

Continued from previous page...

human health and well-being, environment and economy. Students develop values that reflect the importance of continued balance and harmony among the pillars, refine the skills required to make equitable decisions and commit to life practices that show personal responsibility for a sustainable future.

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6.1 CURRICULUM INTEGRATION – KINDERGARTEN

SOCIAL STUDIES

Knowledge

Cluster 1- Me

- VP-006 Respect the rules of the classroom, playground, and school.
- VE-007 Respect their own and others' property.
- KC-002 Recognize that their actions affect others.

Cluster 2 – People Around Me

- KC-003 Identify people who are responsible for helping and caring for them at home, at school and in the community.
- KI-010 Identify different ways people communicate.
- VC-001 Be willing to contribute to their groups and communities.
- KH-017 Give examples of repeating patterns and events in their lives.

Cluster 3 – World around me

- KL-014 Describe the location of their home in relation to familiar landmarks.
- KL-015 Identify familiar places and landmarks.
- KL-012 Describe characteristics of the local physical environment.
- KL-013 Give examples of how the natural environment influences daily life.
- VL-003 Appreciate the beauty and importance of the natural environment.
- KL-016 Recognize globes, maps and models as representations of actual places.

Skills

Cluster 1 – Me

- 0-S-102 Interact fairly and respectfully with others.
- 0-S-103 Make decisions that reflect care, concern and responsibility for the environment.

SCIENCE

Cluster 2 – Colours

- K-2-07 Explore to identify and describe colours found in their environment. Examples: rocks, flowers, shells, blocks, crayons.

PHYSICAL EDUCATION

Movement

- K.1.K.C.1 Follow the fundamental rules (e.g., boundaries, roles, actions, verbal cues for stop, go, switch) used in simple games and activities (e.g., cooperative tag games).
- K.1.K.C.4 Discuss ways to play cooperatively and safely (e.g., share equipment, follow directions, help others, be considerate).
- S.1.K.A.1 Travel safely using the basic transport skills (i.e., running, hopping, galloping, jumping) in general space (e.g., gallop freely without bumping into others or falling).

Fitness Management

- K.2.K.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles).

Safety

- K.3.K.A.5a Discuss common safety rules for physical activity on the playground and school play areas (e.g., climbing equipment, play fields, baseball backstops, fences, hard surfaces, sandpits).
- K.3.K.B.1 Identify safety symbols, hazards, and risks in everyday living (i.e., traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs).
- K.3.K.B.2 Identify unsafe situations related to the environment (i.e., forest fires, floods, tornadoes, lightning) and safety rules for own protection.
- K.3.K.B.4 Recognize safety helpers in the community (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, block parent, lifeguard).
- K.3.K.B.6a Identify unsafe situations (e.g., sexual exploitation, unsafe persons, unsafe Internet sites) and safety rules for child protection (e.g., follow parents' advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements).