Specific Curriculum Outcomes Framework

Kindergarten

2013
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Introduction

This learning outcomes framework comprises a series of specific curriculum outcome statements describing what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in their public school education. Through an ongoing process, the Department of Education and Early Childhood Development is developing a learning outcomes framework for each area of the public school program.

This document provides an overview of the learning outcomes framework organized by grade level and subject area. It is intended to serve as a brief survey of expected learning outcomes and as a tool to assist teachers in program planning. The connections among learning outcomes reflect natural affinities among subject areas and facilitate the design of a balanced, integrated program.

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to the Journey On documents, located on the Department of Education and Early Childhood Development website http://www.edu.pe.ca/journeyon/

Foundation documents provide the framework for general and key-stage curriculum outcomes, outline the focus and key features of the curriculum, and describe contexts for learning and teaching. Curriculum guides elaborate on specific curriculum outcomes and describe other aspects of curriculum, such as program design and components, instructional and assessment strategies, and resources.

General curriculum outcomes are statements which identify what students are expected to know and be able to do upon completion of study in a curriculum area. Key-stage curriculum outcomes are statements which identify what students are expected to know and be able to do by the end of Grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in a curriculum area. Specific curriculum outcomes are statements which identify what students are expected to know and be able to do at a particular grade level.

The following overview of the learning outcomes framework notes general curriculum outcomes and specific curriculum outcomes.

Elementary Program Components

Elementary schools must include, for all children in each year’s program for kindergarten through Grades 1-6, health, language arts, mathematics, music, physical education, social studies, science, and visual arts. The elementary program does not include technology education as a subject area; however, the general and key-stage curriculum outcomes for technology education included in this booklet provide a framework for teachers of kindergarten through Grades 1-6 to use in integrating technology education within learning experiences across the curriculum.
Communication and Information Technology

General Technology Outcomes

GTO A - Technology Problem Solving

Students will be expected to design, develop, evaluate, and articulate technological solutions.

GTO B - Technology Systems

Students will be expected to operate and manage technological solutions.

GTO C - History and Evolution of Technology

Students will be expected to demonstrate an understanding of the history and evolution of technology and of its social and cultural implications.

GTO D - Technology and Careers

Students will be expected to demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work.

GTO E - Technological Responsibility

Students will be expected to demonstrate an understanding of the consequences of their technological choices.

Specific Curriculum Outcomes

Computer System

Students will be expected to

B1.1 (A) login, open and close a program, open, save and manage technological solutions close file with a mouse
C1.1 (A) identify technologies that are found in everyday life

Social, Ethical, and Health

Students will be expected to

A2.1 (A) identify aspects of an ergonomic workstation (lighting, monitor angle, work placement, keyboard height, seat height, posture, etc.)
B2.1 (A) demonstrate proper touch keyboarding techniques (i.e., home row, quick key strokes)
E2.1 (A) respect equipment and other students’ work
E2.2 (A) work co-operatively at workstation
E2.3 (A) adhere to Acceptable Use Agreement for workstation/network/Internet
E2.8 (A) demonstrate caution before sending personal information over the Internet

Internet

Students will be expected to

A3.1 (A) demonstrate awareness of the Internet as a source of information

Concept Maps

Students will be expected to

A4.3 (A) categorize ideas graphically
A4.4 (A) create links between ideas; re-link or delete links between ideas
A4.5 (A) elaborate on ideas (i.e., adding notes, annotations, etc.)

Graphics

Students will be expected to

A5.1 (A) create illustrations or graphics by using the various drawing tools
B5.1 (A) demonstrate various object editing features (i.e., select, unselect, resize, crop, area fill, add colour and pattern, size adjustment using the mouse or scale, various erasing techniques, object orientation, change font and text size, colour or appearance, create text blocks, change text wrap selection and other text manipulation functions)

CODES USED IN CONTINUUM

(A) AWARENESS LEVEL
The student is exposed to the technology as it is being used by others.
General Technology Outcomes

Word Processing

Students will be expected to

A7.2 (A) identify examples of desktop publishing (i.e., newspaper, catalogue, ads, brochure)

B7.1 (A) use a grade level appropriate word processor to create and edit written work

B7.2 (A) locate characters on a keyboard and identify functions of word processing (i.e., cursor, insertion point, enter key, space bar, upper case, backspace, shortcut key)

