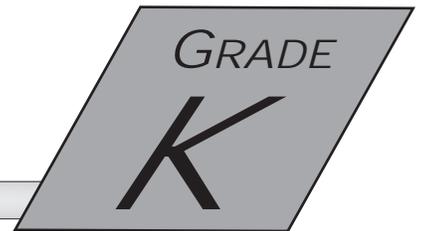


BEING TOGETHER

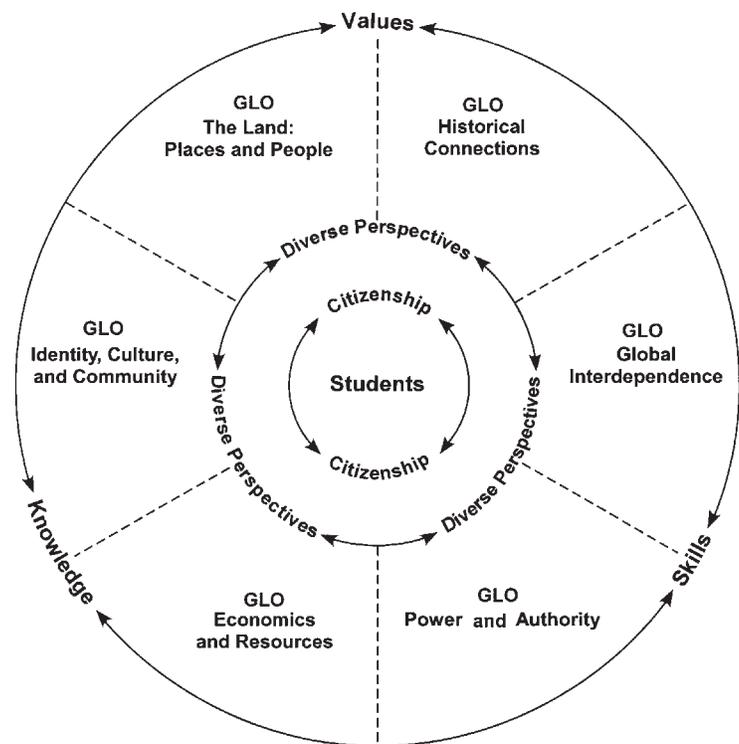


Grade Overview

Specific Learning Outcomes

Learning Experiences

KINDERGARTEN students explore who they are in relation to others in their world. They become aware of how people live, play, and work together in order to meet their basic needs. Students are encouraged to express interest in the experiences of others and discover their connections to the people around them. As they explore their social and natural environments, they become aware that they live in a country called Canada, and begin to see themselves as part of a larger world.



Cluster Descriptions

Cluster 1: Me

Students explore what makes them unique, considering their abilities and interests, and identify groups and places that are important to them. They also examine rules and responsibilities and study basic needs.

Cluster 2: The People Around Me

Students identify the people who care for them and influence their lives. They explore different ways of cooperating, communicating, and solving problems in order to live and work together with others. Students also begin to examine the concept of time by investigating recurring events in their lives.

Cluster 3: The World Around Me

Students study the world around them, exploring the physical environment of their local neighbourhood and learning that they live in a country called Canada. They learn that although all people have the same basic needs, they have different ways of meeting those needs.

Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Kindergarten students will...

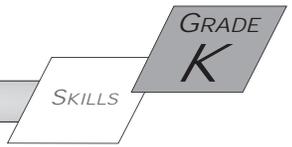
S-100	Cooperate and collaborate with others. <i>Examples: take turns, share space and classroom resources...</i>	S-102	Interact fairly and respectfully with others.
S-101	Consider others' needs when working and playing together.	S-103	Make decisions that reflect care, concern, and responsibility for the environment.

Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Kindergarten students will...

S-200	Gather information from oral, visual, material, or print sources.	S-202	Use appropriate terms or expressions to describe periods of time.
S-201	Sort information using selected criteria.	S-203	Use tools and technologies to accomplish given tasks.



Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Kindergarten students will...

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| S-300 | <u>Use comparison in investigations.</u> |
| S-301 | <u>Identify consequences of their decisions and actions.</u> |

Communication

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Kindergarten students will...

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|-------|--|-------|---|
| S-400 | <u>Listen actively to others.</u> | S-403 | <u>Present information and ideas orally, visually, or concretely.</u> |
| S-401 | <u>Use language that is respectful of others.</u> | S-404 | <u>Relate events and stories in chronological order.</u> |
| S-402 | <u>Express reasons for their ideas and opinions.</u> | | |

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Kindergarten students will...

KC-001 Describe their responsibilities at home and in school.

KC-002 Recognize that their actions affect others.

KC-003 Identify people who are responsible for helping and caring for them at home, at school, and in the community.

KC-004 Give examples of ways in which people cooperate in order to live together peacefully.

KC-005 Recognize that they live in a country called Canada.

KC-006 Identify Remembrance Day as a time to think about peace and war.

VC-001 Be willing to contribute to their groups and communities.

Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Kindergarten students will...

<p>KI-007</p> <hr/> <p>KI-008</p> <hr/> <p>KI-009</p> <hr/> <p>KI-010</p> <hr/> <p>KI-010A</p> <hr/> <p>KI-011</p> <hr/>	<p>Identify groups that are important to them.</p> <hr/> <p>Recognize that everyone has particular interests and abilities.</p> <hr/> <p>Identify groups in which people live, work, and play together.</p> <hr/> <p>Identify different ways people communicate. <i>Examples: art, dance, song, facial expression, body language, sign language...</i></p> <hr/> <p>Recognize the importance of non-verbal communication in their Aboriginal culture.</p> <hr/> <p>Recognize that people have diverse celebrations.</p> <hr/>	<p>VI-002</p> <hr/> <p>VI-002A</p> <hr/>	<p>Value their own and others' interests and abilities.</p> <hr/> <p>Value the special talents or strengths that are given to them.</p> <hr/>
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The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Kindergarten students will...

KL-012	Describe characteristics of the local physical environment. <i>Include: natural and constructed elements.</i>	VL-003	Appreciate the beauty and importance of the natural environment.
KL-013	Give examples of how the natural environment influences daily life. <i>Examples: work, play, clothing...</i>		
KL-014	Describe the location of their home in relation to familiar landmarks. <i>Include: the name of their village, town, city, or First Nation community.</i>		
KL-015	Identify familiar places and landmarks. <i>Examples: parks, statues, buildings, natural landmarks...</i>		
KL-015F	Identify meeting places where they can associate with other francophones.		
KL-016	Recognize globes, maps, and models as representations of actual places.		

Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Kindergarten students will...

KH-017

Give examples of repeating patterns and events in their lives.

Examples: class routines, celebrations, Canada Day, Earth Day...

VH-004

Demonstrate interest in stories of the past.

KH-018

Distinguish between yesterday, today, and tomorrow.

KH-019

Recognize that they can learn from stories of the past.

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Kindergarten students will...

KG-020 Recognize that people all over the world have the same basic needs.

Examples: food, clothing, shelter...

KG-021 Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.

VG-005 Demonstrate interest in the larger world beyond their immediate environment.

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Kindergarten students will...

KP-022 Give examples of rules and identify their purposes.

Examples: school rules, safety rules...

VP-006 Respect the rules of the classroom, playground, and school.

KP-023 Identify people who make decisions that influence their lives.

KP-024 Recognize that disagreement or conflict may be part of living and working together.

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Kindergarten students will...

KE-025	Give examples of basic needs. <i>Examples: food, clothing, shelter...</i>	VE-007	Respect their own and others' property.
KE-026	Give examples of different types of work in their families, schools, and communities.	VE-008	Value the sharing of work and resources.