

# Arts: Kindergarten

## Overall Expectations

By the end of Kindergarten, children will:

- ▶ demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama, and dance;
- ▶ demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts;
- ▶ use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others;
- ▶ express responses to a variety of art forms, including those from other cultures;
- ▶ communicate their ideas through various art forms.

## Specific Expectations

### Visual Arts

As children progress through the Kindergarten years, they:

- ▶ demonstrate an awareness of personal interests and a sense of accomplishment in visual arts;
- ▶ explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways;
- ▶ explore different elements of design in visual arts;
- ▶ use or demonstrate understanding of vocabulary related to visual arts in informal conversations and in discussions about their learning;
- ▶ use problem-solving skills and their imagination to create visual art forms;
- ▶ express their responses to visual art forms by making connections to their own experiences or by talking about the form;
- ▶ respond to a variety of visual art forms from various cultures, including their own;

- ▶ communicate their understanding of something (*e.g., a familiar story, an experience, a song, a play*) by representing their ideas and feelings through visual art.

## Specific Expectations

### Music

As children progress through the Kindergarten years, they:

- ▶ demonstrate an awareness of personal interests and a sense of accomplishment in music;
- ▶ explore a variety of tools and materials of their own choice (*e.g., spoons, castanets, rhythm sticks, music software*) to create music in familiar and new ways;
- ▶ explore different elements (*e.g., Beat, sound quality, speed, volume*) of music;
- ▶ use or demonstrate understanding of vocabulary related to music (*e.g., Names of instruments; words for sound quality, speed, and volume*) in informal conversations and in discussions about their learning;
- ▶ use problem-solving skills and their imagination to create music;
- ▶ express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form;
- ▶ respond to music from various cultures, including their own;
- ▶ communicate their understanding of something (*e.g., a book, an experience, a painting*) by participating in musical activities.

## Specific Expectations

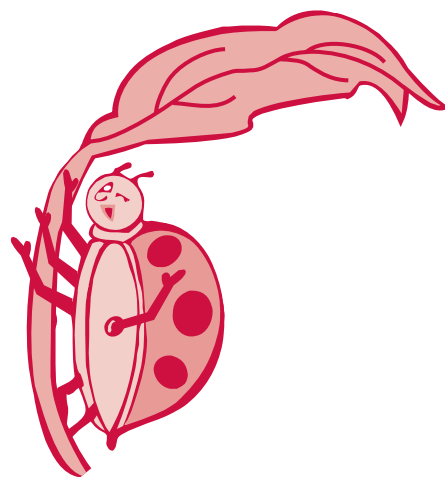
### Drama and Dance

As children progress through the Kindergarten years, they:

- ▶ demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance;
- ▶ explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways;
- ▶ explore different elements of drama

(*e.g., character, setting, dramatic structure*) and dance (*e.g., rhythm, space, shape*).

- ▶ use or demonstrate understanding of vocabulary related to drama and dance in informal conversations and in discussions about their learning;
- ▶ use problem-solving skills and their imagination to create drama and dance;
- ▶ express their responses to drama and dance by moving, by making connections to their own experiences, or by talking about drama and dance;
- ▶ dramatize rhymes, stories, legends, and folk tales from various cultures, including their own;
- ▶ communicate their understanding of something (*e.g., a poem, a story, a piece of music*) through drama and dance.



## The Ontario Curriculum

## Expectations for Kindergarten

### Parents' Guide



Durham District  
School Board

▶ These specific curriculum expectations have been taken directly from the **Ontario Curriculum, Kindergarten**; as of June 2006, published by the Ministry of Education. The expectations are separated by grade to offer parents easy access to this information.

# GRADE K

Dear Parents:

*This publication offers you a guide to the new Ontario curriculum's learning expectations in Language, Mathematics, Science and Technology, Personal and Social Development and The Arts for Kindergarten. The new curriculum, which is being implemented in Durham public schools, includes specific expectations of knowledge and skills required by the end of Kindergarten.*

*In Kindergarten, teachers plan programs that allow children to achieve the learning expectations through activities that emphasize the integrated nature of learning. For example, a cooking activity may include knowledge, skills, or attitudes from the areas of mathematics, science, technology, language, and personal and social development. Teachers design programs that highlight links within and among areas of learning and that enable children to connect what they learn in school with their own experiences and the activities of everyday life.*

*We believe that parents are partners in learning and your public schools value and support your involvement in your children's education. That's why the Durham District School Board has prepared for you this clear and concise version of the specific curriculum expectations.*

*By being familiar with the specific curriculum expectations, you can see what your children should be learning in Kindergarten and work with teachers to improve your children's academic achievement.*

*We also welcome you in our schools and we urge you to participate in parent-teacher conferences, school events, and to be active on school councils. Most of all, we urge you to provide your children with encouragement and support to be successful in school.*

*We hope you find this curriculum guide helpful. If you have questions or if you would like to discuss the curriculum expectations, please feel free to contact your school principal or the classroom teacher. They are most willing to assist you.*

Sincerely,

A handwritten signature in black ink that reads "Craig Burch".

Craig Burch  
Director of Education

# The Importance of Kindergarten

Children's early learning experiences have a profound effect on their development. These early interactions directly affect the way connections are made in the brain. Early learning experiences are crucial to the future well-being of children, and establish the foundation for the acquisition of knowledge and skills that will affect later learning and behaviour. Before they go to school, children have been learning in a variety of environments in their homes and in childcare and community settings. Children arrive at school with different backgrounds and experiences and at different stages of development. Positive early experiences with school are of paramount importance to young children. Children thrive within classrooms that meet their physical and developmental needs and that provide a secure, respectful, and nurturing environment.

To give each child the best start possible, it is essential that Kindergarten programs provide a variety of learning opportunities and experiences that are based on assessment information and the strengths, needs, and interests of the children. Although Kindergarten programs are critical in laying the foundations for success in learning, the Kindergarten years are also an important time in children's total development. Teachers, early childhood educators, members of the community, and families should work together to provide challenging and engaging learning experiences that will build children's confidence, encourage them to continue to see learning as both enjoyable and useful, and provide a strong foundation for their future intellectual, physical, and social development years are also an important time in children's total development. Teachers, early childhood educators, members of the community, and families should work together to provide challenging and engaging learning experiences that will build children's confidence, encourage them to continue to see learning as both enjoyable and useful, and provide a strong foundation for their future intellectual, physical, and social development.

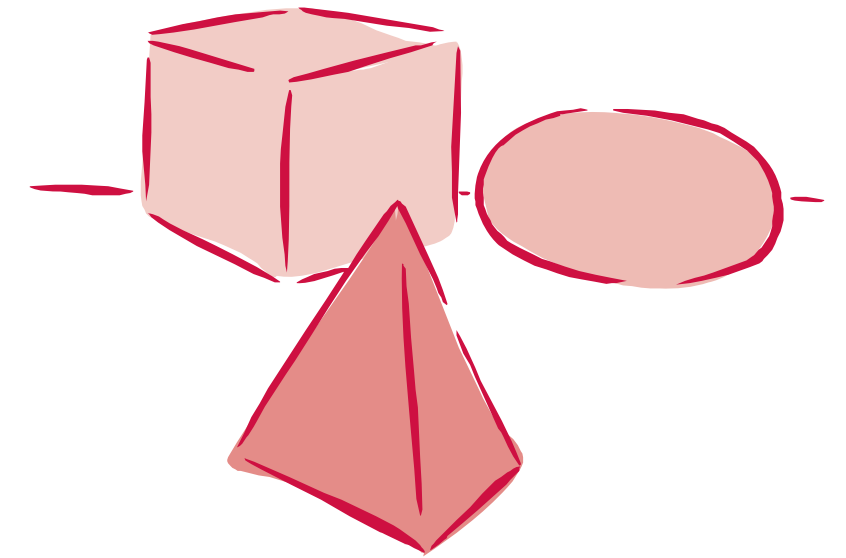


## Specific Expectations

### Use of Technology

As children progress through the Kindergarten years, they:

- ▶ demonstrate an awareness of the safe use of all materials and tools used in class;
- ▶ experiment with simple machines and common objects and describe their investigations;
- ▶ investigate and use familiar technological items and describe their use in daily life;
- ▶ solve problems while designing and constructing things, using a range of tools, materials, and techniques;
- ▶ investigate and discuss how familiar objects are designed to meet a human need.



## Health and Physical Activity: Kindergarten



### Specific Expectations

#### Health and Well-Being

As children progress through the Kindergarten years, they:

- ▶ begin to demonstrate an understanding of the effects of healthy, active living on the mind and body;
- ▶ investigate the benefits of nutritious foods and explore ways of ensuring healthy eating;
- ▶ practise and discuss appropriate personal hygiene that promotes personal, family, and community health;
- ▶ talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe, including identifying and applying basic safety rules;
- ▶ discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations;
- ▶ identify substances that are harmful to the body;
- ▶ discuss what makes them happy and unhappy, and why.

### Overall Expectations

By the end of Kindergarten, children will:

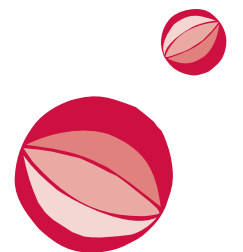
- ▶ demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being;
- ▶ participate willingly in a variety of activities that require the use of both large and small muscles;
- ▶ develop control of large muscles (gross-motor control) in a variety of contexts;
- ▶ develop control of small muscles (fine-motor control) in a variety of contexts.

### Specific Expectations

#### Physical Development and Activity

As children progress through the Kindergarten years, they:

- ▶ participate actively in creative movement and other daily physical activities;
- ▶ demonstrate persistence while engaged in activities that require the use of both large and small muscles;
- ▶ demonstrate strategies for engaging in cooperative play in a variety of games and activities;
- ▶ demonstrate spatial awareness in activities that require the use of large muscles;
- ▶ begin to demonstrate control of large muscles with and without equipment;
- ▶ begin to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement;
- ▶ begin to demonstrate control of small muscles in activities at a variety of learning centres;
- ▶ demonstrate spatial awareness by doing activities that require the use of small muscles;
- ▶ use a functional grip in written communication to produce writing that they and others can read.



- on) and of order irrelevance (that is, the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting;
- ▶ begin to make use of one-to-one correspondence in counting objects and matching groups of objects;
- ▶ investigate addition and subtraction in everyday activities through the use of manipulatives, visual models or oral exploration.

### Specific Expectations

#### Measurement (Attributes, Units, and Measurement Sense; Measurement Relationships)

As children progress through the Kindergarten years, they:

- ▶ compare and order two or more objects according to an appropriate measure and use measurement terms;
- ▶ demonstrate, through investigation, an awareness of the use of different measurement tools for measuring different things;
- ▶ demonstrate awareness of non-standard measuring devices (*e.g., feet, hand spans, string, or cubes to measure length; hand claps to measure time; scoops of water or sand to measure capacity*) and strategies for using them;
- ▶ demonstrate, through investigation, a beginning understanding of the use of non-standard units of the same size (*e.g., straws, paper clips*).

### Specific Expectations

#### Geometry and Spatial Sense (Geometric Properties; Geometric Relationships; Location and Movement)

As children progress through the Kindergarten years, they:

- ▶ explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures;
- ▶ identify and describe, using common geometric terms, two-dimensional shapes (*e.g., triangle*) and three-dimensional figures (*e.g., cone*) through investigations with concrete materials;
- ▶ compose pictures and build designs, shapes, and patterns in two dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies;

- ▶ build three-dimensional structures using a variety of materials, and begin to recognize the three-dimensional figures that the structure contains;
- ▶ investigate the relationship between two-dimensional shapes and three dimensional figures in objects that they have made;
- ▶ demonstrate an understanding of basic spatial relationships and movements.

### Specific Expectations

#### Patterning (Patterns and Relationships)

As children progress through the Kindergarten years, they:

- ▶ identify, extend, reproduce, and create repeating patterns through investigation, using a variety of materials;
- ▶ identify and describe informally the repeating nature of patterns in everyday contexts.

### Specific Expectations

#### Data Management and Probability (Collection and Organization of Data; Data Relationships; Probability)

As children progress through the Kindergarten years, they:

- ▶ sort, classify, and compare objects and describe the attributes used;
- ▶ collect objects or data and make representations of their observations, using concrete graphs;
- ▶ respond to and pose questions about data collection and graphs;
- ▶ use mathematical language in informal discussions to describe probability (*e.g., chance, never, sometimes, always*).



## Science and Technology: Kindergarten

### Overall Expectations

By the end of Kindergarten, children will:

- ▶ demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings;
- ▶ conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation, and communicating findings);
- ▶ demonstrate an understanding of and care for the natural world;
- ▶ investigate and talk about the characteristics and functions of some common materials, and use these materials safely.
- ▶ recognize and use safely some common forms of technology.

### Specific Expectations

#### Exploration and Experimentation

As children progress through the Kindergarten years, they:

- ▶ describe some natural occurrences, using their own observations and representations;
- ▶ sort and classify groups of living and non-living things in their own way
- ▶ describe and/or represent, using their own observations, patterns and cycles in the natural world;
- ▶ pose questions and make predictions and observations before and during investigations;
- ▶ select and use materials to carry out their own explorations and communicate their intentions;
- ▶ communicate results and findings from individual and group investigations;
- ▶ investigate, in various ways, how different forces make things move;
- ▶ demonstrate an awareness of local natural habitats through exploration and observation;
- ▶ participate in environmentally friendly activities in the classroom and the school yard;
- ▶ investigate various materials that have different properties by manipulating and comparing them safely in individual and small group explorations, and describe their observations.

## Personal & Social Development: Kindergarten

### Overall Expectations

By the end of Kindergarten, children will:

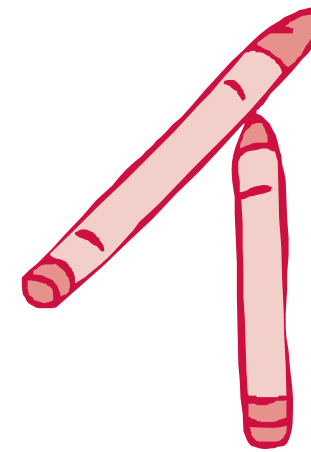
- ▶ demonstrate a sense of identity and a positive self-image;
- ▶ demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community;
- ▶ demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities;
- ▶ demonstrate an ability to use problem-solving skills in a variety of social contexts;
- ▶ identify and use social skills in play and other contexts;
- ▶ demonstrate an awareness of their surroundings.

### Specific Expectations

#### Self-Awareness and Self-Reliance

As children progress through the Kindergarten years, they:

- ▶ recognize personal interests, strengths, and accomplishments;
- ▶ identify and talk about their own interests and preferences;



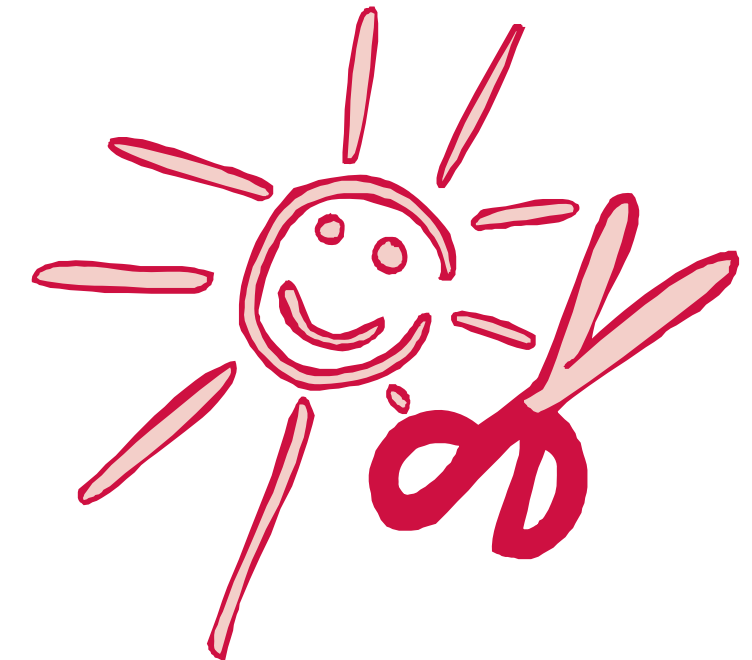
- ▶ express their thoughts and share experiences;
- ▶ develop empathy for others, and acknowledge and respond to each other's feelings;
- ▶ demonstrate respect and consideration for individual differences and alternative points of view;
- ▶ talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others;
- ▶ demonstrate self-reliance and a sense of responsibility;
- ▶ demonstrate a willingness to try new activities;
- ▶ begin to demonstrate self-control and adapt behaviour to different contexts within the school environment
- ▶ demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks;
- ▶ interact cooperatively with others in classroom events and activities.

### Specific Expectations

#### Social Relationships

As children progress through the Kindergarten years, they:

- ▶ use a variety of simple strategies to solve social problems;
- ▶ act and talk with peers and adults by expressing and accepting positive



- messages;
- ▶ demonstrate the ability to take turns in activities and discussions;
- ▶ demonstrate an awareness of making and keeping friends.

### Specific Expectations

#### Awareness of Surroundings

As children progress through the Kindergarten years, they:

- ▶ identify people who work in the community, and talk about what they do;
- ▶ recognize special places and buildings within their community, both natural and human-made, and talk about their functions;
- ▶ develop an awareness of ways in which people adapt to the places in which they live;
- ▶ demonstrate an awareness of different kinds of weather and ways in which people adapt to the weather.

## Language: Kindergarten

### Overall Expectations

By the end of Kindergarten, children will:

- ▶ communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- ▶ demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;
- ▶ use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;
- ▶ communicate in writing, using strategies that are appropriate for beginners;
- ▶ demonstrate a beginning understanding and critical awareness of media texts.

### Specific Expectations

#### Oral Communication

As children progress through the Kindergarten years, they:

- ▶ explore sounds, rhythms, and language structures with guidance and on their own;
- ▶ listen and respond to others for a variety of purposes and in a variety of contexts;
- ▶ follow one- and two-step directions in different contexts;
- ▶ use language in various contexts to connect new experiences with what they already know;
- ▶ use language to talk about their thinking, to reflect, and to solve problems;
- ▶ use specialized vocabulary for a variety of purposes;
- ▶ ask questions for a variety of purposes and in different contexts;
- ▶ begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond;
- ▶ describe personal experiences, using vocabulary and details appropriate to the situation;
- ▶ orally retell simple events and simple familiar stories in proper sequence;
- ▶ demonstrate awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words.

### Specific Expectations

#### Reading

As children progress through the Kindergarten years, they:

- ▶ demonstrate an interest in reading;
- ▶ identify personal preferences in reading materials (*e.g., choose fiction and nonfiction books, magazines, posters, computerized interactive texts that they enjoy*) in different contexts;
- ▶ respond to a variety of materials read aloud to them;
- ▶ use illustrations to support comprehension of texts that are read by and with the teacher;
- ▶ use prior knowledge to make connections (*e.g., to new experiences, to other books, to events in the world*) to help them understand a diverse range of materials read by and with the teacher;
- ▶ make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them;
- ▶ retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props;
- ▶ retell information from non-fiction materials that have been read by and with the teacher in a variety of contexts, using pictures and/or props;
- ▶ demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print;
- ▶ demonstrate knowledge of most letters of the alphabet in different contexts;
- ▶ begin to use reading strategies to make sense of unfamiliar texts in print.

