



April 2014

Integrated Kindergarten Curriculum

A Holistic
Approach to
Children's Early
Learning





I am pleased to introduce the Northwest Territories *Integrated Kindergarten Curriculum: A Holistic Approach to Children's Early Learning*. This document reflects the new directions set by the *Right from the Start: Early Child Development Framework and Action Plan*, the *Aboriginal Student Achievement Plan*, and the *Education Renewal and Innovation Framework: Directions for Change*. It honours our diverse cultural heritage while recognizing the need to prepare four and five year old children for life in the 21st century.

Extensive research shows us that the approach to education is changing around the world, especially in early learning and Kindergarten classrooms. It is the early years that provide the most critical opportunity for taking action and building upon children's strengths.

It is essential that we provide children with rich, developmentally appropriate, engaging, and hands-on learning experiences. We must also recognize that play is essential to children's natural development and is critical for learning during the early years. With support from teachers, play leads to enormous growth in all aspects of a child's development – cognitive, social, emotional, creative and physical.

Whether they live in small communities, regional centres or the capital city, young children in the Northwest Territories deserve the best possible start along their educational path to becoming capable people. We know they will have the greatest chance for success if they are firmly grounded in family, community, identity and culture. As kindergarten children gain confidence and begin to discover their sense of identity, they will embrace every learning opportunity with a sense of wonder and be motivated to undertake whatever comes their way.

The NWT *Integrated Kindergarten Curriculum: A Holistic Approach to Early Learning* captures young children's natural inclination to explore the world through play and inquiry. Their kindergarten teachers must be prepared to channel that enthusiasm by supporting and presenting learning opportunities to guide them towards achieving competency at their developmental levels. This curriculum recognizes that four and five year olds are full of energy, learn through all five senses, need to form relationships, are developing their independence and need opportunities to express themselves safely.

The curriculum is the result of three years of development and an extensive two year pilot phase. I want to acknowledge the numerous contributions of a wide range of educators and culture and language experts in the Northwest Territories and thank them for their interest and willingness to look at early learning in a new way. Thank you also to the early childhood consultants, program support teachers, coordinators, principals and superintendents for the support they have given to this new play and inquiry based approach. The commitment of everyone involved shows our Northern educators' dedication and passion for learning and the recognition that an investment in our children is an investment in the future of the Northwest Territories.

Masi,

Honourable Jackson Lafferty
Minister
Education, Culture and Employment

Re-Imagining Kindergarten: The Integrated Kindergarten Curriculum

A growing body of research from the fields of early childhood development, neuroscience, economic development and population health has educational authorities across Canada and internationally re-thinking what 4 and 5 year old children need. In December 2011, Kindergarten teachers, Early Childhood Consultants and Student Support Consultants from across the Northwest Territories (NWT) came together to explore this research that was driving change to Kindergarten programs across the country. Together we began to “Re-Imagine” Kindergarten in our own Northern context.

Much important learning emerged over the 2011-12 curriculum development phase that helped guide preparation for a territorial pilot. A small scale pilot of the “Re-Imagined” *Integrated Kindergarten Curriculum* took place in May 2012 across the NWT in one Francophone, two French Immersion, one Slavey Immersion and four English language classrooms. Valued advice and recommendations fed the curriculum development process. From 2012-14, a territorial wide pilot led to the finalization of the *Integrated Kindergarten Curriculum: A Holistic Approach to Children’s Early Learning*, to be fully implemented in September 2014. Additionally, in 2013-14 three Kindergarten classes were extended, as demonstration sites, to include four and five-year-olds.



Research is driving significant changes to educational programming for the early years around the globe; but, this curriculum is also uniquely Northern. The evidence supporting integrated approaches to children's learning aligns with our Northern beliefs that a curriculum must be experiential, relevant to children's lives, grounded in culture and community, and centred around healthy relationships with self, others, and the natural world.



This curriculum is a child-centred, developmentally appropriate, integrated program for 4 and 5 year old children. Based on competencies, this program is designed to provide a strong foundation for learning in the early years in a safe and caring environment that promotes the physical, social, emotional and cognitive development of all children.

There are compelling reasons to take an integrated, holistic and strengths-based approach to Kindergarten for 4 and 5 year olds. Children's literacy and math abilities are so important for their learning paths and academic success; yet, current research shows that 'schoolification' of the early years is not the key to closing gaps. Early gains made in pre-school and Kindergarten programs that prioritize and emphasize skill-based literacy and math taught primarily in isolation (away from meaningful and purposeful learning) have been shown in the research to wear off or level out by grade

three. Children's development of and their ability to use emerging literacy and math abilities for real purposes is an important part of the integrated curriculum. The social and emotional well-being and development of children is also a priority in this curriculum. Another very significant part of the curriculum is the research finding that children's ability to self-regulate in grade one is far more predictive of academic success than any

intelligence testing, literacy or math skills acquired, or the socioeconomic status of the child's family and community. Dr. Stuart Shanker (2012) describes self-regulation as the ability to adapt one's emotions, behaviours and attentions to meet the needs of a given situation. Self-regulation develops in the early years through relationships with families and caregivers but can also be developed through high quality Kindergarten programs.

So what can educators do to help children get the best start possible? The good news is that the research is giving us clear answers to this question. These answers are at the heart of the Integrated Kindergarten Curriculum: A Holistic Approach to Children's Early Learning.

Acknowledgements

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The Department of Education, Culture and Employment gratefully acknowledges the following educational authorities for their Kindergarten and early learning program documents that provided valued models to learn from and adapt to our Northern context.

- Australia Department of Education, Employment and Workplace: *Belonging, Being & Becoming: The Early Years Learning Framework for Australia* (2009).
- British Columbia Ministry of Education: *The Full Day Kindergarten Program* (2010).
- Ontario Ministry of Education: *The Full Day Early Learning-Kindergarten Program* (2010).
- Prince Edward Island Department of Education and Early Childhood Development: *Integrated Kindergarten Curriculum Document* (2008).
- Saskatchewan Education: *Saskatchewan Kindergarten Curriculum (2010) and Children First: A Resource for Kindergarten* (2009).

The current Northwest Territories subject area Kindergarten curricula provided foundational documents for the Integrated Kindergarten Curriculum and are respectfully acknowledged:

- *Dene Kede: A Dene Perspective. Kindergarten to Grade 6 Curriculum* (1993)
- *NWT Blueprint for Life Work Designs: A Teacher Resource Manual* (2003)
- *NWT K-3 English Language Arts* (2011)
- *NWT School Health Program - Kindergarten* (1991)
- *NWT Literacy with Information and Communication Technology: Guide to Infusion* (2012)
- *Inuuqatigiit: The Curriculum from the Inuit Perspective* (1996)
- *Western and Northern Canadian Protocol (WNCP) Common Curricular Framework for K-9 Mathematics Program* (2007)
- *NWT Social Studies: Kindergarten Being Together* (2009).
- *NWT Grades K-6 Science and Technology Curriculum* (2004)
- *Saskatchewan Arts Education Curriculum* (2010)
- *Alberta - Kindergarten - Grade 12 Physical Education Curriculum* (2000)

Special thanks to Muriel Tolley for her many contributions to this document and her deep commitment to all Kindergarten children and Kindergarten teachers across the Northwest Territories

