

Kindergarten Program: 2 Y H U D O O ( [ S H F W D W L R Q V

All children are viewed as competent, curious, capable of complex thinking, and rich in potential and experience.

**Belonging and Contributing (BC)**

As children progress through the Kindergarten program, they:

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
3. identify and use social skills in play and other contexts
4. demonstrate an ability to use problem-solving skills in a variety of social contexts
5. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community
22. communicate their thoughts and feelings, and their theories and ideas, through various art forms
25. demonstrate a sense of identity and a positive self-image
26. develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being
27. recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination
28. demonstrate an awareness of their surroundings
29. demonstrate an understanding of the natural world and the need to care for and respect the environment
30. demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in various activities in the arts
31. demonstrate basic knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts

**Demonstrating Literacy and Mathematics Behaviours (DLMB)**

As children progress through the Kindergarten program, they:

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts
10. demonstrate literacy behaviours that enable beginning writers to communicate with others
11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators
12. demonstrate an understanding and critical awareness of media texts

recognize, explore, describe, and compare patterns, and extend, translate, and create them,

**Self Regulation and Well Being (SRWB)**

As children progress through the Kindergarten program, they:

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities
3. identify and use social skills in play and other contexts
4. demonstrate an ability to use problem-solving skills in a variety of social contexts
6. demonstrate an awareness of their own health and well-being
7. participate actively and regularly in a variety of activities that require the application of movement concepts
8. develop movement skills and concepts as they use the94 >>BDC EMC /9u1 364.99 22kTrb

various art forms

As children progress through the Kindergarten program, they:

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
4. demonstrate an ability to use problem-solving skills in a variety of social contexts
6. demonstrate an awareness of their own health and well-being
9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts
10. demonstrate literacy behaviours that enable beginning writers to communicate with others
13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)
14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings