

Kindergarten Outcomes

Treaty Education: Getting to Know My Community

Treaty Relationships K¹: Examine the diversity of First Nations peoples living in Saskatchewan starting with the classrooms and communities in which they live. Indicators: Share, in a variety of ways, the languages and traditions that exist within their families, classrooms and communities; Recognize that people come from a variety of cultures with commonalities and differences; Describe the diversity of First Nations cultures that exist within communities (e.g. Dakota/Lakota, Nakota, Anishinabe, nehiyawak, Dene); Recognize that children born with both First Nation and European ancestry are now called “Métis;” Compare similarities across and among First Nations and other cultures.

Spirit and Intent of Treaties K²: Express personal connectedness to nature and one another (e.g., Circle of Life, seasons, elements, weather, families, and relatives). Indicators: Recognize that all people are connected to each other and to nature; Recognize that according to First Nation traditional beliefs children are sacred gifts to the world; Represent how we are part of an interconnected web (e.g., a family member, a community member, a human interconnected to all life); Share examples of how we experience nature in our lives (e.g., day and night, wood grain, scales on a fish, heartbeats).

Historical Context K³: Explore the connection all people have to the land as expressed through stories, traditions, and ceremonies. Indicators: Discuss stories and traditions that show personal connection to the land; Describe how people use resources from nature, now and in the past; Discuss how First Nations respect and honour living things through stories, traditions and ceremonies.

Treaty Promises and Provisions K⁴: Examine the intent of different kinds of promises. Indicators: Describe own beliefs related to the meaning and importance of keeping promises; Represent understanding of different kinds of promises; Explore the ways and symbols used to express the making and keeping of a promise (e.g., a handshake, a ceremony, writing it down, or telling someone).

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CPK.1 Express ideas through exploration of the elements of dance including: action, body, dynamics, relationships, and space.</p> <p>CPK.2 Explore a variety of drama strategies including: role, imaging, parallel play, journeys, and meetings.</p> <p>CPK.3 Create sound compositions exploring the elements of music including: repeating patterns, beat (e.g., clapping and stepping, and counting), response to fast/slow paces, high/low sounds, loud/soft sounds, and sounds with distinct tone colours/timbres.</p> <p>CPK.4 Create art works that express own observations and ideas about the world.</p> <p>CRK.1 Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing).</p> <p>CHK.1 Investigate arts expressions found in own homes and school community in relation to own lives.</p> <p>CHK.2 Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.</p>	<p>CRK.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).</p> <p>CRK.2 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.</p> <p>CRK.3 Listen, comprehend, and respond to gain meaning in oral text.</p> <p>CRK.4 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.</p> <p>CCK.1 Compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.</p> <p>CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.</p> <p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>CCK.4 Create messages using a combination of pictures, symbols, and letters.</p> <p>ARK.1 Reflect on viewing, listening, emerging “reading”, representing, speaking, and emerging “writing” experiences in the context of teacher-led discussions.</p> <p>ARK.2 Reflect and talk about new learning.</p>	<p>USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.</p> <p>USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).</p> <p>USCK.3 Explore that who I am includes more than my physical self.</p> <p>DMK.1 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring “self”.</p> <p>APK.1 Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”.</p>	<p>NK.1 Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0.</p> <p>NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures.</p> <p>NK.3 Relate a numeral, 0 to 10, to its respective quantity.</p> <p>NK.4 Represent the partitioning of whole numbers (1 to 10) concretely and pictorially.</p> <p>NK.5 Compare quantities, 0 to 10, using one-to-one correspondence.</p> <p>PK.1 Demonstrate an understanding of repeating patterns (two or three elements) by: identifying, reproducing, extending, and creating patterns using manipulatives, sounds, and actions.</p> <p>SSK.1 Use direct comparison to compare two objects based on a single attribute, such as: length including, height, mass, volume, and capacity.</p> <p>SSK.2 Sort 3-D objects using a single attribute.</p> <p>SSK.3 Build and describe 3-D objects.</p>	<p>PEK.1 Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.</p> <p>PEK.2 Explore and practice ways to move the body through space, including at: a progressing-toward-control level of skill when: walking, running, jumping forward and sideways, an exploration level when: hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body “takes off” from one foot, propels through air for distance, then lands on the opposite foot), sliding (one footsteps and the other moves to meet the first foot, “step-close”), galloping (one footsteps, body propels upward, other foot moves to meet the first foot).</p> <p>PEK.3 Explore and practice ways to move the body in personal space at a progressing-towards-control level of skill when: balancing, jumping and landing (on the spot).</p> <p>PEK.4 Explore and practice ways to send and receive objects at an exploration level when: throwing (rolling), catching (trapping, gathering), and kicking.</p> <p>PEK.5 Vary, with guidance, the movement of the body through changes in: space (personal space, general space, levels, directions, and pathways), effort (time and speed), and relationships (body parts and shapes).</p> <p>PEK.6 Explore and perform rhythmical movement to different auditory (e.g., beat of a drum, clapping, music) rhythms (e.g., quick, slow) using a variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping skills.</p> <p>PEK.7 Use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.</p>	<p>LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.</p> <p>FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.</p> <p>MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.</p> <p>NSK.1 Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time.</p>	<p>INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom.</p> <p>INK.2 Describe the diversity of groups represented in the classroom.</p> <p>DRK.1 Describe the spatial relationships among people, places, and environments.</p> <p>DRK.2 Explore examples of promises made through actions and words, and why it is important to keep promises.</p> <p>DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people.</p> <p>PAK.1 Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony.</p> <p>PAK.2 Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.</p> <p>RWK.1 Examine ways of managing tasks and resources in families and schools.</p> <p>RWK.2 Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.</p>