KINDERGARTEN CURRICULUM OVERVIEW

PERSONAL AND SOCIAL RESPONSIBILITY

- Develops positive attitudes and behaviors toward learning
- Accepts and practises responsibility
- Demonstrates and practises independence
- Develops positive relationships with others
- Experiences and expresses feelings in socially acceptable ways
- Contributes to group activities

I Am Unique
Demonstrates an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual’s unique identity.

I Belong
Demonstrates an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

EXPLORES THOUGHTS, IDEAS, FEELINGS AND EXPERIENCES

- Discovers and explores
- Clarifies and extends

EARLY LITERACY

- Listens
- Reads
- Views
- Writes
- Represents

- Comprehends and responds personally and critically to oral, print and other media texts
- Uses strategies and cues
- Responds to texts
- Understands forms, elements and techniques
- Creates original text

- Enhances the clarity and artistry of communication
- Enhances and improves
- Adheres to conventions
- Presents and shares

- Develops fine motor and perceptual motor skills through participation in a variety of activities

- Assesses responsibility to lead an active way of life

PHYSICAL SKILLS AND WELL-BEING

- Develops fine motor and perceptual motor skills through participation in a variety of activities
- Assesses responsibility to lead an active way of life

- Explores familiar places and things in the environment and community
- Becomes aware of various forms of expression
- Develops attitudes and behaviors that promote a healthy lifestyle, wellness and safety for self and others

- Uses materials in the environment and community
- Becomes aware of various forms of expression

ENVIRONMENT AND COMMUNITY AWARENESS

- Uses materials in the environment and community
- Becomes aware of how others use materials

CREATIVE AND CULTURAL EXPRESSION

- Explores self-expression through creative thought and through language, art, movement, music and drama
- Demonstrates curiosity, interest and a willingness to learn about the environment and community

- Respects, supports and collaborates with others
- Respects others and strengthens community
- Works within a group

- Listening
- Reading
- Viewing
- Speaking
- Writing
- Representing
- Technology

- All the language arts are interrelated and interdependent; facility in one strengthens and supports the others.

MATHMATICS

- Communications
- Reasoning
- Problem Solving
- Technology
- Mental Mathematics and Estimation
- Visualization
- Patterns and Relations
- Communicate more patterns
- Sort objects based on a single attribute
- Shape and Space
- Use direct measurement to compare two objects
- Sort and build 3-D objects

- Number
- describe, orally and compare quantities from 1 to 10.

CITIZENSHIP AND IDENTITY

- Being Together

- Skills and Processes

- I Belong
- Demonstrates an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

- Develops positive attitudes and behaviors toward learning

- Acquires basic locomotor, nonlocomotor and manipulative skills through developmentally appropriate movement activities in a variety of environments

- Explores self-expression through creative thought and through language, art, movement, music and drama

- Demonstrates curiosity, interest and a willingness to learn about the environment and community

- Uses materials in the environment and community
- Becomes aware of various forms of expression

- Develops attitudes and behaviors that promote a healthy lifestyle, wellness and safety for self and others

- Uses materials in the environment and community
- Becomes aware of how others use materials

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.

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.
EARLY LITERACY

Specific Learner Expectations
The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts.

Discovers and Explores
Expresses ideas and develops understanding
- shares personal experiences prompted by oral, print and other media texts
- talks about ideas, experiences and familiar events.

Experiments with language and form
- talks and represents to explore, express and share stories, ideas and experiences.

Expresses preferences
- talks about favourite oral, print and other media texts.

Sets goals
- talks about own reading and writing experiences.

Clarifies and Extends
Consider the ideas of others
- listens to experiences and feelings shared by others.

Combines ideas
- connects related ideas and information.

Extends understanding
- expresses interest in new ideas and experiences.

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.

Specific Learner Expectations
The child:

Discovers and Explores
Uses Strategies and Cues
Uses prior knowledge
- 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.

Uses comprehension strategies
- 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.

Uses textual cues
- attends to print cues when stories are read aloud
- begins to identify some individual words in texts that have been read aloud.

Uses phonics and structural analysis
- 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.

