



Kindergarten Program Statement

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KINDERGARTEN PROGRAM STATEMENT

PROGRAM OVERVIEW

RATIONALE

Early childhood is a significant period in human development. Independence, initiative, decision making, creativity, the ability to learn, the ability to relate to others and feelings of self-worth all have their beginnings in early childhood. What young children learn at this stage will have a major impact on successful learning experiences in school, on personal development and on future participation in society.

Early Childhood Services (ECS) refers to a continuum of programming that is developmentally appropriate and meets the diverse needs of young children and their families. In ECS programs, young children participate as active learners, build a shared set of experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning.

Kindergarten refers specifically to the education program for children in the year prior to Grade 1 and is part of the ECS continuum. The Kindergarten learner expectations describe learnings that are appropriate for young children and are part of a learning pathway. Some children are already developing, or have developed, some of the learnings described in the *Kindergarten Program Statement*. Most children will achieve these learnings before they enter Grade 1. Others will continue to develop them during the primary school years. The Kindergarten program not only helps prepare children for entry into Grade 1, but also provides a foundation for later success.

PHILOSOPHY

The *Primary Programs Framework for Teaching and Learning, Kindergarten to Grade 3: Guiding Principles*, 2007, available on the Alberta Education Web site at <http://education.alberta.ca/teachers/core/ecs/ppp.aspx>, has been developed to provide the philosophical and theoretical foundation for teaching and learning in the primary grades. They reflect current understandings and contemporary education research on young children, families, communities and schools.

The purpose of the guiding principles is to help Kindergarten to Grade 3 teachers reflect on the nature of young children and their learning to make informed instructional decisions and create learning environments that are responsive to children's diverse needs; capabilities; learning styles; dispositions and cultural, social and linguistic backgrounds.

In the guiding principles, children are viewed as diverse learners and active contributors within a variety of cultural and social contexts. Experiences within families and communities define the various pathways through which children learn in and outside of school. In response to these differences, schools can build on children's diverse prior knowledge and experience.

The guiding principles provide a framework for Kindergarten programming.

Principle 1

Childhoods differ depending on social and cultural circumstances.

Childhood is one of life's stages. The developmental milestones of childhood are no longer thought to be universal and consistent across cultures. It is now recognized that explanations of child development, as well as expectations of developmental accomplishments, are socially constructed.

This sociocultural-historical view emphasizes that there are multiple ways of being a child. There is no universal childhood; rather, childhoods differ depending on the social and cultural circumstances in which children live.

Culture and society have a significant impact on the ways in which children develop and learn that expands thinking about teaching and learning in the primary grades.

In Kindergarten:

- Young children arrive in Kindergarten from diverse backgrounds and with a variety of experiences.
- Children develop through similar stages but at individual rates, and they need differing amounts of time and support to develop common understandings.
- Kindergarten programming recognizes and supports each child's prior knowledge, skills, attitudes, learning pace, personal traits, interests and goals, and preferred learning styles.

Principle 2

Children's development is influenced but not determined by their early experiences.

Children's early experiences influence social, physical, intellectual, creative, cultural and emotional development. Early childhood is the most active period of brain development although the brain continues to develop well beyond this time. Experience plays an important role in this development, with the nature of a child's early experience having a long-term impact on learning outcomes.

Although there is no direct cause-and-effect relationship between children's individual experiences and their later development, interaction between developmental areas either limits or supports the growth of contextual experience. Young learners need rich and varied opportunities to explore their environment; use language; engage with peers and interact with responsive adults at home, school and in their communities.

In Kindergarten:

- A child whose developmental needs have been met is more likely to grow into a self-reliant, responsible, caring and contributing member of society.

Principle 3

Children interact and learn in a variety of contexts.

Learning also occurs in other environments than the home and school. Children gain significant experiences in a range of contexts that reflect and support varying social and cultural beliefs and values.

As members of different communities, children have diverse perspectives about events in their lives. Interaction within the context of these perspectives has a significant impact on the ways in which children form their identities as members of various cultural and social groups.

