

The Ontario Curriculum

KINDERGARTEN

checklist format

compiled by: [The Canadian Homeschooler](#)
using the current Ontario Curriculum



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Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Kindergarten, which includes Personal & Social Development, Mathematics, Language, Science & Technology, Health & Physical Activities, and the Arts. The edition of the checklist is based on the 2006 Kindergarten curriculum outline – not the full/extended day drafted outline.

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



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Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Personal & Social Development

Section	Specific Expectations
<i>Self-Awareness & Self-Reliance</i>	
<p>By the end of Kindergarten, students will:</p> <p>- demonstrate a sense of identity and a positive self-image;</p> <p>- demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community;</p> <p>-demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities;</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize personal interests, strengths, and accomplishments <input type="checkbox"/> Identify and talk about their own interests and preferences <input type="checkbox"/> Express their thoughts and share experiences <input type="checkbox"/> Develop empathy for others, and acknowledge and respond to each other's feelings <input type="checkbox"/> Demonstrate respect and consideration for individual differences and alternative points of view <input type="checkbox"/> Talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others <input type="checkbox"/> Demonstrate self-reliance and a sense of responsibility <input type="checkbox"/> Demonstrate a willingness to try new activities <input type="checkbox"/> Begin to demonstrate self-control and adapt behaviour to different contexts within the school environment <input type="checkbox"/> Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks <input type="checkbox"/> Interact cooperatively with others in classroom events and activities <input type="checkbox"/> Adapt to new situations
<i>Social Relationships</i>	
<p>By the end of Kindergarten, students will:</p> <p>- demonstrate an ability to use problem-solving skills in a variety of social contexts;</p> <p>-identify and use social skills in play and other contexts;</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of simple strategies to solve social problems <input type="checkbox"/> Act and talk with peers and adults by expressing and accepting positive messages <input type="checkbox"/> Demonstrate the ability to take turns in activities and discussions <input type="checkbox"/> Demonstrate an awareness of ways of making and keeping friends

Awareness of Surroundings

By the end of Kindergarten, students will:

-demonstrate an awareness of their surroundings

- Identify people who work in the community, and talk about what they do
- Recognize special places and buildings within their community, both natural and human-made, and talk about their functions
- Develop an awareness of ways in which people adapt to the places in which they live
- Develop an awareness of ways in which people adapt to the places in which they live

Math

Number Sense & Numeration

Section	Specific Expectations
<i>Quantity Relationships; Counting; Operational Sense</i>	
<p>By the end of Kindergarten, students will:</p> <p>- demonstrate an understanding of number, using concrete materials to explore and investigate counting, quantity, and number relationships;</p>	<ul style="list-style-type: none"> <li data-bbox="561 447 1403 520">□ Investigate the idea that quantity is greater when counting forwards and less when counting backwards <li data-bbox="561 541 1451 653">□ Investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects <li data-bbox="561 674 1411 747">□ Recognize some quantities without having to count, using a variety of tools <li data-bbox="561 768 1455 800">□ Begin to use information to estimate the number in a small set <li data-bbox="561 821 1430 894">□ Use, read, and represent whole numbers to 10 in a variety of meaningful contexts <li data-bbox="561 915 1338 947">□ Use ordinal numbers in a variety of everyday contexts <li data-bbox="561 968 1414 1041">□ Demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation <li data-bbox="561 1062 1330 1136">□ Investigate and develop strategies for composing and decomposing quantities to 10 <li data-bbox="561 1157 1386 1188">□ Explore different Canadian coins, using coin manipulative <li data-bbox="561 1209 1464 1440">□ Demonstrate understanding of the counting concepts of stable order (that is, the concept that the counting sequence is always the same – 1 is always followed by 2, 2 by 3, and so on) and of order irrelevance (that is, the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting) <li data-bbox="561 1461 1435 1535">□ Begin to make use of one-to-one correspondence in counting objects and matching groups of objects <li data-bbox="561 1556 1395 1629">□ Investigate addition and subtraction in everyday activities through the use of manipulatives

Measurement

Section	Specific Expectations
<i>Attributes, Units, and Measurement Sense; Measurement Relationships</i>	
By the end of Kindergarten, students will: - measure and compare length, mass, capacity, area, temperature of objects/materials, and the passage of time, using non-standard units, through free exploration, focused exploration, and guided activity;	<input type="checkbox"/> Compare and order two or more objects according to an appropriate measure
	<input type="checkbox"/> Demonstrate, through investigation, an awareness of the use of different measurement tools for measuring different things
	<input type="checkbox"/> Demonstrate awareness of non-standard measuring devices and strategies for using them
	<input type="checkbox"/> Demonstrate, through investigation, a beginning understanding of the use of non-standard units of the same size

Geometry & Spatial Sense

Section	Specific Expectations
<i>Geometric Properties; Geometric Relationships; Location and Movement</i>	
By the end of Kindergarten, students will: - describe, sort, classify, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation;	<input type="checkbox"/> Explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures
	<input type="checkbox"/> Identify and describe, using common geometric terms, two-dimensional shapes and three-dimensional figures through investigations with concrete materials
	<input type="checkbox"/> Compose pictures and build designs, shapes, and patterns in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies
	<input type="checkbox"/> Build three-dimensional structures using a variety of materials, and begin to recognize the three-dimensional figures that the structure contains
	<input type="checkbox"/> Investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made
	<input type="checkbox"/> Demonstrate an understanding of basic spatial relationships and movements

Patterning

Section	Specific Expectations
<i>Patterns & Relationships</i>	
By the end of Kindergarten, students will: -explore, recognize, describe, and create patterns, using a variety of materials in different contexts;	<input type="checkbox"/> Identify, extend, reproduce, and create repeating patterns through investigation, using a variety of materials
	<input type="checkbox"/> Identify and describe informally the repeating nature of patterns in everyday contexts, using oral expressions and gestures

Data Management & Probability

Section	Specific Expectations
<i>Collection and Organization of Data; Data Relationships; Probability</i>	
By the end of Kindergarten, students will: - sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts.	<input type="checkbox"/> Demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute and by describing informal sorting experiences sort, classify, and compare objects and describe the attributes used
	<input type="checkbox"/> Collect objects or data and make representations of their observations, using concrete graphs
	<input type="checkbox"/> Respond to and pose questions about data collection and graphs
	<input type="checkbox"/> Use mathematical language in informal discussions to describe probability

Language Arts

Section	Specific Expectations
<i>Oral Communication</i>	
<p>By the end of Kindergarten, students will:</p> <p>-communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;</p>	<input type="checkbox"/> Explore sounds, rhythms, and language structures with guidance and on their own
	<input type="checkbox"/> Listen and respond to others for a variety of purposes and in a variety of contexts
	<input type="checkbox"/> Follow one- and two-step directions in different contexts
	<input type="checkbox"/> Use language in various contexts to connect new experiences with what they already know
	<input type="checkbox"/> Use language to talk about their thinking, to reflect, and to solve problems
	<input type="checkbox"/> Use specialized vocabulary for a variety of purposes
	<input type="checkbox"/> Ask questions for a variety of purposes and in different contexts
	<input type="checkbox"/> Begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond
	<input type="checkbox"/> Describe personal experiences, using vocabulary and details appropriate to the situation
	<input type="checkbox"/> Orally retell simple events and simple familiar stories in proper sequence
<input type="checkbox"/> Demonstrate awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words	
<i>Reading</i>	
<p>By the end of Kindergarten, students will:</p> <p>- use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;</p>	<input type="checkbox"/> Demonstrate an interest in reading
	<input type="checkbox"/> Identify personal preferences in reading materials in different contexts
	<input type="checkbox"/> Respond to a variety of materials read aloud to them
	<input type="checkbox"/> Use illustrations to support comprehension of texts that are read by and with the teacher
	<input type="checkbox"/> Use prior knowledge to make connections to help them understand a diverse range of materials read by and with the teacher

	<ul style="list-style-type: none"> <input type="checkbox"/> Make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them
	<ul style="list-style-type: none"> <input type="checkbox"/> Retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props
	<ul style="list-style-type: none"> <input type="checkbox"/> Retell information from non-fiction materials that have been read by and with the teacher in a variety of contexts, using pictures and/or props
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate knowledge of most letters of the alphabet in different contexts
	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to use reading strategies to make sense of unfamiliar texts in print
<i>Writing</i>	
<p>By the end of Kindergarten, students will:</p> <p>- begin to use reading strategies to make sense of unfamiliar texts in print</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate interest in writing and choose to write in a variety of contexts
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an awareness that writing can convey ideas or messages
	<ul style="list-style-type: none"> <input type="checkbox"/> Write simple messages, using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words
	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to use classroom resources to support their writing
	<ul style="list-style-type: none"> <input type="checkbox"/> Experiment with a variety of simple writing forms for different purposes and in a variety of contexts
	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing
<i>Understanding of Media Materials</i>	
<p>By the end of Kindergarten, students will:</p> <p>- . demonstrate a beginning understanding and critical awareness of media texts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to respond critically to animated works
	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate their ideas verbally and non-verbally about a variety of media materials
	<ul style="list-style-type: none"> <input type="checkbox"/> View and listen to a variety of media materials and respond critically to them

Science & Technology

Section	Specific Expectations
<i>Exploration and Experimentation</i>	
<p>By the end of Kindergarten, students will:</p> <ul style="list-style-type: none"> - demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings; -conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation, and communicating findings) - demonstrate an understanding of and care for the natural world; - investigate and talk about the characteristics and functions of some common materials, and use these materials safely; 	<input type="checkbox"/> Describe some natural occurrences, using their own observations and representations
	<input type="checkbox"/> Sort and classify groups of living and non-living things in their own way
	<input type="checkbox"/> Describe and/or represent, using their own observations, patterns and cycles in the natural world
	<input type="checkbox"/> Pose questions and make predictions and observations before and during investigations
	<input type="checkbox"/> Select and use materials to carry out their own explorations and communicate their intentions
	<input type="checkbox"/> Communicate results and findings from individual and group investigations
	<input type="checkbox"/> Investigate, in various ways, how different forces make things move
	<input type="checkbox"/> Demonstrate an awareness of local natural habitats through exploration and observation
	<input type="checkbox"/> Participate in environmentally friendly activities in the classroom and the school yard
<input type="checkbox"/> Investigate various materials that have different properties (e.g., sand can be wet or dry, wood floats but rocks sink, rubber balls bounce better than plastic balls) by manipulating and comparing them safely in individual and small group explorations, and describe their observations	
<i>Use of Technology</i>	
<p>By the end of Kindergarten, students will:</p> <ul style="list-style-type: none"> - recognize and use safely 	<input type="checkbox"/> Demonstrate an awareness of the safe use of all materials and tools used in class
	<input type="checkbox"/> Experiment with simple machines and common objects, and describe their investigations

	<input type="checkbox"/> Investigate and use familiar technological items , and describe their use in daily life
	<input type="checkbox"/> Solve problems while designing and constructing things, using a range of tools, materials, and techniques
	<input type="checkbox"/> Investigate and discuss how familiar objects are designed to meet a human need

The Arts

Section	Specific Expectations
<p>By the end of Kindergarten, students will:</p> <ul style="list-style-type: none"> - demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama, and dance; - demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts; -use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others; -express responses to a variety of art forms, including those from other cultures; - communicate their ideas through various art forms. 	<i>Visual Arts</i>
	<input type="checkbox"/> Demonstrate an awareness of personal interests and a sense of accomplishment in visual arts
	<input type="checkbox"/> Explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways
	<input type="checkbox"/> Explore different elements of design in visual arts
	<input type="checkbox"/> Use or demonstrate understanding of vocabulary related to visual arts in informal conversations and in discussions about their learning
	<input type="checkbox"/> Use problem-solving skills and their imagination to create visual art forms
	<input type="checkbox"/> Express their responses to visual art forms by making connections to their own experiences or by talking about the form
	<input type="checkbox"/> Respond to a variety of visual art forms from various cultures, including their own
	<input type="checkbox"/> Communicate their understanding of something by representing their ideas and feelings through visual art
	<i>Music</i>
	<input type="checkbox"/> Demonstrate an awareness of personal interests and a sense of accomplishment in music
	<input type="checkbox"/> Explore a variety of tools and materials of their own choice
	<input type="checkbox"/> Explore different elements (<i>e.g., beat, sound quality, speed, volume</i>) of music
	<input type="checkbox"/> Use or demonstrate understanding of vocabulary related to music in informal conversations and in discussions about their learning
<input type="checkbox"/> Use problem-solving skills and their imagination to create music	

	<input type="checkbox"/> Express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form
	<input type="checkbox"/> Respond to music from various cultures, including their own
	<input type="checkbox"/> Communicate their understanding of something by participating in musical activities
	<i>Dance and Drama</i>
	<input type="checkbox"/> Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance
	<input type="checkbox"/> Explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways
	<input type="checkbox"/> Explore different elements of drama and dance
	<input type="checkbox"/> Use or demonstrate understanding of vocabulary related to drama and dance in informal conversations and in discussions about their learning
	<input type="checkbox"/> Use problem-solving skills and their imagination to create drama and dance
	<input type="checkbox"/> Express their responses to drama and dance by moving, by making connections to their own experiences, or by talking about drama and dance
	<input type="checkbox"/> Dramatize rhymes, stories, legends, and folk tales from various cultures, including their own
	<input type="checkbox"/> communicate their understanding of something through drama and dance

Health & Physical Education

Section	Specific Expectations
<i>Health & Well-being</i>	
<p>By the end of Kindergarten, students will:</p> <p>- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being;</p>	<input type="checkbox"/> Begin to demonstrate an understanding of the effects of healthy, active living (<i>e.g., having daily exercise, adequate sleep, proper hydration</i>) on the mind and body
	<input type="checkbox"/> Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating
	<input type="checkbox"/> Practise and discuss appropriate personal hygiene that promotes personal, family, and community health
	<input type="checkbox"/> Talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe, including identifying and applying basic safety rules
	<input type="checkbox"/> Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations
	<input type="checkbox"/> Identify substances that are harmful to the body
	<input type="checkbox"/> Discuss what makes them happy and unhappy, and why
<i>Physical Development and Activity</i>	
<p>By the end of Kindergarten, students will:</p> <p>- participate willingly in a variety of activities that require the use of both large and small muscles;</p>	<input type="checkbox"/> Participate actively in creative movement and other daily physical activities
	<input type="checkbox"/> Demonstrate persistence while engaged in activities that require the use of both large and small muscles
	<input type="checkbox"/> Demonstrate strategies for engaging in cooperative play in a variety of games and activities
	<input type="checkbox"/> Demonstrate spatial awareness in activities that require the use of large muscles
	<input type="checkbox"/> Begin to demonstrate control of large muscles with and without equipment
	<input type="checkbox"/> Begin to demonstrate balance, whole body and hand-eye coordination, and flexibility in movement
	<input type="checkbox"/> Begin to demonstrate control of small muscles in activities at a variety of learning centres

	<ul style="list-style-type: none">□ Demonstrate spatial awareness by doing activities that require the use of small muscles
	<ul style="list-style-type: none">□ Use a functional grip in written communication to produce writing that they and others can read