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Organisation of
Eastern Caribbean States

HARMONISED KINDERGARTEN CURRICULUM

CURRICULUM OUTCOMES
AND
GUIDE FOR EFFECTIVE STRATEGIES

Table of Contents

Introduction

This document includes the Essential Learning Outcomes and Specific Curriculum Outcomes for Language Arts, Mathematics, Science and Social Studies taken from the Architecture and Development Process for the Organisation of Eastern Caribbean States Primary Harmonised Curriculum (OHPC, June 2023).

All of the Science and Social Studies Curriculum Outcomes, and most of the Language Arts and Mathematics Curriculum Outcomes are incorporated into five Integrated Unit Plans, each of which is a separate document.

Cross-referencing of the Curriculum Outcomes in the Integrated Unit documents is provided in sections IX – XII in this document. A list of Language Arts and Mathematics Curriculum Outcomes that are NOT included in any of the Integrated Units is provided in section XIII. This provides assurance that all Curriculum Outcomes, from the four subject areas, are being addressed throughout the Kindergarten school year.

I. Rationale for the Kindergarten Programme

The Kindergarten year (the entry into formal schooling) is an important and impactful time in a child's education; similar in importance to graduation from high school. The new Kindergarten Curriculum, as part of the OECS Harmonized Primary Curriculum (OHPC) is designed to ensure that this crucial educational transition experience is as positive and successful as possible for every child.

The Kindergarten Curriculum **aligns** with the beliefs and intentions expressed in the Architecture and Development Process for the OECS Primary Harmonized Curriculum document (2022 Draft) and the OECS Curriculum and Assessment Framework (2022 Draft). All of the following philosophical, theoretical, organizational, and ethical tenets have guided the development of the Kindergarten Curriculum: Vision for an Educated Person; Principles of Learning; Principles of Assessment; Principles of Inclusivity; Scope, Sequence and Continuity across grade levels, using consistent terminology in Language Arts, Math, Science, and Social Studies.

The OECS Kindergarten Curriculum differs from the OECS Primary Harmonized Curriculum in four ways:

1. In addition to the knowledge, skills and attitudes set out for four subject areas in the OECS Primary Harmonized Curriculum, the Kindergarten instruction, assessment, and daily activities focus on the social and emotional development of the young learner. A sample daily schedule to support the delivery of the Kindergarten curriculum has been developed and is included in Section VII of this guide. It looks different from a traditional, subject-based daily schedule for Grades 1 – 6. To support their social and emotional skill development, children in Kindergarten will be provided with opportunities to choose activities and to express themselves through the creative arts.

2. The curriculum acts upon the strong rationale for integrated units (Architecture and Development Process for the OECS Primary Harmonized Curriculum document Draft, 2022, p.4). Detailed plans for Integrated Units of Study have been developed for Kindergarten teachers. All aspects of the Integrated Units of Study are clearly linked to the Essential Learning Outcomes and Kindergarten Grade Level Expectations for Language Arts, Mathematics, Science and Social Studies.

3. The Kindergarten Curriculum Guide format differs from the sample guide shown in the Architecture and Development Process for the OECS Primary Harmonized Curriculum document (Draft, 2022, pp. 11 – 21). The Inclusive Assessment and Inclusive Learning Strategies, Useful Content for the Teacher, Resources and Materials are incorporated into Integrated Units of Study, rather than laid out in guides for specific subjects.

4. This Guide outlines the guiding principles, structure, and philosophy for the Kindergarten year. It includes four subject-specific sections (Language Arts, Mathematics, Science and Social Studies) with Introduction, Strands of the Subject Area, Essential Learning Outcomes, Grade Level Expectations, Specific Curriculum Outcomes (SCOs) and clear indication of links to the Integrated Units. These links ensure that all the

subject-specific SCOs are taught and assessed through the Integrated Units **and** through daily instructional periods focused specifically on LA and Math. Specific instructional strategies for some LA and Math SCOs have been compiled and included.

II. Yearly Plan for Kindergarten Integrated Units

Topics, Sequence, Progression of Skills in Language Arts and Mathematics

The Integrated Topics have been chosen to meet Science and Social Studies Kindergarten curriculum outcomes. The five Integrated Topics for the OPHC are: **Belonging, Celebrations, Weather, Plants and Animals, Games**

	First IU Topic	Second IU Topic	Third IU Topic	Fourth IU Topic	Fifth IU Topic
Integrated Unit Topic	Belonging	Weather	Celebrations	Plants and Animals	Games
Proposed Sequence for Language Arts Letters and Sounds	s, a, t, i, p, n	c(k), e, h, r, m, d	g, o, u, l, f, b	z, w, y, x	j, qu, v
Proposed sequence for Language Arts Sight Words (loosely following Dolch sight words)	Pre-primer words a, and, big, can, go, I, in, is, me, see, the, to	Pre-primer words it, not, run, up, we, away, find, help, here, jump, little, my	Primer words one, three, two, four, look, make, play, you, yellow, blue, red, brown, black, white, come, down	Primer words all, am, at, be, but, did, do, get, he, like, no, on, please, ran, say	Primer words said, where, she, they, was, went, will, yes, eat, good, have, into, new, now, there, this, with
Proposed Sequence for Math Skills (refer to outcomes for Kindergarten Mathematics in this document)	Strand 1 Strand 3, 6	Strand 1 Strand 3, 6	Strand 1 Strand 3, 6 Strand 4	Strand 1 Strand 2 Strand 3, 6	Strand 1 Strand 2 Strand 5 Strand 3, 6

All curriculum outcomes describe what the child should know and be able to do at the END of Kindergarten. Children will be starting to develop their knowledge and abilities from the beginning of the year. Building on the knowledge and skills developed from the beginning of the year, achievement of some Math and LA outcomes is highest when those skills are introduced later in the school year.

III. Vision for an Educated Person in the OECS[1]

The following vision for an educated person in the OECS was developed collaboratively by educators from the 9 English speaking countries that comprise the OECS:

Persons in the OECS will reach their full potential academically, socially, culturally, emotionally, spiritually and physically to support success in their lives. An educated person:

- Has the mindset of a future oriented lifelong learner who applies 21st Century knowledge, skills, behaviours and attitudes critically and creatively.
- Attends to the well-being of self and others.
- Demonstrates respect for diversity and the rights of all individuals in a manner that fosters an inclusive society.
- Actively engages in our democracy, is dedicated to protecting our environment, promotes innovation and sustainability, and contributes responsibly to local and global advancement.
- Is resilient, reflective, flexible and adaptive in response to challenges and changes and is able to not only survive, but thrive in the face of adversity.

[1] OECS Curriculum and Assessment Framework, October 2022

IV. Essential Education Competencies[2]

Develop Citizenship Competencies:

- Become an engaged, responsible, caring, tolerant, participatory democratic citizen.
- Make positive contributions to society locally, regionally and globally.
- Protect and preserve the rich history, heritage, arts and culture, norms and values of the nation and region.
- Understand *liberation* and what it means to Caribbean people.

Develop Critical Thinking and Ethical Communication Competencies:

- Think critically.
- Apply critical and creative approaches to solving problems.
- Communicate effectively.
- Use an ethical approach to positive social and professional interactions and personal behaviours.

Develop Well-being Competencies:

- Lead a healthy and active life.
- Value self through the development of coping strategies and self-care.
- Appreciate and foster individual and collective well-being.

Develop Knowledge and Entrepreneurial Competencies:

- Use multiple literacies (includes but is not limited to reading, writing, numeracy, science, engineering, technology and creative arts) to understand, appreciate, navigate and contribute to the world. Use knowledge to identify and transform opportunities into successful outcomes.
- Use flexibility and resiliency in applying skills that support success.
- Apply technological understanding and ability to personal and professional contexts.

[2] OECS Curriculum and Assessment Framework, October 2022

V. Principles of Learning[3]

Three foundational principles of learning are founded on elements that support high quality learning aligned with the vision and essential competencies. These include principles that ensure equitable engagement, learning that is meaningfully constructed, and learning that is deep and comprehensive.

Equitable

- All learners have access to opportunities that support continued growth and achievement to full potential regardless of their race, religion, gender or economic circumstances.
- Learning supports the developmental stage of each learner.
- Learning is deliberately built on prior knowledge to ensure the unique qualities and varied abilities of each learner are respected in all learning situations.

Meaningfully Constructed

- Provides opportunity for individual, and collaborative experiences to construct and apply knowledge.
- Occurs in safe and supportive environments that develop self-confidence and motivation in learners.
- Stimulates a joy for learning and urge to explore and engage.
- Promotes the holistic development of the learner through the provision of opportunities for physical, social, emotional and academic growth and wellbeing.
- Views making errors and approximations as a natural part of the learning process and creates opportunities to provide responsive instruction that enhances learner self-confidence.
- Takes advantage of multiple contexts and roles for individuals such as community members, elders, volunteers, industry specialists and others.

Deep and Comprehensive

- Learning is an active and engaging process.
- There are sustained opportunities to promote critical thinking and depth of understanding.
- Curiosity, creativity and innovation are valued and encouraged,
- Strives for a deep grasp of central concepts of subject areas yet at the same time actively promotes developing cross curriculum links in understanding relationships among those concepts.
- Uses varied and continuous assessment information to inform responsive teaching.

[3] OECS Curriculum and Assessment Framework, October 2022

VI. Principles of Assessment[4]

Three principles of assessment are founded on ensuring a fair and valid process of assessment that promotes learner success, is integral to effective teaching and is aligned with the vision of an educated person, essential competencies, and principles of learning. Assessment is learner centred, informs teaching and learning, and balanced as follows:

Learner-centred

- Positive, affirming and builds on learners' confidence.
- Creates opportunities for learners to reflect on what they have learnt and what they need to know or understand better.
- Acknowledges learners' unique learning strengths and provides developmentally appropriate opportunities to ensure fairness in displaying unique capabilities
- Collected, stored and shared responsibly and in a manner that protects the rights of learners.

Informs teaching and learning

- Monitors progress and provides transparent feedback.
- Is reliable and valid.
- Extends beyond measuring the level of learner achievement, identifies gaps in learning, and provides learners and teachers with evidence that may be used to plan learning.
- Is presented in a manner that is easy to understand, aligned with intended learning outcomes and actionable is shared with learners parents and educators to measure progress, inform teaching and support system enhancement.

Balanced

- Is comprehensiveandincludescomponentsofassessment*of*learning,assessment*for*learningand assessment *as* learning.
- Uses a variety of strategies to measure a broad range of knowledge, skills and attitudes domains across content areas and learning settings. This includes multiple possibilities from attitude surveys, psychomotor observations, writing portfolios, rubrics, observation journals, testing and the creation of opportunities for self and peer assessment.
- Includes an appropriate emphasis on diagnostic, formative and summative assessment at a variety of levels and for different purposes.

[4] OECS Curriculum and Assessment Framework, October 2022

VII. Principles of Inclusivity[5]

The principles of inclusivity affirm identity and support differences in learners. They are aligned with other aspects of the Framework to facilitate high quality teaching and learning in the curriculum.

Affirms Identity

- Tailored to the diverse strengths, needs, interests and aspirations of individual learners.
- Provides universal learning opportunities for all learners that support their full membership and participation in school programmes, services and activities.
- Decision-making, including decisions about learner programming, placement and promotion is reasonable, just and responsive to each learner's unique personal circumstances.
- Education is barrier-free for all regardless of culture, gender, language, socio-economic status, location, religion, sexual orientation, need or ability.
- Education is respectful of learners, their families and their communities.
- Is responsive to learners' diverse cultures, languages, backgrounds, experiences, and community.
- Creates strong home-school-community collaboration and communication in which parents are welcomed and valued as partners.

Supports Differences

- Diverse, responsive and varied instruction is a responsibility and enables all learners to successfully engage with the curriculum.
- Flexible variations in the pace, place and format of learning, including learner grouping, that foster learner choice, engagement, and love of learning
- Difference is supported through relevant resources, and use of varied teaching and assessment strategies in order that learners have opportunities to represent their learning in multiple ways.
- Difference is supported by the strategic use of learner profiles and record information to support learning.

[5] OECS Curriculum and Assessment Framework, October 2022

VIII. Sample Kindergarten Day Plan

The following sample Day Plan for the OECS Harmonised Kindergarten Curriculum illustrates how the new curriculum might be delivered.

Teacher: _____ **Class:** _____ **Date:** _____ **Integrated Unit:** _____

Duration[6]	Focus	Plan
20 min	**Opening** Devotion and Morning Meeting Time - review plans for the day	
60 min	**Language Arts** - "Stand-alone" skill instruction and/or tasks related to Integrated Unit - Whole group, small group, and individual teaching and learning	
20 min	**Break**	
60 min	**Mathematics** - "Stand-alone" skill instruction and/or tasks related to Integrated Unit - Whole group, small group, and individual teaching and learning	
20 min	**Wellness/Physical Education Activity**	
40 min	**Lunch**	
90 min	**Integrated Unit time** - Whole group, small group, and individual teaching and learning - Work on projects; browse resources; engage in role play and other exploration to consolidate emerging understanding of concepts related to integrated unit - Unit may include several specific learning outcomes from LA, Math, SS, and Science	
20 min	**Review, Celebration, and Preparation for next day**	

[6] Details of the timing might vary from country to country

Sample Day Plan showing lessons based on ideas for Inclusive Instructional Strategies provided in a Kindergarten Integrated Unit

(*Sample day at the end of Week 2 of a five week Integrated Unit on Weather)*

Lesson plans providing more detail than outlined here may be required, depending on jurisdiction and principals' expectations, teacher's experience, etc.

Teacher: _____ **Class:** _____ **Date:** _____ **Integrated Unit:** **Weather**

Duration[7]	Focus	Plan[8]
20 min	**Opening** Devotion and Morning Meeting Time - review plans for the day	In addition to the usual routines during Morning Meeting Time, the class will sing the "Weather Song", with one child per day telling the weather (sunny, cloudy, rainy, windy). This weather description will be added to the Class Daily Weather Chart.
60 min	**Language Arts** - "Stand-alone" skill instruction and/or tasks related to Integrated Unit - Whole group, small group, and individual teaching and learning	The lesson will start with a review of the alphabet letters and sounds c(k), r, s. The focus for the lesson will be the poem "Itsy Bitsy Spider". The teacher will present the rhyme with pictures on a large chart. The teacher will read the title of the rhyme and ask learners if they have ever heard or sung the rhyme before. The teacher will sing the rhyme and have learners to do the same. The teacher will point to the words as they all read and sing the rhyme. The teacher will ask the learners: What was the weather like for the spider? How do you think the spider felt about the rain? (If the learners respond by stating an emotion such as sad, then the teacher can ask - 'Why did the weather make the spider feel that way?'). The teacher will use this Shared Reading opportunity to reinforce and encourage development of sight words, letter sounds, letter recognition, vocabulary, and comprehension. The learners will be asked to draw a picture about the itsy-bitsy spider and print one kind of weather the spider liked or did not like (the teacher can scribe learners' responses).
20 min	**Break**	
60 min	**Mathematics** - "Stand-alone" skill instruction and/or tasks related to Integrated Unit - Whole group, small group, and individual teaching and learning	Today is the end of the second week on the unit on Weather. The lesson will focus on the Class Daily Weather Chart that has been created during Morning Meeting Time for the past 5 days. The teacher will review the days of the week and then review the weather chart, asking what kind of weather we had on each day this week, and counting with the children how many days of each kind of weather has been reported, showing the children how to "read and interpret" the data on the chart, teaching about zero. The children will each complete their own small Weather Chart (with the teacher's help) for the week, colouring in how

[7] Details of the timing might vary from country to country

[8] Descriptions and resources for lessons, with links to SCOs, are provided in the Integrated Unit Guides.

Duration[7]	Focus	Plan[8]
		many days for each kind of weather and printing the numerals below.. This lesson could be repeated at the end of each week of this unit. The teacher will do some 5 or 10-frames work with the children to end the session.
60 min	**Mathematics** - "Stand-alone" skill instruction and/or tasks related to Integrated Unit - Whole group, small group, and individual teaching and learning	Today is the end of the second week on the unit on Weather. The lesson will focus on the Class Daily Weather Chart that has been created during Morning Meeting Time for the past 5 days. The teacher will review the days of the week and then review the weather chart, asking what kind of weather we had on each day this week, and counting with the children how many days of each kind of weather has been reported, showing the children how to "read and interpret" the data on the chart, teaching about zero. The children will each complete their own small Weather Chart (with the teacher's help) for the week, colouring in how many days for each kind of weather and printing the numerals below.. This lesson could be repeated at the end of each week of this unit. The teacher will do some 5 or 10-frames work with the children to end the session.
20 min	**Wellness/Physical Education Activity**	
40 min	**Lunch**	
90 min	**Integrated Unit time** - Whole group, small group, and individual teaching and learning - Work on projects; browse resources; engage in role play and other exploration to consolidate emerging understanding of concepts related to integrated unit - Unit may include several specific learning outcomes from LA, Math, SS, and Sci	Learners will use large paper plates and materials of their choice to make a weather wheel showing four types of weather (sunny, rainy, cloudy, and windy). Part of their weather wheel will include an arrow to point to the type of weather needed. Learners will use their weather wheels to track the changes in the weather throughout the day and to help predict the weather. Their observations will be shared to the whole class, where they would need to state the different kinds of weather. **Choice Time:** browsing books about weather, painting pictures about weather, building block villages, puzzles about weather, "reading the room", continuing activities started earlier in the week
20 min	**Review, Celebration, and Preparation for next day**	The teacher and children will share some highlights from the day, discuss any reminders about next week, share plans for the weekend.

This Sample Day Plan provides opportunities for the children to develop knowledge, skills, and attitudes in Language Arts, Mathematics, Science and Social Studies. The Specific Curriculum Outcomes addressed in the lessons described above are listed in the "Weather" Integrated Unit (please see Week Two).

Over the five weeks focusing on the Weather Unit, many Language Arts, Mathematics, Science, and Social Studies outcomes are addressed. The teaching of the outcomes progresses over time. Assessment is done through observation, conversation, and products and is continuous.

IX. OHPC Kindergarten Language Arts Curriculum Outcomes[9]

IX(i) INTRODUCTION:

The content of this section reflects the tenets of the *OECS Curriculum and Assessment Framework (2022)* which was created with significant input from a wide range of stakeholders from the Member States. The OECS Learning Standards for Language Arts provided background information and content that was used throughout the development of this document.

The underlying philosophy and pedagogical practice of the Language Arts Curriculum is based on Constructivist Theory (Bruner, Dewey, Piaget, Vygotsky) that has been interpreted through the lens of inclusive, balanced, integrated and learner responsive Language Arts instruction (Bainbridge, Calkins, Clay, Cunningham, Durkin, Fountas, Holdaway, Millar, Pearson, Pinnell, Routman). The content of this document was influenced by the writings and practice of international and national literacy and assessment experts; literacy associations such as the International Literacy Association (ILA), Association for Supervision and Curriculum Development (ASCD), United Nations Educational, Scientific and Cultural Organization (UNESCO),Progress in International Reading Studies (PIRLS) and the National Assessment of Reading Progress (NAEP); and curriculum /standards documents from the OECS, Canada, Finland and Australia.

Extensive use has also been made of the OECS Learning and Assessment Standards. Aspects of the Outline that which have been taken directly from the Standards or are reflected in the Standards appear in italics. There are aspects of the Standards that are not reflected in this Outline. The rationale is provided below. The Performance Standards that appear in the OECS Learning Standards are very detailed and will be considered by the members of the writing teams, along with various international references, as the Specific Curriculum Outcomes are modified.

The Literacy Policies (either existing or in draft) that were a focus during the OECS/USAID Early Learners Programme and have been further developed since that time, are also being used to inform the development of the new curriculum; building on the important work of the Early Learners Programme to advance literacy in the OECS.
The OECS Learning Standards for Language Arts (2018) states:

[9] OECS Curriculum and Assessment Framework, October 2022

"Language and thought are central to learning. Children develop their communicative skills in a social interactive environment that allows them numerous opportunities to practise language in all its functions. As children explore and use language they learn a set of codes and rules which they use to communicate with others.

In the kindergarten, the child's thought processes must be fostered by engaging him/her in meaningful and purposeful learning experiences. This development can only take place when children are given opportunities to communicate, question and reflect on their thinking and to make representations through language.

As kindergarten children use language in functional ways they develop an understanding of what it is and how it works.

An effective Language Arts programme in the kindergarten is designed to enable pupils to become competent and confident language users. Learning outcomes are most effective when they are taught using a play-based approach which combines the children's natural curiosity with direct experiences which encourage them to use language to gain information about real and imaginary worlds. Pupils are given opportunities to speak and listen, read and view and write and represent. They are also given opportunities to question to obtain a deeper understanding.

Children come to school as active thinkers, possessing a natural curiosity and eagerness to learn. They have a natural desire to explore, manipulate and discover. Play is the foundation of all learning in the kindergarten and it is the most appropriate means by which children can engage in language learning experiences, through role-playing, risk-taking and problem solving.

It is through play that children can exhibit a degree of control that reflects their developmental needs which in turn build self-confidence and security in learning." (p. 21)

The OECS Learning Standards have been referenced extensively throughout the Outline. In addition, the detailed Performance Standards have been considered by the members of the writing team as part of the development of the Specific Curriculum Outcomes. There are certain aspects of the OECS Learning Standards which have not been included in the Outline. They are provided in the table below. A rationale for each exclusion appears in brackets.

Items not included in Reading and Viewing	Items not included in Writing and Representing
-Use letter/sound correlation and structural analysis to decode and recognise unfamiliar words. (Not developmentally appropriate) - Use a variety of reference material to discover the meaning of words and gather information. (Not developmentally appropriate)	-Make capital and lower case letters. (Revised to "some" to allow for age level) -Form letters in manuscript print that is legible. (Revised to "some" to allow for age level) - Write a variety of grammatically correct sentences focusing on spelling and punctuation. (Not developmentally appropriate)

IX(ii) Statement of Purpose

The Purpose of Language Arts: Kindergarten: The purpose of the Kindergarten Curriculum is to provide a variety of integrated, play-based, inclusive opportunities for learners to experiment with oral, written and visual languages and as they grow in self-confidence and develop a positive image of themselves, their family, their language and their community. Learners foster a positive attitude that will result in confident, curious and engaged learners and communicators with the foundation for further physical, social, psychological and cognitive development.

XI(iii) Strands and Outcomes for Kindergarten Language Arts

Strand 1: Listening and Speaking

Listening and Speaking are foundational for all learning. The strategies and skills of listening and speaking allow learners to contribute meaningfully to social environments. As learners receive, reflect on, and communicate ideas, they develop increasing proficiency in cognitive organization, critical thinking, and problem solving. Listening and speaking strategies and skills are foundational for the development of reading, viewing, writing, and representing.

ELO 1.1: The learner will explore, use, and critically apply oral language for **pleasure, personal growth,** to **foster relationships** and to **develop an appreciation and celebration of culture and of oral languages.**

Strand 2: Reading and Viewing

Reading and Viewing are meaning making, problem solving activities that provide opportunities to interact for a variety of purposes with a wide range of written and visual text. Readers learn to integrate a variety of meaning, structure, vocabulary and word solving strategies to develop thoughtful and critical understanding and insight into written or visual representations of text.

ELO 2.1: Learners will demonstrate a variety of ways to **use background knowledge and interests** to **select and engage critically** with a range of culturally diverse paper based, visual, and digital texts **for pleasure and personal growth.**

ELO 2.2: Learners will **interact with understanding and critical thought to a variety of genres and text forms** using vocabulary, comprehension strategies and graphophonic cues.

ELO 2.3: Learners will develop their understanding of how an **author's choice of vocabulary, language**, **genre, text form, text features** and **style** influence the meaning of text and define the author's craft.

Strand 3: Writing and Representing:

Writing and Representing strategies and skills provide opportunities for learners to communicate with their peers and other meaningful audiences within and beyond their community using paper and digital formats. The process of writing includes planning, organizing, revising, refining, and sharing feedback. Throughout this process, ongoing problem solving and critical thinking strategies, applicable to subject areas and to life develop.

ELO 3.1: Learners will **generate, gather** and **organize thoughts** to explore, clarify and reflect on thoughts, feelings and experiences as they **create a written or representative draft**, independently and collaboratively, for a range of audiences and purposes.

ELO 3.2: Learners will **revise the organization** and **language use** in drafted writing or representation, **collaboratively and independently**, for a variety of purposes and audiences.

ELO 3.3: Learners will use their knowledge of spoken language, written language and writing conventions to **refine the precision** and **enhance the meaning** and **clarity** of their written work.

Strand 1: Listening and Speaking[10]

Essential Learning Outcome 1.1

The learner will explore, use, and critically apply oral language for **pleasure, personal growth,** to **foster relationships** and to **develop an appreciation and celebration of culture and of oral languages.**

The Grade Level Expectations (GLEs) provide an itemized grade level overview of the expectations for each Essential Learning Outcome. GLEs with an asterix * are from the General Learning Outcomes of the OECS Learning Standards.

For Kindergarten, the Grade Level Expectations are expanded to Specific Curriculum Outcomes (SCOs)

[10] Includes on Essential Learning Outcome

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
1.1	listen to music, conversation and environmental sounds for personal enjoyment*	★	★	★	★	★
1.2	demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.	★	★	★	★	★
1.3	use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect*	★	★	★	★	★
1.4	interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages	★	★	★	★	★
1.5	become aware of how effective listening enhances understanding	★	★	★	★	★
1.6	observe how tone, fluency and intonation impact meaning and mood	★	★	★	★	★
1.7	use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence*	★	★	★	★	★
1.8	develop increasing clarity and focus when sharing stories or experiences*	★	★	★	★	★
1.9	engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns*	★	★	★	★	★
1.10	develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus*	★	★	★	★	★

Strand 2: Reading and Viewing

The purpose of Reading and Viewing instruction is for pleasure and personal growth and to develop readers who enjoy and interact meaningfully with a wide range of genres and text forms. Meaningful interaction with texts is developed through learning how to access and build on background knowledge and use the information of provided by various sources of meaning, developing vocabulary, recognizing and using language structures and meaningful application of graphophonic elements of the text.

Essential Learning Outcome 2.1

Learners will demonstrate a variety of ways to **use background knowledge and interests** to **select and engage critically** with a range of culturally diverse paper based, visual, and digital texts **for pleasure and personal growth.**

Essential Learning Outcome 2.2

Learners will **interact with understanding and critical thought to a variety of genres and text forms** using vocabulary, comprehension strategies and graphophonic cues.

Essential Learning Outcome 2.3

Learners will develop their understanding of how an **author's choice of vocabulary, language**, **genre, text form, text features** and **style** influence the meaning of text and define the author's craft.

The Grade Level Expectations (GLEs) provide an itemized grade level overview of the expectations for each Essential Learning Outcome. GLEs with an asterix * are from the General Learning Outcomes of the OECS Learning Standards.

For Kindergarten, the Grade Level Expectations are expanded to Specific Curriculum Outcomes (SCOs)

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
2.1	interact meaningfully with a wide range of genres and text forms*	★	★	★	★	★
2.2	develop questions when browsing through passages of interest				★	★
2.3	connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding *	★	★	★	★	★
2.4	develop understanding and application of the Concepts of Print*	★	★	★	★	★
2.5	develop knowledge about the purpose and variety of texts that are read or read to them *	★	★	★	★	★
2.6	browse through a variety of images, and nonfiction material in pre-emergent and emergent level passages, or passages of interest, to discover information.	★	★	★		
2.7	demonstrate understanding of some environmental print and pictorial information *	★	★	★	★	★
2.8	begin to apply comprehension strategies to visualize, predict and connect *	★	★	★	★	★
2.9	demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing	★	★	★	★	★
2.10	connect words and images in pre-emergent and emergent level texts to background knowledge	★	★		★	★
2.11	recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words *	★	★	★	★	★
2.12	participate in shared reading and use the meaning and flow of the language to anticipate upcoming words	★	★	★	★	★
2.13	begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages	★	★	★	★	★
2.14	identify an increasing number of letter names and letter sounds, beginning with those of personal importance*	★	★	★	★	★
2.15	use known letter sounds to decode upcoming words in emergent level passages*	★	★	★	★	★

Strand 3: Writing and Representing

Essential Learning Outcome 3.1

Learners will **generate, gather** and **organize thoughts** to explore, clarify and reflect on thoughts, feelings and experiences as they **create a written or representative draft**, independently and collaboratively, for a range of audiences and purposes.

Essential Learning Outcome 3.2

Learners will **revise the organization** and **language use** in drafted writing or representation, **collaboratively and independently**, for a variety of purposes and audiences.

Essential Learning Outcome 3.3

Learners will use their knowledge of spoken language, written language and writing conventions to **refine the precision** and **enhance the meaning** and **clarity** of their written work.

The Grade Level Expectations (GLEs) provide an itemized grade level overview of the expectations for each Essential Learning Outcome. GLEs with an asterix * are from the General Learning Outcomes of the OECS Learning Standards.

For Kindergarten, the Grade Level Expectations are expanded to Specific Curriculum Outcomes (SCOs)

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
3.1	use shared ideas to co-construct stories		★	★	★	★
3.2	assign meaning to experimental drawing and writing	★	★	★	★	★
3.3	begin expressive writing to share ideas and real and imagined topics*	★	★	★	★	★
3.4	use peer collaboration and classroom tools to assist in writing process*	★	★	★	★	★
3.5	learn to print the upper and lower case letters of the alphabet *	★	★	★	★	★
3.6	connect spoken language(s) to written language and other representations (e.g. drawings)	★	★	★	★	★
3.7	connect phonological awareness to letter shapes	★	★	★	★	★
3.8	spell name and some words of personal importance correctly	★	★	★	★	★

X. OHPC Kindergarten Mathematics Curriculum Outcomes[11]

X(i) INTRODUCTION:

According to Principles and Standards for School Mathematics from the National Council of Teachers of Mathematics, new knowledge, tools, and ways of doing and communicating mathematics continue to emerge and evolve in an ever-changing world. The need to understand and be able to use mathematics in everyday life and in the workplace has never been greater and will continue to increase.

-Adapted from Principles and Standards for School Mathematics

The OHPC mathematics outline is derived from the Common Core Curriculum developed by teachers of mathematics in the United States. It is based on the standards developed by the National Council of Teachers of Mathematics[12] , the largest mathematics education organization in the world with approximately 100,000 members. The Common Core Curriculum Standards appear at http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf . These have been supplemented with concepts from NRICH resources from the University of Cambridge[13]

Mathematics is an activity that is critical for the development of individuals and societies. It is the study of the properties of number, and its relationship to measurement, space, shape, statistics, and probability. Mathematics also deals with abstractions, with algebra being the strand of mathematics that presents abstraction in its purest form. The study of mathematics enables individuals to become creative and critical thinkers through the development of logical thinking, problem-solving, investigative, organizational, and argumentative skills.

In developing this outline, a set of outcomes and descriptors are used to describe the knowledge, skills and attributes a learner should attain by the end of Grade 6. The outcomes describe educational objectives that concisely outline what learners are expected to know and be able to do by the end of a grade level. The outcomes are sequenced according to learning progression across grades, where each grade level learning expectation is built on previous expectations while preparing the learners for more challenging outcomes at the higher level.

[11] OECS Curriculum and Assessment Framework, October 2022

[12] https://www.nctm.org/

[13] https://nrich.maths.org/content/id/13291/EYFSKS1CurriculumLinkedtoNRICH.pdf

Grade placements for specific outcomes have been made based on regional and international comparisons and on the collective experience and professional judgment of educators, researchers, and mathematicians.

The curriculum consists of six strands: number sense, operations with numbers, pattern and relationship, geometrical thinking, measurement and data handling and probability. Consistent with the other core subjects, these strands are then divided into essential learning outcomes with grade level expectations expressed for each outcome. References from the OECS Learning Standards have been mapped to the essential learning outcomes and noted for each.

XI(ii) Strands and Outcomes for Kindergarten Mathematics

Strand 1: Number Sense – Numbers to 10 (includes three Essential Learning Outcomes)

ELO 1.1 : Whole Number - Saying Number Sequence, Meaningful Counting and Skip Counting
ELO 1.2 : Whole Number – Representing and Partitioning Quantities
ELO 1.3 : Whole Number – Comparing and Ordering Quantities

Strand 2: Operations With Numbers (includes one Essential Learning Outcome)

ELO 2.1 : Additive Thinking - Understanding the meaning of addition and subtraction and how they relate

Strand 3: Pattern and Relationship (includes one Essential Learning Outcome)

ELO 3.1 : Recognizing, Describing and Extending Patterns - Describe, create, extend and generalise patterns

Strand 4: Geometric Thinking (includes two Essential Learning Outcome)

ELO 4.1 : Analysing and describing 3D shapes
ELO 4.2 : Recognize, Name and Describe Shapes – 2D and 3D

Strand 5: Measurement (includes two Essential Learning Outcome)

ELO 5.1 : Understanding What and How We Measure
ELO 5.2 : Developing and applying non-standard and standard units of measurement

Strand 6: Data Management and Probability (includes one Essential Learning Outcome)

ELO 6.1: Collecting, organizing, displaying and communicating data

Strand 1: Number Sense – Numbers to 10

Essential Learning Outcome 1.1

Whole Number - Saying Number Sequence, Meaningful Counting and Skip Counting

Essential Learning Outcome 1.2

Whole Number – Representing and Partitioning Quantities

Essential Learning Outcome 1.3

Whole Number – Comparing and Ordering Quantities

For Kindergarten, the Grade Level Expectations are expanded to Specific Curriculum Outcomes (SCOs)

Link to OECS Learning Standard UN1, UN2, UN3, UN4, UN5

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
1.1.1	Say the number sequence to 10 by 1s	★	★	★	★	★
1.1.2	Count backwards from 10 by 1s					
1.1.3	Identify an error in counting sequence					
1.1.4	Say the number that comes after a given number				★	
1.1.5	Say the number that comes before a given number					
1.1.6	Use a number line to support counting					

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
1.1.7	Recite number names from a given number to a given number – i.e. start at a given number and go backwards down to 1 or start at a given number and go up to 10					
1.1.8	Count with meaning to 10, by building quantities	★		★	★	★
1.1.9	Count with meaning to 10, by matching quantity and numeral	★		★	★	
1.2.1	Represent a given number up to 10 using a variety of concrete models, including 5 and 10 frames	★		★		
1.2.2	Answer the question, How many are in the set? using the last number counted in a set	★	★	★		
1.2.3	In a fixed arrangement, starting in different locations, can show that the count of the number of objects in a set does not change		★			
1.2.4	Count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction	★				★
1.3.1	Look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting	★				★
1.3.2	Look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented by a given dot					★
1.3.3	Compare the number of objects in two sets of up to 10 objects, using phrases such as 'same number as', 'equal to', more than', and 'less than	★				★
1.3.4	Make a set that has the same number of objects as a given set.					
1.3.5	Make a set that has one more object than a given set.					

Strand 2: Operations with Numbers

Essential Learning Outcome 2.1

Additive Thinking - Understanding the meaning of addition and subtraction and how they relate

For Kindergarten, the Grade Level Expectations are expanded to Specific Curriculum Outcomes (SCOs)

Link to OECS Learning Standard OS1

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
2.1.1	Compose and decompose numbers up to 9 in a variety of ways using manipulatives, fingers and pictures (e.g. seven fingers held up, fold down two fingers, how many are left? Or, two blocks and two more blocks, how many altogether?). Symbolic representation (writing equations for composing and decomposing numbers) is an emerging outcome for end of Kindergarten.				★	★

Strand 3: Pattern and Relationship

Essential Learning Outcome 3.1:

Recognizing, Describing and Extending Patterns - Describe, create, extend and generalise patterns

For Kindergarten, the Grade Level Expectations are expanded to Specific Curriculum Outcomes (SCOs)

Link to OECS Learning Standard NP4

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
3.1.1	Create simple repeating patterns (2 elements)		★	★	★	★
3.1.2	Extend simple repeating patterns (2 elements)		★	★	★	★
3.1.3	Copy a given repeating pattern		★	★		★

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
3.1.4	Extend a variety of given repeating patterns to two more repetitions			★		★
3.1.5	Create a repeating pattern using manipulatives, musical instruments, or actions					★
3.1.6	Identify and describe a repeating pattern in the classroom, the school, and outdoors			★		

Strand 4: Geometrical Thinking

Essential Learning Outcome 4.1:

Analysing and describing 3D shapes

Essential Learning Outcome 4.2:

Recognize, Name and Describe Shapes – 2D and 3D

For Kindergarten, the Grade Level Expectations are expanded to Specific Curriculum Outcomes (SCOs)

Link to OECS Learning Standard SS1, SS2, SS3, SS4, DS1

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
4.1.1	Build and describe 3-D objects					
4.1.2	Create a representation of a given 3-D object using building blocks, and compare the representation to the original 3-D object					
4.1.3	Describe a given 3-D object using words such as big, little, round, like a box or a can					

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
4.2.1	Identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).	★	★	★		★
4.2.2	Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.			★		★
4.2.3	Correctly name shapes regardless of their orientations or overall size (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).	★		★		★

Strand 5: Measurement

Essential Learning Outcome 5.1:

Understanding what and how we measure

Essential Learning Outcome 5.2:

Developing and applying non-standard and standard units of measure

For Kindergarten, the Grade Level Expectations are expanded to Specific Curriculum Outcomes (SCOs)

Link to OECS Learning Standards LM3, LM5, LM6, MC2, MC3, MM2, MM3

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
5.1.1	Classify objects according to selected attributes, e.g., size, colour, shape, texture, sound, etc.		★		★	
5.1.2	Classify objects and count the number of objects in each category		★	★	★	

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
5.1.3	Describe several measurable attributes of a single object.					
5.1.4	Directly compare two objects with a measurable attribute in common (such as length, weight) to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter	★				
5.2.1	Use non-standard units to measure attributes, e.g. uses blocks, hands span, toy cars, etc. to measure					
5.2.2	Identify days, weeks, months, holidays, and seasons (standard units of measure)		★			
5.2.3	Recite days of the week and months of the year in order		★		★	
5.2.4	Name the different monies (coins and notes) used in the Eastern Caribbean. (standard units of measure) by identifying the quantity in terms of cents				★	

Strand 6: Data Management and Probability

Essential Learning Outcome 6.1:

Collecting, organizing, displaying and communicating data

For Kindergarten, the Grade Level Expectations are expanded to Specific Curriculum Outcomes (SCOs)

Link to OECS Learning Standard DC1, DR1, DR11, D12

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
6.1.1	Collect simple sets of data in the class and school environment using observation.	★	★	★	★	
6.1.2	Describe data classification.	★	★	★	★	
6.1.3	Use counting to determine the number of objects in a group.	★	★	★	★	★
6.1.4	Describe the results of classification and data collection activities.		★	★	★	

XI. OHPC Kindergarten Science Curriculum Outcomes[14]

XI(i) INTRODUCTION

A region's aspirations for the educated child must always serve as the foundation for creating relevant and engaging curriculum. In science education, this means the curriculum should pay particular attention to relevant issues about communities, to area culture and the important questions that define their challenges and successes. This connection to local problem solving necessarily invokes critical thinking (see: OECS Curriculum and Assessment Framework: Develop Critical Thinking and Ethical Communication Competencies).

Understanding the science of our human place in regional ecosystems and the nature of our human bodily systems provides a basis for enhanced self-care and ways to best support the growth and well-being of plants and animals in our world (OECS Curriculum and Assessment Framework: Develop Well-being Competencies).

The science curriculum should present timely and authentic questions to learners and teachers in way that develops core literacy skills through rich classroom discussions. Inherent in promoting classroom discourse, is the notion that children construct knowledge through social interaction in child-centred activities that are carefully scaffolded by teachers (see OECS Curriculum and Assessment Framework: Meaningfully Constructed Learning).

This inductive pedagogy should meanwhile promote the development of process skills within a context of value-based science; questions that voting citizens should have the tools to answer (see: OECS Curriculum and Assessment Framework: Develop Citizenship Competencies). Quality science curriculum allows multiple entry and exit points within the same essential learning outcome (see: OECS Curriculum and Assessment Framework: Equitable Learning). It should not only be multi-modal for a diversity of learning styles, it should also allow opportunities for the teacher to differentiate instruction to the benefit of those learners with learning challenges. In a similar vein, balanced science curriculum should advocate for assessment variety and be necessarily applied on an upward gradient on Bloom's Taxonomic cognitive engagement scale. This allows the teacher an analytical measure of where learners are in their critical thinking and further, allows

[14] OECS Curriculum and Assessment Framework, October 2022

children to express their learning whilst developing skills in literacy, numeracy, critical consideration of social issues and technology process skills.

The prevalence of instructional technology behoves us to create curriculum that empowers our pedagogy to engage children in unique ways. Broad based technology as "a way of adapting" coupled with the prominence of vocational careers is a clear signal that science curriculum has to include more than awareness of technology around us but moreover design challenges that encourage children to problem solve and create prototype solutions leveraging hands-on learning (see: OECS Curriculum and Assessment Framework: Deep and Comprehensive Learning).

Because the working world requires application of all of our knowledge, skills and values, it seems pertinent to create curriculum that integrates subjects around interesting themes/questions that have meaning for communities (OECS Curriculum and Assessment Framework: Develop Knowledge and Entrepreneurial Competencies).