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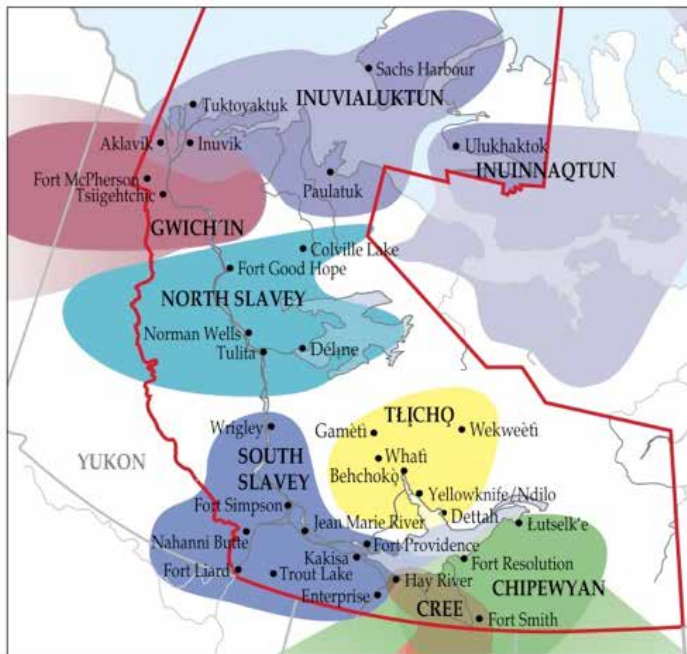
Where We Live, Learn and Grow

Kindergarten children in the Northwest Territories (NWT) live, learn and grow in a unique environment that is founded in the history, cultures and languages of its Aboriginal peoples and more recently by people from all parts of Canada and the world wide community. Within this environment, children establish their early identities in families and communities that represent a wide range of realities. This curriculum, which was developed in the

NWT and enriched by perspectives from our eleven official language groups, strives to support and validate the young identities of all 4 and 5 year old children as they grow and develop in an ever changing world. We must find the most positive way to re-imagine Kindergarten so that our children feel strong in who they are and who they can become by supporting them far beyond learned knowledge to the skills, attitudes and values they will need to become capable people.

Official Languages of the Northwest Territories

- ᑭᓄᓂᓄ ᓃᓴ ᓃᓄᓂ ᓴᓄ.
Chipewyan
- Mamawi kitaskenaw, mihcet pih̄tākosowina.
Cree
- One land, many voices.
English
- Un territoire aux voix multiples.
French
- Nan ihlak, dideezhuu leu.
Gwich'in
- Atauhiq nuna, uqauhiriaktuq.
Inuinnaqtun
- ᓄᓄᓄᓄᓄᓄ ᓄᓄᓄᓄᓄᓄ ᓄᓄᓄᓄᓄᓄ ᓄᓄᓄᓄᓄᓄ.
Inuktitut
- Atausiq nuna, inugiaktut uqallausiit.
Inuvialuktun
- Ne lée, kede ɪɔ.
North Slavey
- Ndeh h̄e, zhaht̄e ɪɔ.
South Slavey
- Gon̄e h̄h̄e, go yat̄e nel̄e.
Tłı̄ch̄o



The Northwest Territories (NWT) is the only political region in Canada which recognizes 11 official languages.

Of these, nine are Aboriginal and belong to three different language families: Dene, Inuit and Cree. Aboriginal languages are most frequently spoken in smaller communities throughout the Northwest Territories.

The Dene languages spoken in the majority of the NWT are part of the Athapaskan family. Included in this group are Chipewyan, Tłı̄ch̄o (Dogrib), Gwich'in, North Slavey and South Slavey.

The Inuit languages recognized in the NWT are Inuvialuktun, Inuinnaqtun and Inuktitut. In the Inuvialuit Settlement Region, 20% of the Inuvialuit population speak either Inuvialuktun or Inuinnaqtun. The majority of people that speak Inuktitut in the NWT live in Yellowknife.

A small number of people, living mostly in the Fort Smith and Hay River area, speak Cree. Their language belongs to a different linguistic group, the Algonquian family.

Approximately 3% of the population states that French is their first language. The use of French and English is more common in Yellowknife and the regional centres.

FRENCH is mostly spoken in Hay River, Fort Smith, Inuvik and Yellowknife.
ENGLISH is spoken throughout the Northwest Territories.
INUKTITUT is mostly spoken in Yellowknife.



What We Believe

Children are whole and their development is naturally a holistic process. Since birth, their brains have been developed and shaped by their interactions, relationships and experiences. In Kindergarten, their development and learning will be influenced by the connections they already have with the people, places, values and beliefs they have experienced within their families and community. They will learn best when their early school experiences make a strong and positive connection with their lives and past experiences.



1

We believe that children are active, competent learners who have rights in the here and now.

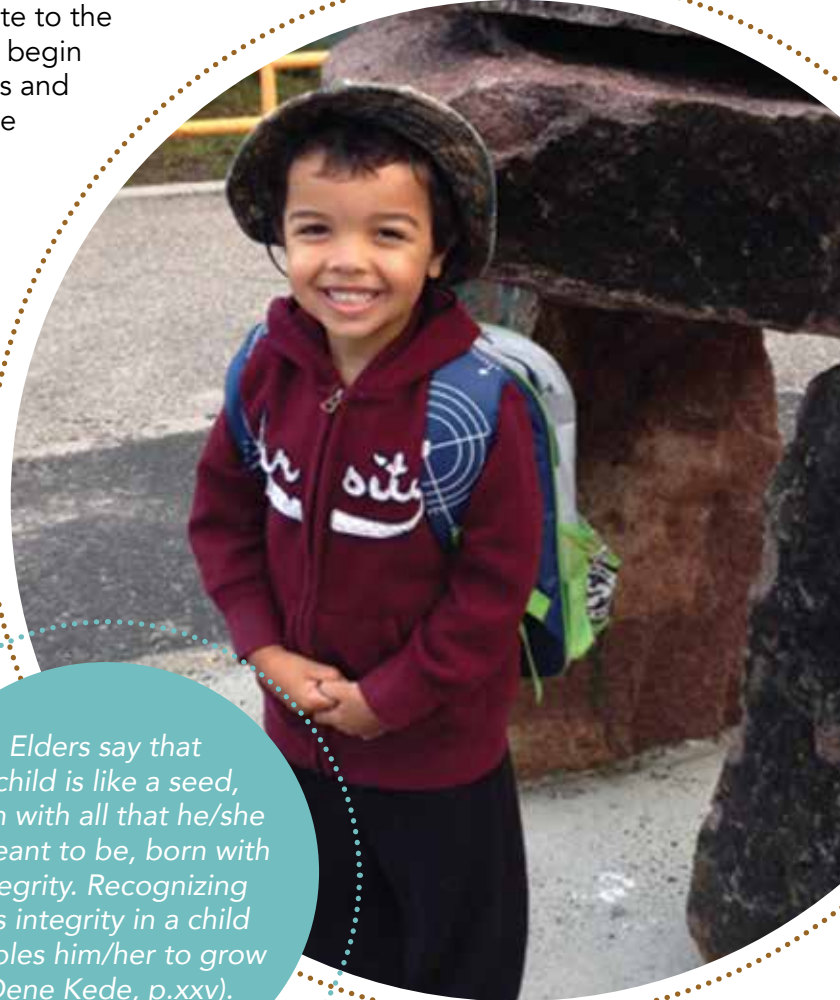
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Kindergarten children learn best in real-life contexts that naturally integrate all areas of learning. Children are motivated to take part in activities and investigate authentic problems that relate to their own lives. In this way, their conceptual understandings deepen, leading to a natural transition from the concrete to the abstract as they begin to combine skills and knowledge to be applied to new situations.

Physical, emotional, social and cognitive development occurs in integrated ways. Holistic learning supports and validates children with a wide range of learning styles, interests and individual strengths, thus guiding them toward a stronger sense of identity and purpose.

Children learned the skills necessary for the world in which they lived by observing adults and by sharing directly in adult activities. Elders, parents and others taught the values and traditions of the group – often through stories and myths passed orally from generation to generation... (Inuuqatigiit, p.15).

Elders say that a child is like a seed, born with all that he/she is meant to be, born with integrity. Recognizing this integrity in a child enables him/her to grow (Dene Kede, p.xxv).



2

We believe that parents and families are children's first and most influential teachers and role models.

Children's early and most critical learning takes place within the home and the community, so when children enter Kindergarten, parents and families become an invaluable resource for teachers as they set the stage for a strong foundation for learning.

A trusting and respectful relationship between parents and teachers will create an important partnership, where parents can extend their

children's learning at home and teachers get to know each child as an individual within the context of the family.

Effective school-parent partnerships make the transition from home to school comfortable and positive when schools support and respect the dignity of each family, acknowledge and reflect the cultures of the children and connect with children's realities.

The whole family watched and participated with delight in the growing achievements of a child, with much affection and verbal praise..... Positive learning can happen whenever there is an educational partnership between the child's family, the community, educators, and the school system (Inuuqatigiit, p.14-15).

The whole community participated in the education of the child. People understood that if they educated the child well, the child would grow to give back to the community, thus ensuring the future of generations to come. The elders, the grandparents, the extended family, people with special gifts or specialty training, all helped the parents in educating the child. (Dene Kede, p.xxvii).



3

We believe that cultures are deeply rooted values and beliefs that represent what people consider important and desirable.

Culture encompasses the understandings, patterns of behaviour, practices, values and “world view” shared by a group of people. Culture is evident in the perspectives, languages, habits, traditions and forms of expression within a society. Among cultures, child-rearing and family lifestyles differ and value may be placed on different types of knowledge, skills and attitudes. Cultures are not static but are continually evolving to accommodate changes within today’s world.

Culture, society and linguistic identities influence the way children think, develop and learn. The way in which they learn is defined by their experiences within families and communities. Thinking, learning and communicating are interrelated and children will thrive when schools build on their diverse experience and prior knowledge. For the majority of Northwest Territories children, their identity is grounded in the Dene and Inuit cultures.

Kindergarten children are active learners, perceiving their world holistically, learning through observation and experience within their immediate environments. They are connected to their family histories, beliefs, values and traditions in ways that need to be validated by their school. When teachers and schools create positive, respectful, supportive relationships with children and families, the whole community benefits

Children will make a positive transition from home to Kindergarten when their program affirms the cultures of their families and when they are given opportunities to learn in the way that is best suited to their learning styles. Culturally sensitive teachers and schools strive to understand all aspects of the children’s culture as well as the influences that the past, present and future have on all aspects of their development.

Children’s home language, even if they do not speak it actively, shapes their way of thinking. The opportunity to learn this language will strengthen their identities and understanding of their culture. All language learning stretches cognitive development, allows children to think in different ways and gives them a deeper understanding of language in general.

Traditionally, education was not schooling. Learning for survival happened during all the waking hours, each and every day, and all life long. Learning occurred through life experience – not in abstraction or set apart from on-going life activities (Dene Kede, p.xxvi).

What is the most important value? Elders, parents and people of many races and cultures will say “respect”. Respect for ourselves, for others and for the environment. From this important value will follow others, such as pride, self-esteem, independence and a willingness to learn, contribute, share and have a welcoming nature (Inuuqatigiit, p.8).



4

We believe that brain development and the ability to self-regulate are foundational for learning and are influenced by a child’s environment.

During early childhood, relationships and experiences interact with genes to create neural pathways within the brain thus influencing all domains of development. This is a critical time as attitudes and expectations developed in the early years influence an individual’s learning throughout life.

Self-regulation is necessary for a child to pay attention in school and is central to a child’s capacity to learn. Children learn to set limits for themselves as they develop lifelong habits necessary for planning, problem solving, persistence, curiosity, cognitive flexibility and memory. Children who are self-regulated are motivated and much more likely to

become responsible, caring and capable members of society.

Children successfully develop self-regulation when it is modeled, encouraged and integrated throughout every Kindergarten activity. Play-based environments, especially dramatic play, help children learn and practice self-regulation.

The child was given the respect of being his/her own person. This respect took the form of trust in the child’s natural curiosity and need to learn. The Dene child responded to this trust by constantly challenging and motivating himself/herself to new levels of accomplishment. In any experience, the child could be trusted to learn what he/she was ready for. Rather than focusing on what the child had not yet learned or mastered, attention was given to what the child had accomplished (Dene Kede, p.xxvi).



