

### Specific Curriculum Outcomes Framework

Kindergarten

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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 <a href="http://www.edu.pe.ca/journeyon/">http://www.edu.pe.ca/journeyon/</a>

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.

#### **CODES USED IN CONTINUUM**

#### (A) AWARENESS LEVEL

The student is exposed to the technology as it is being used by others.

### **Specific Curriculum Outcomes**

### **Computer System**

Students will be expected to

- B1.1 (A) login, open and close a program, open, save and manage technolgical 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 work station
- E2.3 (A) adhere to *Acceptable Use Agreement* for work station/network/
- 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**

- 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 appearanace, create text blocks, change text wrap selection and other text manipulation functions)

# 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

### **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, clairfy, and reflect on their thoughts, ideas, feelings, and experiences.

# GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

### **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

- 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 problemsolve 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

### **Specific Curriculum Outcomes**

GCO: Develop number sense.

### **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

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

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

GCO: Use direct and indirect measure to solve problems.

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

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

### Geometry

- 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

### **Specific Curriculum Outcomes**

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

### 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

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

- 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 activites.

# General Curriculum Outcomes

GCO<sub>1</sub>

GCO<sub>2</sub>

### Specific Curriculum Outcomes

### **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

#### 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)

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

### **Specific Curriculum Outcomes**

Students will be expected to

GCO<sub>2</sub>

### 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

### **Specific Curriculum Outcomes**

GCO 1:

Exploring the World Using Our Senses 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

### **Cutlure 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 perpectives.

### 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

- 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