

none    slight    moderate    extensive

Describe seasonal changes in the life of a tree. <i>Examples: leaves of some trees change colour and drop off in the fall...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-1-08

none    slight    moderate    extensive

Investigate to determine that many trees produce seeds which are dispersed and may grow into new trees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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**Thematic Cluster Outcomes**

**Kindergarten**

**Cluster 1 – Trees (Continued)**

**Cluster Rating**

none      slight      moderate      extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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**Comments**


Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Thematic Cluster Outcomes

### Kindergarten

#### Cluster 2 - Colours

##### Outcome K-2-01

none    slight    moderate    extensive

Use appropriate vocabulary related to their investigations of colours. Include: red, yellow, blue, orange, brown, black, white, purple, green, gray, pink, mix, light, dark, match, primary colour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-2-02

none    slight    moderate    extensive

Sort and classify objects by colour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-2-03

none    slight    moderate    extensive

Compare and contrast colours using appropriate terms. <i>Examples: lighter than, darker than, brighter than...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-2-04

none    slight    moderate    extensive

Order a group of objects based on a given colour criterion. <i>Examples: order objects of the same colour range from lightest to darkest...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-2-05

none    slight    moderate    extensive

Predict and describe changes in colour that result from the mixing of primary colours and from mixing a primary colour with white or black.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-2-06

none    slight    moderate    extensive

Create a colour to match a given sample by mixing the appropriate amounts of two primary colours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-2-07

none    slight    moderate    extensive

Explore to identify and describe colours found in their environment. <i>Examples: rocks, flowers, shells, blocks, crayons...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Cluster Rating

none    slight    moderate    extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Comments


Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Thematic Cluster Outcomes

### Kindergarten

#### Cluster 3 - Paper

##### Outcome K-3-01

none    slight    moderate    extensive

Use appropriate vocabulary related to their investigations of paper. Include: characteristic, thick, thin, hard, soft, smooth, rough, absorbent, pliable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-3-02

none    slight    moderate    extensive

Identify kinds of paper that can be found in the classroom. <i>Examples: drawing paper, paper towels, paper plates, books, newspaper, cardboard, tissue paper...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-3-03

none    slight    moderate    extensive

Recognize that paper is most often made from trees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-3-04

none    slight    moderate    extensive

Observe and compare characteristics of different kinds of paper. <i>Examples: compare colour, thickness, stiffness, texture...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-3-05

none    slight    moderate    extensive

Compare characteristics of different kinds of paper that make them easy or difficult to cut, tear, or fold.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-3-06

none    slight    moderate    extensive

Explore to determine an appropriate kind of paper for a particular task. <i>Examples: paper towels are useful for soaking up spills...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Outcome K-3-07

none    slight    moderate    extensive

Use the design process to construct a paper product for a particular use. <i>Examples: paper cup, envelope, paper mat, box...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Cluster Rating

none    slight    moderate    extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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##### Comments


Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Skills and Attitudes Outcomes

### Kindergarten

#### Cluster 0

<i>Outcome K-0-1a</i>	none	slight	moderate	extensive	
Ask questions that demonstrate a curiosity about living things, objects, and events in the immediate environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-1b</i>	none	slight	moderate	extensive	
Make predictions as to what might happen during explorations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-1c</i>	none	slight	moderate	extensive	
Recognize a practical problem in a given context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-2a</i>	none	slight	moderate	extensive	
Seek information from others. <i>Examples: people at school, at home, in the community...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-2b</i>	none	slight	moderate	extensive	
Compare gathered ideas and information to personal knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-3a</i>	none	slight	moderate	extensive	
Brainstorm, with the class, possible solutions to a practical problem, and reach consensus on a solution to implement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-3b</i>	none	slight	moderate	extensive	
Develop, as a class, limited criteria to evaluate an object based on its function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-3c</i>	none	slight	moderate	extensive	
Select materials to be used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-4a</i>	none	slight	moderate	extensive	
Manipulate materials purposefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments


Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Skills and Attitudes Outcomes

### Kindergarten

#### Cluster 0 (Continued)

<i>Outcome K-0-4b</i>	none	slight	moderate	extensive	
Construct an object to solve a problem or meet a need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-4c</i>	none	slight	moderate	extensive	
Identify, with guidance, improvements to an object with respect to pre-determined criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-4d</i>	none	slight	moderate	extensive	
Respond to the ideas and actions of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-4e</i>	none	slight	moderate	extensive	
Participate in cooperative group learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-4f</i>	none	slight	moderate	extensive	
Verbalize questions during classroom learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-4g</i>	none	slight	moderate	extensive	
Follow given safety procedures and rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-5a</i>	none	slight	moderate	extensive	
Observe using one or a combination of senses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-5b</i>	none	slight	moderate	extensive	
Describe the duration of events. <i>Examples: long time, short time...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-5c</i>	none	slight	moderate	extensive	
Record observations using drawings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-6a</i>	none	slight	moderate	extensive	
Construct, with guidance, concrete-object graphs using 1:1 correspondence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Comments


Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Skills and Attitudes Outcomes

### Kindergarten

#### Cluster 0 (Continued)

<i>Outcome K-0-6b</i>	none	slight	moderate	extensive	
Compare data using appropriate terms. <i>Examples: more, less, same...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-6c</i>	none	slight	moderate	extensive	
Place materials and objects in a sequence or in groups using a single, self-determined attribute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-7a</i>	none	slight	moderate	extensive	
Recognize connections between new experiences and prior knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-7b</i>	none	slight	moderate	extensive	
Describe, in a variety of ways, what was done and what was observed. <i>Examples: concrete materials, drawings, oral language...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-8a</i>	none	slight	moderate	extensive	
Recognize that learning can come from careful observations and investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-9a</i>	none	slight	moderate	extensive	
Be open minded while exploring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-9b</i>	none	slight	moderate	extensive	
Willingly observe, question, and explore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome K-0-9c</i>	none	slight	moderate	extensive	
Express enjoyment of science-related classroom experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Cluster Rating</b>	none	slight	moderate	extensive	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Comments
