

Appendix C Curriculum Correlation Chart

Specific Outcomes for Kindergarten							
K.1 My World: I Am Unique							
<u>Specific Outcome</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Big Books	Discovery Books	Posters	Photo Cards	Audio Pack Reading/Music*
VALUES AND ATTITUDES							
K.1.1 value their unique characteristics, interests, gifts, and talents (I)	1	I Am Unique, page 6; Hair, page 12; What Are My Interests? page 14	<i>It's About Me, It's About You:</i> Me; I Am Unique; Hair; What Are My Interests?	I Am Unique			I Am Unique <i>See Disc 1 for appropriate Unit 1 music selections</i>
K.1.2 appreciate the unique characteristics, interests, gifts, and talents of others: • appreciate feelings, ideas, stories, and experiences shared by others (C,I)	1	My Name/My Name Is Bing Qing/How Did We Get Our Names? page 8	<i>It's About Me, It's About You:</i> My Name; My Name Is Bing Qing		How Did We Get Our Names?		<i>See Disc 1 for appropriate Unit 1 music selections</i>
	2	Tell Me a Story, page 30; Round Dance, page 32; Understanding Origins, page 34	<i>It's About Me, It's About You:</i> Tell Me a Story; Round Dance			Understanding Origins	Tell Me a Story About Your Life as a Little Girl; Tell Me a Story About a Snowstorm; Round Dance <i>See Disc 1 for appropriate Unit 2 music selections</i>
• value oral traditions of others (C)	2	Tell Me a Story, page 30	<i>It's About Me, It's About You:</i> Tell Me a Story				
• appreciate that French and English are Canada's official languages (C, I)	2	Bonjour, Hello! page 24; We Say, We See, We Hear, page 36; O Canada! page 38	<i>It's About Me, It's About You:</i> Bonjour, Hello!; We Say, We See, We Hear	We Say, We See, We Hear	O Canada!		We Say, We See, We Hear; New Friends Say Hello to You

* Music selections are grouped by unit in the Audio Pack, and reflect the values and attitudes, knowledge and understanding, and skills and processes outcomes referenced in the Kindergarten program of studies.

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KNOWLEDGE AND UNDERSTANDING							
K.1.3 examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> What are my gifts, interests, talents, and characteristics? (I) 	1	I Am Unique, page 6; Hair, page 12; What Are My Interests? page 14	<i>It's About Me, It's About You:</i> Me; I Am Unique; Hair; What Are My Interests?	I Am Unique			I Am Unique <i>See Disc 1 for appropriate Unit 1 music selections</i>
<ul style="list-style-type: none"> How do my gifts, interests, talents, and characteristics make me a unique individual? (I) 	1	I Am Unique, page 6	<i>It's About Me, It's About You:</i> Me; I Am Unique	I Am Unique			I Am Unique
<ul style="list-style-type: none"> How do culture and language contribute to my unique identity? (I, C) 	1	My Name/My Name Is Bing Qing/How Did We Get Our Names? page 8; Sharing Time, page 10	<i>It's About Me, It's About You:</i> My Name; My Name Is Bing Qing		How Did We Get Our Names?	Sharing Time	
	2	Bonjour, Hello! page 24	<i>It's About Me, It's About You:</i> Bonjour, Hello!				New Friends Say Hello to You
<ul style="list-style-type: none"> What is the origin and/or significance of my given names? (I) 	1	My Name/My Name Is Bing Qing/How Did We Get Our Names? page 8	<i>It's About Me, It's About You:</i> My Name; My Name Is Bing Qing		How Did We Get Our Names?		

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K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> What are the origins of the people in our school, groups, or communities? (C, LPP) 	2	Understanding Origins, page 34				Understanding Origins	<i>See Disc 1 for appropriate Unit 2 music selections</i>
<ul style="list-style-type: none"> How can we show interest and sensitivity toward social, physical, cultural, and linguistic diversity in our school, groups, and communities? (CC, I) 	2	On the Playground, page 26; Round Dance, page 32	<i>It's About Me, It's About You: Round Dance</i>		On the Playground		
<ul style="list-style-type: none"> Why is speaking French and/or English important in our school, groups, or communities? (C, CC) 	2	Bonjour, Hello! page 24; We Say, We See, We Hear, page 36; O Canada! page 38	<i>It's About Me, It's About You: Bonjour, Hello!; We Say, We See, We Hear</i>	We Say, We See, We Hear	O Canada!		We Say, We See, We Hear; New Friends Say Hello to You
<ul style="list-style-type: none"> How can we show respect and acceptance of people as they are? (C, I) 	2	Building Good Citizens, page 28			Building Good Citizens		
K.2 I Belong							
VALUES AND ATTITUDES							
K.2.1 value how personal stories express what it means to belong (I)	3	My Groups, Page 46	<i>Being Together: My Groups</i>	My Groups			My Groups <i>See Disc 2 for appropriate Unit 3 music selections</i>

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K.2.2 value and respect significant people in their lives: <ul style="list-style-type: none"> appreciate the important contributions of individuals at home, at school, and in the community (C, CC) 	3	I Belong, page 48			I Belong		<i>See Disc 2 for appropriate Unit 3 music selections</i>
	4	Who Helps? page 60; We Cooperate, page 62	<i>Being Together:</i> Who Helps?	Who Helps?		We Cooperate	Who Helps? <i>See Disc 2 for appropriate Unit 4 music selections</i>
K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I) <ul style="list-style-type: none"> develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP) 	4	Making a Change, page 70; What Helps Our World? page 72	<i>Being Together:</i> Making a Change		What Helps Our World?		<i>See Disc 2 for appropriate Unit 4 music selections</i>
<ul style="list-style-type: none"> appreciate the impact that group members have on each other (C, CC) 	3	My Groups, page 46; I Belong, page 48	<i>Being Together:</i> My Groups	My Groups	I Belong		My Groups
<ul style="list-style-type: none"> demonstrate respect for the diverse ways individuals cooperate, work, and play together (C, PADM) 	2	On the Playground, page 26			On the Playground		
<ul style="list-style-type: none"> assume responsibility for personal actions, words, and choices (C) 	4	Making a Change, page 70	<i>Being Together:</i> Making a Change				
KNOWLEDGE AND UNDERSTANDING							
K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> What brings people together in a group? (CC) 	3	My Groups, page 46	<i>Being Together:</i> Here We Are Together; My Groups	My Groups			My Groups <i>See Disc 2 for appropriate Unit 3 music selections</i>

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<ul style="list-style-type: none"> What might we share with people in other groups? (CC) 	3	A Song and a Visit, page 52	<i>Being Together: A Song and a Visit</i>				
<ul style="list-style-type: none"> Can we belong to several groups at one time? (I, GC) 	3	My Groups, page 46	<i>Being Together: Here We Are Together; My Groups</i>	My Groups			My Groups
<ul style="list-style-type: none"> How do we know that we belong to groups or communities? (CC, I) 	3	I Belong, page 48			I Belong		
<ul style="list-style-type: none"> Does everyone belong to a group or a community? (CC) 	3	My Groups, page 46	<i>Being Together: My Groups</i>	My Groups			My Groups
<ul style="list-style-type: none"> How does living and participating in your community affect your sense of belonging? (CC, I) 	3	My Groups, page 46; I Belong, page 48	<i>Being Together: My Groups</i>	My Groups	I Belong		My Groups
<p>K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What are the rules at home, at school, and in the community? (PADM) 	4	We Have Rules, page 66	<i>Being Together: We Have Rules</i>	We Have Rules			We Have Rules <i>See Disc 2 for appropriate Unit 4 music selections</i>
<ul style="list-style-type: none"> Are there similar rules at home, at school, and in the community? (PADM) 	4	We Have Rules, page 66	<i>Being Together: We Have Rules</i>	We Have Rules			We Have Rules
<ul style="list-style-type: none"> What are the benefits of working cooperatively with others? (CC) 	3	A Song and a Visit, page 52	<i>Being Together: A Song and a Visit</i>				
	4	Who Helps? page 60; We Cooperate, page 62; What Might Happen? Page 64; Making a Change, page 70; What Helps Our World? page 72	<i>Being Together: Who Helps?; What Might Happen?; Making a Change</i>	Who Helps?	What Helps Our World?	We Cooperate	Who Helps?

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<ul style="list-style-type: none"> What are the challenges that groups face in creating a peaceful atmosphere? (C, CC) 	4	What Might Happen? page 64	<i>Being Together:</i> What Might Happen?				
<ul style="list-style-type: none"> In what ways can people contribute to a group or community? (CC) 	4	Who Helps? page 60; Making a Change, page 70; What Helps Our World? page 72	<i>Being Together:</i> Who Helps?; Making a Change	Who Helps?	What Helps Our World?		Who Helps?
<ul style="list-style-type: none"> What actions show care and concern for the environment? (C, LPP) 	4	Who Helps? page 60; What Might Happen? page 64; Making a Change, page 70; What Helps Our World? page 72	<i>Being Together:</i> Who Helps?; What Might Happen?; Making a Change, page 70	Who Helps?	What Helps Our World?		Who Helps?

Skills and Processes for Kindergarten

Skill/Process

Students will:

DIMENSIONS OF THINKING

K.S.1 develop skills of critical thinking and creative thinking: <ul style="list-style-type: none"> consider ideas and information from varied sources 	2	We Say, We See, We Hear, page 36	<i>It's About Me, It's About You:</i> We Say, We See, We Hear	We Say, We See, We Hear			We Say, We See, We Hear <i>See Disc 1 for appropriate Unit 2 music selections</i>
<ul style="list-style-type: none"> compare and contrast information provided 	1	Sharing Time, page 10					
	2	Tell Me a Story, page 30					
K.S.2 develop skills of historical thinking: <ul style="list-style-type: none"> recognize that some activities or events occur at particular times of the day or year 	1	My Name/My Name Is Bing Qing/How Did We Get Our Names? page 8	<i>It's About Me, It's About You:</i> My Name Is Bing Qing				<i>See Disc 1 for appropriate Unit 1 music selections</i>
<ul style="list-style-type: none"> differentiate between events and activities that occurred recently and long ago 	2	Tell Me a Story, page 30	<i>It's About Me, It's About You:</i> Tell Me a Story				