### Specific Expectations

#### Writing

As children progress through the Kindergarten years, they:

- ▶ demonstrate interest in writing and choose to write in a variety of contexts;
- ▶ demonstrate an awareness that writing can convey ideas or messages;
- ▶ write simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words;
- ▶ begin to use classroom resources to support their writing;
- ▶ experiment with a variety of simple

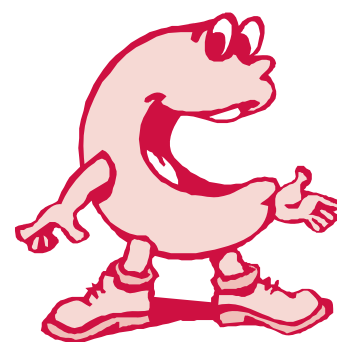
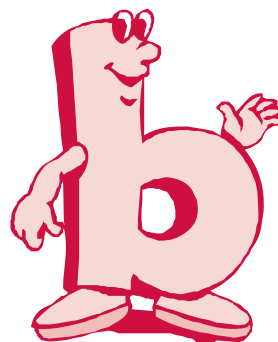
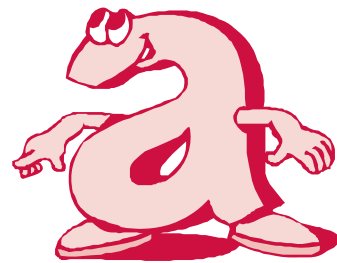
writing forms for different purposes and in a variety of contexts;

- ▶ communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing.

### Understanding of Media Materials

As children progress through the Kindergarten years, they:

- ▶ begin to respond critically to animated works (*e.g., cartoons in which animals talk, movies in which animals go to school*);
- ▶ communicate their ideas verbally and non-verbally about a variety of media materials;
- ▶ view and listen to a variety of media materials (*e.g., videos, photographs, posters, menus, advertisements*), and respond critically to them.



## The Mathematical Processes for Early Learners

Seven mathematical processes are to be integrated into children's learning associated with all of the Kindergarten mathematics expectations. The need to highlight these processes arose from the recognition that children should be actively engaged in applying them *throughout* the mathematics program, rather than only in connection with particular groups of expectations (e.g., expectations for number sense and numeration, measurement, or geometry and spatial sense).

## Mathematics: Kindergarten

### Overall Expectations

By the end of Kindergarten, children will:

- ▶ demonstrate an understanding of number, using concrete materials to explore and investigate counting, quantity, and number relationships;
- ▶ measure and compare length, mass, capacity, area, temperature of objects/materials, and the passage of time, using non-standard units, through free exploration, focused exploration, and guided activity;
- ▶ describe, sort, classify, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation;

The mathematical processes that support effective learning in mathematics are as follows:

#### Problem Solving

Children begin to develop and apply problem-solving strategies, and persevere when solving problems and conducting mathematical investigations.

#### Reasoning and Proving

Children apply developing reasoning skills (*e.g., pattern recognition, classification*) to create and investigate possibilities (*e.g., through talk and through models provided by the teacher and sometimes by other children*).

#### Reflecting

Children demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (*e.g., explain to others how they solved their problem*).

#### Selecting Tools and Strategies

Children select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems.

#### Connecting

Children begin to make connections among mathematical concepts and notice examples of mathematics in their everyday life.

#### Representing

Children create basic representations of simple mathematical ideas (*e.g., use concrete materials; physical actions, such as hopping or clapping; pictures; numbers; diagrams; dramatization; invented symbols*), make connections among them, and apply them to solve problems.

#### Communicating

Children communicate mathematical thinking orally and visually, using everyday language, an emerging mathematical vocabulary, and a variety of representations (*e.g., Constructions, pictures, dramatizations*).

- ▶ explore, recognize, describe, and create patterns, using a variety of materials in different contexts;
- ▶ sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts.

- ▶ recognize some quantities without having to count, using a variety of tools (e.g., dominoes, dot plates, dice, number of fingers) or strategies;
- ▶ begin to use information to estimate the number in a small set;
- ▶ use, read, and represent whole numbers to 10 in a variety of meaningful contexts;
- ▶ use ordinal numbers in a variety of everyday contexts;
- ▶ demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation;
- ▶ investigate and develop strategies for composing and decomposing quantities to 10;
- ▶ explore different Canadian coins, using coin manipulatives;
- ▶ demonstrate understanding of the counting concepts of stable order (that is, the concept that the counting sequence is always the same 1 is always followed by 2, 2 by 3, and so

