

## Kindergarten Curriculum Links

### Environment and Community Awareness

#### Overview:

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

### Citizenship and Identity: Being Together

#### Overview:

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.

## **General Learner Expectations**

### **K. 2 | Belong**

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

## **Specific Learner Expectations**

### ***Values and Attitudes***

*The child:*

- **appreciates how their participation in his or her communities affects their sense of belonging**
  - develops an awareness of the importance of sharing the responsibility for caring for the environment
  - appreciates the impact that group members have on each other
  - demonstrates respect for the diverse ways individuals cooperate, work and play together
  - assumes responsibility for personal actions, words and choices

### ***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?
  - What might we share with people in other groups?
  - Can we belong to several groups at one time?
  - How do we know that we belong to groups or communities?
  - Does everyone belong to a group or a community?
  - How does living and participating in your community affect your sense of belonging?

### ***Dimensions of Thinking***

*The child:*

- **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