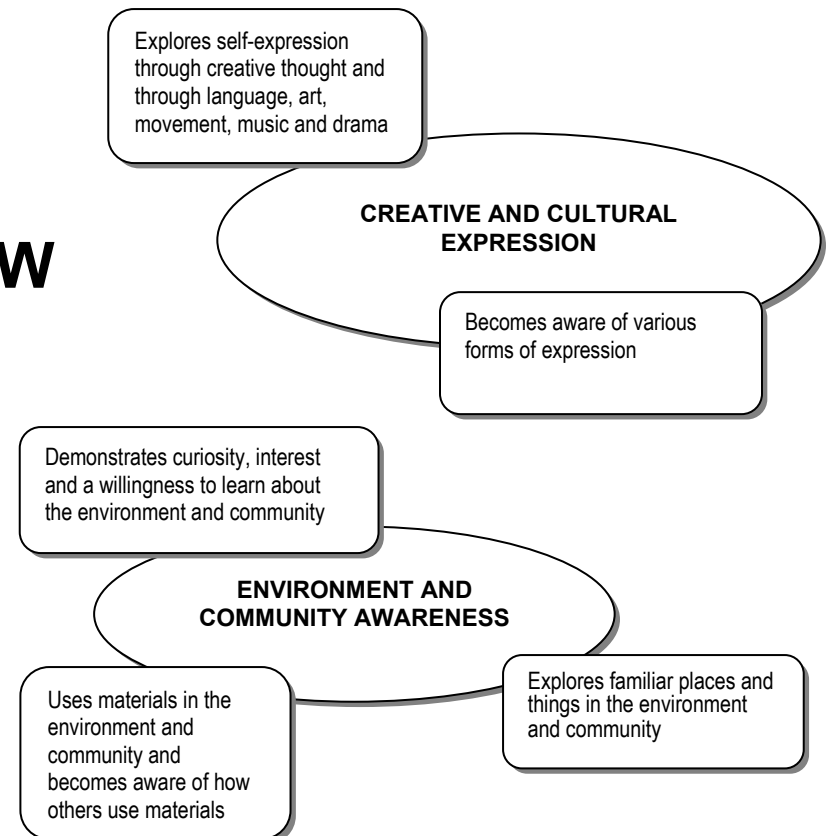
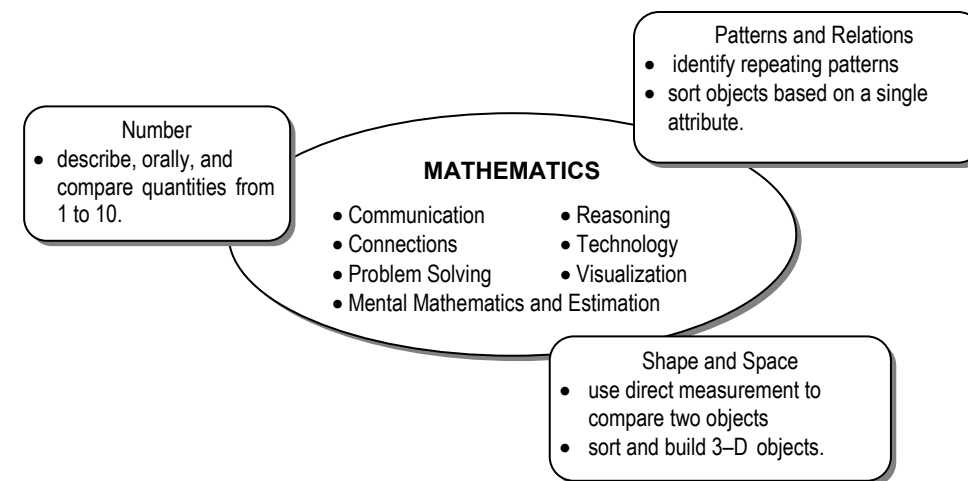
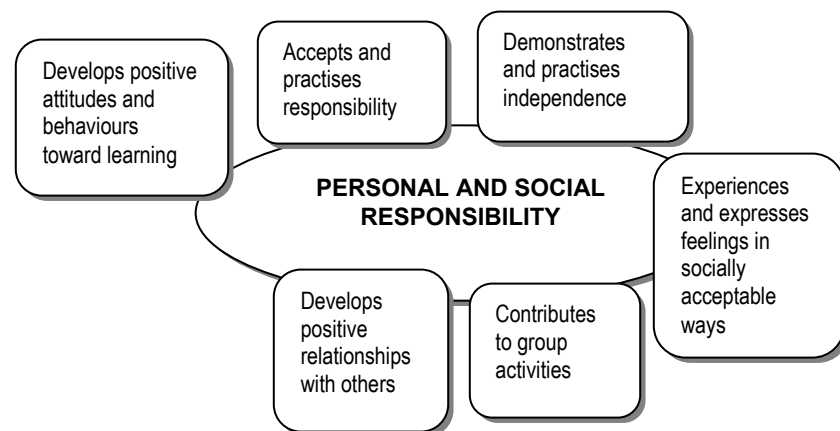


KINDERGARTEN CURRICULUM OVERVIEW



View the complete Rationale and Philosophy for the *Kindergarten Program Statement* on the Kindergarten subject page at <http://education.alberta.ca/teachers/program/ecs/programs.aspx>.
The Rationale and Philosophy for English Language Arts, Mathematics, Social Studies, Health and Life Skills, and Physical Education can be found at <http://education.alberta.ca/teachers.aspx>.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT). The ICT curriculum is not intended to stand alone as a course but rather to be infused in instructional activities.

EARLY LITERACY

KINDERGARTEN LEARNER EXPECTATIONS

<p>General Learner Expectation The child listens, speaks, reads, writes, views and represents to explore thoughts, ideas, feelings and experiences.</p> <p>Specific Learner Expectations <i>The child:</i></p> <p>Discovers and Explores</p> <p>Expresses ideas and develops understanding</p> <ul style="list-style-type: none"> • shares personal experiences prompted by oral, print and other media texts • talks about ideas, experiences and familiar events. <p>Experiments with language and forms</p> <ul style="list-style-type: none"> • talks and represents to explore, express and share stories, ideas and experiences. <p>Expresses preferences</p> <ul style="list-style-type: none"> • talks about favourite oral, print and other media texts. <p>Sets goals</p> <ul style="list-style-type: none"> • talks about own reading and writing experiences. <p>Clarifies and Extends</p> <p>Considers the ideas of others</p> <ul style="list-style-type: none"> • listens to experiences and feelings shared by others. <p>Combines ideas</p> <ul style="list-style-type: none"> • connects related ideas and information. <p>Extends understanding</p> <ul style="list-style-type: none"> • expresses interest in new ideas and experiences. 	<p>General Learner Expectation The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts.</p> <p>Specific Learner Expectations <i>The child:</i></p> <p>Uses Strategies and Cues</p> <p>Uses prior knowledge</p> <ul style="list-style-type: none"> • connects oral language with print and pictures • understands that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed • expects print and pictures to have meaning and to be related to each other in print and other media texts • understands that print and books are organized in predictable ways. <p>Uses comprehension strategies</p> <ul style="list-style-type: none"> • begins to use language prediction skills when stories are read aloud • asks questions and makes comments during listening and reading activities • recalls events and characters in familiar stories read aloud by others • reads own first name, environmental print and symbols, words that have personal significance and some words in texts. <p>Uses textual cues</p> <ul style="list-style-type: none"> • attends to print cues when stories are read aloud • begins to identify some individual words in texts that have been read aloud. <p>Uses phonics and structural analysis</p> <ul style="list-style-type: none"> • begins to make connections among sounds, letters, words, pictures and meaning • identifies and generates rhyming words in oral language • hears and identifies sounds in words • associates sounds with consonants that appear at the beginning of personally significant words. <p>Uses references</p> <ul style="list-style-type: none"> • recites the letters of the alphabet in order • copies scribed words and print texts to assist with writing. <p>Responds to Texts</p> <p>Experiences various texts</p> <ul style="list-style-type: none"> • participates in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs • listens and views attentively • identifies favourite stories and books. <p style="text-align: right;"><i>(continued)</i></p>	<p>General Learner Expectation The child listens, speaks, reads, writes, views and represents to manage ideas and information.</p> <p>Specific Learner Expectations <i>The child:</i></p> <p>Plans and Focuses</p> <p>Focuses attention</p> <ul style="list-style-type: none"> • attends to oral, print and other media texts on topics of interest • makes statements about topics under discussion. <p>Determines information needs</p> <ul style="list-style-type: none"> • asks questions to satisfy personal curiosity. <p>Plans to gather information</p> <ul style="list-style-type: none"> • suggests ways to gather ideas and information. <p>Selects and Processes</p> <p>Uses a variety of sources</p> <ul style="list-style-type: none"> • seeks information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos. <p>Accesses information</p> <ul style="list-style-type: none"> • uses illustrations, photographs, video programs, objects and auditory cues, to access information. <p>Evaluates sources</p> <ul style="list-style-type: none"> • asks questions to make sense of information. <p>Organizes, Records and Evaluates</p> <p>Organizes information</p> <ul style="list-style-type: none"> • categorizes objects and pictures according to visual similarities and differences. <p>Records information</p> <ul style="list-style-type: none"> • represents and talks about ideas and information; dictates to a scribe. <p>Evaluates information</p> <ul style="list-style-type: none"> • shares new learnings with others. <p>Shares and Reviews</p> <p>Shares ideas and information</p> <ul style="list-style-type: none"> • shares ideas and information about topics of interest. <p>Reviews research process</p> <ul style="list-style-type: none"> • shares information-gathering experiences. 	<p>General Learner Expectation The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication.</p> <p>Specific Learner Expectations <i>The child:</i></p> <p>Enhances and Improves</p> <p>Appraises own and others' work</p> <ul style="list-style-type: none"> • makes statements related to the content of own and others' pictures, stories or talk. <p>Revises and edits</p> <ul style="list-style-type: none"> • retells ideas to clarify meaning in response to questions or comments. <p>Enhances legibility</p> <ul style="list-style-type: none"> • forms recognizable letters by holding a pen or pencil in an appropriate and comfortable manner • explores the keyboard, using letters, numbers and the space bar. <p>Expands knowledge of language</p> <ul style="list-style-type: none"> • explores and experiments with new words and terms associated with topics of interest • experiments with rhymes and rhythms of language to learn new words. <p>Enhances artistry</p> <ul style="list-style-type: none"> • experiments with sounds, colours, print and pictures to express ideas and feelings. <p>Attends to Conventions</p> <p>Attends to grammar and usage</p> <ul style="list-style-type: none"> • develops a sense of sentence. <p>Attends to spelling</p> <ul style="list-style-type: none"> • hears and identifies dominant sounds in spoken words • demonstrates curiosity about visual features of letters and words with personal significance • connects letters with sounds in words • prints own name, and copies environmental print and words with personal significance. <p>Attends to capitalization and punctuation</p> <ul style="list-style-type: none"> • recognizes capital letters and periods in print texts • capitalizes first letter of own name. <p>Presents and Shares</p> <p>Presents information</p> <ul style="list-style-type: none"> • shares ideas and information about own drawings and topics of personal interest. <p>Enhances presentation</p> <ul style="list-style-type: none"> • uses drawings to illustrate ideas and information, and talks about them. <p style="text-align: right;"><i>(continued)</i></p>	<p>General Learner Expectation The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others.</p> <p>Specific Learner Expectations <i>The child:</i></p> <p>Respects Others and Strengthens Community</p> <p>Appreciates diversity</p> <ul style="list-style-type: none"> • explores personal experiences and family traditions related to oral, print and other media texts. <p>Relates texts to culture</p> <ul style="list-style-type: none"> • explores oral, print and other media texts from various communities. <p>Celebrates accomplishments and events</p> <ul style="list-style-type: none"> • shares stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments. <p>Uses language to show respect</p> <ul style="list-style-type: none"> • uses appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns. <p>Works within a Group</p> <p>Cooperates with others</p> <ul style="list-style-type: none"> • participates in class and group activities • finds ways to be helpful to others. <p>Works in groups</p> <ul style="list-style-type: none"> • asks and answers questions to determine what the class knows about a topic • listens to the ideas of others. <p>Evaluates group process</p> <ul style="list-style-type: none"> • responds to questions about personal contributions to group process.
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	<p><i>(continued)</i></p> <p>Constructs meaning from texts</p> <ul style="list-style-type: none"> relates aspects of oral, print and other media texts to personal feelings and experiences talks about and represents the actions of characters portrayed in oral, print and other media texts talks about experiences similar or related to those in oral, print and other media texts. <p>Appreciates the artistry of texts</p> <ul style="list-style-type: none"> experiments with sounds, words, word patterns, rhymes and rhythms. <p>Understands Forms, Elements and Techniques</p> <p>Understands forms and genres</p> <ul style="list-style-type: none"> experiences a variety of oral, print and other media texts. <p>Understands techniques and elements</p> <ul style="list-style-type: none"> develops a sense of story through reading, listening and viewing experiences identifies the main characters in a variety of oral, print and other media texts. <p>Experiments with language</p> <ul style="list-style-type: none"> appreciates the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs. <p>Creates Original Text</p> <p>Generates ideas</p> <ul style="list-style-type: none"> contributes ideas and answers questions related to experiences and familiar oral, print and other media texts. <p>Elaborates on the expression of ideas</p> <ul style="list-style-type: none"> listens to and recites short poems, songs and rhymes; and engages in word play and action songs. <p>Structures texts</p> <ul style="list-style-type: none"> draws, records or tells about ideas and experiences talks about and explains the meaning of own pictures and print. 		<p><i>(continued)</i></p> <p>Uses effective oral and visual communication</p> <ul style="list-style-type: none"> speaks in a clear voice to share ideas and information. <p>Demonstrates attentive listening and viewing</p> <ul style="list-style-type: none"> follows one- or two-step instructions makes comments that relate to the topic being discussed. 	
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<p>K.1 I Am Unique</p> <p>General Outcome Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual’s unique identity.</p> <p>Specific Outcomes</p> <p>► Values and Attitudes</p> <p><i>Students will:</i></p> <p>K.1.1 value their unique characteristics, interests, gifts and talents (I) K.1.2 appreciate the unique characteristics, interests, gifts and talents of others:</p> <ul style="list-style-type: none"> • appreciate feelings, ideas, stories and experiences shared by others (C, I) • value oral traditions of others (C) • appreciate that French and English are Canada’s official languages (C, I) <p>► Knowledge and Understanding</p> <p><i>Students will:</i></p> <p>K.1.3 examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are my gifts, interests, talents and characteristics? (I) • How do my gifts, interests, talents and characteristics make me a unique individual? (I) • How do culture and language contribute to my unique identity? (I, C) • What is the origin and/or significance of my given names? (I) <p>K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are the origins of the people in our school, groups or communities? (C, LPP) • How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities? (CC, I) • Why is speaking French and/or English important in our school, groups, or communities? (C, CC) • How can we show respect and acceptance of people as they are? (C, I) 	<p>K.2 I Belong</p> <p>General Outcome Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.</p> <p>Specific Outcomes</p> <p>► Values and Attitudes</p> <p><i>Students will:</i></p> <p>K.2.1 value how personal stories express what it means to belong (I) K.2.2 value and respect significant people in their lives:</p> <ul style="list-style-type: none"> • appreciate the important contributions of individuals at home, at school and in the community (C, CC) <p>K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)</p> <ul style="list-style-type: none"> • develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP) • appreciate the impact that group members have on each other (C, CC) • demonstrate respect for the diverse ways individuals cooperate, work and play together (C, PADM) • assume responsibility for personal actions, words and choices (C) <p>► Knowledge and Understanding</p> <p><i>Students will:</i></p> <p>K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What brings people together in a group? (CC) • What might we share with people in other groups? (CC) • Can we belong to several groups at one time? (I, GC) • How do we know that we belong to groups or communities? (CC, I) • Does everyone belong to a group or a community? (CC) • How does living and participating in your community affect your sense of belonging? (CC, I) <p>K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are the rules at home, at school and in the community? (PADM) • Are there similar rules at home, at school and in the community? (PADM) • What are the benefits of working cooperatively with others? (CC) • What are challenges that groups face in creating a peaceful atmosphere? (C, CC) • In what ways can people contribute to a group or community? (CC) • What actions show care and concern for the environment? (C, LPP) 	<p>Skills and Process</p> <p>► DIMENSIONS OF THINKING</p> <p><i>Students will:</i></p> <p>K.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> • consider ideas and information from varied sources • compare and contrast information provided <p>K.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> • recognize that some activities or events occur at particular times of the day or year • differentiate between events and activities that occurred recently and long ago <p>K.S.3 develop skills of geographic thinking:</p> <ul style="list-style-type: none"> • recognize familiar places or points of reference in their surroundings • ask geographic questions, such as asking for directions <p>K.S.4 demonstrate the skills of decision making and problem solving:</p> <ul style="list-style-type: none"> • provide ideas and strategies to contribute to decision making and problem solving <p>► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE</p> <p><i>Students will:</i></p> <p>K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> • consider the needs of others • work and play in harmony with others to create a safe and caring environment • demonstrate a willingness to share space and resources <p>K.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</p> <ul style="list-style-type: none"> • being a classroom helper <p>► RESEARCH FOR DELIBERATIVE INQUIRY</p> <p><i>Students will:</i></p> <p>K.S.7 apply the research process:</p> <ul style="list-style-type: none"> • ask questions to make meaning of a topic • gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues <p>► COMMUNICATION</p> <p><i>Students will:</i></p> <p>K.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> • listen to others in a socially appropriate manner • respond appropriately to comments and questions, using language respectful of human diversity <p>K.S.9 develop skills of media literacy:</p> <ul style="list-style-type: none"> • determine the main points or ideas in a media presentation
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Core Concepts: C Citizenship I Identity
 Strands: ER Economics and Resources LPP The Land: Places and People GC Global Connections
 CC Culture and Community PADM Power, Authority and Decision Making TCC Time, Continuity and Change

► ICT Outcomes

ENVIRONMENT AND COMMUNITY AWARENESS

KINDERGARTEN LEARNER EXPECTATIONS

<p>General Learner Expectation <i>The child demonstrates curiosity, interest and a willingness to learn about the environment and community.</i></p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> • becomes aware of the five senses and how they are used to explore, investigate and describe the world • explores and investigates objects and events in the environment • shows awareness of similarities and differences in living things, objects and materials • demonstrates awareness of the properties of objects and events in the environment, by: <ul style="list-style-type: none"> – describing some properties – sorting objects according to common properties; e.g., colour, size, shape and texture – arranging objects or events in logical order – matching objects or events as being the same as or going together – distinguishing between similar objects, based on one or more characteristics • becomes aware of the relationship between cause and effect • generates ideas to make personal sense of objects, events and relationships. 	<p>General Learner Expectation <i>The child uses materials in the environment and community and becomes aware of how others use materials.</i></p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> • explores and responds to the design and properties of a variety of natural and manufactured materials and objects • describes the function of some common objects found in and around the home and the community • demonstrates some ways of organizing materials; e.g., collecting, arranging, creating and transporting • selects and works with a variety of materials to build structures; e.g., blocks, wood and clay • manipulates or uses materials for a purpose; e.g., water, sand, wood and fabric • uses sand, water, blocks and other manipulatives to explore scientific and aesthetic concepts • uses simple tools in a safe and appropriate manner • recognizes the need to care for materials, and uses materials without wasting them • begins to use some technology appropriately in learning activities and to communicate with others • becomes aware of the importance of protecting the environment. 	<p>General Learner Expectation <i>The child demonstrates awareness of self and similarities and differences between self and others.</i></p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> • becomes aware of colours, shapes, patterns and textures in the environment • role-plays familiar situations; e.g., store, home, school • recognizes that some activities or events occur at particular times; e.g., recess, lunch, bedtime and seasonal changes • recognizes changes in weather and some ways people and animals adapt to the seasons; e.g., different clothes and migration • describes a variety of homes; e.g., for people, animals, birds • recognizes familiar animals and their characteristics and surroundings; e.g., farm and zoo • identifies familiar shapes and symbols in the environment and community; e.g., circles, squares, stop signs and traffic lights • identifies familiar sounds in the environment and community; e.g., school, home, weather, animals and machines. 	
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PERSONAL AND SOCIAL RESPONSIBILITY

KINDERGARTEN LEARNER EXPECTATIONS

<p>General Learner Expectation The child develops positive attitudes and behaviours toward learning.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> • perceives self as capable of learning • shows respect for self • demonstrates curiosity, interest and some persistence in learning activities • participates actively in learning tasks • shows willingness to explore and expand learning, and to try new things • shows willingness to adapt to some new situations • identifies and begins to demonstrate effective listening; e.g., actively listens and responds appropriately • demonstrates awareness of honesty • expresses preferences, and identifies basic personal likes and dislikes. 	<p>General Learner Expectation The child accepts and practises responsibility.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> • takes some responsibility for selecting and completing learning activities • develops a sense of responsibility for tasks at school • follows the rules and routines of familiar environments; e.g., classroom, school and library • follows directions of the teacher and other school staff • describes and demonstrates ways to be safe at home and away from home; e.g., demonstrates telephone skills, and knows when to share personal information • develops an awareness of situations where decisions are made • identifies ways to help • seeks help as needed • demonstrates awareness of the ways in which people take care of responsibilities in the home and school. 	<p>General Learner Expectation The child demonstrates and practises independence.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> • gets to and from destinations within school; e.g., familiar locations • separates from parents/guardians willingly when in familiar and comfortable situations • selects, engages in and completes some independent learning tasks, and seeks assistance, as necessary. 	<p>General Learner Expectation The child experiences and expresses feelings in socially acceptable ways.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> • demonstrates knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness and excitement • explores the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay • expresses personal feelings in appropriate ways • begins to express and accept positive messages • identifies situations where strong feelings could result • begins to deal appropriately with frustration.
<p>General Learner Expectation The child develops positive relationships with others.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> • becomes aware of the needs of others and individual similarities and differences • recognizes that individuals are members of various and differing groups • demonstrates a positive, caring attitude toward others; e.g., expresses and accepts encouragement and demonstrates fair play • expresses needs to other children and adults in an appropriate manner <p><i>(continued)</i></p>	<p>Specific Learner Expectations (continued) <i>The child:</i></p> <ul style="list-style-type: none"> • begins to develop respectful communication skills appropriate to context • identifies causes of conflict in school or in play, and, with adult assistance, suggests simple ways to resolve conflict • identifies ways of making friends; e.g., introduces self and invites others to join activities. 	<p>General Learner Expectation The child contributes to group activities.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> • listens to peers and adults • takes turns in activities and discussions • works cooperatively with a partner or in a group • offers and accepts help in partner or group situations • performs volunteer tasks as a class; e.g., draws pictures to show appreciation 	<p>Specific Learner Expectations (continued) <i>The child:</i></p> <ul style="list-style-type: none"> • demonstrates sharing behaviour; e.g., at home and in school • joins in some small and large group games and activities • identifies and demonstrates etiquette and fair play • experiences different roles in a variety of physical activities • displays a willingness to play alongside others.

PHYSICAL SKILLS AND WELL-BEING

KINDERGARTEN LEARNER EXPECTATIONS

<p>General Learner Expectation The child acquires basic locomotor, nonlocomotor and manipulative skills through developmentally appropriate movement activities in a variety of environments.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> experiences and develops locomotor skills through a variety of activities; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding experiences and develops nonlocomotor skills through a variety of activities; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling experiences and develops ways to receive; e.g., catching, collecting; retain; e.g., carrying, bouncing; and send; e.g., throwing, kicking; an object, using a variety of body parts and implements and through a variety of activities experiences the basic skills in a variety of environments; e.g., playground demonstrates body and space awareness when performing space awareness games experiences educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships experiences the basic skills of running, jumping, throwing in a variety of environments; e.g., field. 	<p>General Learner Expectation The child develops fine motor and perceptual motor skills through participation in a variety of activities.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> develops fine motor skills involving finger speed, arm steadiness, arm and hand precision, finger and hand dexterity, and the manipulation of small materials develops perceptual–motor skills through activities involving eye–hand coordination; e.g., looking at picture books, stringing beads, cutting, pasting, drawing and collage work. 	<p>General Learner Expectation The child develops attitudes and behaviours that promote a healthy lifestyle, wellness and safety for self and others.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> identifies general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape identifies external body parts and describes the function of each recognizes improvement in physical abilities experiences cardio-respiratory activities recognizes personal abilities while participating in physical activity experiences how physical activity makes one feel experiences the changes that take place in the body during physical activity understands the connections between physical activity and emotional well-being; e.g., feels good demonstrates an understanding of basic rules and fair play describes and observes safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground recognizes appropriate nutritional habits recognizes that nutritious foods are needed for growth and to feel good/have energy, e.g., nutritious snacks begins to identify and observe safety rules in such situations as in school, the school bus, pedestrian, playground, bicycle or motor vehicle passenger safety recognizes that some household substances may be harmful; e.g., medication, household products identifies safety symbols; e.g., Block Parents, hazardous goods symbols identifies and uses positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions identifies unsafe situations, and identifies safety rules for protection; e.g., avoid walking alone. 	<p>General Learner Expectation The child assumes responsibility to lead an active way of life.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> describes ways, and makes choices, to be physically active daily shows a willingness to participate regularly in short periods of activity with frequent rest intervals participates with effort in physical activities shows a willingness to listen to directions and simple explanations participates in safe warm-up and cool-down activities experiences moving safely and sensitively through all environments; e.g., movement activities participates in a class activity with a group goal; e.g., walk a predetermined distance makes choices to be involved in a variety of movement experiences describes appropriate places for children to play makes choices to be active.
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CREATIVE EXPRESSION

