

## MANITOBA PRIMARY CURRICULUM EXPECTATIONS

| <b>Manitoba Curriculum Links</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Subject/Strand</b>                       | <b>Grade 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Grade 2</b>                                                                                                                                                                                                                                                                                                                                                       | <b>Grade 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>English Language Arts:<br/>Outcome 1</b> | 1.2.1 Develop Understanding<br><br>Connect new experiences and information with prior knowledge                                                                                                                                                                                                                                                                                                                                                                                                        | 1.2.1 Develop Understanding<br><br>Connect new information, ideas, and experiences with prior knowledge and experiences.                                                                                                                                                                                                                                             | 1.2.1-Examine how new experiences, ideas, and information connect to prior knowledge and experiences; record connections.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>English Language Arts:<br/>Outcome 2</b> | 2.1.3-use textual cues to construct and confirm meaning                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2.1.3-use textual cues to construct and confirm meaning                                                                                                                                                                                                                                                                                                              | 2.1.3-use textual cues to construct and confirm meaning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>English Language Arts:<br/>Outcome 3</b> | 3.2.1-Identify and share personal knowledge related to experiences<br><br>3.3.1 Identify and categorize information according to similarities, differences, and sequences..                                                                                                                                                                                                                                                                                                                            | 3.2.1 Identify Personal and Peer Knowledge<br>Participate in group talk to generate information on a topic and to identify sources of additional information.<br><br>3.3.1-Organize Information<br>Categorize related information and ideas using a variety of strategies                                                                                            | 3.2.1-Record and share personal knowledge of a topic.<br><br>3.3.1Organize and explain information and ideas using a variety of strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>English Language Arts:<br/>Outcome 4</b> | 4.1.2 – Choose Forms<br>- Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print.<br><br>4.3.2- Use sound-symbol relationships and visual memory to spell familiar words.<br><br>4.3.3 - Capitalize the first letters of names, the beginnings of statements, and the pronoun "I"; use periods.<br><br>4.4.1Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation. | 4.1.2 - Choose Forms<br>Use a variety of forms for particular audiences and purposes<br><br>4.3.2- Spell familiar words using a variety of strategies and resources<br><br>4.3.3 - Use periods and question marks as end punctuation.<br><br>4.4.1- Share information and ideas on a topic with a familiar audience; clarify information by responding to questions. | 4.1.2 - Choose Forms<br>Use a variety of forms for particular audiences and purposes<br><br>4.3.2 - Know and apply conventional spelling patterns using a variety of strategies [including phonics, structural analysis, and visual memory] and resources when editing and proofreading.<br><br>4.3.3-Know and use some punctuation conventions [including periods, exclamation marks, and question marks] when editing and proofreading.<br><br>4.4.1 - Present information and ideas on a topic to engage a familiar audience using a pre-established plan; use print and non-print aids to enhance the presentation. |
| <b>English Language Arts:<br/>Outcome 5</b> | 5.2.1-Work in cooperative and collaborative partnerships and groups.                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5.2.2 – Work in groups<br>Contribute related ideas and information in whole-class and small-group activities.                                                                                                                                                                                                                                                        | 5.2.1-Cooperate and collaborate in small groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                             | K.1.3.C.2 Recognize movement vocabulary when following directions                                                                                                                                                                                                                                                                                                                                                                                                                                      | K.1.3.C.2 Recognize movement vocabulary when following directions                                                                                                                                                                                                                                                                                                    | K.1.3.C.2<br>Recognize movement vocabulary when following                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <p align="center"><b>Physical Education/Health Education: Movement</b></p>            | <p>related to simple games and activities</p> <p>S.1.K.B.2 Explore basic movement skills and concepts) in simple group activities</p> <p>S.1.1.D.1 Demonstrate transport skills applying movement concepts while responding to a variety of stimuli</p>                           | <p>related to simple games and activities</p> <p>S.1.2.A.1 Demonstrate competency in basic transport skills moving in different directions</p> <p>S.1.2.D.1 Demonstrate basic rhythmic steps and applying movement concepts (alone and with others in simple and/or creative rhythmic activities</p>                                                         | <p>directions related to simple games and activities</p> <p>S.1.2.B.2 Use basic movement skills and concepts in cooperative and/or low-competitive group games</p> <p>S.1.3.D.1 Create rhythmic sequences using transport skills alone and/or with others</p> |
| <p align="center"><b>Physical Education/Health Education: Fitness Management</b></p>  | <p>S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills that contribute to skill/fitness development and enjoyment</p> <p>S.2.1.A.1b Sustain participation in moderate to vigorous activity to experience physical changes in the body</p> | <p>S.2.2.A.1a Participate in cooperative and/or low competitive-type physical activities that contribute to skill/fitness development and enjoyment</p> <p>S.2.2.A.1b -Sustain participation in moderate to vigorous activity, using basic movement skills</p>                                                                                               | <p>S.2.3.A.1b Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short and longer periods of time</p>                                                                                                           |
| <p align="center"><b>Physical Education/Health Education: Lifestyle Practices</b></p> | <p>K.5.K.A.1 Identify daily habits for leading a physically active and healthy life</p> <p>K.5.K.C.1a Recognize the food guide rainbow and a variety of foods in Canada's Food Guide to Healthy Eating (CFGHE)</p>                                                                | <p>K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life</p> <p>K.5.2.C.1a Differentiate between "everyday" and "sometime" foods in Canada's Food Guide to Healthy Eating</p> <p>S.5.2.A.3a Sort/classify a variety of foods into the food groups according to Canada's Food Guide to Healthy Eating</p> | <p>K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life</p> <p>K.5.2.C.1a Differentiate between "everyday" and "sometime" foods in Canada's Food Guide to Healthy Eating</p>                             |

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| <p style="text-align: center;"><b>Dance</b></p>   | <p>Dance Language and Performance Skills</p> <p>DAL1-use movement to demonstrate understanding of space in dance: personal and general space, dimensions, directions, levels , and pathways</p> <p>DAL2 - demonstrate basic locomotor skills</p> <p>DAL3 - respond kinesthetically to the flow of a wide variety of music</p> <p>Valuing Dance Experience</p> <p>DAV1-engage consistently and constructively in dance learning experiences</p> | <p>Dance Language and Performance Skills</p> <p>DAL1- use movement to demonstrate an integrated understanding of space in dance: dimensions, directions, levels, and pathways)</p> <p>DAL2 - perform variations of basic locomotor skills in dance experiences, individually and with a partner</p> <p>DAL3 - respond kinesthetically to the flow of a wide variety of music</p> <p>Valuing Dance Experience</p> <p>DAV1-engage consistently and constructively in dance learning experiences</p> | <p>Dance Language and Performance Skills</p> <p>DAL1-use movement to demonstrate an integrated understanding of space in dance: dimensions, directions, levels, and pathways)</p> <p>DAL2 - perform dance sequences combining variations of locomotor skills</p> <p>DAL3 - respond kinesthetically to the flow of a wide variety of music</p> <p>Valuing Dance Experience</p> <p>DAV1-engage consistently and constructively in dance learning experiences</p> |
| <p style="text-align: center;"><b>Science</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Maintaining a Healthy Body<br/>-describe the types of nutrients in foods and their function in maintaining a healthy body</p> <p>Maintaining a Healthy Body<br/>-identify and describe factors necessary to maintain a healthy body</p> <p>Maintaining a Healthy Body<br/>-explain how human health may be affected by lifestyle choices and natural-and human-caused environmental factors e.g., unhealthy eating and physical inactivity may lead to diabetes</p>                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |