

# **“I CAN” PACKAGE**

**(2012)**

## **ARTS EDUCATION**

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

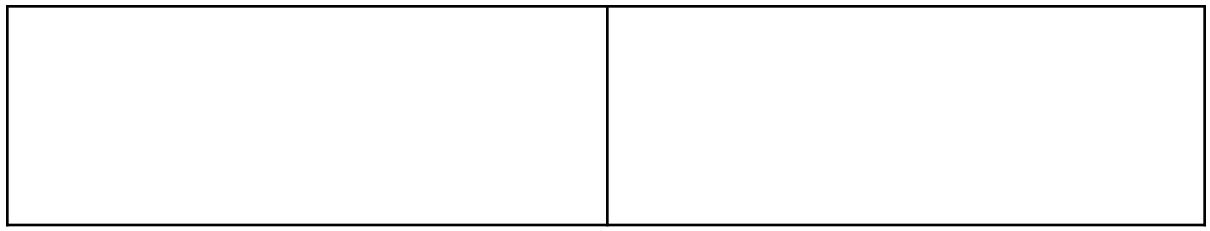
- action
- body
- dynamics
- relationships
- space.

**I CAN...**

**express my ideas and explore through dance.**

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

<b>ACTIVITY</b>	<b>EVIDENCE</b>



**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

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**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.**

<b>I CAN...</b>
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**create different sounds.**

**(Digital Portfolio- Intellectual Dimension- p. 15)**

ACTIVITY	EVIDENCE

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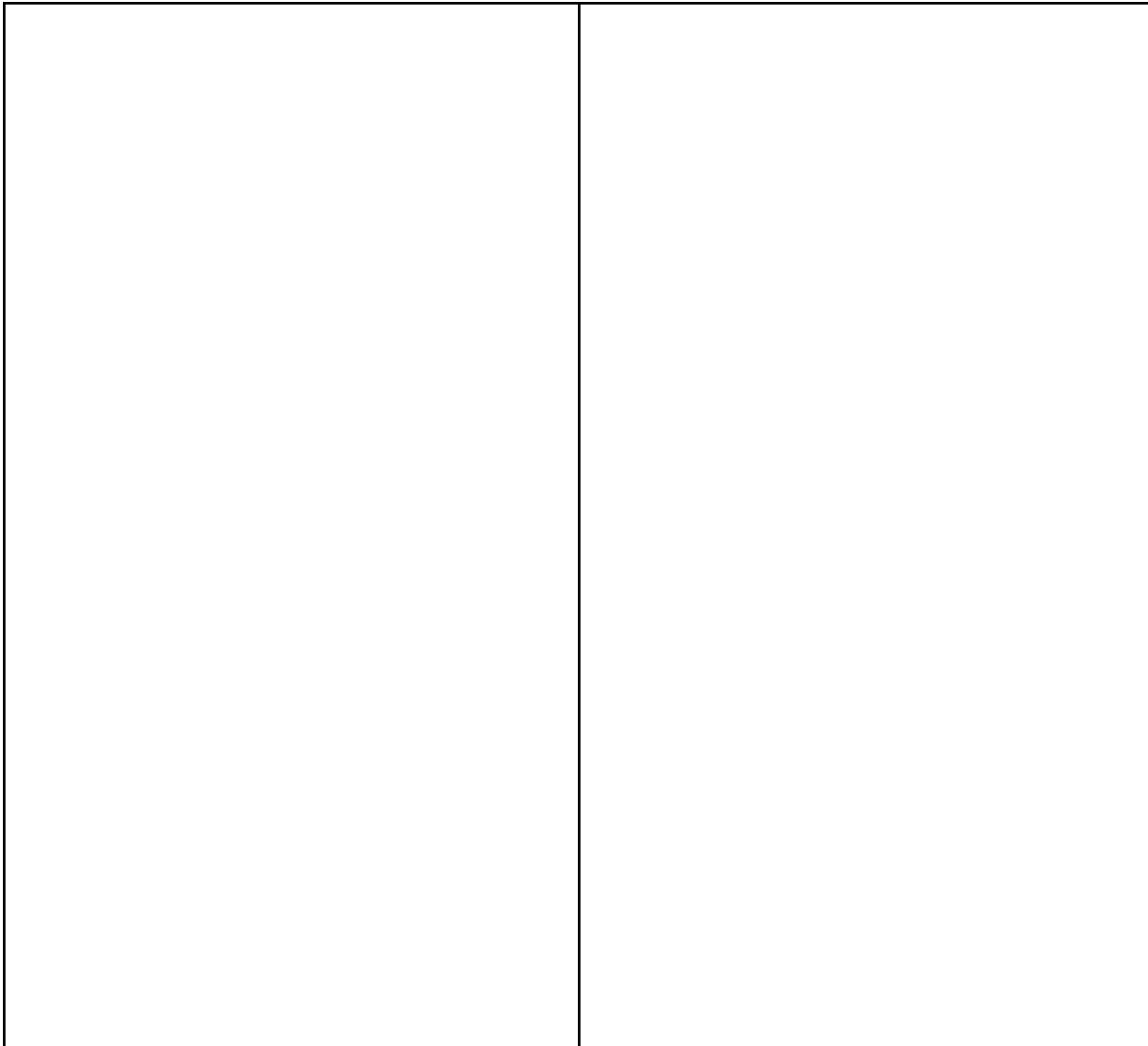
**CPK.4 Create art works that express own observations and ideas about the world.**

**I CAN... .**

**create art that expresses my ideas.**

**(Digital Portfolio- Intellectual Dimension- p. 15)**

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

**I CAN...**

**respond to artistic expressions of others.**

**(Not included in the Digital Portfolio)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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**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

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## **ENGLISH LANGUAGE ARTS**

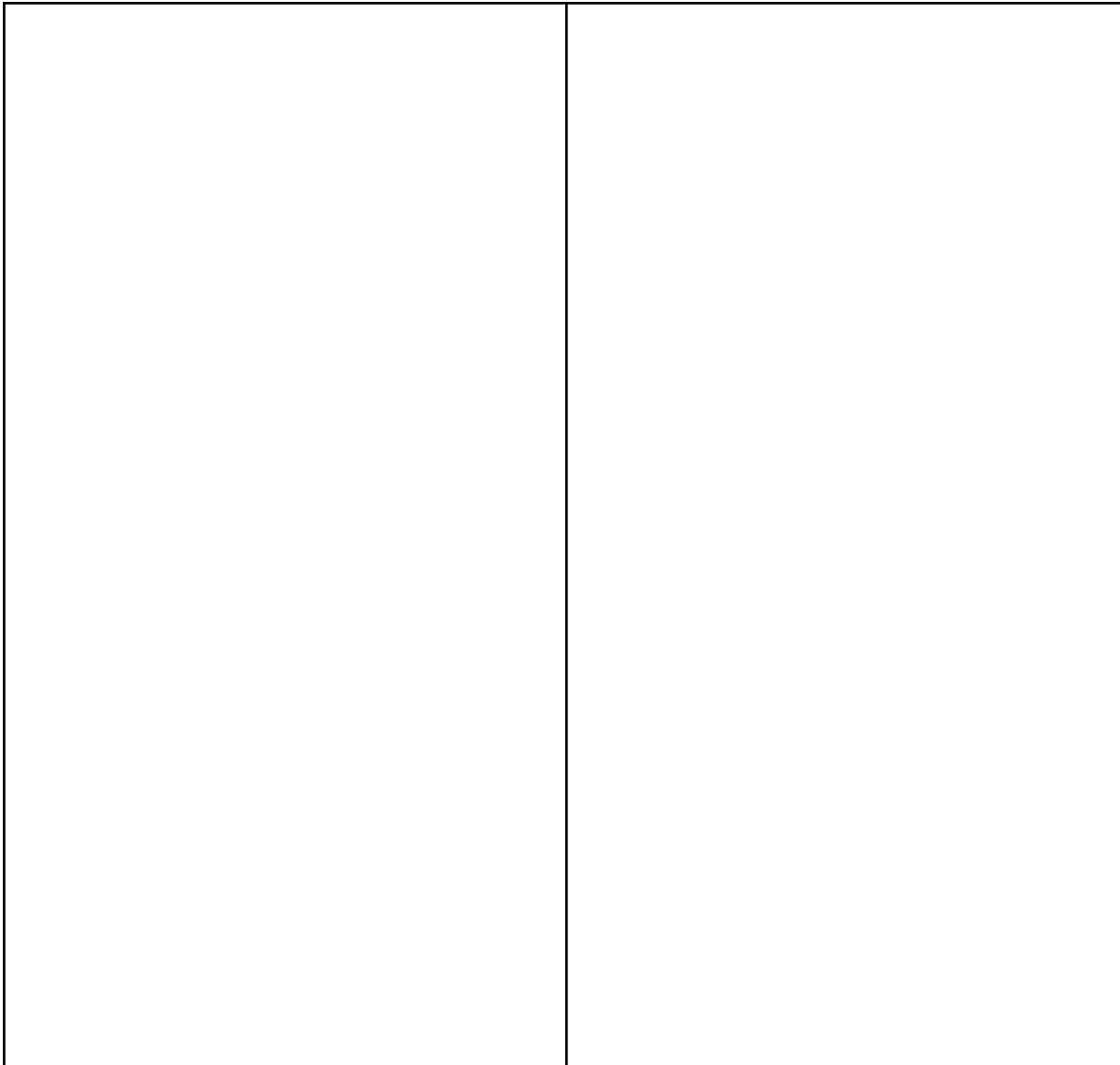
**CRK.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).**

**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
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**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

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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

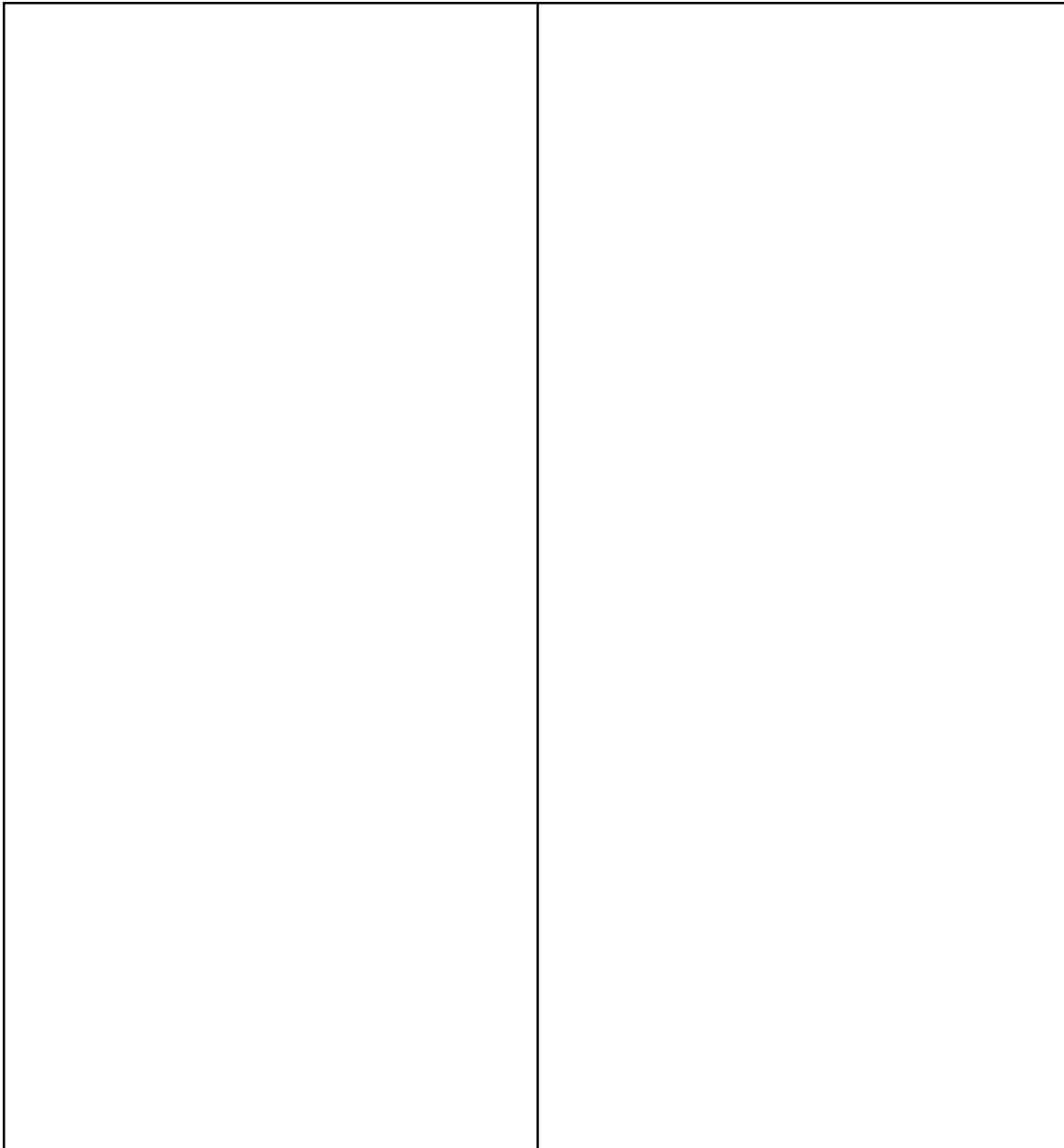
**I CAN...**

**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
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**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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

**I CAN...**

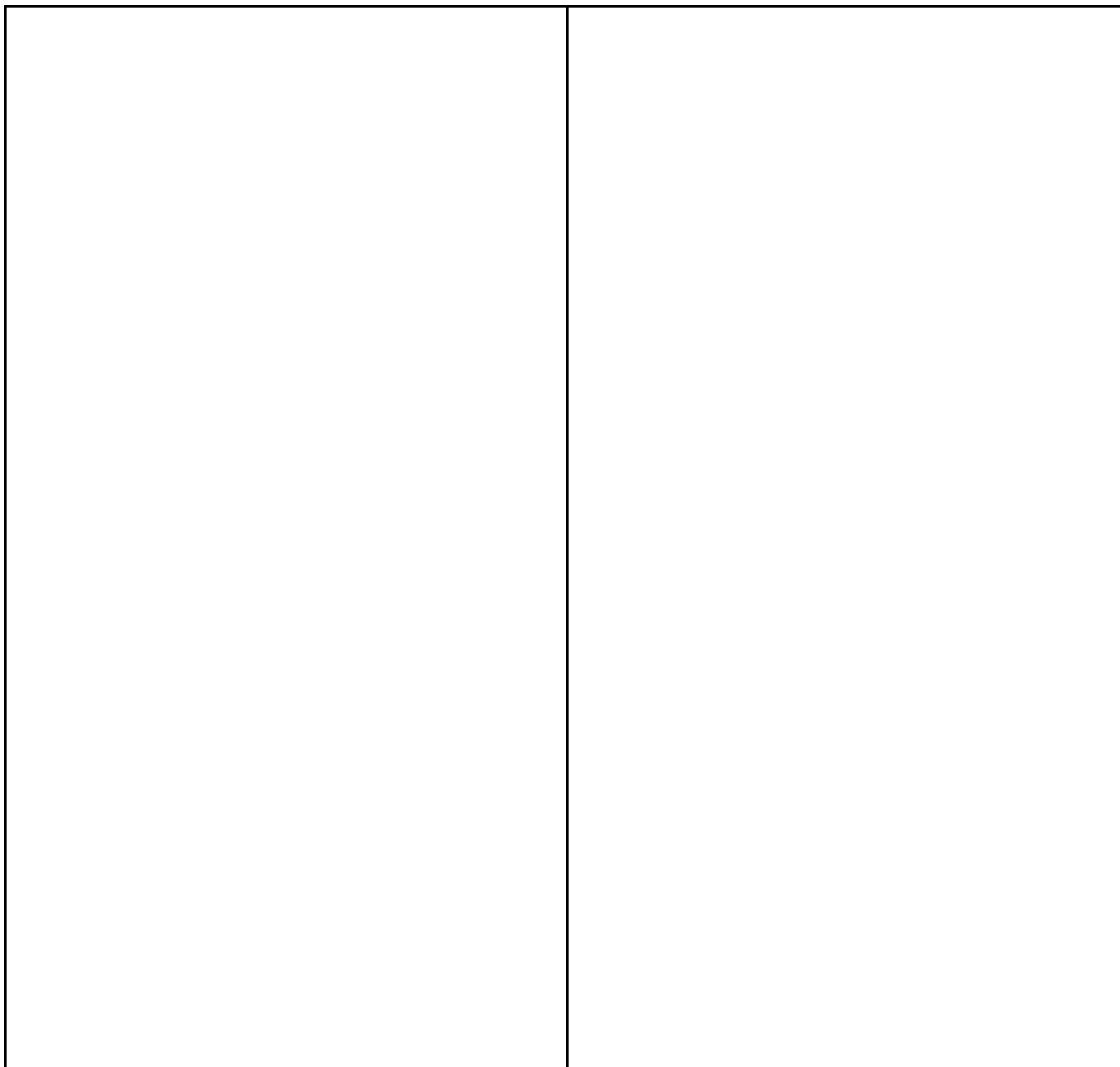
**Express my ideas through pictures and writing.**

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>
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**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

## **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

## **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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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

**I CAN...**

**Keep myself and others safety.**

**(Combined with Outcomes from; P. Ed PEK. 7, Health DMK.1 & APK.1)**

**(Digital Portfolio Socio- Emotional Dimension P. 3)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>



**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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**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”.**

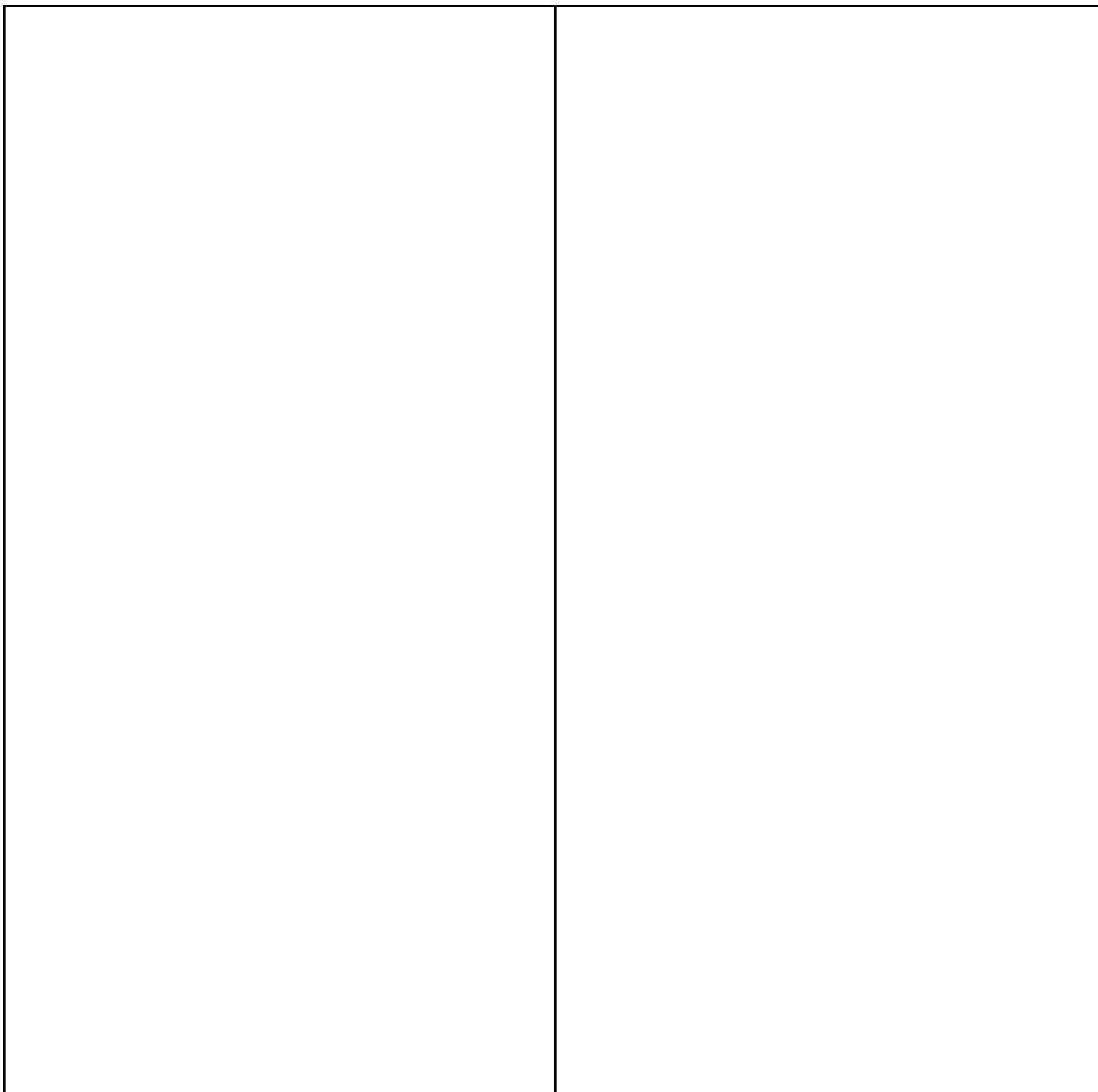
**I CAN...**

**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
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**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