Uses References
- recites the letters of the alphabet in order
- copies scribed words and print texts to assist with writing.

Responds to Texts
Experiences various texts
- 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.

RESPONSIBLE LEARNING

Specific Learner Expectations
The child:

Discovers and Explores
Uses strategies and cues
Uses prior knowledge
- 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
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- identifies favourite stories and books.

(continued)
| Constructs meaning from texts | (continued)  
|--------------------------------|---------------------------------------------------|
| 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.  
| Appreciates the artistry of texts | (continued)  
| experiments with sounds, words, word patterns, rhymes and rhythms.  

**Understands Forms, Elements and Techniques**

| Understands forms and genres | (continued)  
|--------------------------------|---------------------------------------------------|
| experiences a variety of oral, print and other media texts.  
| Understands techniques and elements | (continued)  
| 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.  
| Experiments with language | (continued)  
| appreciates the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs.  

**Creates Original Text**

| Generates ideas | (continued)  
|--------------------------------|---------------------------------------------------|
| contributes ideas and answers questions related to experiences and familiar oral, print and other media texts.  
| Elaborates on the expression of ideas | (continued)  
| listens to and recites short poems, songs and rhymes; and engages in word play and action songs.  
| Structures texts | (continued)  
| draws, records or tells about ideas and experiences  
| talks about and explains the meaning of own pictures and print.  

**Uses effective oral and visual communication**

|  | (continued)  
|--------------------------------|---------------------------------------------------|
| speaks in a clear voice to share ideas and information.  
| Demonstrates attentive listening and viewing | (continued)  
| follows one- or two-step instructions  
| makes comments that relate to the topic being discussed.  

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Kindergarten Outcomes / 3

2008
MATHEMATICS

**Strand: Number**

**General Outcome**
Develop number sense.

**Specific Outcomes**
- say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V]
- subitize (recognize at a glance) and name familiar arrangements of 1 to 5 objects or dots. [C, CN, ME, V]
- relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]
- represent and describe numbers 2 to 10, concretely and pictorially. [C, CN, ME, R, V]
- compare quantities 1 to 10, using one-to-one correspondence. [C, CN, V]

**Mathematical Processes:** C Communication CN Connections ME Mental Mathematics and Estimation PS Problem Solving R Reasoning T Technology V Visualization

**Strand: Patterns and Relations**

**Patterns**

**General Outcome**
Use patterns to describe the world and to solve problems.

**Specific Outcomes**
- demonstrate an understanding of repeating patterns (two or three elements) by:
  - identifying
  - reproducing
  - extending
  - creating patterns using manipulatives, sounds and actions. [C, CN, PS, V]
  [ICT: P2-1.1]
- sort a set of objects based on a single attribute, and explain the sorting rule. [C, CN, PS, R, V]

**Strand: Shape and Space**

**Measurement**

**General Outcome**
Use direct and indirect measurement to solve problems.

**Specific Outcomes**
- use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). [C, CN, PS, R, V]

**3-D Objects and 2-D Shapes**

**General Outcome**
Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

**Specific Outcomes**
- sort 3-D objects, using a single attribute. [C, CN, PS, R, V]
- build and describe 3-D objects. [CN, PS, V]
### Kindergarten Learner Expectations

#### K.1 I Am Unique

**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.

**Specific Outcomes**

<table>
<thead>
<tr>
<th>Values and Attitudes</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K.1.1</strong> value their unique characteristics, interests, gifts and talents (I)</td>
<td></td>
</tr>
<tr>
<td><strong>K.1.2</strong> appreciate the unique characteristics, interests, gifts and talents of others:</td>
<td>• appreciate feelings, ideas, stories and experiences shared by others (C, I)</td>
</tr>
<tr>
<td></td>
<td>• value oral traditions of others (C)</td>
</tr>
<tr>
<td></td>
<td>• appreciate that French and English are Canada’s official languages (C, I)</td>
</tr>
</tbody>
</table>

**Knowledge and Understanding**
Students will:

| **K.1.3** examine what makes them unique individuals by exploring and reflecting upon | • What are my gifts, interests, talents and characteristics? (I) |
| the following questions for inquiry: | • 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) |

| **K.1.4** explore how we demonstrate respect for ourselves and others by exploring and reflecting | • What are the origins of the people in our school, groups or communities? (C, LPP) |
| upon the following questions for inquiry: | • How can we show respect and acceptance of people as they are? (C, I) |
| | • 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) |

#### K.2 I Belong

**General Outcome**
Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

**Specific Outcomes**

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<tr>
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<th>Students will:</th>
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<tbody>
<tr>
<td><strong>K.2.1</strong> value how personal stories express what it means to belong (I)</td>
<td></td>
</tr>
<tr>
<td><strong>K.2.2</strong> value and respect significant people in their lives:</td>
<td>• appreciate the important contributions of individuals at home, at school and in the community (C, CC)</td>
</tr>
</tbody>
</table>

| **K.2.3** appreciate how their participation in their communities affects their sense of belonging (CC, I) | • 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) |

**Knowledge and Understanding**
Students will:

| **K.2.4** examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry: | • 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, OC) |
| | • 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) |

| **K.2.5** examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry: | • 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) |

#### Skills and Process

**DIMENSIONS OF THINKING**

Students will:

| K.S.1 develop skills of critical thinking and creative thinking: | • consider ideas and information from varied sources |
| | • compare and contrast information provided |

| K.S.2 develop skills of historical thinking: | • 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 |

| K.S.3 develop skills of geographic thinking: | • recognize familiar places or points of reference in their surroundings |
| | • ask geographic questions, such as asking for directions |

| K.S.4 demonstrate the skills of decision making and problem solving: | • provide ideas and strategies to contribute to decision making and problem solving |

**SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

Students will:

| K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building: | • 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 |

| K.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as: | • being a classroom helper |

**RESEARCH FOR DELIBERATIVE INQUIRY**

Students will:

| K.S.7 apply the research process: | • 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 |

**COMMUNICATION**

Students will:

| K.S.8 demonstrate skills of oral, written and visual literacy: | • listen to others in a socially appropriate manner |
| | • respond appropriately to comments and questions, using language respectful of human diversity |

| K.S.9 develop skills of media literacy: | • determine the main points or ideas in a media presentation |
### Environment and Community Awareness

**General Learner Expectation**
The child demonstrates awareness of self and similarities and differences between self and others.

**Specific Learner Expectations**
The child:
- demonstrates awareness of colour, 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.

### Personal and Social Responsibility

**General Learner Expectation**
The child demonstrates awareness of and similarities and differences in living things, objects and materials.

**Specific Learner Expectations**
The child:
- generates ideas to make personal sense of objects, events and relationships.
- 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.

### Kindergarten Learner Expectations

**General Learner Expectation**
The child demonstrates awareness of self and similarities and differences between self and others.

**Specific Learner Expectations**
The child:
- demonstrates awareness of similarities and differences among objects and events in the environment
- distinguishes between similar objects, based on one or more characteristics
- becomes aware of the relationship between cause and effect
- perceives self as capable of learning
- recognizes that individuals are members of various and differing groups
- recognizes that some activities or events occur at particular times; e.g., recess, lunch, bedtime and seasonal changes
- demonstrates 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.

### Kindergarten Learner Expectations

**General Learner Expectation**
The child demonstrates independence.

**Specific Learner Expectations**
The child:
- 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.

### Kindergarten Learner Expectations

**General Learner Expectation**
The child demonstrates and practices independence.

**Specific Learner Expectations**
The child:
- 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., anger and sad
- expresses personal feelings in appropriate ways
- begins to express and accept positive messages
- builds and expresses positive feelings in socially acceptable ways
- begins to deal appropriately with frustration.

### Kindergarten Learner Expectations

**General Learner Expectation**
The child experiences and expresses feelings in socially acceptable ways.

**Specific Learner Expectations**
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- demonstrates knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness and excitement
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- begins to deal appropriately with frustration.
PHYSICAL SKILLS AND WELL-BEING

GENERAL LEARNER EXPECTATIONS

The child develops basic locomotor, non-locomotor and manipulative skills through developmentally appropriate movement activities in a variety of environments.

