

NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.
North York Ontario M2J 1S3

COURSE DESCRIPTION

Kindergarten

Junior Kindergarten (Stacey Sellars)

Senior Kindergarten (Ming Tong)

2014/2015

PERSONAL AND SOCIAL DEVELOPMENT

The expectations of the Ontario curriculum for personal and social development are organized under the subheadings of “Social Development” and “Emotional Development”.

Social Development

Strand #1: Identify and use social skills in play and other contexts – students will be expected to act and talk with peers and adults by expressing and accepting positive messages, demonstrate the ability to take turns in activities and discussions, and demonstrate an awareness of ways of making and keeping friends

Strand #2: Demonstrate an ability to use problem-solving skills in a variety of social contexts – students will be expected to use a variety of simple strategies to solve social problems

Strand #3: Demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community – students will be expected to 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, and talk about events or retell stories that reflect their own heritage and cultural backgrounds and the heritage and cultural backgrounds of others

Emotional Development

Strand #1: Demonstrate a sense of identity and a positive self-image – students will be expected to recognize personal interests, strengths, and accomplishments; identify and talk about their own interests and preferences; express their thoughts and share experiences.

Strand #2: Demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities – students will be expected to demonstrate self-reliance and a sense of responsibility; demonstrate a willingness to try new activities and to adapt to new situations; demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks; begin to demonstrate self-control and adapt behaviour to different contexts within the school environment; interact cooperatively with others in classroom events and activities.

Strand #3: Demonstrate an awareness of their surroundings – students will be expected to recognize people in their community and talk about what they do; recognize 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.

LANGUAGE

The expectations for language are arranged in the following order: oral communication, reading, writing, and understanding of media materials. They are addressed in ways that are meaningful and relevant for young children and that build on their prior knowledge and experience.

Strand #1: Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts – students will 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; begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond; follow and provide 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; describe personal experiences, using vocabulary and details appropriate to the situation; orally retell simple events and simple familiar stories in proper sequence; demonstrate an 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.

Strand #2: Demonstrate understanding and critical awareness of a variety of written materials that are read by and with teacher – students will be expected to demonstrate an interest in reading; identify personal preferences in reading materials and in different contexts; 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; respond to a variety of materials read aloud to them; 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; use prior knowledge to make connections to help them understand a diverse range of materials read by and with the teacher; use illustrations to support comprehension of texts that are read by and with the teacher; demonstrate knowledge of most letters of the alphabet in different contexts; 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.

Strand #3: Use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials – students will begin to use reading strategies to make sense of unfamiliar texts in print.

Strand #4: Communicate in writing, using strategies that are appropriate for beginners – students will be expected to demonstrate an 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, 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.

Strand #5: Demonstrate a beginning understanding and critical awareness of media texts – students will begin to respond critically to animated works; communicate their ideas verbally and non-verbally about a variety of media materials.

MATHEMATICS

The mathematics expectations of the Ontario curriculum are organized into five strands that detail specific expectations of students within each of the five major areas of knowledge and skills required of students.

Strand #1: Demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships – students will investigate the idea that quantity is greater when counting forward and less when counting backwards; investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects; begin to make use of one-to-one correspondence in counting objects and matching groups of objects; demonstrate understanding of the counting concepts of stable order; recognize some quantities without having to count, using a variety of tools; begin to use information to estimate the number in a small set; demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation; use ordinal numbers in a variety of everyday contexts; use, read, and represent whole numbers to 10 in a variety of meaningful contexts; explore different Canadian coins, using coin manipulatives; investigate and develop strategies for composing and decomposing quantities to 10; investigate addition and subtraction in everyday activities through the use of manipulatives.

Strand#2: Measure and compare length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity – students will compare and order two or more objects according to an appropriate measure; demonstrate, through investigation, an awareness of non-standard measuring devices and standard measuring devices and strategies for using them; demonstrate, through investigation, a beginning understanding of non-standard units that are the same type but not always the same size;

Strand #3: Describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation – students will 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 and three-dimensional figures through investigation with concrete materials; compose pictures, and build designs, shapes, and patterns, using 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 their 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.

Strand #4: Explore, recognize, describe, and create patterns, using a variety of materials in different contexts – students will identify, create, reproduce, and extend repeating patterns through investigation, using a variety of materials; identify and describe informally the repeating nature of patterns in everyday contexts, using oral expressions and gestures.

Strand #5: 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 – students will sort, classify, and compare objects and describe the attributes used; collect objects and 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.

SCIENCE AND TECHNOLOGY

The overall and specific expectations apply to both science and technology and seek to enable the students to begin to develop an understanding of foundational scientific and technological concepts and develop skills through free exploration, focused exploration, and guided activities.

Strand #1: Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings – students will ask questions about and describe some natural occurrences, using their own observations and representations; sort and classify groups of living and non-living things in their own way; explore patterns in the natural and

built environment, demonstrate an understanding of the natural world and the need to care for and respect the environment, and use technological problem-solving skills in free exploration, focused exploration, and guided activity.

Strand #2: Conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills – students will state problems and pose questions before and during investigations; make predictions and observations before and during investigations; select and use materials to carry out their own explorations; communicate results and findings from individual and group investigations.

Strand #3: Demonstrate an understanding of the natural world and the need to care for and respect the environment – students will identify similarities and differences between local environments; describe what would happen if something in the local environment changed; identify ways in which they can care for and show respect for the environment; participate in environmentally friendly activities in the classroom and the schoolyard.

Strand #4: Use technological problem-solving skills in free exploration, focused exploration, and guided activity – students will identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices; state problems and pose questions as part of the design process; make predictions and observations throughout the design process; select and use tools, equipment, and materials to construct things using the design process; communicate and record results and findings after constructing things either individually or in groups.

Health and Physical Activity

This section of the Ontario curriculum is divided into four strands which seek to provide a foundation for children's development of both physical and health literacy.

Strand #1: Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being – students will 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; discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations; discuss what makes them happy and unhappy, and why

Strand #2: Participate willingly in a variety of activities that require the use of both large and small muscles – students will 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.

Strand #3: Develop control of large muscles in a variety of contexts – students will begin to demonstrate spatial awareness in activities that require the use of large muscles; to demonstrate control of large muscles with and without equipment; to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.

Strand #4: Develop control of small muscles in a variety of contexts – students will begin to demonstrate control of small muscles in activities at a variety of learning centres and when using a variety of materials or equipment; 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.

THE ARTS

The creative process is the focus of the arts and providing children with opportunities to express themselves supports their growing understanding in all areas of learning. The expectations in the arts are arranged under the following three strands: Drama and Dance, Music, and Visual Arts.

Drama and Dance

Strand #1: Demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance – students will 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.

Strand #2: Demonstrate basic knowledge and skills gained through exposure to drama and dance and drama- and dance-related activities – students will explore different elements of drama and dance.

Strand #3: Use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in drama and dance both individually and with others – students will use problem-solving skills and their imagination to create drama and dance; dramatize rhymes, stories, legends, and folk tales from various cultures, including their own.

Strand #4: Express responses to a variety of forms of drama and dance, including those from other cultures – students will express their responses to drama and dance.

Music

Strand #1: Demonstrate an awareness of themselves as musicians through engaging in music activities – students will demonstrate an awareness of personal interests and a sense of accomplishment in music; explore a variety of tools and materials of their own choice to create music in familiar and new ways.

Strand #2: Demonstrate basic knowledge and skills gained through exposure to music and music activities – students will explore different elements of music.

Strand #3: Use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others – students will use problem-solving skills and their imagination to create music.

Strand #4: Express responses to a variety of forms of music, including those from other cultures – students will 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.

Strand #5: Communicate their ideas through music – students will communicate their ideas about something through sounds, rhythms, and music.

Visual Arts

Strand #1: Demonstrate an awareness of themselves as artists through engaging in activities in visual arts – students will demonstrate an awareness of personal interests and a sense of accomplishment in visual arts.

Strand #2: Demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts – students will 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.

Strand #3: Use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others – students will use problem-solving skills and their imagination to create visual art forms.

Strand #4: Express responses to a variety of visual art forms, including those from other cultures – students will 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.

Strand #5: Communicate their ideas through various visual art forms – students will communicate their understanding of something by representing their ideas and feelings through visual art.

In addition to the above we, as a Christian school, desire to build a healthy self-esteem in each child. A healthy self-esteem is based upon a realistic view of self under God. Each child will learn of his/her absolute, unique and individual importance to God. The children will be given many opportunities to interact with their peers and teachers. They will be encouraged to solve problems and get along with others.

BIBLE

Truth is understood, taught, and integrated throughout our entire program as well as through individual Bible stories. God's plan for the redemption of mankind through Jesus Christ is developed through the stories told daily from God's word. Teaching visual aids are used to emphasize the story. Moral, spiritual and Christian behaviour is developed and integrated into daily interactions between students.

The above is a summary of the general overall objectives of the Ontario curriculum. In addition to this, we have incorporated the individual curriculum goals and objectives that are specific to the Kindergarten Programs at North Toronto Christian School. The complete details of each aspect of curriculum for grades 1 - 8 may be found on the website of the Ministry of Education and Training at www.edu.gov.on.ca/