

CURRICULUM MAPS FOR KINDERGARTEN**CONTENTS:**

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Subject:	English Language Arts	Grade:	Kindergarten
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
////////////////////////////////////				
General Outcome 1				
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences				
1.1 Discover and Explore				
Express ideas and develop understanding		Task:	Virtue:	Value:
	share personal experiences prompted by oral, print and other media texts	1-7	Faith	Respect
	talk about ideas, experiences and familiar events	1-7	Fortitude	Integrity
Experiment with language and forms				
	talk and represent to explore, express and share stories, ideas and experiences	4-4	Faith	Integrity
Express preferences				
	talk about favourite oral, print and other media texts	4-6	Faith	Courage
Set goals				
	talk about own reading and writing experiences			
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1.2 Clarify and Extend				
Consider others' ideas		Task:	Virtue:	Value:
	listen to experiences and feelings shared by others	2-1	Charity	Kindness Empathy
Combine ideas				
	connect related ideas and information	2-8	Justice	Respect
Extend understanding				
	express interest in new ideas and experiences	4-2	Faith	Respect
////////////////////////////////////				
General Outcome 2				
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts				
2.1 Use Strategies and Cues				
Use prior knowledge		Task:	Virtue:	Value:
	connect oral language with print and pictures	4-4	Faith	Integrity
	understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed			
	expect print and pictures to have meaning and to be related to each other in print and other media texts	4-4	Faith	Respect
	understand that print and books are organized in predictable ways			
Use comprehension strategies				
	begin to use language prediction skills when stories are read aloud	1-1	Faith	Motivation Initiative
	ask questions and make comments during listening and reading activities	1-5	Faith	Integrity
	recall events and characters in familiar stories read	1-7	Faith	Respect

	aloud by others			
	read own first name, environmental print and symbols, words that have personal significance and some words in texts	3-1	Faith	Respect
Use textual cues		Task:	Virtue:	Value:
	attend to print cues when stories are read aloud			
	begin to identify some individual words in texts that have been read aloud			
Use phonics and structural analysis				
	begin to make connections among sounds, letters, words, pictures and meaning			
	identify and generate rhyming words in oral language			
	hear and identify sounds in words			
	associate sounds with consonants that appear at the beginning of personally significant words			
Use references				
	recite the letters of the alphabet in order			
	copy scribed words and print texts to assist with writing			
////////////////////////////////////				
2.2 Respond to Texts				
Experience various texts		Task:	Virtue:	Value:
	participate 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	2-3	Charity	Kindness Empathy
	listen and view attentively			
	identify favourite stories and books			
Construct meaning from texts				
	relate aspects of oral, print and other media texts to personal feelings and experiences			
	talk about and represent the actions of characters portrayed in oral, print and other media texts			
	talk about experiences similar or related to those in oral, print and other media texts			
Appreciate the artistry of texts				
	experiment with sounds, words, word patterns, rhymes and rhythms			
////////////////////////////////////				
2.3 Understand Forms, Elements and Techniques				
Understand forms and genres		Task:	Virtue:	Value:
	experience a variety of oral, print and other media texts			
Understand techniques and elements				
	develop a sense of story through reading, listening and viewing experiences			
	identify the main characters in a variety of oral, print and other media texts	1-2	Faith	Respect
Experiment with language				
	appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes			

	and personal songs			
////////////////////////////////////				
2.4 Create Original Text				
Generate ideas		Task:	Virtue:	Value:
	contribute ideas and answer questions related to experiences and familiar oral, print and other media texts			
Elaborate on the expression of ideas				
	listen to and recite short poems, songs and rhymes, and engage in word play and action songs	4-3	Faith	Motivation Initiative
Structure texts				
	draw, record or tell about ideas and experiences			
	talk about and explain the meaning of own pictures and print			
////////////////////////////////////				
General Outcome 3				
Students will listen, speak, read, write, view and represent to manage ideas and information				
3.1 Plan and Focus				
Focus attention		Task:	Virtue:	Value:
	attend to oral, print and other media texts on topics of interest	3-1	Faith	Respect
	make statements about topics under discussion	3-1	Faith	Respect
Determine information needs				
	ask questions to satisfy personal curiosity	1-2	Faith	Motivation Initiative
Plan to gather information				
	suggest ways to gather ideas and information			
////////////////////////////////////				
3.2 Select and Process				
Use a variety of sources		Task:	Virtue:	Value:
	seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos	1-2	Faith	Motivation Initiative
Access information				
	use illustrations, photographs, video programs, objects and auditory cues, to access information			
Evaluate sources				
	ask questions to make sense of information	1-2	Faith	Motivation Initiative
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3.3 Organize, Record and Evaluate				
Organize information		Task:	Virtue:	Value:
	categorize objects and pictures according to visual similarities and differences	2-9	Prudence	Integrity
Record information				
	represent and talk about ideas and information; dictate to a scribe			
Evaluate information				
	share new learnings with others	2-2	Charity	Friendship
////////////////////////////////////				
3.4 Share and Review				

Share ideas and information		Task:	Virtue:	Value:
	share ideas and information about topics of interest	2-2	Charity	Courage
Review research process				
	share information-gathering experiences	2-2	Charity	Courage
////////////////////////////////////				
General Outcome 4				
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication				
4.1 Enhance and Improve				
Appraise own and others' work		Task:	Virtue:	Value:
	make statements related to the content of own and others' pictures, stories or talk			
Revise and edit				
	retell ideas to clarify meaning in response to questions or comments			
Enhance legibility				
	form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner			
	explore the keyboard, using letters, numbers and the space bar			
Expand knowledge of language				
	explore and experiment with new words and terms associated with topics of interest	3-1	Faith	Motivation Initiative
	experiment with rhymes and rhythms of language to learn new words			
Enhance artistry				
	experiment with sounds, colours, print and pictures to express ideas and feelings			
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4.2 Attend to Conventions				
Attend to grammar and usage		Task:	Virtue:	Value:
	develop a sense of sentence			
Attend to spelling				
	hear and identify dominant sounds in spoken words			
	demonstrate curiosity about visual features of letters and words with personal significance			
	connect letters with sounds in words			
	print own name, and copy environmental print and words with personal significance			
Attend to capitalization and punctuation				
	recognize capital letters and periods in print texts			
	capitalize first letter of own name			
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4.3 Present and Share				
Present information		Task:	Virtue:	Value:
	share ideas and information about own drawings and topics of personal interest	2-2	Faith	Courage
Enhance presentation				
	use drawings to illustrate ideas and information, and talk about them			
Use effective oral and visual communication				
	speak in a clear voice to share ideas and information			

Demonstrate attentive listening and viewing				
	follow one- or two-step instructions			
	make comments that relate to the topic being discussed			
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General Outcome 5				
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others				
5.1 Respect Others and Strengthen Community				
Appreciate diversity		Task:	Virtue:	Value:
	explore personal experiences and family traditions related to oral, print and other media texts	2-3	Charity	Empathy
Relate texts to culture				
	explore oral, print and other media texts from various communities			
Celebrate accomplishments and events				
	share stories using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments	3-1	Faith	Motivation Initiative
Use language to show respect				
	use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns	3-4	Faith	Respect
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5.2 Work within a Group				
Cooperate with others		Task:	Virtue:	Value:
	participate in class and group activities	4-2	Faith	Cooperation Responsibility
	find ways to be helpful to others	2-2	Charity	Cooperation
Work in groups				
	ask and answer questions to determine what the class knows about a topic	2-2	Charity	Cooperation
	listen to others' ideas	2-2	Charity	Cooperation
Evaluate group process				
	respond to questions about personal contributions to group process			

Subject:	Social Studies		Grade:	Kindergarten
Unit:	Topic 2	Title:		
Topic:	K.2 I Belong			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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K.2.1	value how personal stories express what it means to belong (I)			
////////////////////////////////////				
K.2.2	value and respect significant people in their lives:	Task:	Virtue:	Value:
	appreciate the important contributions of individuals at home, at school and in the community (C, CC)			
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K.2.3	appreciate how their participation in their communities affects their sense of belonging (CC, I)	Task:	Virtue:	Value:
	develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP)			
	appreciate the impact that group members have on each other (C, CC)			
	demonstrate respect for the diverse ways individuals cooperate, work and play together (C, PADM)			
	assume responsibility for personal actions, words and choices (C)			
////////////////////////////////////				
K.2.4	examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:	Task:	Virtue:	Value:
	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)			
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K.2.5	examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:	Task:	Virtue:	Value:
	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)			
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K.S.1	develop skills of critical thinking and creative thinking:	Task:	Virtue:	Value:
	consider ideas and information from varied sources			
	compare and contrast information provided			
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K.S.2	develop skills of historical thinking:	Task:	Virtue:	Value:
	recognize that some activities or events occur at particular times of the day or year			
	differentiate between events and activities that occurred recently and long ago			
////////////////////////////////////				
K.S.3	develop skills of geographic thinking:	Task:	Virtue:	Value:
	recognize familiar places or points of reference in their surroundings			
	ask geographic questions, such as asking for directions			
////////////////////////////////////				
K.S.4	demonstrate the skills of decision making and problem solving:	Task:	Virtue:	Value:
	provide ideas and strategies to contribute to decision making and problem solving			
////////////////////////////////////				
K.S.5	demonstrate the skills of cooperation, conflict resolution and consensus building:	Task:	Virtue:	Value:
	consider the needs of others			
	work and play in harmony with others to create a safe and caring environment			
	demonstrate a willingness to share space and resources			
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K.S.6	develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	Task:	Virtue:	Value:
	being a classroom helper			
////////////////////////////////////				
K.S.7	apply the research process:	Task:	Virtue:	Value:
	ask questions to make meaning of a topic			
	gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues			
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K.S.8	demonstrate skills of oral, written and visual literacy:	Task:	Virtue:	Value:
	listen to others in a socially appropriate manner			
	respond appropriately to comments and questions, using language respectful of human diversity			
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K.S.9	develop skills of media literacy:	Task:	Virtue:	Value:
	determine the main points or ideas in a media presentation			

Glossary of Terms and Concepts—Kindergarten

The following terms and concepts are contained within the general and specific outcomes 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.

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 Making	PADM	Power, Authority and Decision

Subject:	Health	Grade:	Kindergarten
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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WELLNESS CHOICES–General Outcome <i>Students will make responsible and informed choices to maintain health and to promote safety for self and others</i>				
1. Personal health		Task:	Virtue:	Value:
	describe ways, and make choices, to be physically active daily			
	identify and use positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions			
	identify general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape			
	identify external body parts, and describe the function of each			
	recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks			
	recognize that some household substances may be harmful; e.g., medication, household products			
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2. Safety and Responsibility		Task:	Virtue:	Value:
	identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone			
	identify safety symbols; e.g., Block Parents, hazardous goods symbols			
	describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground			
	describe and demonstrate ways to be safe at home and away from home; e.g., demonstrate telephone skills, and know when to share personal information			
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RELATIONSHIP CHOICES–General Outcome <i>Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions</i>				
1. Understanding and Expressing Feelings		Task:	Virtue:	Value:
	demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement			
	explore the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay			
	identify situations where strong feelings could result			
	identify and begin to demonstrate effective listening;			

	e.g., actively listen, respond appropriately			
////////////////////////////////////				
2. Interactions		Task:	Virtue:	Value:
	identify ways of making friends; e.g., introduce self, invite others to join activities			
	demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play			
	identify causes of conflict in school or in play, and, with adult assistance, suggest simple ways to resolve conflict			
3. Group Roles and Processes		Task:	Virtue:	Value:
	demonstrate sharing behaviour; e.g., at home and in school			
	recognize that individuals are members of various and differing groups			
LIFE LEARNING CHOICES–General Outcome <i>Students will use resources effectively to manage and explore life roles and career opportunities and challenges</i>				
1. Learning Strategies		Task:	Virtue:	Value:
	select, engage in and complete some independent learning tasks; and seek assistance, as necessary			
	demonstrate curiosity, interest and persistence in learning activities			
	develop an awareness of situations where decisions are made			
2. Life Roles and Career Development		Task:	Virtue:	Value:
	express preferences, and identify basic personal likes and dislikes			
	demonstrate awareness of the ways in which people take care of responsibilities in the home and school			
3. Volunteerism		Task:	Virtue:	Value:
	identify ways to help			
	perform volunteer tasks as a class; e.g., draw pictures to show appreciation			

Subject:	Phys Ed / Health	Grade:	Kindergarten
Unit:	Title: Mapped Phys. Ed and Health curriculums		
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:

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Physical Education Curriculum	Health Curriculum	Task:	Virtue:	Value:
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	Wellness Choices			
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	AK-1 experience and develop locomotor skills through a variety of activities	WK.1 describe ways, and make choices, to be physically active daily			
	AK-3 experience and develop nonlocomotor skills through a variety of activities				
	AK-7 experience the basic skills in a variety of environments; e.g., playground				
	AK-8 experience movement to respond to a variety of stimuli; e.g., music				
	BK-3 experience cardio-respiratory activities				
	BK-6 experience how physical activity makes one feel				
	DK-1 show a willingness to participate regularly in short periods of activity with frequent rest intervals				
	DK-2 participate with effort in physical activities				
	DK-7 make choices to be involved in a variety of movement experiences				
	DK-9 make choices to be active				

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Physical Education Curriculum	Health Curriculum	Task:	Virtue:	Value:
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	BK-1 recognize appropriate nutritional habits	WK.5 recognize that nutritious foods are needed for growth and to feel good, have energy; e.g., nutritious snacks			
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Physical Education Curriculum	Health Curriculum	Task:	Virtue:	Value:
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	WK.9 describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground	DK-3 show a willingness to listen to directions and simple explanations			
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Physical Education Curriculum	Health Curriculum	Task:	Virtue:	Value:
Cooperation	Relationship Choices			