SPECIFIC LEARNER EXPECTATIONS

The child:
• 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 non-locomotor 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.

SPECIFIC LEARNER EXPECTATIONS

The child:
• 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.

GENERAL LEARNER EXPECTATIONS

The child develops fine and perceptual motor skills through participation in a variety of activities.

SPECIFIC LEARNER EXPECTATIONS

The child:
• develops 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
• identifies safety symbols; e.g., Block Parents, hazardous goods symbols
• 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, 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.

GENERAL LEARNER EXPECTATIONS

The child develops attitudes and behaviors that promote a healthy lifestyle, wellness and safety for self and others.

SPECIFIC LEARNER EXPECTATIONS

The child:
• 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.

CREATIVE EXPRESSION

GENERAL LEARNER EXPECTATIONS

The child explores self-expression through creative thought and through language, art, movement, music and drama.

SPECIFIC LEARNER EXPECTATIONS

The child:
• explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement
• 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
• 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.

GENERAL LEARNER EXPECTATIONS

The child becomes aware of various forms of expression.

SPECIFIC LEARNER EXPECTATIONS

The child:
• 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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Communicating, Inquiring, Decision Making and Problem Solving

General Outcome C1
Students will access, use and communicate information from a variety of technologies.

Specific Outcomes
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

General Outcome C2
Students will seek alternative viewpoints, using information technologies.

Specific Outcomes
[no outcomes for this division]

General Outcome C3
Students will critically assess information accessed through the use of a variety of technologies.

Specific Outcome
1.1 compare and contrast information from similar types of electronic sources

General Outcome C4
Students will use organizational processes and tools to manage inquiry.

Specific Outcomes
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

General Outcome C5
Students will use technology to aid collaboration during inquiry.

Specific Outcome
1.1 share information collected from electronic sources to add to a group task

General Outcome C6
Students will use technology to investigate and/or solve problems.

Specific Outcomes
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

General Outcome C7
Students will use electronic research techniques to construct personal knowledge and meaning.

Specific Outcomes
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

Foundational Operations, Knowledge and Concepts

General Outcome F1
Students will demonstrate an understanding of the nature of technology.

Specific Outcomes
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

General Outcome F2
Students will understand the role of technology as it applies to self, work and society.

Specific Outcomes
1.1 identify technologies used in everyday life
1.2 describe particular technologies being used for specific purposes

General Outcome F3
Students will demonstrate a moral and ethical approach to the use of technology.

Specific Outcomes
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

General Outcome F4
Students will become discerning consumers of mass media and electronic information.

Specific Outcome
1.1 organize information from more than one source

General Outcome F5
Students will demonstrate an understanding of ergonomics and safety when using technology.

Specific Outcome
1.1 compare types of information from two different electronic sources

General Outcome F6
Students will demonstrate an understanding that the user manages and controls the outcomes of technology.

Specific Outcomes
1.1 demonstrate proper posture when using a computer
1.2 demonstrate safe behaviours when using technology

General Outcome F6
Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

Specific Outcomes
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

Processes for Productivity

General Outcome P1
Students will compose, revise and edit text.

Specific Outcomes
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

General Outcome P2
Students will organize and manipulate data.

Specific Outcome
1.1 read information from a prepared database

General Outcome P3
Students will communicate through multimedia.

Specific Outcomes
1.1 integrate text and graphics to form a meaningful message
1.2 balance text and graphics for visual effect

General Outcome P4
Students will integrate various applications.

Specific Outcomes
1.1 integrate text and graphics to form a meaningful message
1.2 balance text and graphics for visual effect

General Outcome P5
Students will navigate and create hyperlinked resources.

Specific Outcomes
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

General Outcome P6
Students will use communication technology to interact with others.

Specific Outcomes
1.1 compose a message that can be sent through communication technology
1.2 communicate electronically with people outside the classroom

Note: The ICT curriculum is not intended to stand alone as a course but rather to be infused in instructional activities.