A close partnership between schools, families and communities can strengthen the connections between children's learning and experiences, within these various contexts, and make them more meaningful. Children are more likely to be successful in negotiating transitions among the diverse environments in which they live if they are intellectually engaged and challenged, while feeling socially comfortable and safe.

In Kindergarten:

- Before they enter the Kindergarten program, young children are learning in a variety of environments—in their homes, in day care programs and in the community. This learning continues and both supports and is supported by Kindergarten programming.
- The Kindergarten program supports and respects the dignity and worth of the family as parents play a central role in the lives of their children. Parents are their children's first and most important teachers and family influences are lifelong. The values and beliefs of the home are acknowledged, and the cultural diversity of families is recognized.

- Young children benefit from programs that help them explore the world around them and guide them through the transition from home to school.
- When children begin Kindergarten, parents and teachers form a partnership to support learning at home and at school. Schools provide many opportunities for parents to participate in their children's education.
- Parents are encouraged to enhance and extend the knowledge skills and attitudes their children develop in the Kindergarten program.

Principle 4

Children are co-constructors of knowledge and partners in learning.

Learning is a cooperative and communicative process. Children make sense of the world through interaction with teachers, family members, other children and community members. Through this interaction, children construct knowledge and make meaning of the world. As children extend their interests and prior understanding, they engage in problem solving, shared meaning making and construction of new knowledge. These understandings are greater than those they can construct alone.

Including others in the scaffolding of children's emerging knowledge is essential to help them achieve greater levels of understanding. Children are engaged as active participants as they build knowledge about themselves and the social and natural world. They reformulate ideas based on their intuitive knowledge as they internalize what they have learned in collaboration or in conflict with others.

In Kindergarten:

- When children enter Kindergarten they become involved in a much larger world and develop relationships with others, including children of their own age.
- The Kindergarten program provides opportunities for children to develop language and accomplish new learnings through social interaction and cooperation with others.

Principle 5

Children are unique and active contributors to their learning.

By the time children start school, they are already capable individuals who have been learning since birth. In school, they bring their unique prior learning experiences and their existing understandings, capabilities, attitudes and dispositions to the learning environment.

Children start school with common but varied experiences as learners because they have different cultural, social and linguistic identities. They have developed implicit knowledge and ideas about everyday events and the world around them.

These understandings create an experiential path that supports the development of the conceptual and procedural knowledge that provides organization to children's thinking processes. Teachers build on or reshape children's understandings to align with the outcomes of the program of studies.

In Kindergarten:

- Young children are naturally curious and eager to learn. They are active learners who learn through a variety of means.
- Children experience a range of appropriate experiences and interactions that enable them to add to their knowledge, learn new skills and practise familiar ones through self-initiated and structured activities.
- Purposeful play is an important mode of learning for children. Children at play are highly motivated and capable of intense concentration.
- Through organized activities and purposeful play, children explore and experiment with their environment. They clarify and integrate information and concepts encountered in their previous experiences.

Principle 6

Children construct and represent knowledge in a variety of ways.

Children construct knowledge when their minds are actively engaged in meaningful, shared interactions with adults and peers in a range of social, cultural and linguistic contexts. This knowledge is collective, socially constructed and both enabled and constrained by language, history and traditions.

Language is central to identity and a defining feature of cultures. It is the basis of communication and one of the symbolic tools we use to create meaning. Language is dynamic, with meanings and structures that are constantly negotiated and modified through human interaction.

Thinking, learning and language are interrelated. Children use oral, written and visual language to:

- convey ideas, thoughts, feelings, values and beliefs
- learn to understand themselves and others
- reflect on their own thinking and learning processes.

Learning is not linear and all students do not follow the same learning path. Some children learn best visually, others by describing, some by questioning and others by observing. Encouraging children to use multiple forms of representation as they learn, solve problems, create and reflect allows for the construction of multiple meanings.

In Kindergarten:

- Programming provides concrete, first-hand experiences with a variety of materials and people to help children build a solid foundation for later abstract learning.
- The Kindergarten program fosters creative thinking, stimulates the imagination, and encourages children to express their ideas in a variety of ways.

Principle 7

Children are citizens and active participants in school and society.