	CK-1 begin to develop respectful communication skills appropriate to context	RK.4 identify and begin to demonstrate effective listening; e.g., actively listen, respond appropriately			
	CK-3 identify and demonstrate etiquette and fair play	RK.6 demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play			
	CK-5 display a willingness to play alongside others				
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Physical Education Curriculum		Health Curriculum			
Do it daily!		Life Learning Choices		Task:	Virtue:
	DK-1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	LK.2 demonstrate curiosity, interest and persistence in learning activities			Value:
	DK-7 make choices to be involved in a variety of movement experiences				

Subject:	Phys Ed	Grade:	Kindergarten
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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	<i>Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits</i>			
	Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water	Task:	Virtue:	Value:
	AK-1 experience and develop locomotor skills through a variety of activities			
	AK-2 N/A			
////////////////////////////////////				
	Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging	Task:	Virtue:	Value:
	AK-3 experience and develop nonlocomotor skills through a variety of activities			
	AK-4 N/A			
////////////////////////////////////				
	Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking	Task:	Virtue:	Value:
	AK-5 experience and develop ways to receive, retain and send an object, using a variety of body parts and implements and through a variety of activities			
	AK-6 N/A			
////////////////////////////////////				
	Application of Basic Skills in an Alternative Environment	Task:	Virtue:	Value:
	AK-7 experience the basic skills in a variety of environments; e.g., playground			
////////////////////////////////////				
	Application of Basic Skills in Dance	Task:	Virtue:	Value:
	AK-8 experience movement to respond to a variety of stimuli; e.g., music			
	AK-9 experience body awareness when performing dance activities			
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	Application of Basic Skills in Games	Task:	Virtue:	Value:
	AK-10 demonstrate body and space awareness when performing space awareness games			
	AK-11 demonstrate an understanding of basic rules and fair play			

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Application of Basic Skills in Types of Gymnastics		Task:	Virtue:	Value:
	AK-12 experience educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships			
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Application of Basic Skills in Individual Activities		Task:	Virtue:	Value:
	AK-13 experience the basic skills of running, jumping, throwing in a variety of environments; e.g., field			
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GENERAL OUTCOME B: <i>Students will understand, experience and appreciate the health benefits that result from physical activity</i>				
Functional Fitness		Task:	Virtue:	Value:
	BK-1 recognize appropriate nutritional habits			
	BK-2 recognize improvement in physical abilities			
	BK-3 experience cardio- respiratory activities			
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Body Image		Task:	Virtue:	Value:
	BK-4 recognize personal abilities while participating in physical activity			
	BK-5 N/A			
////////////////////////////////////				
Well-being		Task:	Virtue:	Value:
	BK-6 experience how physical activity makes one feel			
	BK-7 experience the changes that take place in the body during physical activity			
	BK-8 understand the connections between physical activity and emotional well-being; e.g., feels good			
////////////////////////////////////				
GENERAL OUTCOME C: <i>Students will interact positively with others</i>				
Communication		Task:	Virtue:	Value:
	CK-1 begin to develop respectful communication skills appropriate to context			
	CK-2 N/A			
////////////////////////////////////				
Fair Play		Task:	Virtue:	Value:
	CK-3 identify and demonstrate etiquette and fair play			
////////////////////////////////////				
Leadership		Task:	Virtue:	Value:
	CK-4 experience different roles in a variety of physical activities			
////////////////////////////////////				
Teamwork		Task:	Virtue:	Value:
	CK-5 display a willingness to play alongside others			
	CK-6 N/A			
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GENERAL OUTCOME D: <i>Students will assume responsibility to lead an active way of life</i>				
Effort		Task:	Virtue:	Value:
	DK-1 show a willingness to participate regularly in			

	short periods of activity with frequent rest intervals			
	DK-2 participate with effort in physical activities			
////////////////////////////////////				
Safety		Task:	Virtue:	Value:
	DK-3 show a willingness to listen to directions and simple explanations			
	DK-4 participate in safe warm-up and cool- down activities			
	DK-5 experience moving safely and sensitively through all environments; e.g., movement activities			
////////////////////////////////////				
Goal Setting/Personal Challenge		Task:	Virtue:	Value:
	DK-6 participate in a class activity with a group goal; e.g., walk a predetermined distance			
	DK-7 make choices to be involved in a variety of movement experiences			
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Active Living in the Community		Task:	Virtue:	Value:
	DK-8 describe appropriate places for children to play			
	DK-9 make choices to be active			