KINDERGARTEN LEARNER EXPECTATIONS

<p>General Learner Expectation The child explores self-expression through creative thought and through language, art, movement, music and drama.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement explores and experiments with patterns, movement, rhythm, sound and music responds to and interprets visual images, by viewing natural forms, everyday objects and artworks experiments with a variety of art materials to create two and three dimensional forms experiments with line, colour, shape, texture and pattern in diverse media to explore and express ideas begins to recognize and respond to elements in music, such as rhythm, melody, harmony, form and expression—including tempo, dynamics and tone colour explores and begins to distinguish among the sounds of various musical instruments responds to the beat in music through such movements as walking, running, hopping, skipping and repetitive, rhythmic actions, such as clapping and tapping participates in action songs, singing games and poems experiences movement to respond to a variety of stimuli; e.g., music experiences body awareness when performing dance activities uses imagination creatively in dramatic play; e.g., story, puppets, role play and mime uses past experiences to develop new ideas explores familiar materials in new ways begins to select from familiar media, tools or materials to express thoughts, ideas, feelings and experiences; e.g., art materials, musical instruments, dance, story and puppets. 	<p>General Learner Expectation The child becomes aware of various forms of expression.</p> <p>Specific Learner Expectations <i>The child:</i></p> <ul style="list-style-type: none"> becomes aware of why and how ideas are communicated through art, music, movement and drama becomes aware of how artists and musicians use such elements as rhythm, melody, line, colour and pattern to express ideas begins to discover that many objects in daily life are designed or created by artists; e.g., picture books, pottery, paintings and sculpture begins to connect own forms of expression to forms of expression in the world around; e.g., use of collage in own work to use of collage in picture books and artworks, and use of particular musical instruments responds to and appreciates the art, music, movement and drama of own and other cultures by viewing, discussing and creating.
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<p>Communicating, Inquiring, Decision Making and Problem Solving</p> <p>General Outcome C1 Students will access, use and communicate information from a variety of technologies.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 access and retrieve appropriate information from electronic sources for a specific inquiry 1.2 process information from more than one source to retell what has been discovered <p>General Outcome C2 Students will seek alternative viewpoints, using information technologies.</p> <p>Specific Outcome</p> <ol style="list-style-type: none"> 1.1 [no outcomes for this division] <p>General Outcome C3 Students will critically assess information accessed through the use of a variety of technologies.</p> <p>Specific Outcome</p> <ol style="list-style-type: none"> 1.1 compare and contrast information from similar types of electronic sources <p>General Outcome C4 Students will use organizational processes and tools to manage inquiry.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 follow a plan to complete an inquiry 1.2 formulate new questions as research progresses 1.3 organize information from more than one source <p>General Outcome C5 Students will use technology to aid collaboration during inquiry.</p> <p>Specific Outcome</p> <ol style="list-style-type: none"> 1.1 share information collected from electronic sources to add to a group task <p>General Outcome C6 Students will use technology to investigate and/or solve problems.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 identify a problem within a defined context 1.2 use technology to organize and display data in a problem-solving context 1.3 use technology to support and present conclusions <p>General Outcome C7 Students will use electronic research techniques to construct personal knowledge and meaning.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 develop questions that reflect a personal information need 1.2 summarize data by picking key words from gathered information and by using jottings, point form or retelling 1.3 draw conclusions from organized information 1.4 make predictions based on organized information 	<p>Foundational Operations, Knowledge and Concepts</p> <p>General Outcome F1 Students will demonstrate an understanding of the nature of technology.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 identify techniques and tools for communicating, storing, retrieving and selecting information 1.2 apply terminology appropriate to the technologies being used at this division level 1.3 demonstrate an understanding that the user manages and controls the outcomes of technology <p>General Outcome F2 Students will understand the role of technology as it applies to self, work and society.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 identify technologies used in everyday life 1.2 describe particular technologies being used for specific purposes <p>General Outcome F3 Students will demonstrate a moral and ethical approach to the use of technology.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies 1.2 work collaboratively to share limited resources 1.3 demonstrate appropriate care of technology equipment 1.4 recognize and acknowledge the ownership of electronic material 1.5 use appropriate communication etiquette <p>General Outcome F4 Students will become discerning consumers of mass media and electronic information.</p> <p>Specific Outcome</p> <ol style="list-style-type: none"> 1.1 compare similar types of information from two different electronic sources <p>General Outcome F5 Students will practise the concepts of ergonomics and safety when using technology.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 demonstrate proper posture when using a computer 1.2 demonstrate safe behaviours when using technology <p>General Outcome F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down 1.2 use proper keyboarding techniques for the home row, enter, space bar, tab, backspace, delete and insertion-point arrow keys 1.3 operate basic audio and video equipment, including inserting, playing, recording and ejecting media 	<p>Processes for Productivity</p> <p>General Outcome P1 Students will compose, revise and edit text.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques 1.2 edit complete sentences, using such features of word processing as cut, copy and paste <p>General Outcome P2 Students will organize and manipulate data.</p> <p>Specific Outcome</p> <ol style="list-style-type: none"> 1.1 read information from a prepared database <p>General Outcome P3 Students will communicate through multimedia.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 access images, such as clip art, to support communication 1.2 create visual images by using such tools as paint and draw programs for particular audiences and purposes 1.3 access sound clips or recorded voice to support communication <p>General Outcome P4 Students will integrate various applications.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 integrate text and graphics to form a meaningful message 1.2 balance text and graphics for visual effect <p>General Outcome P5 Students will navigate and create hyperlinked resources.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 navigate within a document, compact disc or other software program that contains links 1.2 access hyperlinked sites on an intranet or the Internet <p>General Outcome P6 Students will use communication technology to interact with others.</p> <p>Specific Outcomes</p> <ol style="list-style-type: none"> 1.1 compose a message that can be sent through communication technology 1.2 communicate electronically with people outside the classroom
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Note: The ICT curriculum is not intended to stand alone as a course but rather to be infused in instructional activities.