Multimedia

Students will be expected to

B8.1 (A) navigate multimedia resources such as slideshows, online resources, or CD-ROM interactive educational activities

Database

Students will be expected to

A9.1 (A) use an existing database (CD-ROM, Microcat, Dynex, Internet search engine) to find information (sign up for Provincial Library Card - Abbycat)

B9.1 (A) enter data into a pre-existing database, edit data, and use automated text

Telecommunications

Students will be expected to

B10.1 (A) send messages

B10.2 (A) open messages

Web Authoring

A11.1 (A) identify web page creation possibilities
Creative Development

**General Curriculum Outcomes**

GCO 1: Students will explore, challenge, develop, and express ideas, using the skills, language techniques, and processes of the arts.

**Specific Curriculum Outcomes**

Creative Development

*Students will be expected to*

1.1 express ideas and feelings creatively through music and movement
1.2 express ideas and feelings creatively through artistic expression
1.3 represent and express ideas and feelings creatively through play
Early Literacy

General Curriculum Outcomes

GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Specific Curriculum Outcomes

Oral Language - Speaking & Listening

Students will be expected to

1.1 express feelings and opinions, and describe personal experiences and interests (Health & Physical Development 3.1)
1.2 listen to the ideas and opinions of others
1.3 begin to ask and respond to questions, seeking help or information (i.e., who? what? why? where? when?)
1.4 follow and give directions in different contexts
1.5 participate in conversation and in small- and whole-group discussion
1.6 begin to use gestures and tone to convey meaning
1.7 engage in simple oral presentations and respond to oral presentations
1.8 demonstrate that they are becoming aware of social conventions in group work and cooperative play
1.9 develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people

Oral Language - Phonological Awareness

Students will be expected to

2.1 identify how many words are in a spoken sentence
2.2 begin to segment and blend words into syllables
2.3 recognize and produce rhyming words in oral language
2.4 recognize beginning and final phonemes (sounds) in oral language

Reading and Viewing

Students will be expected to

3.1 regard reading/viewing as sources of interest, enjoyment, and information
3.2 understand basic concepts of print including directionality, word, space, letter, and sound
3.3 engage in reading or reading-like behaviour as they experience a variety of literature
3.4 use picture cues and prior knowledge to make sense of unfamiliar text
General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

3.5 use knowledge of oral language to make sense of unfamiliar text
3.6 begin to use knowledge of sound/letter relationships to problem-solve unknown words
3.7 begin to match one-to-one spoken to printed word
3.8 begin to use some sight words, environmental print, and words that have personal significance to make sense of unfamiliar text
3.9 name most of the letters of the alphabet in context
3.10 respond personally to texts in a variety of ways to demonstrate comprehension
3.11 develop an awareness of different types of text
3.12 begin to ask questions about a text
3.13 recognize some basic components of text such as author, illustrator, and title

Writing and Representing

Students will be expected to

4.1 understand that print (illustration/symbols) carries a message
4.2 begin to demonstrate an awareness of audience and purpose
4.3 write simple messages
4.4 begin to develop an awareness of editing strategies
4.5 develop the concept of directionality
4.6 develop one-to-one correspondence between spoken and written words
4.7 understand that letters can be written in upper and lower case (often use them indiscriminately)
4.8 use letters to represent the predominant sounds in words
4.9 begin to use some sight words, environmental print, and words that have personal significance to support their writing
4.10 experiment with punctuation
4.11 begin to use spaces between words

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations
Early Numeracy

**General Curriculum Outcomes**

GCO: Develop number sense.

GCO: Use patterns to describe the world and solve problems.

GCO: Use direct and indirect measure to solve problems.

GCO: Describe the characteristics of 3-D objects and 2-D shapes, and analyse the relationships among them.

**Specific Curriculum Outcomes**

**Number Sense**

*Students will be expected to*

1.1 count in a variety of ways
1.2 explore a variety of physical representations of numbers 1 to 10
1.3 count to determine the number in a group (0 to 10)
1.4 create sets of a given number (0 to 10)
1.5 show a given number as two parts concretely and name the two parts (2 to 10)
1.6 determine which group has more, which group has less, or which are equivalent
1.7 use symbols to represent numbers in a variety of meaningful contexts

**Patterns**

*Students will be expected to*

2.1 demonstrate an understanding of repeating patterns (two or three elements) by identifying, describing, copying, extending, and creating patterns

**Measurement**

*Students will be expected to*

3.1 compare two objects based on a single attribute, such as length (height), mass (weight), and volume (capacity)

**Geometry**

*Students will be expected to*

4.1 sort 3-D objects using a single attribute
4.2 build and describe 3-D objects
Health and Physical Development

General Curriculum Outcomes

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Specific Curriculum Outcomes

Physical Development

Students will be expected to

1.1 develop control of large muscles *
1.2 develop control of small muscles *
1.3 develop spatial sense, including position-in-space, and the language associated with it **

Health and Well-Being

Students will be expected to

2.1 explore and recognize the benefits of healthy food choices
2.2 practise and discuss positive hygiene and health care habits
2.3 participate in and explore the benefits of physical activity
2.4 recognize and discuss safe and unsafe situations
2.5 apply basic safety rules

Personal Development

Students will be expected to

3.1 understand that feelings and emotions are expressed in words, actions, and facial/body expressions
3.2 demonstrate curiosity and interest in learning
3.3 engage in and complete activities independently; and seek assistance as necessary

Notes:

* The Physical Education Curriculum: Grades K-6, (p.32) Developmental Progression of Movement Skills, indicates: “Progressing towards control” for both Gross and Fine Motor Movement.”

** The Physical Education Curriculum goals for K-6 students are expected to

- explore and develop an understanding of skills, tactics, and strategies in a wide variety of movement activities;
- question, reflect, and make decisions during authentic learning experiences.
Physical Education

Please note: The three goals, Active Living, Skilful Movement, and Relationships will be referred throughout this section as GCO 1, GCO 2, and GCO 3.

GCO 1: Active Living
Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

GCO 2: Skilful Movement
Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

GCO 3: Relationships
Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

General Curriculum Outcomes

GCO 1

Active Living
Students will be expected to

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

GCO 2

Skilful Movement
K.2 Locomotor Movement
Explore and practise ways to move the body through space, including at
• a progressing-towards-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)

K.3 Non-Locomotor Movement
Explore and practise ways to move the body in personal space at
• a progressing-towards-control level of skills when
  - balancing
  - jumping and landing (on the spot)

Specific Curriculum Outcomes

GCO 2

NOTE: Kindergarten students might attempt to roll when they are exploring movement, although rolling is not part of the kindergarten curriculum. Rolling is a safety skill that supports future participation in movement activities. Descriptors of how to roll safely are provided here as they appear in the Grade 2 and Grade 3 curricula.
General Curriculum Outcomes

GCO 2

**Specific Curriculum Outcomes**

*Students will be expected to*

**K.4 Manipulative Skills**

Explore and practise ways to send and receive objects at
- an exploration level when
  - throwing (rolling)
  - catching (trapping, gathering)
  - kicking

GCO 1, GCO 2, GCO 3

**Active Living, Skilful Movements, Relationships**

*Students will be expected to*

**K.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)

**K.6 Rhythmical Movement**

Explore and perform rhythmical movement to different auditory events (e.g., beat of a drum, clapping, music) and rhythms (e.g., quick, slow), using a variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping.

GCO 1, GCO 3

*(Prince Edward Island Physical Education Safety Guidelines document)*

**Active Living, Relationships**

*Students will be expected to*

**K.7 Relationships**

Use respectful behaviours and safe practices while participating in co-operative games and physical movement activities.
# Science

## General Curriculum Outcomes

<table>
<thead>
<tr>
<th>GCO 1:</th>
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<tbody>
<tr>
<td>Exploring the World Using Our Senses</td>
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### Specific Curriculum Outcomes

Students will be expected to:

- 1.1 become aware of the five senses
- 1.2 develop and use vocabulary associated with the five senses
Social Studies

General Curriculum Outcomes

Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

People, Places, and Environment

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Specific Curriculum Outcomes

I Am Unique

*Students will be expected to*

1.1 recognize and discuss personal interests, characteristics, and preferences that make them unique and special
1.2 begin to develop an awareness of needs and wants that are common to all children
1.3 demonstrate that cooperation is an important part of being a member of a group

Family

*Students will be expected to*

2.1 identify and describe their family
2.2 recognize that families have varied traditions, rituals, and celebrations

Community

*Students will be expected to*

3.1 begin to develop an awareness of their community
3.2 begin to develop an awareness of the connection between their community and other communities
3.3 begin to develop an awareness of maps