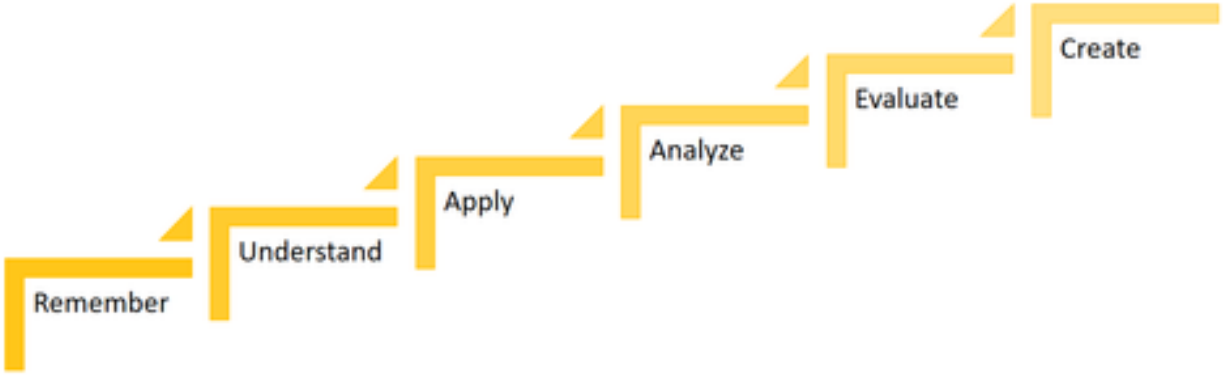
XI(ii) The Context of the Curriculum Development

The OECS has recently invested considerable energy in a process of writing science standards. Review of the OECS Learning and Assessment Standards reveals a few important starting points as the OECS Member States embark on the assigned task of writing a new progressive curriculum which aligns with international standards (https://www.nextgenscience.org/sites/default/files/AllDCI.pdf).

The OECS Learning and Assessment Standards have captured an admirable account of the developmental continuum with respect to process skill development and attitudes towards the study of science. This presents a current and relevant foundation for writing the new harmonized curriculum.

Careful review of the OECS Standards reveals considerable overlap in typical international topics however there is a distinct emphasis on recall which does not map sufficiently with current notions of constructivist child-centred pedagogy. Considering the hierarchy of Blooms Taxonomy (revised) for children's progress towards higher-order thinking, the new OHPC should provide more emphasis on process skills built through responding to real problems. As such, internationally accepted curriculum standards tend to be written based on what children

can accomplish rather than what they remember. This is a decided shift as educators move from "covering" a topic to building critical thinking skills.



Retrieved from: https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/blooms-taxonomy

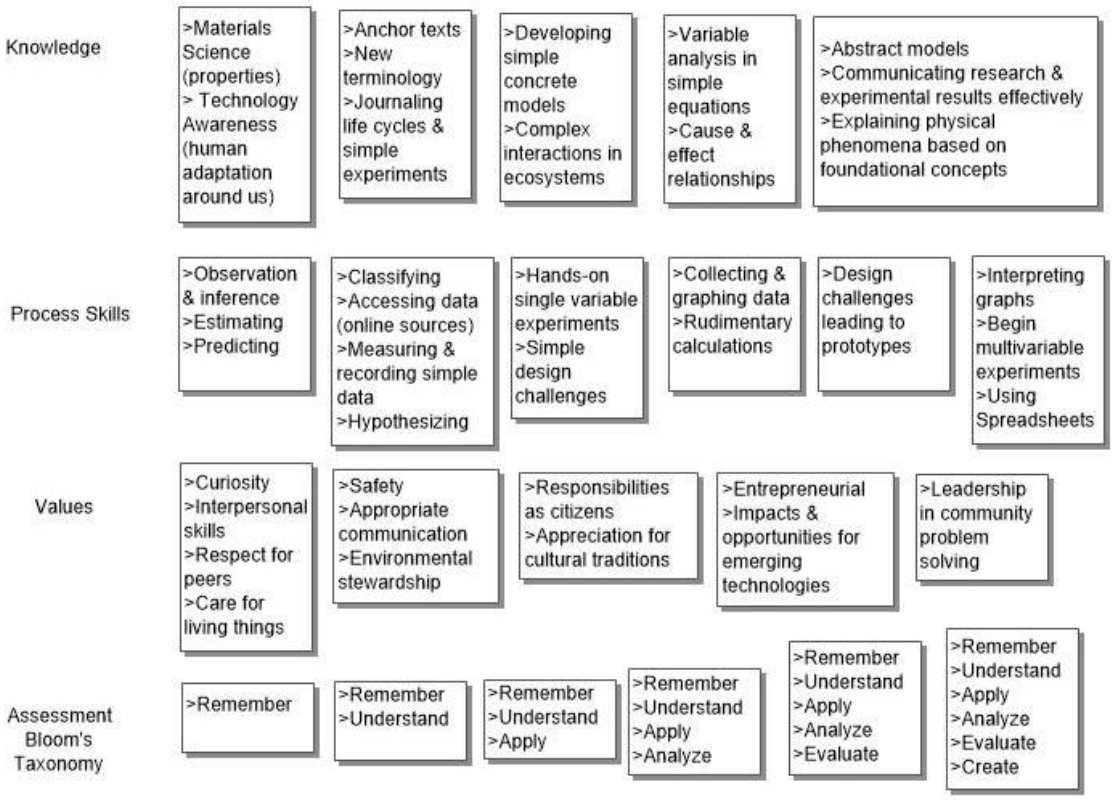
The OECS Learning and Assessment Standards are cross-referenced to the Essential Learning Outcomes (ELOs) throughout the Outline. The mapping will be continually monitored by the writing teams for variations in the content, comparing the OECS Standards with the new process-focused curriculum. Given the extreme flexibility within current international learning outcomes, it is anticipated that traditional OECS topics can be integrated seamlessly within the current framework outlined below.

XI(iii) Strands and Essential Learning Outcomes

- The OECS curriculum should be designed based on the latest work of international acclaim: Next Generation Science Standards (https://www.nextgenscience.org/sites/default/files/AllDCI.pdf)
- The forward-looking NGSS work has some overlap with the current OECS standards as indicated below.
- Engineering experiences can be accommodated across any grade and encompass several ELO's within one learning experience; teachers need only consider carefully the age appropriateness.

- Considerable effort was expended within the NGSS process in ensuring that the Strands and ELOs were age-appropriate recognizing that each learning cohort will have different characteristics. It is expected therefore that teachers will appropriately judge their learners' capability and adjust accordingly. The ELOs exhibit enough breath to allow for differentiated instruction
- There is flexibility in the breadth of the ELOs to ensure that community and culture can be integrated
- *The standards and essential learning outcomes have been arranged in an age (cognitive)-appropriate sequence based on work adopted from the state of Michigan, USA.*

The figure below, while not comprehensive, outlines in a developmental way, how learners should progress through the science curriculum as they build up cognitive capacity and manual dexterity.



XI(iv) Strands and Outcomes for Kindergarten Science

Strand 1: Forces and Interactions: Pushes and Pulls (Essential Learning Outcomes considered as equivalent to Specific Learning outcomes (see below)

Strand 2: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment (Essential Learning Outcomes considered as equivalent to Specific Learning outcomes (see below)

Strand 3: Weather and Climate (Essential Learning Outcomes considered as equivalent to Specific Learning outcomes (see below)

Strand 1: Forces and Interactions: Pushes and Pulls

For Kindergarten, the Essential Learning Outcomes (ELOs) are taken as equivalent to Specific Learning Outcomes (SCOs)

This strand links to OECS Learning Standards: Grade 1: Physical Science Strand: Forces, Motions and Structures Sub-strand

ELO	Statement	Clarification Statement	Assessment Boundary
1.1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other Through manipulation of objects, the child will discover that - objects can be pushed by a person or by another object - pushes can have different strengths - pushes can have different directions - objects can be pulled by a person or by another object - pulls can have different strengths	Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

ELO	Statement	Clarification Statement	Assessment Boundary
		- pulls can have different directions	
1.2	Analyse data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	Examples of **problems** requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of **solutions** could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn. Through manipulation of objects, the child will find ways to: - Change the speed of an object with a pull - Change the speed of an object with a push - Change the direction of an object with a push - Change the direction of an object with a pull	Assessment does not include friction as a mechanism for change in speed.

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
1.1.1	Demonstrate that pushes can have different strengths and directions.					★
1.1.2	Demonstrate that pulls can have different strengths and directions.					★

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
1.1.3	Demonstrate that pushing or pulling on an object can change the speed or direction of its motion					★
1.1.4	Demonstrate that pushing on an object can start or stop it.					★
1.2.1	Demonstrate that when objects touch or collide, they push on one another and can change motion.					★
1.2.2	Demonstrate that a bigger push or pull makes things speed up or slow down more quickly.					★

Strand 2: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

For Kindergarten, the Essential Learning Outcomes (ELOs) are taken as equivalent to Specific Learning Outcomes (SCOs)

This strand links to OECS Learning Standards: OECS Grade 1: Life Science Strand: Diversity & Classification Sub-strand and OECS Grade 1: Life Science Strand: Ecosystem Sub-strand

ELO	Statement	Clarification Statement
2.1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.
2.2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.

ELO	Statement	Clarification Statement
2.3	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas, and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system. Children will learn about different plants and animals and the places they live (this should be local to your community, your country, but some more "exotic" examples could also be shared)
2.4	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
2.1.1	understand the difference between living and non-living things				★	
2.1.2	understand which living things are plants and which living things are animals				★	
2.1.3	understand that humans are animals				★	
2.2.1	understand what "survive" means				★	
2.2.2	understand that all living things need water				★	
2.2.3	understand plants need light to live and grow.				★	
2.2.4	understand that plants do not need to move around because they make their own food.				★	
2.2.5	understand that some plants need different things to survive than other plants.				★	
2.2.6	understand that all animals need food to live and grow. They obtain their food from plants or from other animals.				★	

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
2.2.7	understand that some animals need different kinds of food to survive from other animals				★	
2.2.8	can give a specific example of how a plant or animal can change their environment to meet their needs.				★	
2.2.9	can explain that we know that plants and animals can change their environment because we have evidence				★	
2.3.1	**understand** why different plants and animals live where they do (their needs are met)				★	
2.3.2	create a model to show where a plant or animal lives and what they find there that helps them to survive.				★	
2.3.3	understand the way that plants and animals depend on each other and on the environment where they live – it's a system				★	
2.4.1	understand that things that people do to live comfortably can affect the world around them.				★	
2.4.2	understand that we can do some things to reduce the impact of humans on the environment				★	
2.4.3	understand that each child can make choices to reduce their impacts on the land, water, air, and other living things.				★	

Strand 3: Weather and Climate

For Kindergarten, the Essential Learning Outcomes (ELOs) are taken as equivalent to Specific Learning Outcomes (SCOs)

This strand links to OECS Learning Standards: Grade 1: Earth & Space Science Strand: Earth's Weather Sub-strand and Grade 2: Earth & Space Science Strand: Earth's Weather Sub-strand

ELO	Statement	Clarification Statement	Assessment Boundary
3.1	Make observations to determine the effect of sunlight on Earth's surface.	Examples of Earth's surface could include sand, soil, rocks, and water]	Assessment of temperature is limited to relative measures such as warmer/cooler.

ELO	Statement	Clarification Statement	Assessment Boundary
3.2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area • Asking questions, making observations, and gathering information are helpful in thinking about problems • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people	Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]	
3.3	Use and share observations of local weather conditions to describe patterns over time • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. • People measure these conditions to describe and record the weather and to notice patterns over time	Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months	Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler
2.4	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. • Some kinds of severe weather are more likely than others in a given region. • Weather scientists forecast severe weather so that the communities can prepare for and respond to these events	Emphasis is on local forms of severe weather.	

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
3.1.1	understand that sunlight can make a difference to things on the earth's surface		★			
3.1.2	observe that soil may change when the sun is shining		★			
3.1.3	observe that a wet rock may change when the sun is shining on it		★			
3.1.4	observe that a puddle may change when the sun is shining on it		★			
3.2.1	explain why people might want to reduce the warming effect of the sun		★			
3.2.2	name one thing people can build to minimize the warming effect of the sun – could be umbrellas, canopies, and tents		★			
3.2.3	explain one thing (asking questions, making observations, and gathering information) that people might do to solve problems like the warming effect of the sun		★			
3.2.4	tell one way that the child may protect themself and their belongings from the sun, or the rain		★			
3.2.5	**design** a structure that will keep the rain or sun off their play things at their house (this could be making a drawing of something that would keep the rain or sun off their play things)		★			
3.2.6	**build** a structure that will keep the rain or sun off their play things at their house (to do this, the children might use recycled objects to make a shelter for their toy car, or tricycle – whatever is relevant to their experience)		★			
3.3.1	understand that the weather makes a difference to people, plants and animals.		★			
3.3.2	understand that people measure weather conditions to describe and record the weather and to notice patterns over time		★			
3.3.3	tell one example of a weather patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days is different in different months.		★			
3.3.4	list the seasons there are in their country		★			

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
3.3.5	keep track of descriptions of the weather (such as sunny, cloudy, rainy, and warm)		★			
3.3.6	keep track of numbers of sunny, windy, and rainy days in a month		★			
3.4.1	explain one way that people can find out what the weather forecast is		★			
3.4.2	tell who prepares a weather forecast		★			
3.4.3	understand that it is important to know if severe weather is coming so people can **prepare** for it		★			
3.4.4	understand that it is important to know if severe weather is coming so people can **respond** to it		★			
3.4.5	understand what is meant by the motto: *Be prepared; not scared*		★			
3.4.6	list one kind of severe weather that might happen where they live		★			

XII. OHPC Kindergarten Social Studies Curriculum Outcomes[15]

XII(i) INTRODUCTION:

This curriculum has been developed to create greater coherence and local relevance in the learning outcomes for primary social studies grades while adhering to the latest developments in social studies curriculum standards. An examination of the current social studies curriculum in use in the OECS GPE countries revealed that there were several competing standards criteria driving their use of current curriculum that needed to be reconciled. Social studies curricula in the Caribbean were influenced by the ten NCSS standards that originally were created in the early 2000s and are still the basis of most international standards. These NCSS standards guided the draft of OECS Learning and Assessment Standards for Social Studies that were developed in 2018 at a first attempt at harmonisation. Representatives of the Member States have indicated that while these are important, each OECS Member State needs to see their own citizenship identity in the curriculum and for it to be contextually relevant for their people. This likely explains why each OECS country continues to use elements of the new OECS Learning and Assessment Standards while using some elements of their own Social Studies curriculum priorities that reflect the particularities of their individual historical-cultural, economic, political, and geographic contexts. It was also noted by the OECS educators leading the development of the curriculum, that the curriculum remains crowded and that many teachers continue to be unsure of what standards to aim for. This is not surprising given the diverse approaches to adoption and implementation of the primary Social Studies curriculum and may also explain why there is some level of uncertainty. This has led to the important decision to develop CPEA Standards in 2020 to attempt to consolidate and clarify what is expected. This consolidation accomplishes the goal of reducing the level of content but makes it difficult to visualize relationships to international curriculum standards. This CPEA document also does not include explicit spatial-geographic standards language which is considered a vital aspect of social studies learning. Table 6.1 shows the interrelationships between these various sets of standards and the last row provides justification for the decision to recommend the four consolidated strands which are shared following the table to guide the new curriculum framework.

[15] OECS Curriculum and Assessment Framework, October 2022

These four strands aim to accomplish the following three goals that have been identified by OECS curriculum leads as important for the new harmonized social studies curriculum:

1) Keep a focus on key international standards that balance knowledge with essential social studies skills.

2) Provide standards that will enable teachers to be clear about what their learners need to know and ensure that their learning is relevant for the Caribbean context and promote Caribbean identity and citizenship.

3) Address international standards for essential social studies skills and knowledge without compromising the integrity of the 8 OECS standards to provide clarity of direction for learners and teachers.

Table XII.1

NCSS 2018	Dominica 2010	OECS 2018	CPEA 2020	Ohio 2020	Scotland 2022	Modified OECS 2023
People, places, environment	*Location, people and places*	Communication and Interaction		Spatial Thinking	People, place and environment	Spatial Thinking
		Community Identity				"
		Sustainability of the Environment				"
Time, Continuity and Change	*Social issues/change*		Diversity of Human Existence	Historical Thinking	People, past events and societies	Historical and Cultural thinking
Culture						"
Power, Authority and Governance	Civic ideals and practices	National and Regional Identity	Government and governance	Civic Participation		Civic Participation and thinking
Individuals, Groups and Institutions		Group Identity	Self, family and community			"
Civic Ideals and Practices		Civic Responsibility				"

NCSS 2018	Dominica 2010	OECS 2018	CPEA 2020	Ohio 2020	Scotland 2022	Modified OECS 2023
Individual Development and Identity		Morals, Ethics and Values				"
Production, Distribution and Consumption	*Resources*	Production Services /Resources in the Community in the Community	Economy and sustainability	Economic Decisions	People in society, business and economy	Economic Decisions and Thinking
Science, Technology and Society		Communication and Interaction				"
Global Connections			Life skills			"

XI(ii) The Four OECS Primary Social Studies Curriculum Strands

Historical-Cultural Thinking and Skills: Involves chronological thinking (past, present, future) and cause-effect relationships using sources and evidence and identity formation.

Civic Participation and Skills: Individuals actively engaging in their community and nation for the common good, using effective communication, negotiation, collaboration, and compromise.

Spatial Thinking and Skills: Examines relationships between people, places and environments, by mapping and graphing, analysing and interpreting information.

Economic Decision Making and Skills: Is reasoning logically about key economic issues that affect consumers and producers.

XI(iii) Widening Horizon Grade Themes

K-Myself
1-Myself and My Family
2-My Community
3-Our People
4-Our Country, Our Island(s)
5- Our Caribbean Region
6- The Caribbean in the World

XI(iv) Strands and Outcomes for Kindergarten Social Studies

Strand 1: Myself – Historical and Cultural Thinking (includes two Essential Learning Outcomes)

ELO 1.1 : Recognize that all children are special as they all have people who love them, they have their own physical characteristics, aptitudes and mannerisms.

ELO 1.2: To understand how our celebrations help us build pride in our identity

Strand 2: Myself – Civic Participation (includes one Essential Learning Outcome)

ELO 2: To understand that we have rights and responsibilities as individuals.

Strand 3: Spatial Thinking (includes one Essential Learning Outcome)

ELO 3: to understand that we belong to a wider environment

Strand 1: Myself – Historical and Cultural Thinking

Essential Learning Outcome 1.1:

Recognize that all children are special as they all have people who love them, they have their own physical characteristics, aptitudes and mannerisms.

Essential Learning Outcome 1.2:

To understand how our celebrations help us build pride in our identity. (The emphasis should be on how the family takes part in celebrations.)

For Kindergarten the Grade Level Expectations (GLEs) are taken as equivalent to Specific Learning Outcomes (SCOs). The SCOs are denoted as follows:

K = Knowledge
S = Skills
V = Values

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
1.1.1	Demonstrate an understanding of "me" as a unique child (K)	★				
1.1.2	Distinguish personal characteristics that make each child unique (physical traits, mannerisms) (S)	★				
1.1.3	Appreciate that everyone has unique and special characteristics (V)	★				
1.1.4	Express appreciation of the child's own personal attributes, one's name (V)	★				
1.1.5	Name family members (K)	★				
1.1.6	Represent family members using pictures/images (S)	★				
1.1.7	Compare their physical features with those of their family members; categorize similarities and differences of self and other family members (S)	★				
1.1.8	Understand that we inherit characteristics from our families (K)	★				

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
1.1.9	Appreciate the uniqueness of families; respect that the composition of families takes many forms (V)	★				
1.1.10	Understand that respect for self includes proper cleanliness, language and behaviour (K, V)	★				
1.1.11	Categorize similarities and differences of self and others in families	★				
1.1.12	Recognize that their own physical characteristics, preferences, and mannerisms may be inherited from their families.	★				
1.2.1	Name one religious and one national festival celebrated in their country. (K)			★		
1.2.2	Understand the significance and importance of religious and national festivals.(S)			★		
1.2.3	Appreciate that their country has different celebrations and traditions. (V)			★		
1.2.4	Identify customs (food, music, dance language) associated with these celebrations (K)			★		
1.2.5	Make presentations on customs associated with these celebrations (S)			★		
1.2.6	Appreciate the diversity of customs and take pride in this (V)			★		

Strand 2: Myself – Civic Participation

Essential Learning Outcome:

To understand that we have rights and responsibilities as individuals.

For Kindergarten the Grade Level Expectations (GLEs) are taken as equivalent to Specific Learning Outcomes (SCOs). The SCOs are denoted as follows:

K = Knowledge
S = Skills
V = Values

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
2.1	Describe how family members care for one another (K)	★				
2.2	Appreciate that family members love and care for one another (V)	★				
2.3	Describe roles of various family members (K)	★				
2.4	Chart the daily routines or activities in which family members care for one another	★				
2.5	Appreciate that the way family members love and care for one another helps them meet their basic needs (V)	★				
2.6	Identify groups to which I belong (K)	★				
2.7	Express how my behaviour in groups and the behaviour of others affects me and others (S)	★				★
2.8	Appreciate that members of groups to which I belong have responsibilities (V)	★				★
2.9	Recognize that all children have the right to be safe from harm (K)	★				★
2.10	List examples of what helps children feel safe (S)	★				★
2.11	Appreciate that being safe from harm also means that they must learn to play safely (V)					★
2.12	Demonstrate responsible caring behaviour towards others in play (S)					★
2.13	Identify national symbols and emblems such as the national flag, anthem, pledge, bird and flower (K)	★				
2.14	Demonstrate appropriate behaviour when national anthem is being played, pledge is being said (S)	★				
2.15	Appreciate and respect the importance of national symbols (V)	★				
2.16	Know why we have rules in groups to which I belong (e.g. family, class at school) (K)	★				★

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
2.17	Apply groups' rules in daily life (S)	★				
2.18	Demonstrate examples of responsible and polite behaviour in groups to which I belong (V)	★				★
2.19	Describe safe practices while travelling to school (K)	★				
2.20	Role play the use of safe practices when travelling to school (S)	★				
2.21	Appreciate the value and benefits of practicing safety when travelling to school (V)	★				

Strand 3: Myself – Spatial Thinking

Essential Learning Outcome:

To understand that we belong to a wider environment

For Kindergarten the Grade Level Expectations (GLEs) are taken as equivalent to Specific Learning Outcomes (SCOs). The SCOs are denoted as follows:
K = Knowledge
S = Skills
V = Values

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
3.1	State the name and address of their home and school (K)	★				
3.2	Express themselves clearly when stating their address (S)	★				
3.3	Feel a sense of belonging in their surroundings (V)	★				

SCO	Learners who demonstrate understanding can:	Integrated Unit(s) where outcome is taught				
		Belonging	Weather	Celebrations	Plants & Animals	Games
3.4	Identify natural and built features of the local environment (K)				★	★
3.5	Illustrate natural and built features of the local environment (S)				★	★
3.6	Appreciate that they are part of a wider environment (A)					★
3.7	Describe various weather conditions (K)		★			
3.8	Observe and record different weather conditions (S)		★			
3.9	Appreciate the importance of taking safety precautions in some weather conditions (V)		★			

XIII. Mathematics Outcomes Not Included in Integrated Units

SCO	Learners who demonstrate understanding can:
Strand 1: Number Sense – Numbers to 10	
1.1.2	Count backwards from 10 by 1s
1.1.3	Identify an error in counting sequence
1.1.5	Say the number that comes before a given number
1.1.6	Use a number line to support counting
1.1.7	Recite number names from a given number to a given number – i.e. start at a given number and go backwards down to 1 or start at a given number and go up to 10
1.3.4	Make a set that has the same number of objects as a given set.
1.3.5	Make a set that has one more object than a given set.
Strand 4: Geometrical Thinking	
4.1.1	Build and describe 3-D objects
4.1.2	Create a representation of a given 3-D object using building blocks, and compare the representation to the original 3-D object
4.1.3	Describe a given 3-D object using words such as big, little, round, like a box or a can
Strand 5: Measurement	
5.1.3	Describe several measurable attributes of a single object.
5.2.1	Use non-standard units to measure attributes, e.g. uses blocks, hands span, toy cars, etc. to measure

XIV. Effective Learning Strategies for Language Arts

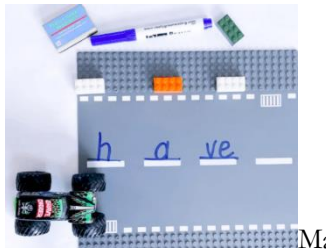
The main message from 20 years of research on effective teaching of Language Arts - "No skill should be taught in isolation"

https://www.readingrockets.org/topics/early-literacy-development/articles/what-does-20-years-research-say-about-teaching-language#resources

Concept	Strategies
Comprehension Skills	Listening is an integral component of meaning making. These comprehension strategies may be used when children are listening to audio stories, read alouds, or during discussions. **Retelling:** learners retelling information or a story they have listened to. **Connecting** - When learners preview text, they tap into what they already know, that will help them to understand the text they are about to listen to. This provides a framework for any new information they will hear. **Visualising** - Learners who visualize while listening to a story often have better listening comprehension. Readers can take advantage of illustrations that are embedded in the text. **Predicting** - When learners make predictions about the text they are about to hear, it sets up expectations based on their prior knowledge about similar topics. As they listen, they may mentally revise their prediction as they gain more information. **Recognizing Literal Meaning**: Learners recall facts, details or information explicitly stated in the audio story. **Making Inferences**: Learners make inferences as they listen to audio stories, interpreting what is said by going beyond the literal meaning. **Identifying Main Idea**: Learners identify the central idea or gist of an audio story . **Drawing Conclusions**: Learners draw conclusions by synthesizing information in an audio story. **Analysing Reasoning**: Learners support a claim made in an audio story. **Finding Evidence**: Learners identify statements or details in an audio story that provide evidence to support claims. Excellent, helpful strategies for teachers to enhance children's comprehension https://myokapi.com/education/literacy-voices/category/comprehension/
Concepts About Print	Explanations, lessons, assessment list for Concepts of Print https://www.reallygreatreading.com/countdown/supplemental/pdfs/Concepts_of_Print_Countdown_v3.pdf https://www.readingrockets.org/topics/assessment-and-evaluation/articles/concepts-print-assessment https://www.readingrockets.org/sites/default/files/migrated/Concepts-of-Print-Assessment-2.pdf

Concept	Strategies
	Video for children: Parts of a Book https://youtu.be/2n6-UibBbUQ?si=oWylwvtkXcNFgkpj Examples of text features to teach children in Kindergarten and Grade One https://4kinderteachers.com/what-are-text-features/
Forming letters: (Printing Practice) **Recognizing Letters** (lower and upper case)	Emergent Writing Skills – possible practice with forming shapes early in the Kindergarten year https://images.app.goo.gl/siUBUPBFBGcwz2Fc9 https://images.app.goo.gl/ieaqyYvhKBqQKzio8 https://images.app.goo.gl/k4BzeEhbKtVsMNYy9 https://images.app.goo.gl/eTynY1vSrnDUP1bx9 • Have learners practise holding pencil correctly • Have learners write/draw lines, circles, curves, strokes, pictures • Have learners use appropriate stroke formation • Begin to develop fine motor skills such as cutting • Have learners write and draw daily • Have learners match letters/numbers /picture straight line • Have learners form letters using 2 lines lowercase and 3 lines uppercase Instead of paper and pencil, the learners can use playdough to form letters, peas, beans, rice, confetti and other small material to form letters, or ziplock bags with shaving foam fastened flat inside the bag to form letters The learners can use white boards and markers to trace and copy the formation of the letter. Individual whiteboards can be created by the teacher, using a rectangular piece of cardboard, clear tape which covers the cardboard on both sides and markers for writing. See this link to create a wipeable writing board: https://fb.watch/rordKfI2Zt/ Sometimes the teacher may want to give the children a prepared paper for practice (as in these examples): https://images.app.goo.gl/gxLsSijujKotKfdn8 https://images.app.goo.gl/pmj9z23nffdg2fBT8

Concept	Strategies
	Videos for children to learn about forming letters – examples here for "Ss" and "Rr" Letter Ss : https://www.youtube.com/watch?v=7bdV4U1tsGc Letter Rr: https://www.youtube.com/watch?v=s9g5TzuNxfU
High Frequency **Or** **Sight Words** **See also, "Word Study" below**	Ideas for teaching sight words – video by Kindergarten teacher *https://youtu.be/QQiPcwfgGEc* Videos for children to learn High Frequency Words / Sight Words – examples here for "help" and "my" Help Sight Word - Remote Learning - Kindergarten (youtube.com) Sight word MY (youtube.com) Word Recognition- Create a word wall by alphabetical order in the classroom for ease of referral by learners, adding words as they are taught Have learners visually discriminate words (talk about the size and shape of the word, say words, sing out words) Have learner find words around the classroom. Have learners read sentences with words. Have learners spell words in the air, on the desk, on boards. Play Hot Potato /Go fish/musical chairs/hopscotch/I Spy to spell and recognize words. Interactive letter or word bingo activity using the letter/words taught. "Spot it" - interactive letter/word game. Teacher places the letters or words around the classroom and allow learners to move around and find any letter or word called. "Colour by sight word" activity where learners will colour the same words in one colour to create a picture/collage (samples available online) Sometimes the teacher may want to give the learners a practice sheet, as shown in these links. https://images.app.goo.gl/p1fo8u483t4b9Fzo9 https://images.app.goo.gl/CXpT7KfhdSAwzYUy7 https://images.app.goo.gl/yQ3kgvZreF2wUSuTA https://images.app.goo.gl/HvRDPFxNJoQnqhYo8 https://www.pinterest.com/pin/25121710401537081/ https://worksheets4free.com/free-dolch-sight-word-worksheet-a/ https://www.myteachingstation.com/reading/high-frequency-words/sight-word-THE-printable-worksheet

Concept	Strategies
	https://www.pinterest.com/pin/the-sight-word-this-week-is-is-sight-words-are-some-of-the-most-frequently-used-words--554365035353397450/ • Engage learners in fun games to practice reinforcing each sight word.  Map it and drive it!  Find it and swat it!  Serve Pancake Sight Words to friends while naming it aloud.  Make sight word bracelets.  Make paper crowns with words **Individual assessment:** Learners will be presented with the words in a shape. They will listen to the word called and place a bean on it. (As learners do so independently, the teacher will observe and record by placing a tick for each correct word.) For example:

Concept	Strategies
	like I see we my a
Independent Reading	During independent reading, learners read on their own for their own purposes. Teachers must be careful that the materials provided are at the learners' independent level ("just-right books") so that they are not frustrated. Characteristics of Readers – Kindergarten learners typically at Stages A and B by end of year https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/203042/Characteristics_of_Readers_at_F_P_Levels.pdf Strategies to support and short videos to illustrate end of kindergarten reading https://www.readingrockets.org/literacy-home/reading-101-guide-parents/your-kindergartener/phonics-and-decoding-activities https://www.dpi.nc.gov/learners-families/parents-corner/literacy-home-digital-childrens-reading-initiative/kindergarten
Independent Writing	Writing Samples for Kindergarten An important point to note is that teachers view writing as a developmental process and always review writing from the perspective of what a learner has accomplished and what the next steps of learning should be. https://www.readingrockets.org/classroom/looking-writing/kindergarten/writing-sample-1
Phonemic Awareness **Phonological Awareness**	Phonemic Awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words. Video as an example of how to teach phonemes: https://www.pbslearningmedia.org/resource/phonemes-video/rise-and-shine-literacy-time/ Phonemic Awareness -Initial Phoneme Isolation https://youtu.be/g5N68TwqYJ8?si=79wF8r5NQMx3BurV Detailed strategy for Initial Phoneme Isolation: Note: The sounds are introduced before the letter: - The teacher will stress on the initial sounds in the words while separating the sound from the rest of the word using Elkonin boxes drawn on the board and on flash cards. The learners will be asked to listen, observe the teacher's lips/mouth and then repeat. (https://www.readingrockets.org/classroom/classroom-strategies/elkonin-boxes)

Concept	Strategies
	- The gradual release process will be used. - My turn, Our turn. Individual turn. They will be asked to share what sound each word made at the beginning. E.g. **man** - /**m**/, **pan** - /**p**/, **van** -/**v**/. - Have learners find pictures/objects with target sound in class /school environment. Sample video for children to learn a phoneme: Letter Ee | New Phonics Songs | Little Fox | Animated Songs for Kids (youtube.com) Phonological awareness is the ability to recognize and manipulate the spoken parts of works, including syllables, onset-rime, and phonemes. Excellent ideas and resources to teach phonological awareness The Comprehensive Literacy Resource https://www.hand2mind.com/pdf/kindergarten/chapter_2.pdf (Chapter Two) https://www.uwo.ca/fhs/lwm/teaching/dld_2018_19/Woldmo_PAGuideKindergarten.pdf Position Statements and Research Briefs for teachers interested in building their understanding about Phonological Awareness https://www.literacyworldwide.org/docs/default-source/where-we-stand/9457_Phonological_Awareness_1-2020_Final.pdf Phonological Awareness Skills expected for Kindergarten learners https://www.readingrockets.org/article/development-phonological-skills Phoneme Identification, phonological awareness, blending, segmenting, etc. *https://readinguniverse.org/explore-teaching-topics/word-recognition/phonological-awareness/phonemic-awareness/phoneme-identification* -
Phonics	Phonics involves the relationship between sounds and written symbols – understanding the sound-letter connection. Note: A grapheme is a letter. It is the written form of a sound (phoneme). Strategies for teaching letters/sounds to Kindergarten children Present pictures of target sounds and letters Have learners play games to identify pictures with target sound (hopscotch, Go fish, musical chairs, find the picture) Have learners sing songs/recite rhymes about target sound.

Concept	Strategies
	Present target letters on flashcards, have learners identify the uppercase and lowercase letters. Have learners identify the target letters in words around classroom Have learners trace letters in sand/on board/on desk. Allow learners to identify the connection between the letter and its sound. Teacher might allow learners to play games to match letters to pictures(Cards/Teacup and Saucer/My Pair/GoFish Have learners draw/colour pictures beginning with target sound. Have learners use playdough, paper, sticks to create an object which begins with target letters/sound. Have learners create a scrapbook with pictures based on target sound Phonics – sample worksheets Letter S https://www.liveworksheets.com/w/en/english-second-language-esl/1843529# https://youtu.be/4ofEKTBl6yM?si=PQxskzLs60yBkSn3 https://images.app.goo.gl/UVjhYFQKC8kTiYAB6 https://images.app.goo.gl/DdoBZyhTzoJnzcEYA Sequence of Steps and Helpful Strategies for children to learn letter/sounds - example c(k) 1. *LISTEN*: Learners will **listen** to a **story** associated with the grapheme of the day – for example: "c" (The Jolly Phonics program offers stories for each letter/sound, which can be found online. *A family is visiting a castle in Spain. While they are sitting outside a café, some Spanish dancers appear in the courtyard. The ladies wear brightly coloured dresses and click castanets, going /c/, /c/, /c/, /c/.* Another example instead of a story, the teacher could go around the class asking the children what is their favourite meal. each time a child replies, encourage the children to rub their bellies and say, /mmmmmmm/ 2. *ACTION*: They will use their hand to **make** the **action:** Snap your fingers together in the air as if you are playing castanets, and say/c/c/c/c/. 3. *OBSERVE*: Learners will look at the flashcard that has the grapheme and **make the sound** after the teacher has modelled it. /c/ 4. *LETTER FORMATION*: learners will **finger trace** a sanded letter "C" 5. BLENDING ***C/A/T/*** ***C/A/N/*** ***C/A/P/***

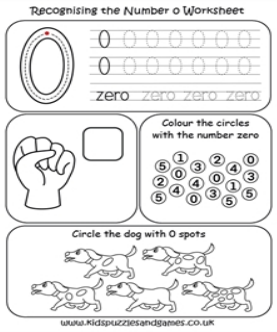
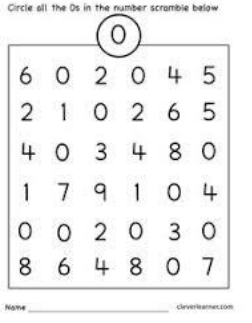
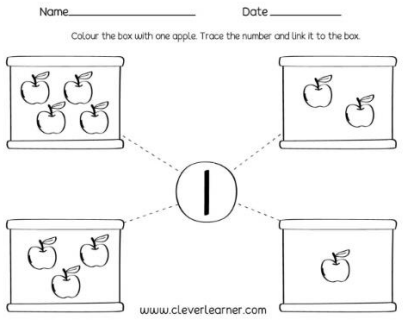
Concept	Strategies
	6. *SOUNDING*: Auditory discrimination - Learners will **identify words that do not contain the sound** / c / after viewing four pictures (CAT, PARROT, KITE, CLOCK.) 7. WRITING: learners will **listen** to the sound called out by the teacher and **write** it down on their white board /C/, /S/, /T/, /P/, /N/. 8. DICTATE the words and have learners to **write** them down: it, at 9.. Learners will **listen** to the song associated with the letter, once, then, they will **sing** along while making the **action**. https://youtu.be/-Qpj1j488PM
Read Aloud	Helpful webinar for teachers (uses the term "shared reading", however it is basically about "read aloud") https://myokapi.com/education/literacy-voices/shared-reading-approach/ Brief Description of a Read Aloud Process: Teacher tells learners that good readers think as they read and ask themselves questions that they may find the answer in the book. • Display the cover of the book • Teacher points to the title and identify the author/illustrator and read aloud. Teacher encourages children tell what questions this book might answer. Note children's responses. • Children predict what they think will happen in the story. Responses are noted. • Children listen to the story, teacher pauses at times for children to predict what will happen and check their previous predictions to what has happened (before reading, teacher must identify pages where they will pause). • Children check to see if their questions are answered. • As the story is read, encourage children to raise they hands when they have a question or don't understand. Detailed Description of a Read Aloud Process: Before Reading (including Picture Walk) • Teacher shows learners the cover and asks the children what they think the book might be about based on the cover. • Briefly explain that the book will show different ways they can help take care of the Earth. • Before opening the book, ask the children to look at the cover again and describe what they see. • Discuss the colours, the illustrations, and any words they recognize. • Open the book and start flipping through the pages without reading the text.

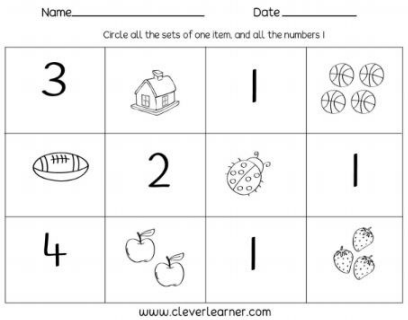
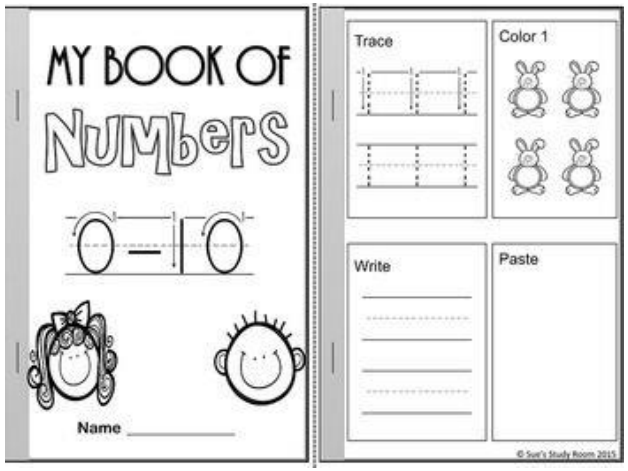
Concept	Strategies
	• Stop at each page and ask the children to describe what they see in the pictures. • Encourage them to guess what is happening on each page and how it might relate to taking care of the Earth. During Reading • Go back to the beginning of the book and read it aloud to the children. • Pause occasionally to ask questions and make connections between the text and the pictures they discussed during the picture walk. • Use expressive voices and gestures to keep the children engaged. After Reading • After reading the book, discuss the book • Ask the children which ideas or parts of the book they liked best and why. • Possibly write their responses on a large chart paper or whiteboard or plan a different way for children to respond to the book
Shared Reading	Teacher and children read through some text that is presented so all can see – chart paper, whiteboard Often shared reading might be a poem that the teacher has printed on chart paper. The first time through, the teacher will read most of the words, pausing to "think aloud" about how to figure out what a word might be (first letter sound, word looks like, guess the word). The second time through, the children will take a more active part in the reading. This is especially effective if the text is repetitive, has rhyming words, or is easily predictable for the children. Excellent video of a teacher and Kindergarten children: Shared Reading of a Poem in Kindergarten (youtube.com) Guide to Shared Reading: What is Shared Reading? (fountasandpinnell.com) Morning Message The morning message provides a daily opportunity for Shared Reading. The morning message lets learners know what is happening each day. It provides structure and routine and gives the children notice of changes in schedule or new things happening. The message can also let the children know what they will learn that day. Finally, the morning message provides an opportunity for some teaching about letters, sounds, and sight words. In the last term of Kindergarten, teachers may begin to leave out a word and invite the children to predict what word should be there, and to figure out the spelling of the missing word.

Concept	Strategies
	https://susanjonesteaching.com/morning-meeting-message-ideas-for-kindergarten-first-and-second-grade/
Shared Writing	Teacher and children create text that is presented so all can see – chart paper, whiteboard. The teacher does most of the printing, but may ask children to do some as well. The teacher pauses and asks children for their help with some letters, sounds, words, and ideas. Teacher engages the learners in opportunities to help with word choice, spelling, punctuation, etc. Strategy guide: Shared Writing | Read Write Think Video of teacher and children – demonstrating the way the teacher includes some phonics instruction, spelling, etc. https://www.youtube.com/watch?v=nVoEblnX5Zc
Teaching Strategy	Think-Pair-Share https://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share
Word Study (**also see High Frequency/Sight words)**	Words related to Inclusive Learning Strategies in the Integrated Units Example One: After a Shared Reading, brief word study of a specific word in the poem – "away" The teacher will circle the word 'away' in the poem, then ask learners to guess the word, as she reads through the poem. Then the teacher will show the learners the word 'away' by itself on a large flip chart or board. Learners will repeat the word several times after the teacher and spell the word as the teacher points to each letter. The teacher will record a few simple sentences on the board or chart with the word 'away'. For example; "The bird flew away, The cat run away". The learners will point to the word away in the sentence and repeat the sentences after the teacher. The teacher will ask the learners what each sentence means, then for learners to come up with a meaning of the word 'away'. If the learners have reading journals, they could enter the word 'away" and draw a picture to help them remember the word. The word 'away' will be placed on the class word wall. The teacher will discuss what it means for the "rain to go away", linking back to the poem. Example Two: After a shared reading, brief word study of words in the story- **"you, make, down"** Teacher presents the three words on flash cards. Reread the sentence in the book where the words are used, and pause for the children to give the word, make a sentence using the word and then question learners: How many letters are in "you", "make" and "down"? What letter does each word begin with?

XV. Effective Learning Strategies for Mathematics

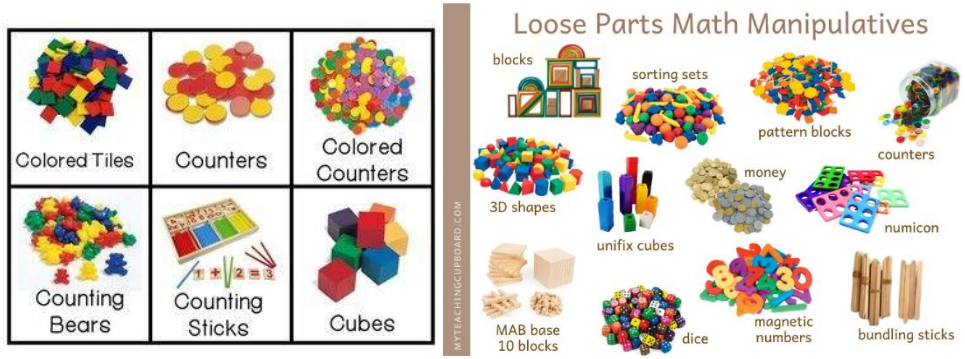
Concept	SCO	Strategies
Early Concepts	5.1.4	Teachers might do some work with these concepts before the commencement of teaching numbers more and less same and different big and small/little These concepts should mostly be done with real objects in the classroom, supplemented with the videos and worksheets More and less youtu.be/Vvu-_yXnh14?si=mEnpDHYGQNTotnS0 https://i.pinimg.com/564x/b0/80/93/b0809355eaa0c0a320ab2414c0aaef7f.jpg Same and different- https://youtu.be/oqzWr5ILxDM?si=7rjITX1sbLRRah6x https://www.k5learning.com/worksheets/kindergarten/kindergarten-same-different-worksheet.gif Big and little/small https://youtu.be/XAMtgyiUhIo?si=SqBEqLwVPqURNfI5 https://youtu.be/4qbRP29MXRw?si=pLy-Ha_E2SN1TEWa https://games4esl.com/esl-worksheets/big-and-small-worksheets/

Concept	SCO	Strategies
Counting Numbers to 10 (how many in a set)	1.1.1 1.2.2 1.2.3 1.2.4	Children should have many "real life" opportunities to count. For example, the children could count how many chairs are at the table, to know how many children may sit there. The children could count how many activities there are on the daily agenda. Teaching Tips https://www.pbslearningmedia.org/resource/counting-clovers-video/count-on-june-bug/ Sample Activity https://static.pbslearningmedia.org/media/media_files/fc511350-0d3e-4301-b5be-4af81bb0beeb/cebf9fea-8534-4ceb-b0d0-a52128095715.pdf Sample resources to help children learn numbers.   

Concept	SCO	Strategies
		 https://www.kidspuzzlesandgames.co.uk/worksheets/maths-worksheets/numbers-worksheets/numbers-0-5-worksheets/0-recognising-the-number-zero-worksheet#google_vignette https://cleverlearner.com/number-activities/number-zero-0-activity.html#google_vignette https://cleverlearner.com/number-activities/images/number-writing-and-counting-activity-1-4.pdf 

Concept	SCO	Strategies
		Number 4 song: https://www.youtube.com/watch?v=HzlfPXwy1YY https://www.youtube.com/watch?v=C0s9Y81rdBQ
Days of the week; months of the year	**5.2.3**	**Days of the week:** **https://www.youtube.com/watch?v=mXMofxtDPUQ** **https://www.youtube.com/watch?v=poQGhbve36g** **https://www.youtube.com/watch?v=lPgTdgvj_jc**   **Months of the year:** **https://www.youtube.com/watch?v=Fe9bnYRzFvk** **https://www.youtube.com/watch?v=omkuE6Wa5kQ** **https://www.youtube.com/watch?v=Pq4VC0Uul6w**

Concept	SCO	Strategies
		 Months of the year song (to tune of three little fishies) January, February, March, April, May. June, July, August, September, October. November, December, Now that makes 12, Months of the year, From beginning to end. (On the boop boop bit I let the children do a little dance.) The Teacher might want to carry out daily routines where learners can keep track of the days of school using the number line, tally marks and tens and ones and other calendar items. Teacher will have the days cards turned around and they will be revealed daily as the days pass in each month.  The Teacher might want to carry out this calendar activity daily and incorporate different strategies to get learners to use it across the curriculum. Teacher might want to allow learners to say the days of the week and months of the year by rote. Use songs and rhymes to help learners to recite the days and months. Teacher might want to use questioning as a technique to help with learners' understanding (what day is it today, what day comes next, what month are we in, what was last month etc).

Concept	SCO	Strategies
Identifying Numbers and Printing Numbers		**Let's Learn Our Numbers 0-10 | Counting Song for Kids | Jack Hartmann Writing Numbers - YouTube** How to print the numbers- sample video: https://youtu.be/XTT5wuuhkU0?si=Jaq3DvlyzaCtDQ-V Teaching Numbers 1-10 https://www.youtube.com/watch?v=kxoydi6ElQQ
Making Sets	1.3.4	Items to use for children to practice making sets and counting. 
Patterning	3.1.1	Importance of Patterning and examples of strategies https://www.qcaa.qld.edu.au/kindergarten/research-insights/patterning The Patterns Practice Song | Math Songs | Scratch Garden (youtube.com)

Concept	SCO	Strategies
		https://mmecaroline.com/how-to-teach-patterning-in-kindergarten-in-3-easy-steps/
5 Frames and 10 Frames **Show the number in different ways**	1.2.1	Videos for children to show different ways to show the numbers: sample: https://youtu.be/q_DGrdsyirk?si=XzeXinm_SpWtQQn0 The teacher might have learners practice writing the numbers in the air, with the use of sandboxes, playdough, coloured rice or with worksheets. The teacher might have learners work in small groups to represent the numbers in different ways e.g. use magnetic letters to write the number six in words, blocks/pictures, ten frames, tally marks. The Teacher might reinforce the learning by giving learners opportunities to represent the number using a variety of concrete manipulatives. Example: Use of counters, unifix blocks, buttons, dean's blocks, tens' frames. The Teacher might want to gather the learners in a circle and introduce the lesson by showing them a large numeral cutout or flashcard. Do you know what the number is? Teacher might want to encourage them to share any prior knowledge they have about the number – example number 5 (I have five fingers, There are five days in a school week, I have 5 toes). The Teacher might want to hide the number cards as well as objects that represent sets the number around the classroom or a designated outdoor area. Teacher might want to explain to learners that they will need to search for these numbers hidden around the room.

Concept	SCO	Strategies
		The Teacher might want to divide the learners into small groups or pairs, depending on the size of your class and provide each group with a bucket or bag to collect the number cards they find. The Teacher might want to set a timer and let the learners begin searching for the hidden numbers and encourage them to work together and help each other find the numbers. The teacher might have learners create anchor charts to represent the number in different ways.
Shapes	**4.1.1**	**What makes a shape a shape?** **https://vizuvizu.com/wp-content/uploads/2016/05/VizuVizu-What-Makes-a-Shape.pdf** **What Can this Be – Shape** **https://vizuvizu.com/wp-content/uploads/2016/05/VizuVizu-What-Can-This-Be.pdf** **Shape-Safari** **https://vizuvizu.com/wp-content/uploads/2016/05/VizuVizu-Shape-Safari.pdf** **Shapes at the Playground** **https://www.uniteforliteracy.com/unite/math/book?BookId=125**

XVI. Effective Strategies for Assessment

Gathering Assessment Data and Record-keeping

Assessment is one of the most critical aspects of teaching and learning. The teacher uses observation, conversation and products to determine the degree to which each learner has achieved the outcomes. This informs the emphasis that is placed on concepts in lesson plans and determines whether or not a concept should be retaught to the entire class. Further, it assists the teacher to differentiate activities and lessons. Without assessment, the teacher cannot be confident that every learner is succeeding which is our ultimate goal in education.

The Specific Curriculum Outcomes (SCOs) and Inclusive Learning Strategies (ILS) must be directly linked. The learners learn and demonstrate development of their learning of the SCOS during the ILS.

Assessment information is gathered through Observation, Conversation and Products, as set out in the Inclusive Assessment Strategies (IAS) column in all the Integrated Units. The teacher gathers assessment information on each of the SCOs during the ILS, or after the ILS by examining any products the children have produced.

The teacher will use checklists (hard copy or digital) to record data collected about children's progress in achieving the SCOs. The teacher will observe the children and will listen to the children's responses or the teacher will arrange for the children to create a "product" to gather evidence of the children's development of the SCO attitudes, skills, and knowledge. Note that not every learner needs to be observed on every day. The teacher will know, based on prior observations, those learners for whom additional observations would be helpful. The checklists which appear below would be prepared by term for each learner. Teachers may use these to provide detailed reports to parents and caregivers.

The teacher will use a consistent scale in the checklists:

Which children are easily meeting the outcome (+)? Which children are meeting the outcome (=)? Which children need more practice (-)?
The teacher will note the date of the observation/conversation, and the teacher may also add some comments for additional clarification.

Additional records to keep:

The teacher may want to assess and keep track of individual learners' progress in the following skills:

- grapheme/phoneme correspondence
- sight words the children know
- Concepts of Print

OHPC Kindergarten Progress Checklist – Language Arts

Learner: _____ Teacher: _____ Term: _____

Listening and Speaking	
1.1	listen to music, conversation and environmental sounds for personal enjoyment *
1.2	demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.
1.3	use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect *
1.4	interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages
1.5	become aware of how effective listening enhances understanding
1.6	observe how tone, fluency and intonation impact meaning and mood
1.7	use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence*
1.8	develop increasing clarity and focus when sharing stories or experiences*
1.9	engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns*
1.10	develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus *
Reading and Viewing	
2.1	interact meaningfully with a wide range of genres and text forms*
2.2	develop questions when browsing through passages of interest
2.3	connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding *
2.4	develop understanding and application of the Concepts of Print*
2.5	develop knowledge about the purpose and variety of texts that are read or read to them *
2.6	browse through a variety of images, and nonfiction material in pre-emergent and emergent level passages, or passages of interest, to discover information.
2.7	demonstrate understanding of some environmental print and pictorial information *
2.8	begin to apply comprehension strategies to visualize, predict and connect *
2.9	demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing
2.10	connect words and images in pre-emergent and emergent level texts to background knowledge
2.11	recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words *
2.12	participate in shared reading and use the meaning and flow of the language to anticipate upcoming words
2.13	begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages
2.14	identify an increasing number of letter names and letter sounds, beginning with those of personal importance*
2.15	use known letter sounds to problem solve upcoming words in emergent level passages*

Writing and Representing	
3.1	use shared ideas to co-construct stories
3.2	assign meaning to experimental drawing and writing
3.3	begin expressive writing to share ideas and real and imagined topics*
3.4	use peer collaboration and classroom tools to assist in writing process*
3.5	learn to approximate and begin to refine printing of the lower case and upper case letters of the alphabet*
3.6	connect spoken language(s) to written language and other representations (e.g. drawings)
3.7	connect phonological awareness to letter shapes
3.8	spell name and some words of personal importance correctly

Note: Not every outcome will be assessed in each term. The teacher will delete from the checklist outcomes not assessed in that particular term.

Key: + Learner is easily meeting the outcome
= Learner is meeting the outcome
x Learner needs more practice

SCO	Date	Date	Date	Date	Date	Date	Comments
Listening and Speaking							
1.1	+ 9/13	+ 9/20	+ 10/10	+ 10/19	+ 11/15	+ 12/15	
1.2	= 9/13	= 9/20	= 10/10	= 10/19	= 10/30	+ 11/15	
1.3	X 9/13 Is very shy to speak in the large group	X 9/17	X 9/21	X 9/30	= 10/15 Is gaining confidence	= 10/30	
1.4							
1.5							
1.6							
1.7							
1.8							
1.9							
1.10							
Reading and Viewing							
2.1							

SCO	Date	Date	Date	Date	Date	Date	Comments
2.2							
2.3							
2.4							
2.5							
2.6							
2.7							
2.8							
2.9							
2.10							
2.11							
2.12							
2.13							
2.14							
2.15							
Writing and Representing							
3.1							
3.2							
3.3							
3.4							
3.5							
3.6							
3.7							
3.8							

OHPC Kindergarten Progress Checklist – Mathematics

Learner: _____ Teacher: _____ Term: _____

Number Sense	
1.1.1	Say the number sequence to 10 by 1s
1.1.2	Count backwards from 10 by 1s
1.1.3	Identify an error in counting sequence
1.1.4	Say the number that comes after a given number
1.1.5	Say the number that comes before a given number
1.1.6	Use a number line to support counting
1.1.7	Recite number names from a given number to a given number – i.e. start at a given number and go backwards down to 1 or start at a given number and go up to 10
1.1.8	Count with meaning to 10, by building quantities
1.1.9	Count with meaning to 10, by matching quantity and numeral
1.2.1	Represent a given number up to 10 using a variety of concrete models, including 5 and 10 frames
1.2.2	Answer the question, How many are in the set? using the last number counted in a set
1.2.3	In a fixed arrangement, starting in different locations, can show that the count of the number of objects in a set does not change
1.2.4	Count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction
1.3.1	Look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting
1.3.2	Look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented by a given dot
1.3.3	Compare the number of objects in two sets of up to 10 objects, using phrases such as 'same number as', 'equal to', more than', and 'less than
1.3.4	Make a set that has the same number of objects as a given set.
1.3.5	Make a set that has one more object than a given set.
Operations with Numbers	
2.1.1	Compose and decompose numbers up to 9 in a variety of ways using manipulatives, fingers and pictures (e.g. seven fingers held up, fold down two fingers, how many are left? Or, two blocks and two more blocks, how many altogether?). Symbolic representation (writing equations for composing and decomposing numbers) is an emerging outcome for end of Kindergarten.
Pattern and Relationship	
3.1.1	Create simple repeating patterns (2 elements)
3.1.2	Extend simple repeating patterns (2 elements)
3.1.3	Copy a given repeating pattern
3.1.4	Extend a variety of given repeating patterns to two more repetitions
3.1.5	Create a repeating pattern using manipulatives, musical instruments, or actions

Number Sense	
3.1.6	Identify and describe a repeating pattern in the classroom, the school, and outdoors
Geometrical Thinking	
4.1.1	Build and describe 3-D objects
4.1.2	Create a representation of a given 3-D object using building blocks, and compare the representation to the original 3-D object
4.1.3	Describe a given 3-D object using words such as big, little, round, like a box or a can
4.2.1	Identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).
4.2.2	Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
4.2.3	Correctly name shapes regardless of their orientations or overall size (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).
Measurement	
5.1.1	Classify objects according to selected attributes, e.g., size, colour, shape, texture, sound, etc.
5.1.2	Classify objects and count the number of objects in each category
5.1.3	Describe several measurable attributes of a single object.
5.1.4	Directly compare two objects with a measurable attribute in common (such as length, weight) to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter
5.2.1	Use non-standard units to measure attributes, e.g. uses blocks, hands span, toy cars, etc. to measure
5.2.2	Identify days, weeks, months, holidays, and seasons (standard units of measure)
5.2.3	Recite days of the week and months of the year in order
5.2.4	Name the different monies (coins and notes) used in the Eastern Caribbean. (standard units of measure) by identifying the quantity in terms of cents
Data Management and Probability	
6.1.1	Collect simple sets of data in the class and school environment using observation.
6.1.2	Describe data classification.
6.1.3	Use counting to determine the number of objects in a group.
6.1.4	Describe the results of classification and data collection activities.

Note: Not every outcome will be assessed in each term. The teacher will delete from the checklist outcomes not assessed in that particular term.

Key: + Learner is easily meeting the outcome
= Learner is meeting the outcome
x Learner needs more practice

SCO	Date	Date	Date	Date	Date	Date	Comments
Number Sense							
1.1.1	+ 9/13	+ 9/20	+ 10/10	+ 10/19	+ 11/15	+ 12/15	
1.1.2	= 9/13	= 9/20	= 10/10	= 10/19	= 10/30	+ 11/15	
1.1.3	X 9/13 Is very shy to speak in the large group	X 9/17	X 9/21	X 9/30	= 10/15 Is gaining confidence	= 10/30	
1.1.4							
1.1.5							
1.1.6							
1.1.7							
1.1.8							
1.1.9							
1.2.1							
1.2.2							
1.2.3							
1.2.4							
1.3.1							
1.3.2							
1.3.3							
1.3.4							
1.3.5							
Operations with Numbers							
2.1.1							
Pattern and Relationship							
3.1.1							

SCO	Date	Date	Date	Date	Date	Date	Comments
3.1.2							
3.1.3							
3.1.4							
3.1.5							
3.1.6							
Geometrical Thinking							
4.1.1							
4.1.2							
4.1.3							
4.2.1							
4.2.2							
4.2.3							
Measurement							
5.1.1							
5.1.2							
5.1.3							
5.1.4							
5.2.1							
5.2.2							
5.2.3							
5.2.4							
Data Management and Probability							
6.1.1							
6.1.2							
6.1.3							
6.1.4							

OHPC Kindergarten Progress Checklist – Science

Learner: _____ Teacher: _____ Term: _____

Forces and Interactions: Pushes and Pulls	
1.1.1	Demonstrate that pushes can have different strengths and directions.
1.1.2	Demonstrate that pulls can have different strengths and directions.
1.1.3	Demonstrate that pushing or pulling on an object can change the speed or direction of its motion
1.1.4	Demonstrate that pushing on an object can start or stop it.
1.2.1	Demonstrate that when objects touch or collide, they push on one another and can change motion.
1.2.2	Demonstrate that a bigger push or pull makes things speed up or slow down more quickly.
Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	
2.1.1	Understand the difference between living and non-living things
2.1.2	Understand which living things are plants and which living things are animals
2.1.3	Understand that humans are animals
2.2.1	Understand what "survive" means
2.2.2	Understand that all living things need water
2.2.3	Understand plants need light to live and grow.
2.2.4	Understand that plants do not need to move around because they make their own food.
2.2.5	Understand that some plants need different things to survive than other plants.
2.2.6	Understand that all animals need food to live and grow. They obtain their food from plants or from other animals.
2.2.7	Understand that some animals need different kinds of food to survive from other animals
2.2.8	Can give a specific example of how a plant or animal can change their environment to meet their needs.
2.2.9	Can explain that we know that plants and animals can change their environment because we have evidence
2.3.1	**Understand** why different plants and animals live where they do (their needs are met)
2.3.2	Create a model to show where a plant or animal lives and what they find there that helps them to survive.
2.3.3	Understand the way that plants and animals depend on each other and on the environment where they live – it's a system
2.4.1	Understand that things that people do to live comfortably can affect the world around them.
2.4.2	Understand that we can do some things to reduce the impact of humans on the environment
2.4.3	Understand that each child can make choices to reduce their impacts on the land, water, air, and other living things.
Weather and Climate	
3.1.1	Understand that sunlight can make a difference to things on the earth's surface
3.1.2	Observe that soil may change when the sun is shining
3.1.3	Observe that a wet rock may change when the sun is shining on it

3.1.4	Observe that a puddle may change when the sun is shining on it
3.2.1	Explain why people might want to reduce the warming effect of the sun
3.2.2	Name one thing people can build to minimize the warming effect of the sun – could be umbrellas, canopies, and tents
3.2.3	Explain one thing (asking questions, making observations, and gathering information) that people might do to solve problems like the warming effect of the sun
3.2.4	Tell one way that the child may protect themself and their belongings from the sun, or the rain
3.2.5	**Design** a structure that will keep the rain or sun off their play things at their house (this could be making a drawing of something that would keep the rain or sun off their play things)
3.2.6	**Build** a structure that will keep the rain or sun off their play things at their house (to do this, the children might use recycled objects to make a shelter for their toy car, or tricycle – whatever is relevant to their experience)
3.3.1	Understand that the weather makes a difference to people, plants and animals.
3.3.2	Understand that people measure weather conditions to describe and record the weather and to notice patterns over time
3.3.3	Tell one example of a weather patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days is different in different months.
3.3.4	List the seasons there are in their country
3.3.5	Keep track of descriptions of the weather (such as sunny, cloudy, rainy, and warm)
3.3.6	Keep track of numbers of sunny, windy, and rainy days in a month
3.4.1	Explain one way that people can find out what the weather forecast is
3.4.2	Tell who prepares a weather forecast
3.4.3	Understand that it is important to know if severe weather is coming so people can **prepare** for it
3.4.4	Understand that it is important to know if severe weather is coming so people can **respond** to it
3.4.5	Understand what is meant by the motto: *Be prepared; not scared*
3.4.6	List one kind of severe weather that might happen where they live

Note: Not every outcome will be assessed in each term. The teacher will delete from the checklist outcomes not assessed in that particular term.

Key: + Learner is easily meeting the outcome
= Learner is meeting the outcome
x Learner needs more practice

SCO	Date	Date	Date	Date	Date	Date	Comments
Forces and Interactions – Pushes and Pulls							
1.1.1	+ 9/13	+ 9/20	+ 10/10	+ 10/19	+ 11/15	+ 12/15	

SCO	Date	Date	Date	Date	Date	Date	Comments
1.1.2	= 9/13	= 9/20	= 10/10	= 10/19	= 10/30	+ 11/15	
1.1.3	X 9/13 Is very shy to speak in the large group	X 9/17	X 9/21	X 9/30	= 10/15 Is gaining confidence	= 10/30	
1.1.4							
1.2.1							
1.2.2							
Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment							
2.1.1							
2.1.2							
2.1.3							
2.2.1							
2.2.2							
2.2.3							
2.2.4							
2.2.5							
2.2.6							
2.2.7							
2.2.8							
2.2.9							
2.3.1							
2.3.2							
2.3.3							
2.4.1							
2.4.2							
2.4.3							
Weather and Climate							
3.1.1							
3.1.2							
3.1.3							
3.1.4							
3.2.1							

SCO	Date	Date	Date	Date	Date	Date	Comments
3.2.2							
3.2.3							
3.2.4							
3.2.5							
3.2.6							
3.3.1							
3.3.2							
3.3.3							
3.3.4							
3.3.5							
3.3.6							
3.4.1							
3.4.2							
3.4.3							
3.4.4							
3.4.5							
3.4.6							

OHPC Kindergarten Progress Checklist – Social Studies

Learner: _____ Teacher: _____ Term: _____

Myself – Historical and Cultural Thinking	
1.1.1	Demonstrate an understanding of "me" as a unique child (K)
1.1.2	Distinguish personal characteristics that make each child unique (physical traits, mannerisms) (S)
1.1.3	Appreciate that everyone has unique and special characteristics (V)
1.1.4	Express appreciation of the child's own personal attributes, one's name (V)
1.1.5	Name family members (K)
1.1.6	Represent family members using pictures/images (S)
1.1.7	Compare their physical features with those of their family members; categorize similarities and differences of self and other family members (S)
1.1.8	Understand that we inherit characteristics from our families (K)
1.1.9	Appreciate the uniqueness of families; respect that the composition of families takes many forms (V)
1.1.10	Understand that respect for self includes proper cleanliness, language and behaviour (K, V)
1.1.11	Categorize similarities and differences of self and others in families
1.1.12	Recognize that their own physical characteristics, preferences, and mannerisms may be inherited from their families.
1.2.1	Name one religious and one national festival celebrated in their country. (K)
1.2.2	Understand the significance and importance of religious and national festivals.(S)
1.2.3	Appreciate that their country has different celebrations and traditions. (V)
1.2.4	Identify customs (food, music, dance language) associated with these celebrations (K)
1.2.5	Make presentations on customs associated with these celebrations (S)
1.2.6	Appreciate the diversity of customs and take pride in this (V)
Myself – Civic Participation	
2.1	Describe how family members care for one another (K)
2.2	Appreciate that family members love and care for one another (V)
2.3	Describe roles of various family members (K)
2.4	Chart the daily routines or activities in which family members care for one another
2.5	Appreciate that the way family members love and care for one another helps them meet their basic needs (V)
2.6	Identify groups to which I belong (K)
2.7	Express how my behaviour in groups and the behaviour of others affects me and others (S)
2.8	Appreciate that members of groups to which I belong have responsibilities (V)
2.9	Recognize that all children have the right to be safe from harm (K)

2.10	List examples of what helps children feel safe (S)
2.11	Appreciate that being safe from harm also means that they must learn to play safely (V)
2.12	Demonstrate responsible caring behaviour towards others in play (S)
2.13	Identify national symbols and emblems such as the national flag, anthem, pledge, bird and flower (K)
2.14	Demonstrate appropriate behaviour when national anthem is being played, pledge is being said (S)
2.15	Appreciate and respect the importance of national symbols (V)
2.16	Know why we have rules in groups to which I belong (e.g. family, class at school) (K)
2.17	Apply groups' rules in daily life (S)
2.18	Demonstrate examples of responsible and polite behaviour in groups to which I belong (V)
2.19	Describe safe practices while travelling to school (K)
2.20	Role play the use of safe practices when travelling to school (S)
2.21	Appreciate the value and benefits of practicing safety when travelling to school (V)
Myself – Spatial Thinking	
3.1	State the name and address of their home and school (K)
3.2	Express themselves clearly when stating their address (S)
3.3	Feel a sense of belonging in their surroundings (V)
3.4	Identify natural and built features of the local environment (K)
3.5	Illustrate natural and built features of the local environment (S)
3.6	Appreciate that they are part of a wider environment (A)
3.7	Describe various weather conditions (K)
3.8	Observe and record different weather conditions (S)
3.9	Appreciate the importance of taking safety precautions in some weather conditions (V)

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Key: + Learner is easily meeting the outcome
= Learner is meeting the outcome
x Learner needs more practice

SCO	Date	Date	Date	Date	Date	Date	Comments
Myself – Historical and Cultural Thinking							
1.1.1	+ 9/13	+ 9/20	+ 10/10	+ 10/19	+ 11/15	+ 12/15	
1.1.2	= 9/13	= 9/20	= 10/10	= 10/19	= 10/30	+ 11/15	

SCO	Date	Date	Date	Date	Date	Date	Comments
1.1.3	X 9/13 Is very shy to speak in the large group	X 9/17	X 9/21	X 9/30	= 10/15 Is gaining confidence	= 10/30	
1.1.4							
1.1.5							
1.1.6							
1.1.7							
1.1.8							
1.1.9							
1.1.10							
1.1.11							
1.1.12							
1.2.1							
1.2.2							
1.2.3							
1.2.4							
1.2.5							
1.2.6							
Myself – Civic Participation							
2.1							
2.2							
2.3							
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2.12							
2.13							

SCO	Date	Date	Date	Date	Date	Date	Comments
2.14							
2.15							
2.16							
2.17							
2.18							
2.19							
2.20							
2.21							
Myself – Spatial Thinking							
3.1							
3.2							
3.3							
3.4							
3.5							
3.6							
3.7							
3.8							
3.9							