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K.S.3 develop skills of geographic thinking: <ul style="list-style-type: none"> recognize familiar places or points of reference in their surroundings 	3	My Classroom, page 50			My Classroom		<i>See Disc 2 for appropriate Unit 3 music selections</i>
	4	Treasure Map, page 68			Treasure Map		<i>See Disc 2 for appropriate Unit 4 music selections</i>
<ul style="list-style-type: none"> ask geographic questions, such as asking for directions 	3	My Classroom, page 50			My Classroom		
	4	Treasure Map, page 68			Treasure Map		
K.S.4 demonstrate the skills of decision making and problem solving: <ul style="list-style-type: none"> provide ideas and strategies to contribute to decision making and problem solving 	2	On the Playground, page 26			On the Playground		<i>See Disc 1 for appropriate Unit 2 music selections</i>
	3	A Song and a Visit, page 52					<i>See Disc 2 for appropriate Unit 3 music selections</i>
	4	What Might Happen? page 64; Making a Change, page 70; What Helps Our World? page 72	<i>Being Together: What Might Happen?; Making a Change</i>			What Helps Our World?	<i>See Disc 2 for appropriate Unit 4 music selections</i>
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE							
K.S.5 demonstrate the skills of cooperation, conflict resolution, and consensus building: <ul style="list-style-type: none"> consider the needs of others 	2	On the Playground, page 26; Building Good Citizens, page 28			On the Playground; Building Good Citizens		<i>See Disc 1 for appropriate Unit 2 music selections</i>
	3	A Song and a Visit, page 52	<i>Being Together: A Song and a Visit</i>				<i>See Disc 2 for appropriate Unit 3 music selections</i>
	4	Who Helps? page 60; We Cooperate, page 62; What Might Happen? page 64; Making a Change, page 70	<i>Being Together: Who Helps?; What Might Happen?; Making a Change</i>	Who Helps?		We Cooperate	Who Helps? <i>See Disc 2 for appropriate Unit 4 music selections</i>

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<ul style="list-style-type: none"> work and play in harmony with others to create a safe and caring environment 	2	On the Playground, page 26; Building Good Citizens, page 28			On the Playground; Building Good Citizens		
	3	I Belong, page 48; A Song and a Visit, page 52	<i>Being Together: My Groups; A Song and a Visit</i>	My Groups	I Belong		My Groups
	4	Who Helps? page 60; We Cooperate, page 62; What Might Happen? page 64; We Have Rules, page 66	<i>Being Together: Who Helps?; What Might Happen?; We Have Rules</i>	Who Helps?; We Have Rules		We Cooperate	Who Helps?; We Have Rules
<ul style="list-style-type: none"> demonstrate a willingness to share space and resources 	2	On the Playground, page 26			On the Playground		
	3	My Classroom, page 50; A Song and a Visit, page 52	<i>Being Together: A Song and a Visit</i>		My Classroom		
	4	We Cooperate, page 62; What Might Happen? page 64	<i>Being Together: What Might Happen?</i>			We Cooperate	
K.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as: <ul style="list-style-type: none"> being a classroom helper 	4	We Cooperate, page 62				We Cooperate	<i>See Disc 2 for appropriate Unit 4 music selections</i>

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RESEARCH FOR DELIBERATIVE INQUIRY							
K.S.7 apply the research process: <ul style="list-style-type: none"> ask questions to make meaning of a topic 	1	Sharing Time, page 10					<i>See Disc 1 for appropriate Unit 1 music selections</i>
	2	Round Dance, page 32; Understanding Origins, page 34					
	3	I Belong, page 48					
	4	We Cooperate, page 62					
<ul style="list-style-type: none"> gather information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues 	2	We Say, We See, We Hear, page 36					
COMMUNICATION							
K.S.8 demonstrate skills of oral, written, and visual literacy: <ul style="list-style-type: none"> listen to others in a socially appropriate manner 	1	Sharing Time, page 10					<i>See Disc 1 for appropriate Unit 1 music selections</i>
	2	On the Playground, page 26; Tell Me a Story, page 30					<i>See Disc 1 for appropriate Unit 2 music selections</i>
<ul style="list-style-type: none"> respond appropriately to comments and questions, using language respectful of human diversity 	1	My Name/My Name Is Bing Qing/How Did We Get Our Names? page 8; Sharing Time, page 10; Hair, page 12					
	2	Round Dance, page 32					
	3	My Groups, page 46					
K.S.9 develop skills of media literacy: <ul style="list-style-type: none"> determine the main points or ideas in a media presentation 	2	Building Good Citizens, page 28					<i>See Disc 1 for appropriate Unit 2 music selections</i>

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