## **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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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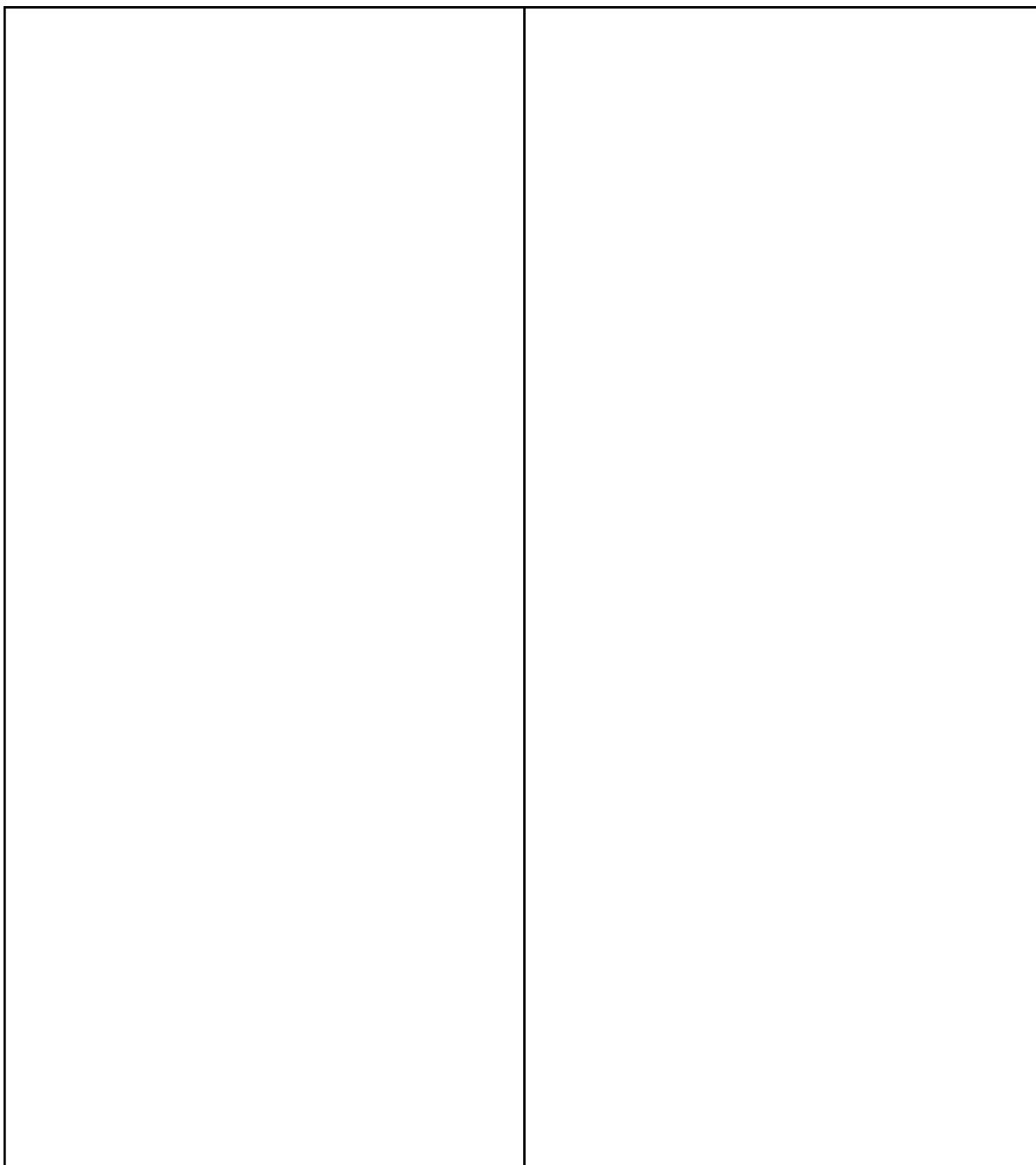
**NK.5 Compare quantities, 0 to 10, using one-to-one correspondence.**

**I CAN...**

**Match objects to compare amounts.**

**(Digital Portfolio- Intellectual Dimension - P. 16)**

ACTIVITY	EVIDENCE
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**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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**SSK.3 Build and describe 3-D objects.**

**I CAN...**

**Build and describe my creations.**

**(Digital Portfolio- Intellectual Dimension- P. 18)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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## **PHYSICAL EDUCATION**

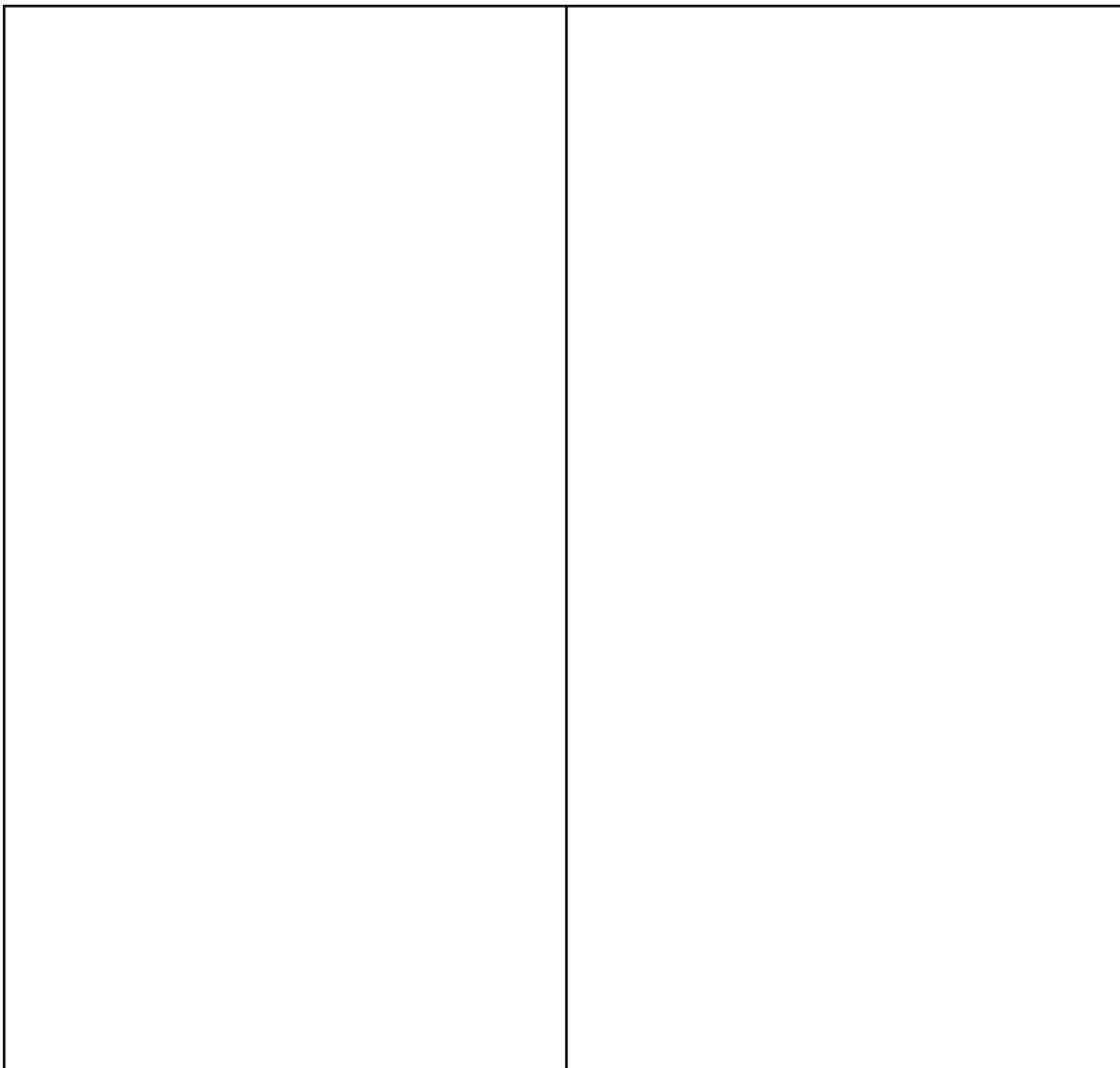
**PEK.1 Fitness** Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.

**I CAN...**

**Participate in movement activities.**

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

ACTIVITY	EVIDENCE
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## **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

### **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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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### **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).

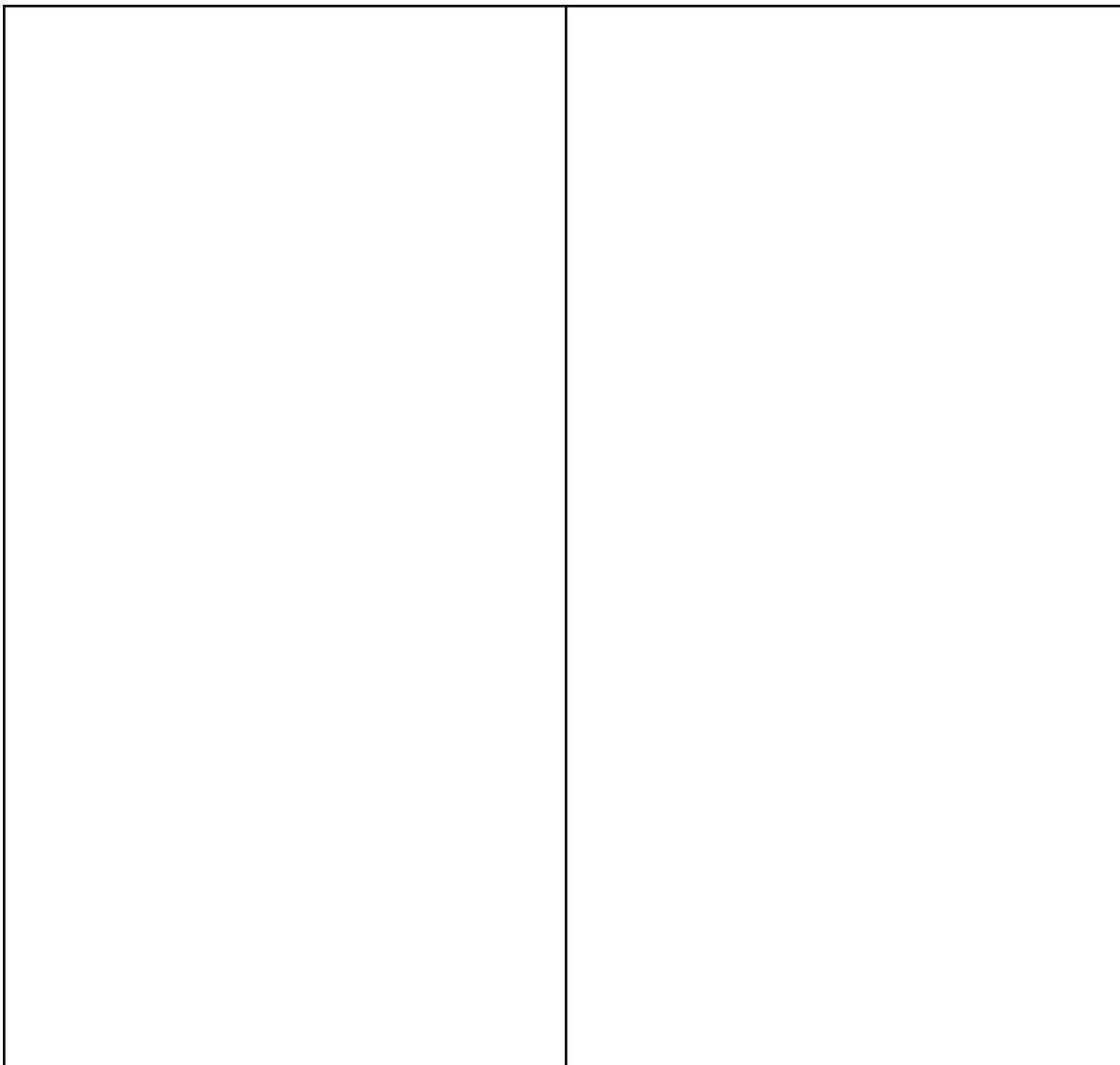
**I CAN...**

**Move in different ways.**

**(Combined with Physical Education Outcomes PEK.2, PEK.3 & PEK.6)**

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

ACTIVITY	EVIDENCE
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### **PEK.6 Rhythrical 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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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## **SCIENCE**

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

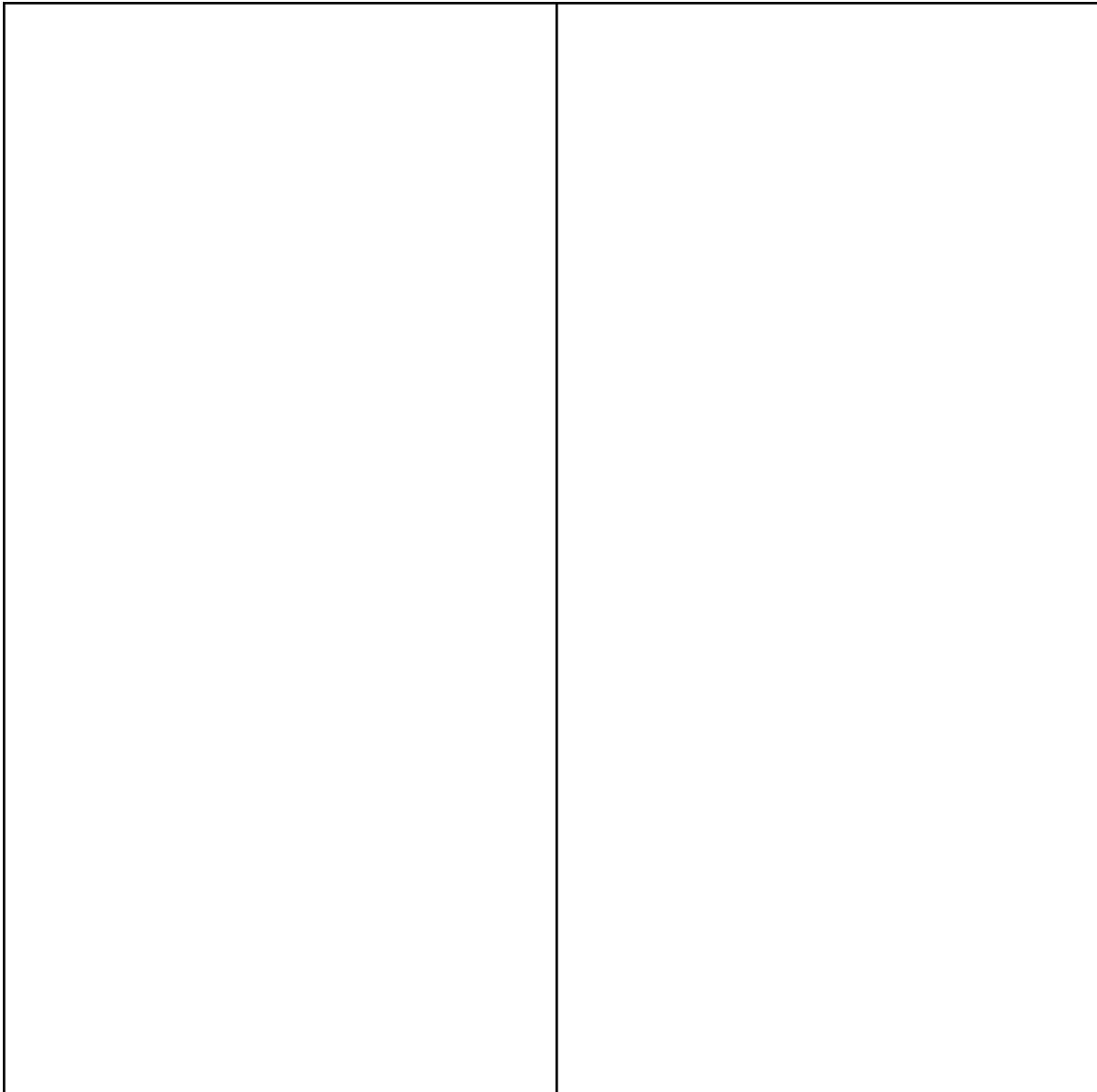
**I CAN...**

**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
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**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

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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## **SOCIAL**

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

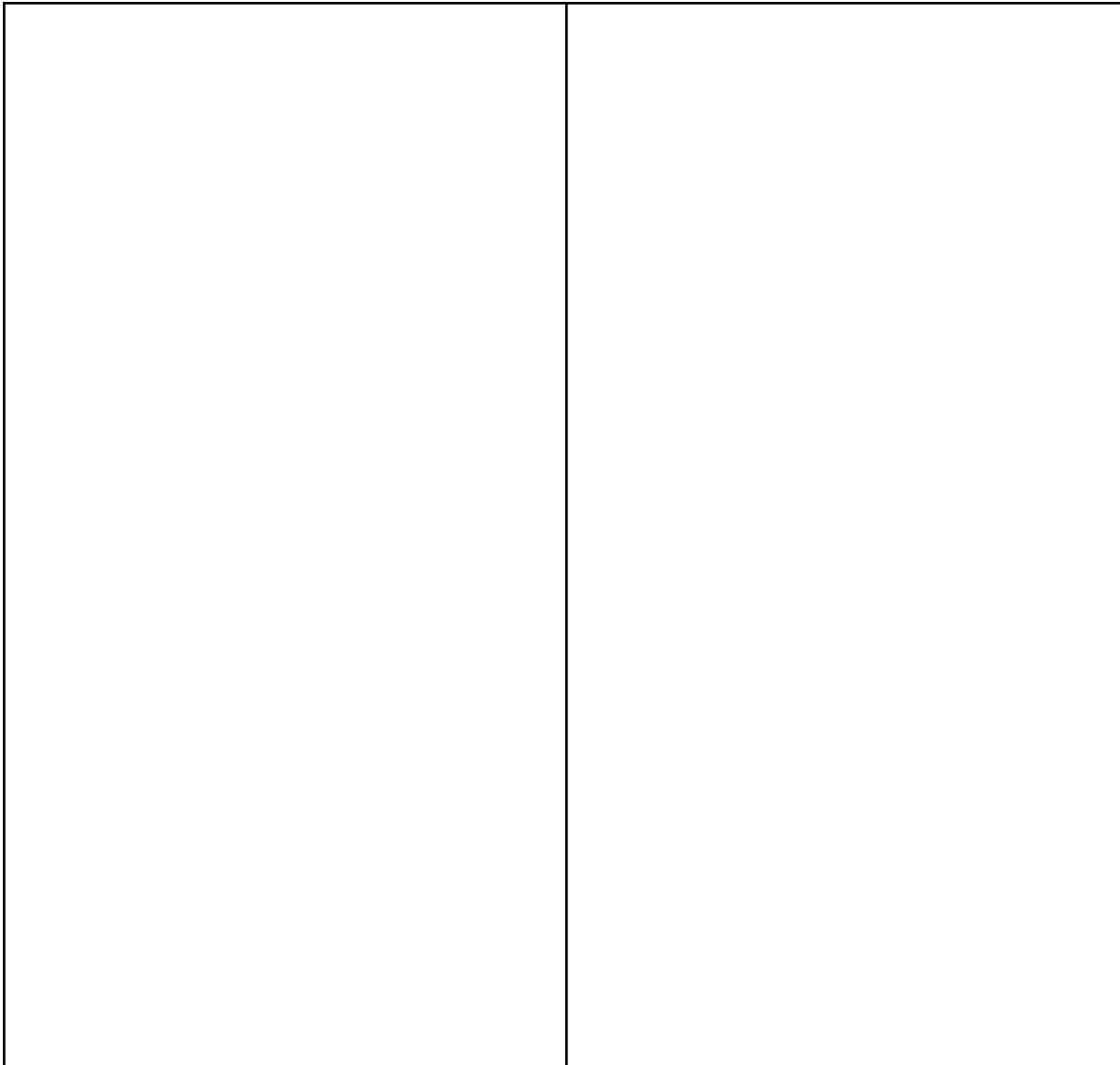
**I CAN... .**

**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
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**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

**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

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

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**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

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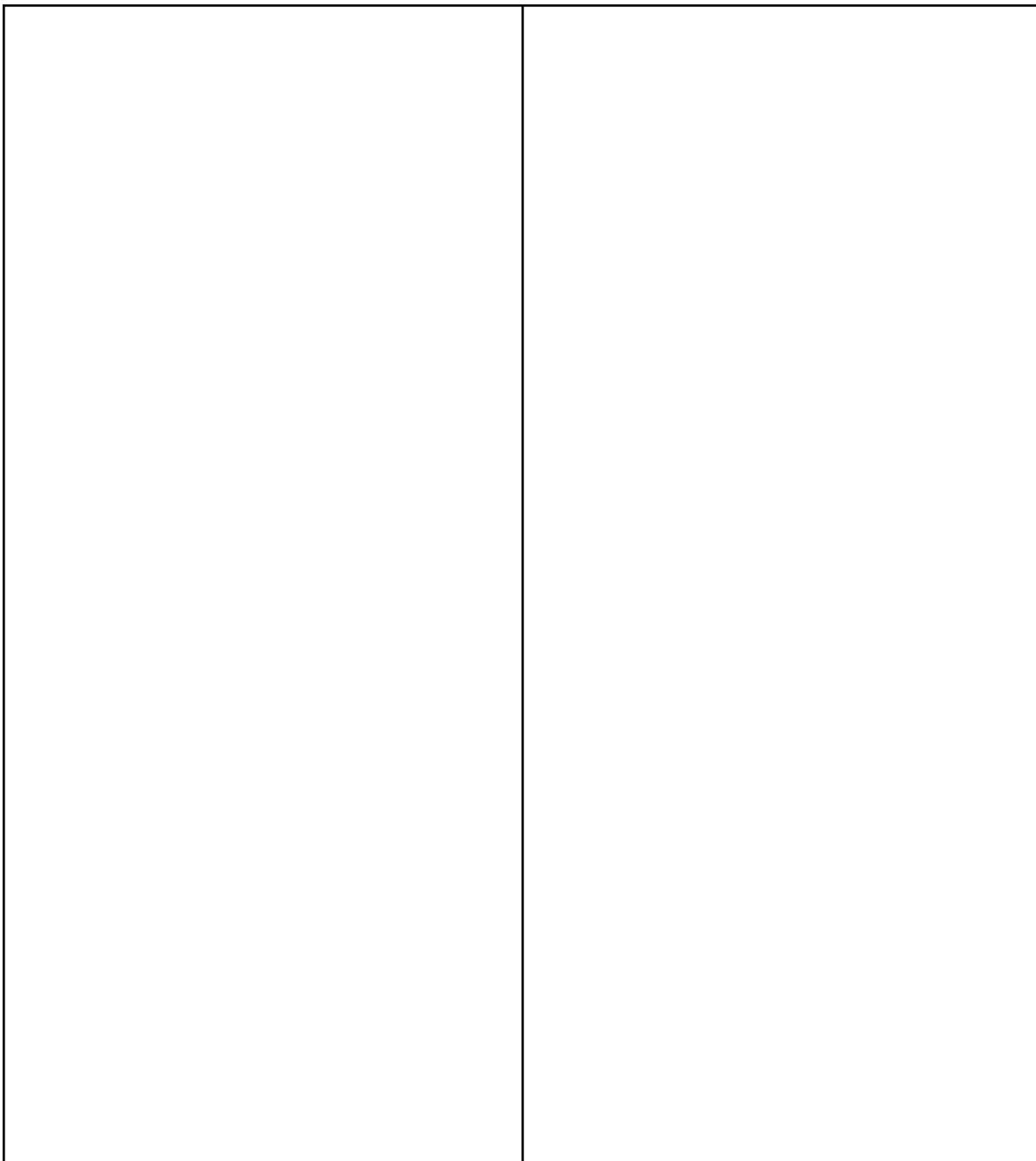
**PAK.2 Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.**

**I CAN. . .**

**Recognize and solve conflict when it occurs.**

**(Not included in the Digital Portfolio)**

ACTIVITY	EVIDENCE
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**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

**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)**

<b>ACTIVITY</b>	<b>EVIDENCE</b>