Children are citizens in their own right and contribute to the social fabric of the classroom, the school and their communities.

Children should be active participants in shaping their identities as members of various cultural and social communities and as citizens of a pluralistic and democratic society. When children are in learning environments that recognize individual and collective rights, and foster personal and collective responsibility, they develop shared values and a sense of self and community.

Children should participate in democratic dialogue and decision making about their learning and the classroom environment. They should be heard and listen to others, critically assess their words and actions, and have the opportunity to participate fully in class and school activities.

In Kindergarten:

- The Kindergarten program provides a secure environment that encourages risk-taking and that leads children to value themselves as capable, competent learners and active citizens.
- The more diverse a child's experiences, the greater the foundation for forming ideas, developing language, solving problems and expressing thoughts and feelings.

Principle 8

Children are active collaborators in and users of assessment.

Children's learning is enhanced when teachers engage in an ongoing process of gathering information about what is being learned and reflecting on the meaning of that information.

Assessment is effective in supporting and enhancing both teaching and learning. It is a cyclical process in which connections, relationships and new questions emerge as information is gathered and evaluated.

Self-assessment and feedback from peers, teachers and parents facilitate and guide children's reflections and take learning to a deeper level.

Learning is more purposeful and effective when children and teachers reflect and dialogue on ways children construct and represent knowledge and participate in the learning process. Helping children set goals, monitor their own learning and reflect on their progress empowers them to see themselves as competent and confident learners. If children participate in the definition of assessment criteria, they will know when they have succeeded and have more control over the completion of the task.

In Kindergarten:

- In the Kindergarten classroom, assessment is an ongoing part of each child's daily learning.
- Opportunities are created for children to demonstrate their understandings in a variety of ways.
- Assessment is used to provide feedback to the child and parents and to plan the learning environment.
- If the teacher shares the assessment criteria with the children, they will be more likely to be successful and complete the task.

The following principles are also included because they have special applicability for Early Childhood Services programs:

Principle 9

Children may require specialized programming and supports to develop knowledge, skills and attitudes that prepare them for later learning.

Educational programming is based on the belief that all children can learn. Some children have special intellectual, emotional, sensory, communication and/or physical needs that affect their learning. Others experience disadvantages that influence their learning, such as frequent changes of residence, lack of fluency in the language of instruction or limited experiences in the early years. Coordinating appropriate learning experiences and adapting and modifying instructional strategies helps meet the identified learning needs of children.

In Kindergarten:

- Some children are identified with special education needs and receive specialized programming and supports prior to the Kindergarten year.
- The more structured learning environment of Kindergarten places increased demands on children's language, social, motor and attention skills and provides further opportunity to identify children who are experiencing difficulties with learning.

Principle 10

Children and their families may need coordinated community services to meet their needs.

Coordination of services supports the physical, emotional, social and learning needs of children. School programs provide information to parents about available community services to assist them in meeting the needs of their children. Community services may include health, social and family support agencies; recreational and cultural associations; and a wide variety of other groups that work with children in the community.

In Kindergarten:

- The Kindergarten program plays a role in the coordination of community services for young children and their families.
- The Kindergarten program provides information to parents about available community services to assist them in meeting the needs of their children.

PROGRAM ORGANIZATION

The Kindergarten Program Statement provides learner expectations in seven learning areas:

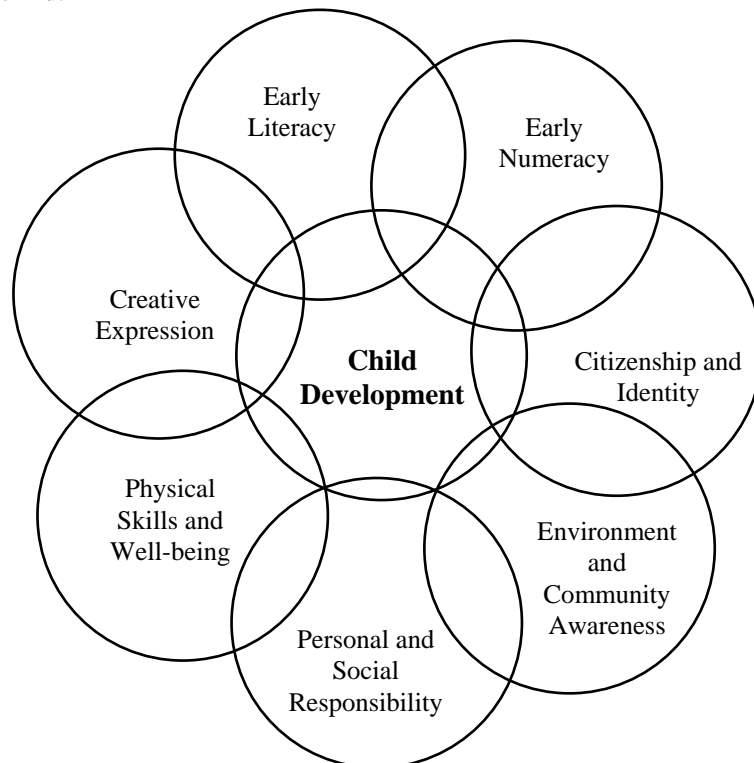
- Early Literacy
- Early Numeracy
- Citizenship and Identity
- Environment and Community Awareness
- Personal and Social Responsibility
- Physical Skills and Well-being
- Creative Expression.

Learner expectations in the early literacy, early numeracy, and citizenship and identity learning areas are the outcomes for Kindergarten in English language arts, mathematics and social studies in the *Program of Studies: Elementary Schools*. Learner expectations in the other four learning areas are integrated and focus on the early learnings in science, physical education, health and the fine arts.

The expectations of the seven learning areas are interrelated and meet the social, physical, intellectual, cultural, creative and emotional needs of young children. These learning areas describe the learnings that young children accomplish not only in the Kindergarten program, but also in their homes and communities. The learning areas provide a transition to the subject area expectations of elementary schooling.

Young children learn in an integrated way, and many of the learnings identified in this program statement will be accomplished simultaneously. It is intended that the learner expectations will be integrated through learning activities that are developmentally appropriate for young children.

The learner expectations of the Kindergarten Program Statement should be adapted and modified to meet the needs of each child.



LEARNER EXPECTATIONS

EARLY LITERACY

Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world. Responsibility for language learning is shared by children, parents, teachers and the community.

Early literacy focuses on children being actively engaged in acquiring language and constructing their own understandings of how oral and written language works. Children experiment with their understanding of language, testing it in verbal interactions with their peers, parents and other adults.

Children become confident and competent language users through many opportunities to listen and speak, read and write, and view and represent. They participate in shared listening, reading and viewing experiences using such texts as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs. They share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments. Children draw, record and tell about their own ideas and experiences and participate in class and group language activities.

Children begin to use language prediction skills when stories are read aloud, and to ask questions and make comments during listening, viewing and reading activities. They read their own names, as well as some words that have personal significance. Children categorize objects and pictures, and represent and share ideas and information about topics of interest. They form recognizable letters, print their own names, and explore and experiment with new words and terms.

View the complete Program Rationale and Philosophy for the English Language Arts Program of Studies, Kindergarten to Grade 9, on the English Language Arts subject page at <http://education.alberta.ca/teachers/core/english/programs.aspx>.

General Learner Expectations

The child listens, speaks, reads, writes, views and represents to explore thoughts, ideas, feelings and experiences.

Specific Learner Expectations

The child:

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.

General 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.



Specific Learner Expectations

Experiments with language and forms

- 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

Considers 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.

The child:

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.

General Learner Expectations

Specific Learner Expectations

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.

Constructs meaning from texts

- 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

- experiments with sounds, words, word patterns, rhymes and rhythms.

Understands Forms, Elements and Techniques

Understands forms and genres

- experiences a variety of oral, print and other media texts.

Understands techniques and elements

- 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

- appreciates the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs.

General Learner Expectations

The child listens, speaks, reads, writes, views and represents to manage ideas and information.

Specific Learner Expectations

Creates Original Text

Generates ideas

- contributes ideas and answers questions related to experiences and familiar oral, print and other media texts.

Elaborates on the expression of ideas

- listens to and recites short poems, songs and rhymes; and engages in word play and action songs.

Structures texts

- draws, records or tells about ideas and experiences
- talks about and explains the meaning of own pictures and print.

The child:

Plans and Focuses

Focuses attention

- attends to oral, print and other media texts on topics of interest
- makes statements about topics under discussion.

Determines information needs

- asks questions to satisfy personal curiosity.

Plans to gather information

- suggests ways to gather ideas and information.

Selects and Processes

Uses a variety of sources

- seeks information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.

Accesses information

- uses illustrations, photographs, video programs, objects and auditory cues, to access information.

Evaluates sources

- asks questions to makes sense of information.

General Learner Expectations

The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication.

Specific Learner Expectations

Organizes, Records and Evaluates

Organizes information

- categorizes objects and pictures according to visual similarities and differences.

Records information

- represents and talks about ideas and information; dictates to a scribe.

Evaluates information

- shares new learnings with others.

Shares and Reviews

Shares ideas and information

- shares ideas and information about topics of interest.

Reviews research process

- shares information-gathering experiences.

The child:

Enhances and Improves

Appraises own and others' work

- makes statements related to the content of own and others' pictures, stories or talk.

Revises and edits

- retells ideas to clarify meaning in response to questions or comments.

Enhances legibility

- 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.

Expands knowledge of language

- explores and experiments with new words and terms associated with topics of interest
- experiments with rhymes and rhythms of language to learn new words.

Enhances artistry

- experiments with sounds, colours, print and pictures to express ideas and feelings.

General Learner Expectations

Specific Learner Expectations

Attends to Conventions

Attends to grammar and usage

- develops a sense of sentence.

Attends to spelling

- 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.

Attends to capitalization and punctuation

- recognizes capital letters and periods in print texts
- capitalizes first letter of own name.

Presents and Shares

Presents information

- shares ideas and information about own drawings and topics of personal interest.

Enhances presentation

- uses drawings to illustrate ideas and information, and talks about them.

Uses effective oral and visual communication

- speaks in a clear voice to share ideas and information.

Demonstrates attentive listening and viewing

- follows one- or two-step instructions
- makes comments that relate to the topic being discussed.

The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others.

The child:

Respects Others and Strengthens Community

Appreciates diversity

- explores personal experiences and family traditions related to oral, print and other media texts.

Relates texts to culture

- explores oral, print and other media texts from various communities.

General Learner Expectations

Specific Learner Expectations

Celebrates accomplishments and events

- shares stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments.

Uses language to show respect

- uses appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns.

Works within a Group

Cooperates with others

- participates in class and group activities
- finds ways to be helpful to others.

Works in groups

- asks and answers questions to determine what the class knows about a topic
- listens to the ideas of others.

Evaluates group process

- responds to questions about personal contributions to group process.



EARLY NUMERACY

Young children are naturally curious and develop a variety of mathematical ideas before they enter Kindergarten. Children make sense of their environment through observations and interactions at home, in daycares, in preschools and in the community. Mathematics learning is embedded in everyday activities, such as playing, reading, beading, baking, storytelling and helping around the home.

Activities can contribute to the development of number and spatial sense in children. Curiosity about mathematics is fostered when children are engaged in, and talking about, such activities as comparing quantities, searching for patterns, sorting objects, ordering objects, creating designs and building with blocks.

Number sense is the most important foundation of numeracy. A true sense of number goes well beyond rote counting and develops when children connect numbers to their own real-life experiences. Learning to work with patterns helps children develop mathematical reasoning, which is foundational for later success in mathematics. Spatial sense involves visualization, mental imagery and spatial reasoning. It is developed through a variety of experiences and interactions within the environment.

Positive early experiences in mathematics are as critical to child development as are early literacy experiences. Children begin to develop problem-solving skills that they will continue to expand and refine throughout their schooling, as they construct personal meaning about new mathematical ideas. They also begin to use the seven mathematical processes.

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

View the complete Program Rationale and Philosophy for the Mathematics Program of Studies, Kindergarten to Grade 9, on the Mathematics subject page at <http://education.alberta.ca/teachers/core/math/programs.aspx>.

View the Achievement Indicators at <http://education.alberta.ca/teachers/core/math/programs.aspx>.

General Learner Expectations

Specific Learner Expectations

Number

Develop number sense.

The child:

- says the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V]
- subitizes (recognize at a glance) and names familiar arrangements of 1 to 5 objects or dots. [C, CN, ME, V]
- relates a numeral, 1 to 10, to its respective quantity. [CN, R, V]
- represents and describes numbers 2 to 10, concretely and pictorially. [C, CN, ME, R, V]
- compares quantities 1 to 10, using one-to-one correspondence. [C, CN, V]

General Learner Expectations

Specific Learner Expectations

Patterns and Relations

Use patterns to describe the world and to solve problems.

Patterns

The child:

- demonstrates an understanding of repeating patterns (two or three elements) by:
 - identifying
 - reproducing
 - extending
 - creatingpatterns using manipulatives, sounds and actions.
[C, CN, PS, V]
[ICT: P2–1.1]
- sorts a set of objects based on a single attribute, and explains the sorting rule.
[C, CN, PS, R, V]

Shape and Space

Use direct and indirect measurement to solve problems.

Measurement

The child:

- uses 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]

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

3-D Objects and 2-D Shapes

The child:

- sorts 3-D objects, using a single attribute.
[C, CN, PS, R, V]
- builds and describes 3-D objects.
[CN, PS, V]



CITIZENSHIP AND IDENTITY: Being Together

Children bring their own perspectives, cultures and experiences to the Kindergarten classroom. Citizenship and identity focuses on the development of a strong sense of identity, self-esteem and belonging by Kindergarten children. These provide the foundations for children to become active and responsible citizens. Children begin to develop their sense of identity and citizenship through active inquiry into their social, physical, cultural and linguistic environments.

In Kindergarten, children will explore who they are in relation to others in their world. They will be given opportunities to become aware of who they are as unique individuals and to express themselves by sharing their personal stories. Students will discover how they are connected to other people and to their communities and will be encouraged to express interest, sensitivity and responsibility in their interactions with others.

Children are introduced to the eight strands of social studies. These are interrelated and reflect its interdisciplinary nature.

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

View the complete Program Rationale and Philosophy for the Social Studies Program of Studies, Kindergarten to Grade 12, on the Social Studies subject page at <http://education.alberta.ca/teachers/core/socialstudies/programs.aspx>.

General Learner Expectations

Specific Learner Expectations

K.1 I Am Unique

The child demonstrates an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.



Values and Attitudes

The child:

- values his or her own unique characteristics, interests, gifts and talents (I)
- appreciates the unique characteristics, interests, gifts and talents of others:
 - appreciates feelings, ideas, stories and experiences shared by others (C, I)
 - values oral traditions of others (C)
 - appreciates that French and English are Canada's official languages (C, I)

General Learner Expectations

Specific Learner Expectations

Knowledge and Understanding

The child:

- **examines what makes his or her own unique individuals by exploring and reflecting upon the following questions for inquiry:**
 - 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)
- **explores how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:**
 - 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)

K.2 I Belong

The child demonstrates an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

Values and Attitudes

The child:

- **values how personal stories express what it means to belong (I)**
- **values and respects significant people in his or her life:**
 - appreciates the important contributions of individuals at home, at school and in the community (C, CC)
- **appreciates how their participation in his or her communities affects their sense of belonging (CC, I)**
 - develops an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP)
 - appreciates the impact that group members have on each other (C, CC)
 - demonstrates respect for the diverse ways individuals cooperate, work and play together (C, PADM)
 - assumes responsibility for personal actions, words and choices (C)

General Learner Expectations

Specific Learner Expectations

Knowledge and Understanding

The child:

- **examines 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, 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)
- **examines 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 PROCESSES

Dimensions of Thinking

The child:

- **develops skills of critical thinking and creative thinking:**
 - considers ideas and information from varied sources
 - compares and contrasts information provided
- **develops skills of historical thinking:**
 - recognizes that some activities or events occur at particular times of the day or year
 - differentiates between events and activities that occurred recently and long ago

General Learner Expectations

Specific Learner Expectations

- **develops skills of geographic thinking:**
 - recognizes familiar places or points of reference in their surroundings
 - asks geographic questions, such as asking for directions
- **demonstrates the skills of decision making and problem solving:**
 - provides ideas and strategies to contribute to decision making and problem solving

Social Participation as a Democratic Practice

The child:

- **demonstrates the skills of cooperation, conflict resolution and consensus building:**
 - considers the needs of others
 - works and plays in harmony with others to create a safe and caring environment
 - demonstrates a willingness to share space and resources
- **develops age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:**
 - being a classroom helper

Research for Deliberative Inquiry

The child:

- **applies the research process:**
 - asks questions to make meaning of a topic
 - gathers information on a particular topic from a variety of sources; e.g., illustrations, photographs, videos, objects, auditory cues

Communication

The child:

- **demonstrates skills of oral, written and visual literacy:**
 - listens to others in a socially appropriate manner
 - responds appropriately to comments and questions, using language respectful of human diversity
- **develops skills of media literacy:**
 - determines the main points or ideas in a media presentation

Glossary of Terms and Concepts

The following terms and concepts are contained within the general and specific learner expectations in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

community	A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space.
culture	The beliefs, values, socially transmitted behaviours and traditions, language, arts and other human endeavours considered together as being characteristics of a particular community, period or people.
environment	What constitutes immediate surroundings and can include physical, human and natural elements.
group	People who are together and connected by shared interests and characteristics.
individual	One human being.
past	The time before now and today.
respect	Willingness to show consideration or appreciation.
uniqueness	Characteristic of something that is one of a kind.

ENVIRONMENT AND COMMUNITY AWARENESS

Children use their five senses to explore, investigate and describe their environment and community. They recognize similarities and differences in living things, objects and materials. They become aware of the relationship between cause and effect and generate ideas to make personal sense of the environment.

Children explore the design, function and properties of a variety of natural and manufactured materials. Using simple tools in a safe and appropriate manner, they select and work with a variety of materials to build structures. They explore scientific and aesthetic concepts, using sand, water, blocks, clay and other materials, and begin to use some technology appropriately.

Children explore familiar places and things in the environment and community. They role-play familiar home and community situations and activities. They identify familiar shapes, symbols and sounds and recognize seasonal changes in their environment and community. They recognize familiar animals in their surroundings.

General Learner Expectations

The child demonstrates curiosity, interest and a willingness to learn about the environment and community.



Specific Learner Expectations

The child:

- 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:
 - 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.

General Learner Expectations

The child uses materials in the environment and community and becomes aware of how others use materials.

The child explores familiar places and things in the environment and community.

Specific Learner Expectations

The child:

- 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.

The child:

- 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.

PERSONAL AND SOCIAL RESPONSIBILITY

This learning area focuses on the personal and social management skills necessary for effective learning across all subject areas. Development of personal and social skills takes time and occurs at different rates as a result of each child's personal experiences. In Kindergarten, children begin to develop and practise skills that they will continue to enhance throughout their lives.

By participating actively in learning tasks, trying new things and taking risks, children begin to develop positive attitudes and see themselves as capable of learning. Children are curious and learn to adapt to new situations. They begin to follow rules and deal with routines in a school environment. They become more independent and learn to take some responsibility for selecting and completing learning activities.

Children begin to learn about themselves as the basis for healthy interactions with others. In Kindergarten, children develop friendship skills and have opportunities to demonstrate caring and make a contribution to others. They learn to express their feelings in socially acceptable ways and show respect and a positive caring attitude toward others. They take turns in activities and discussion, and contribute to partner and group activities by working cooperatively, giving and receiving help, and joining in small and large group games and activities.

Outcomes from the Kindergarten level in Health and Life Skills and Physical Education in the *Program of Studies: Elementary Schools* are integrated into the learning area of Personal and Social Responsibility.

View the complete Program Rationale and Philosophy for the Health and Life Skills Program of Studies, Kindergarten to Grade 9, on the Health and Life Skills subject page at <http://education.alberta.ca/teachers/core/health/programs.aspx>.

