

NORTH TORONTO CHRISTIAN SCHOOL

50 Page Avenue
North York Ontario M2K 2B4

COURSE DESCRIPTION

Senior Kindergarten

(Ming Tong)

2009/2010

LANGUAGE

Overall Expectations - Students will be expected to communicate effectively by listening and speaking; demonstrate understanding of a variety of written materials that are read to them (e.g., stories, poems, informational materials); make sense of simple written materials (e.g., familiar words, signs, labels), using reading strategies that are appropriate for beginners; communicate thoughts and feelings, using writing strategies that are appropriate for beginners; use and respond to a variety of media materials.

Oral Communications - Students will be expected to communicate needs to peers and adults (e.g., request assistance with clothing); listen and respond to others in a variety of contexts (e.g., pay attention to the speaker; take turns speaking in a group); follow simple directions and respond appropriately to familiar questions; describe personal experiences and retell familiar stories, using appropriate vocabulary and basic story structure (e.g., beginning, middle, end); ask questions, express feelings, and share ideas; use language to connect new experiences with what they already know; listen and respond orally to language patterns in stories and poems (e.g., join in when the teacher reads repeated parts of a story; echo words and phrases; make up chants with the teacher); sounds and sound patterns in language (e.g., rhyme, alliteration); use gestures, tone of voice, and other non-verbal means to communicate more effectively. In addition to the above, the children will learn and recite thirty-five individual scripture verses which will include the entirety of Psalms 23.

Reading - Students will be expected to listen to stories, poems, and non-fiction materials for enjoyment and information; respond appropriately to a variety of materials read aloud to them (e.g., frequently told stories, familiar poems, letters); identify favourite books and retell the stories in their own words; demonstrate understanding of a story by making predictions (e.g., anticipating what might happen next; filling in the next word during collaborative reading); make connections between their own experiences and those of storybook characters; demonstrate awareness of some conventions of written materials (e.g., text is written from left to right; words have spaces between them; words are spelled with upper and lower case letters); identify some features of books and other written materials (e.g., title, illustrations), and use these features to help them understand the printed text (e.g., tell the story in a book by looking at the pictures); recognize that words often consist of beginning, middle, and final sounds. Through our phonics program, the children will develop an understanding of the names and sounds of each letter of the alphabet. They will then progress into the ability to apply the basic phonics rules to aid in the beginning stages of reading.

Writing – Simultaneously to our phonics program the children will learn to print both upper and lower case letters of the alphabet, their name and words learned in phonics. They will develop confidence in the skills necessary to print confidently and independently. In addition to the above the children will also develop an understanding of basic sentence structure, (e.g., capital and period.).

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.

Overall Expectations - Students are expected to demonstrate understanding of sets and whole numbers; measure and compare the length, weight, mass, capacity, and temperature of objects, and demonstrate awareness of the passage of time; identify the characteristics of two-dimensional shapes and three-dimensional objects; recognize and use patterns; collect, display, and interpret data in daily activities; show willingness to persevere in solving problems and to seek further information and assistance when necessary.

Strand #1: Number Sense and Numeration - students will be expected to sort and classify objects into sets according to specific characteristics, and describe those characteristics (e.g., colour, size, shape); match objects by one-to-one correspondence (e.g., one cup to one saucer); estimate and count to identify sets with more, fewer, or the same number of objects; count orally to 30, and use cardinal and ordinal numbers during play and daily classroom routines (e.g., identify first, second, and third places in a race); recognize and write numerals from 1 to 10; demonstrate awareness of addition and subtraction in everyday activities (e.g., in sharing crayons).

Strand#2: Measurement - students will be expected to use simple measurement terms correctly (e.g., tall/short, big/small, empty/full, heavy/light, tomorrow/yesterday); order two or more objects according to size or mass (e.g., the Three Bears); use non-standard measuring devices appropriately (e.g., string, scoops, sugar cubes, sand timer); use some standard measuring devices appropriately (e.g., tape measure, balance scale, thermometer, clock); identify the values of some coins.

Strand #3: Spatial Sense and Geometry - students will be expected to use language accurately to describe basic spatial relationships (e.g., above/below, near/far, in/out); identify and sort three-dimensional objects (e.g., cans, blocks, balls, cones); identify and sort two-dimensional shapes (e.g., circle, square, rectangle, triangle).

Strand #4: Patterning - students will be expected to identify and reproduce simple patterns (e.g., red blocks alternating with blue blocks; clap-clap-stamp); create and extend simple patterns using a variety of materials or actions (e.g., popsicle sticks, pebbles stickers, counters).

Strand #5: Data Management and Probability - students will be expected to place some specific types of objects (e.g., shoes, favourite foods) on concrete graphs and pictographs; compare information on objects, using two categories (e.g., rough, smooth); use simple grids correctly (e.g., in games such as bingo, tick-tack-toe); use language of probability (e.g., chance, might, lucky).

In addition to the above our students will learn to count objects accurately and to count by 1's, 5's and 10's to 100 and by 2's to 50. They will learn to identify, print and understand the numbers to 100. They will recognize shapes (square, triangle, circle, rectangle, oval, diamond, crescent, star, octagon, pentagon, hexagon and heart) and figures (spheres, cone, cylinder, cube, and rectangular prism and pyramid). They will identify simple fractions ($\frac{1}{2}$, $\frac{1}{4}$); tell time on the hour and the half-hour. They will identify and learn the value of the penny, nickel, dime, quarter and the one and two dollar coins. They will use concrete materials to aid in the understanding of addition and subtraction facts to 10 and will print corresponding number sentences.

SCIENCE AND TECHNOLOGY

Overall Expectations - Students will be expected to demonstrate curiosity and a willingness to explore and experiment; demonstrate understanding of and care for the natural world; demonstrate an awareness of the characteristics and functions of some common materials; demonstrate understanding of strategies for planning and organizing; recognize and use some common forms of technology.

Strand #1: Exploration and Experimentation - Students will be expected to describe some natural occurrences, using their own observations (e.g., sprouting of seeds; opening of buds; falling of leaves in autumn); describe some differences between living and non-living things (e.g., animals grow and need food, water, and sun, whereas rocks do not); describe local natural habitats (e.g., ponds, nests, trees); identify patterns and cycles in the natural world (e.g., pattern of petals on a flower; life cycle of a butterfly); describe characteristics of natural materials and demonstrate understanding of some basic concepts related to them (e.g., wet and dry sand, water, leaves); describe the functions of common objects at home and at school (e.g., tools, cooking utensils, toys); identify energy sources used by familiar tools or toys (e.g., electricity, wind, batteries); experiment with simple machines (e.g., pump, ramp, marble run); make a specific plan (e.g., I'm going to build a tower to hold up my ramp), describe the make appropriate observations about results or findings (e.g., comment on the difficulty of a task or the effectiveness of a

strategy); demonstrate awareness of the need for recycling found at home and at school (e.g., tools, cooking utensils, toys); identify energy sources used by familiar tools or toys (e.g., electricity, wind, batteries); experiment with simple machines (e.g., pump, ramp, marble run); make a specific plan (e.g., I'm going to build a tower to hold up my ramp), describe the make appropriate observations about results or findings (e.g., comment on the difficulty of a task or the effectiveness of a strategy); demonstrate awareness of the need for recycling.

PERSONAL AND SOCIAL DEVELOPMENT

The personal and social development expectations of the Ontario curriculum are divided into three strands.

Overall Expectations - students will be expected to demonstrate a positive attitude towards themselves and others; demonstrate independence and a willingness to take responsibility in learning and other activities; demonstrate an awareness of health and safety practices; perform tasks requiring balance and coordination, precision, and perceptual skills; identify and use social skills; demonstrate awareness of their surroundings, both natural and human-made; demonstrate awareness of patterns in their daily lives.

Strand #1: Self-Awareness and Self-Reliance - students will be expected to recognize personal strengths and accomplishments (e.g., ability to print their own name, count objects, sing a song); identify and talk about their own interests and preferences (e.g., favourite activities, toys, stories); express their own thoughts and share experiences (e.g., contribute to the development of class routines; talk about experiences at home; describe a science discovery); adapt readily to new situations (e.g., feel at ease with classroom visitors; enjoy participating in school functions); demonstrate self-reliance (e.g., dress themselves; know their address and telephone number; make decisions on their own; know when to seek assistance); attempt new tasks willingly (e.g., select and complete challenging activities; experiment with writing words); demonstrate self-control by following classroom rules and routines in different contexts in the school (e.g., in the classroom, gym, library).

Strand #2: Health and Physical Activity - students will be expected to name body parts and talk about their function (e.g., eyes, teeth, ears, nose); identify nutritious foods (e.g., healthy snacks); select clothing appropriate for the weather (e.g., mittens, boots, raincoat); practice appropriate personal hygiene (e.g., wash their hands); identify safe and unsafe situations, materials, and equipment (e.g., dangers associated with handling construction tools, using scissors, playing on ladders); identify and apply basic safety rules (e.g., rules related to the school bus, traffic, electrical appliances); identify substances that are harmful to the body (e.g., cleaning products, drugs); demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed (e.g., from parent, teacher); participate willingly in creative movement, and other daily physical activities; use different types of equipment and materials with ease (e.g., climbers, riding toys, balls, paint brushes, scissors, molding clay); demonstrate balance, ease, and flexibility in movement (e.g., in walking, running, jumping); demonstrate spatial awareness (e.g., when riding toys, climbing steps).

Strand #3: Social Relationships – students will be expected to act and talk in appropriate ways with peers and adults during activity periods; demonstrate consideration for others by helping them (e.g., assist with clean-ups; help to care for materials); share responsibility for planning classroom events and activities; identify feelings and emotions (e.g., anger, excitement) and express them in acceptable ways; use a variety of simple strategies to solve social problems (e.g., seek assistance from the teacher; talk about possible solutions); recognize, in situations involving others, advances or suggestions that threaten their safety or well-being (e.g., inappropriate touching, invitations to accompany strangers).

THE ARTS

This section of the Ontario curriculum is divided into four strands.

Overall Expectations - students will be expected to express ideas and feelings through a variety of media; experiment with techniques and materials; demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts; co-operate and collaborate with others on artistic projects; communicate their responses to music, art, and drama; demonstrate awareness of new abilities they develop through arts activities, and express self confidence in their own work.

Strand #1: Creative Activity – students will be expected to use pictures, sculptures, and collages to represent ideas (e.g., select pictures of happy faces for a collage); mix paint to create new colours and textures; show skill in cutting, pasting, and painting; use a variety of tools and materials in creating art works or making presentations (e.g., musical instruments, props); use familiar materials in new ways (e.g., paint with natural materials); solve problems creatively.

Strand #2: Response to Art Works - students will be expected to identify feelings evoked by art forms (e.g., happiness while listening to a song; sadness while looking at a picture); move in response to the tempo and mood of music (e.g., fast, slow, dreamy, or scary music); select pieces of their own art for portfolio collections.

Strand #3: Knowledge of Elements and Forms - students will be expected to identify elements of visual images, such as colours and variations in shape and size; recall and repeat familiar songs and rhymes; name different movements they can do (e.g., gallop; hop on one foot); demonstrate understanding of rhythmic patterns (e.g., clap on the beat); name different elements in performances (e.g., the stage, the characters, the audience); identify familiar instruments by sound (e.g., drum, piano, guitar).

Strand #4: Awareness of Surroundings - students will be expected to express their feelings of wonder and curiosity about the world; describe different kinds of weather and the ways in which people adapt to the weather (e.g., by wearing light clothing in summer, heating their houses in winter); investigate and describe familiar geographical features in their area (e.g., ponds, fields, woods, lakes); identify ways in which people use the natural environment (e.g., people use lakes for swimming, boating, and fishing, and for their water supply; fields are used for growing food); recognize special places and buildings within their community, and describe their function (e.g., park, store, hospital, arena, public library); talk about time in relation to certain events or activities (e.g., meals, the school day, classroom routines, bedtime); identify patterns and cycles in their daily lives (e.g., changes in weather; daily or weekly events; classroom routines; the water cycle); identify some events that occur every year (e.g., birthdays, holidays); identify people who help others in the community, and describe what they do (e.g., doctor, store clerk, firefighter, police officer, etc).

In addition to this 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 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 web site of the Ministry of Education and Training at www.edu.gov.on.ca/