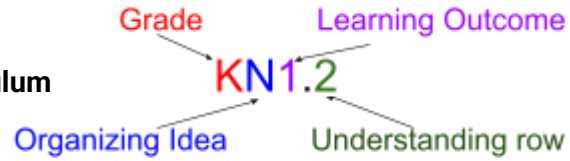
Kindergarten Curriculum



M = Matter **E= Energy** **ES = Earth Systems** **S = Space** **LS = Living Systems**
CS = Computer Science **SM = Scientific Method**

Indigenous content

Matter (M)

Understandings of the physical world are deepened through investigating matter and energy.

Guiding Question: How can properties of an object be distinguished from one another?

LEARNING OUTCOME
KM 1.1 Children examine properties of objects.

KM 1.1 UNDERSTANDING

- Objects have identifiable properties.
- Objects may be similar in one or more properties and different in another property.

KNOWLEDGE

An object is anything that can be perceived using one or more of the five senses.

The five senses are

- sight
- touch
- hearing
- smell
- taste

Properties are distinctive characteristics.

Properties of objects that can be perceived by using one or more of the five senses include

- colour; e.g., blue, yellow
- size; e.g., big, small
- shape; e.g., round, square
- texture; e.g., rough, smooth
- temperature; e.g., hot, cold
- sound; e.g., loud, quiet
- scent; e.g., fresh, rotten
- taste; e.g., sweet, sour

SKILLS & PROCEDURES

Explore properties of various objects using one or more of the five senses.

Describe properties of various objects.

Sort various objects according to properties.

Compare properties of various objects.

Energy (E)

Understandings of the physical world are deepened by investigating matter and energy.

Guiding Question: How can humans, animals, and objects move?

LEARNING OUTCOME

KE 1.1 Children explore movement of objects, humans, and other animals.

KE 1.1 UNDERSTANDING

Objects, humans, and other animals can move or be moved in various ways.

KNOWLEDGE	SKILLS & PROCEDURES
Movement is a change in position or location that happens over time. Objects can be moved in various ways, including ● straight lines ● curves ● circles ● back and forth ● zigzags ● up and down ● fast and slow Humans and other animals can move in a variety of ways, such as ● flying ● crawling ● hopping ● swimming	Move objects in a variety of ways. Identify objects that move. Identify objects that do not move. Observe and imitate how animals can move. Identify various ways that humans and other animals can move.

KE 1.2 UNDERSTANDING

Humans and other animals move for many reasons.

KNOWLEDGE	SKILLS & PROCEDURES
Reasons for human and other animal movement include ● seeking food and water ● exercising and playing ● escaping danger	Examine the reasons why humans and other animals move.

Earth Systems (ES)

Understandings of the living world, Earth, and space are deepened through investigating natural systems and their interactions.

Guiding Question: How can environments be explored?

LEARNING OUTCOME
KES 1 Children examine and describe surrounding environments.

KES 1.1 UNDERSTANDING
Environments can be explored and wondered about.

KNOWLEDGE	SKILLS & PROCEDURES
Environment refers to physical surroundings. Environments include plants, humans, and other animals. Environments include human-made structures such as buildings and roads. Environments include land, water, and air. Environments can be explored using the senses.	Use the senses to make observations about environments. Ask questions about surrounding environments. Demonstrate respect while interacting with environments. Represent a local environment in nature.

KES 1.2 UNDERSTANDING
Environments are shared spaces that include a variety of objects.

KNOWLEDGE	SKILLS & PROCEDURES
Objects in environments can be natural or constructed by humans.	Identify objects found in nature and those constructed by humans within the local environment. Represent objects found in nature and those constructed by humans.

KES 1.3 UNDERSTANDING
Environments change over time.

KNOWLEDGE	SKILLS & PROCEDURES
Changes can be observed in environments, such as • temperature; e.g., hot, cold • sunlight; e.g., cloudy, sunny, day, night • human-made structures; e.g., new playground in a park • animals growing; e.g., tadpole becoming a frog • plants growing; e.g., grass getting taller	Observe a variety of local environments over time. Record observations of changes in environments.

KES 1.4 UNDERSTANDING
Environments are important and should be protected and respected.

KNOWLEDGE	SKILLS & PROCEDURES
Environments can be protected in many ways, such as • reducing waste • reusing • recycling	Discuss the importance of protecting and respecting environments. Identify ways to protect and respect environments.

Environments can be respected in many ways, such as • not littering • caring for nature	
KES 1.5 UNDERSTANDING Feelings of connection and appreciation can be experienced in nature. First Nations, Métis, and Inuit ways of living connect to nature and the land.	
KNOWLEDGE Connections can be fostered by physical locations, objects, and experiences in nature. • First Nations, Métis, and Inuit ways of living include • hunting • gathering • trapping • fishing • ceremonies	**SKILLS & PROCEDURES** Identify physical locations, objects, and experiences in nature that can lead to personal feelings of connection. Reflect on what is personally considered to be beautiful and appreciated in nature. Discuss connections First Nations, Métis, or Inuit have with nature.

Computer Science (CS)

Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.

Guiding Question: How can instructions be used?

LEARNING OUTCOME **KCS 1 Children interpret instructions in various environments.**	
KCS 1.1 UNDERSTANDING Following instructions can help people be safe, complete a task, and know what to do.	
KNOWLEDGE Instructions are directions that can be followed. Instructions may be experienced in many different contexts, such as • home • learning environments • games • experiences in nature Instructions can be given in many ways and presented through • speaking • pictures • gestures • traditional teachings	**SKILLS & PROCEDURES** Recognize when actions do not correspond to instructions. Match an action to the corresponding instruction. Engage in activities that involve following instructions in various contexts. Identify instructions that help keep people safe in various contexts. Engage in activities that involve following instructions presented in various ways.
KCS 1.2 UNDERSTANDING The order in which instructions are followed can affect the outcome.	
KNOWLEDGE	**SKILLS & PROCEDURES**

Instructions have one or more steps.	Follow a sequence of two steps related to a learning experience. Identify differences in outcomes when the order of two steps is changed. Communicate a sequence of two steps for a given purpose.