View the complete Program Rationale and Philosophy for the Physical Education Program of Studies, Kindergarten to Grade 12, on the Physical Education subject page at <http://education.alberta.ca/teachers/core/pe/programs.aspx>.

General Learner Expectations

The child develops positive attitudes and behaviours toward learning.

Specific Learner Expectations

The child:

- 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.

General Learner Expectations

The child accepts and practises responsibility.

The child demonstrates and practises independence.

The child experiences and expresses feelings in socially acceptable ways.

Specific Learner Expectations

The child:

- 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.

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.

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., 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.

General Learner Expectations

The child develops positive relationships with others.

The child contributes to group activities.

Specific Learner Expectations

The child:

- 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
- 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.

The child:

- 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
- 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

Physical activity is vital to all aspects of normal growth and development. Early childhood is the time to begin the development of active, healthy lifestyles. Children need assistance to develop the requisite knowledge, skills and attitudes that lead to continual involvement in physical activity. The aim of physical education is to enable children to develop the knowledge, skills and attitudes to lead an active, healthy lifestyle.

Health and life skills involve learning about the habits, behaviours, interactions and decisions related to healthy daily living and well-being. In Kindergarten, children begin to develop personal responsibility for health and learn about personal safety and ways to prevent and reduce risk. The aim of health education is to enable children to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others.

Through movement, games and activities, using such equipment as balls, bean bags and hoops, children develop coordinated movement, balance and stability. Children develop finger and hand precision and eye-hand coordination through activities in which they use objects like beads, blocks, puzzles and scissors.

By participating in physical activities, by becoming aware of healthy food choices and by learning to observe safety rules, children develop attitudes and practise behaviours that promote wellness and an active, healthy lifestyle.

Outcomes from the Kindergarten level in Health and Life Skills and Physical Education in the *Program of Studies: Elementary Schools* are integrated into the learning area of Physical Skills and Well-being.

View the complete Program Rationale and Philosophy for the Health and Life Skills Program of Studies, Kindergarten to Grade 9, on the Health and Life Skills subject page at <http://education.alberta.ca/teachers/core/health/programs.aspx>.

View the complete *Program Rationale and Philosophy for the Physical Education Program of Studies, Kindergarten to Grade 12*, on the Physical Education subject page at <http://education.alberta.ca/teachers/core/pe/programs.aspx>.

General Learner Expectation

The child acquires basic locomotor, nonlocomotor 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 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

General Learner Expectation

Specific Learner Expectations

- 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.

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

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.

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

The child:

- 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

General Learner Expectation

Specific Learner Expectations

- 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.

The child assumes responsibility to lead an active way of life.

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

Children explore and express their thoughts and feelings through visual arts, music, drama and movement. They become aware of their own imagination and creativity and that of others as they interact with a variety of materials and respond to various forms of expression. They begin to develop an appreciation of the fine arts as they become aware of why and how ideas and feelings are communicated in many ways. As children share ideas and listen to diverse views and opinions, respect for and collaboration with others is fostered.

Through the visual arts, children experiment with diverse media to represent their ideas and experiences in two and three dimensional forms. By viewing and responding to natural forms, everyday objects and artworks they begin to learn about how we see and interpret visual images. Children express themselves through movement and individual and group musical activities, songs and games. They listen to and begin to appreciate a variety of musical instruments and different kinds of music. Through dramatic play and movement, children grow in self-awareness and self-confidence and develop their imaginative and creative thought.

Children use past experiences to develop new ideas. They experiment with using familiar materials in new ways and choose media, tools and materials to represent their ideas and experiences. They begin to connect their own experiences with forms of artistic expression in the world around them.

Outcomes from the Kindergarten level in Physical Education in the *Program of Studies: Elementary Schools* are integrated into learning area of Creative Expression.

View the complete Program Rationale and Philosophy for the Physical Education Program of Studies, Kindergarten to Grade 12, on the Physical Education subject page at <http://education.alberta.ca/teachers/core/pe/programs.aspx>.

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
- 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

General Learner Expectations

Specific Learner Expectations

- 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.

The child becomes aware of various forms of expression.

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.

