

# Curriculum Framework

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The kindergarten curriculum is based on the belief that the process, the content and the product all have a valuable contribution to the kindergarten program.

The child is at the centre of the curriculum framework. Therefore, it is critical that teachers of kindergarten children have a clear sense of where the child is in terms of overall growth and development and to plan for developmentally appropriate learning activities.

## *Essential Graduation Learnings*

Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. They must be kept in the forefront when planning learning experiences for all grade levels beginning with kindergarten. These learnings are cross-curricular, and the curriculum in all subject areas is focused to enable children to achieve these learnings. They confirm that children need to make connections and develop abilities across subject boundaries if they are to be prepared to meet the demands of life, work and study today and in the future. The seven Essential Graduation Learnings serve as a framework for the curriculum development process. They include: aesthetic expression, citizenship, communication, personal development, problem solving, technological competence and spiritual and moral development. Specific connections to the Kindergarten curriculum are referenced in the chart, *Meeting the Essential Graduation Learnings in Kindergarten*.

## *General Curriculum Outcomes*

General Curriculum outcomes are statements which describe the contribution (K-Level 111) of a curriculum area to the Essential Graduation Learnings by defining what students are expected to know, value and be able to do as a result of completing the program in that particular area. General Curriculum Outcomes for each specific subject are identified in the four column spread of the curriculum guide for each subject area. These statements are also connected to the key-stage curriculum outcomes for each subject.

## Meeting the Essential Graduation Learnings in Kindergarten

Essential Graduation Learning	Kindergarten children will...
<b>Aesthetic Expression</b> Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.	<ul style="list-style-type: none"> <li>draw upon personal experiences and the environment to create art.</li> <li>respond personally to texts in a variety of ways.</li> </ul>
<b>Citizenship</b> Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.	<ul style="list-style-type: none"> <li>develop an awareness of rules and why they are made.</li> <li>describe and demonstrate ways we use our knowledge of materials to maintain a healthy environment which includes reducing, reusing, and recycling.</li> </ul>
<b>Communication</b> Graduates will be able to use listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively	<ul style="list-style-type: none"> <li>begin to experiment with language choices in imaginative writing and other ways of representing.</li> <li>demonstrate an understanding of repeating patterns (2 or 3 elements) by identifying, reproducing, extending, and creating patterns using manipulatives, sounds and actions.</li> </ul>
<b>Personal Development</b> Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.	<ul style="list-style-type: none"> <li>make choices to be physically active daily.</li> <li>regard reading/viewing as sources of interest, enjoyment, and information.</li> </ul>
<b>Problem Solving</b> Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.	<ul style="list-style-type: none"> <li>build and describe 3D objects.</li> <li>use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct.</li> </ul>
<b>Technological Competence</b> Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies for solving problems.	<ul style="list-style-type: none"> <li>begin to use technology in writing and other forms of representing with assistance.</li> <li>use appropriate tools for manipulating and building simple objects.</li> </ul>
<b>Spiritual and Moral Development</b> Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.	<ul style="list-style-type: none"> <li>begin to recognize the need to respect celebrations in various living belief systems.</li> <li>recognize how celebrations influence people to respond to the needs of others.</li> </ul>

*Key-Stage Curriculum Outcomes*

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of grades 3, 6, 9 and 12 as a result of cumulative learning experiences in subject specific areas of the curriculum. Providing relevant and integrated experiences for kindergarten children will lay the foundation for future growth and development leading toward the achievement of these key-stage curriculum outcomes at the end of grade three. The key-stage outcomes contribute to the achievement of the general curriculum outcomes and they can be found in each subject specific curriculum guide.

*Specific Curriculum Outcomes*

The Specific Curriculum Outcomes are statements identifying what students are expected to know and be able to do at a particular grade level. They are organized according to subjects. Specific curriculum outcomes for kindergarten are included in column one of the four column spread under each subject specific tab of this guide. They articulate what children are expected to know and be able to do by the end of the kindergarten year. The specific curriculum outcomes for the kindergarten child must be linked with the key-stage and general curriculum outcomes and ultimately the Essential Graduation Learnings. While it is reasonable to assume that in any kindergarten class there will be children at different levels of development, it is also reasonable to assume that all children will be provided with purposeful and meaningful experiences which will appropriately challenge them and enable them to move along a continuum towards continuous growth and development. Specific curriculum outcomes that are prescribed for the kindergarten curriculum contribute to the achievement of the key-stage outcomes for the end of grade three.

## Curriculum Guide Organization

Subject specific tabs for nine curriculum areas are included in *Completely Kindergarten - Kindergarten Curriculum Guide*. These subject specific tabs include the two-page layouts of the four-column spreads for each subject specific curriculum guide.

Subject specific curriculum guides containing upfront matter, two-page layouts of four column spreads and appendices are available online in their entirety. Also, copies of individual guides are available upon request from school administrators to the Learning Resource Distribution Centre at the Department of Education.

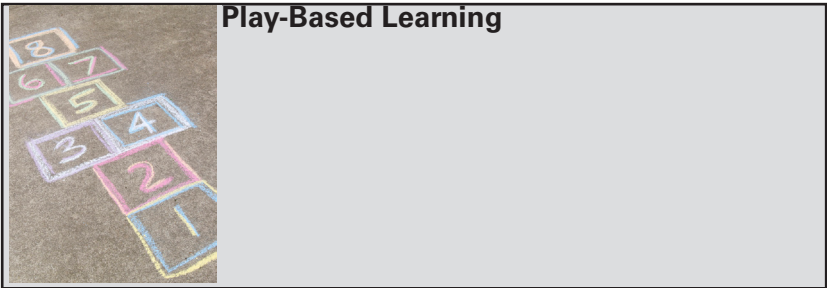
Curriculum outcomes are organized within a four-column, two-page spread for each subject area in kindergarten. Curriculum guides for Music, Art, Language Arts and Social Studies contain curriculum content for more than one grade level. Recent curriculum guides for Health, Science, Mathematics and Religious Education have been designed specifically containing only kindergarten content. The kindergarten curriculum content has been extracted from each one of the nine subject specific guides and it is included within *Completely Kindergarten - Kindergarten Curriculum Guide*.

### Column One: Specific Curriculum Outcomes

The curriculum for subject specific areas has been organized into four column spreads on two-page layouts which read from left to right. Column one provides the specific curriculum outcomes which describe what students are expected to know, be able to do and value by the end of the school year. This column may also include elaborations on the outcome which are sometimes recorded as delineations, subsets, or indicators. Specific curriculum outcomes are usually grouped by topic or unit and may be presented in a teaching sequence. Where applicable, cross-curricular links are noted in a shaded box within column one of the two page spread for each subject area. For a specific example, see outcome 1.3 in Unit Two of the four-column spread for kindergarten Health. It can be found under the Health tab of this guide. There are two cross-curricular links to Social Studies and Religion for outcome 1.3 in Unit Two of the Health curriculum.

Column Two:  
*Suggestions for Learning and Teaching*

Column two provides clarification of the specific curriculum outcome(s), as well as suggestions of possible strategies/activities that might be used to help children achieve the outcome(s). These are only suggestions, and it is not necessary for teachers to use all of the suggested strategies nor is it necessary for all students to engage in the same learning experience. Some of the suggestions are possibilities for differentiating instruction. Opportunities to learn through play are also noted in column two of the four column spread within *Completely Kindergarten - Kindergarten Curriculum Guide* in a shaded text box entitled, “Play-Based Learning.”



Column Three:  
*Suggestions for Assessment*

Suggestions for ongoing assessment that forms an integral part of the learning experience can be found in column three. While the suggested tasks presented may be used for assessment, they will also further clarify the specific curriculum outcome(s) and will often represent useful instructional activities. Observation of a kindergarten students’s learning while they are engaged in an activity is a very powerful assessment tool when it is documented.

Column Four:  
*Resources*

A list of resources that will support the teaching and learning strategies of the outcome is found in column four. Other appropriate resources may be available to contribute to the achievement of the outcomes. This column may also provide space to record other resources that you use to teach this outcome.