When children are treated with respect, acceptance, enjoyment and as contributing individuals, they will be strong and confident. They will be able to think and work things out; be able to deal appropriately with others; will be independent; able to plan ahead; have an understanding of consequences of their actions; and have a solid personal identity (Inuuqatigiit, p.15).

5

We believe that play supports all areas of development, early learning and well-being.

During play, children use all their senses, communicate their thoughts and emotions, explore their environment, and connect what they already know with new knowledge, skills and attitudes. They bring their language, customs and culture into the classroom as they reveal themselves to their classmates and teachers through play. Play contributes to language acquisition, early literacy, conceptual learning, problem solving, large and small motor skills and creativity.

Children are most receptive to learning during play and exploration, and are generally willing to persist in order to learn something new or solve a problem. Teachers must take advantage of their natural curiosity and exuberance to guide their students toward topics and ideas that interest them.

Play evokes innovation and creativity as children explore and experiment, clarify and construct knowledge leading to a deep understanding

that connects with their prior knowledge. They are motivated and empowered to take ownership and responsibility for their own learning as the desire to explore comes from a developing sense of identity. Identity is grounded in the Dene and Inuit cultures.

Children learned tasks that were meaningful to the lifestyle of their camps or community and through play (Inuuqatigiit, p.14). It is important to create a language rich environment for students at all levels through play, print, books, oral stories, drums, use, signing, reading and writing (Inuuqatigiit, p.18). Children's games taught and developed skills: memorizing, sequence, spatial, language, physical strength, etc. Children learned to cooperate with others through games and recreation (Inuuqatigiit, p.83).



Play is a crucial developmental part of the Dene child's development, and is essential to the acquisition of language. Through play, children find friendship, learn leadership skills, and develop mentally, physically, creatively and spiritually. Play is considered an important process for a child in need of healing (Dene Kede, p.196).



We believe that the Kindergarten curriculum sets out priorities for learning in the Northwest Territories.

Curriculum begins with an educator who plans activities that extend into all the lived experiences, intentionally planned or not, of 4 and 5 year old children in their learning environment. A curriculum is more than a plan to meet learning outcomes and should provide maximum opportunities to incorporate the local environment, the culture and values of the community. A curriculum is not only a guide for

Kindergarten teachers but it should also inform school administrators in all their actions.

All educators are required to base children's learning on the principles set out in the curriculum, to encourage and model the values and to develop the key competencies. The NWT *Integrated Kindergarten Curriculum* is intended to be flexible enough so that individual teachers can make

learning meaningful in their classrooms and the particular needs and interests of individual students.

This curriculum is inclusive because it recognizes the cultural diversity, values, histories and traditions of all Northwest Territories people. It ensures that children's identities, languages, abilities, and talents are recognized and affirmed and that their individual learning needs are addressed.

7

We believe that educators and schools are active creators of effective Kindergarten programs.

Educators design a learning environment that fosters inclusiveness, democratic values and optimal development. They recognize the critical role they play in all domains of development and they initiate ongoing, consistent, intentional communication with parents.

Positive environments that support confident, competent children, secure in their identities and abilities are

inviting, attractive, flexible and inclusive. They stimulate the senses and are inspired by children's interests.

Most importantly, learning environments reflect and validate the historical and contemporary cultures and realities of all children.

Within these ideal conditions, children develop respect for others and a sense of personal and group responsibility. They are

more likely to take risks thus inspiring curiosity and extending their imaginative and intellectual engagement.

Learning takes place in a wide range of environments that should extend from the classroom and the school to the community and the land. Learning environments far beyond the classroom can also be accessed virtually through the use of technology.



NWT Aboriginal Approaches to Learning

The world of Kindergarten children begins with what they already know and what can be linked to their familiar environments. Those environments, which have their origins in past history, culture and traditions, are foundational for the present and future. Children grow and thrive in environments that validate the individual identities they bring with them to school, as they make the transition to Kindergarten. That identity, for the majority of NWT children, is grounded in one of the NWT Aboriginal cultures, but all children, regardless of their cultural background will benefit from learning more about the people and cultures whose land they share.

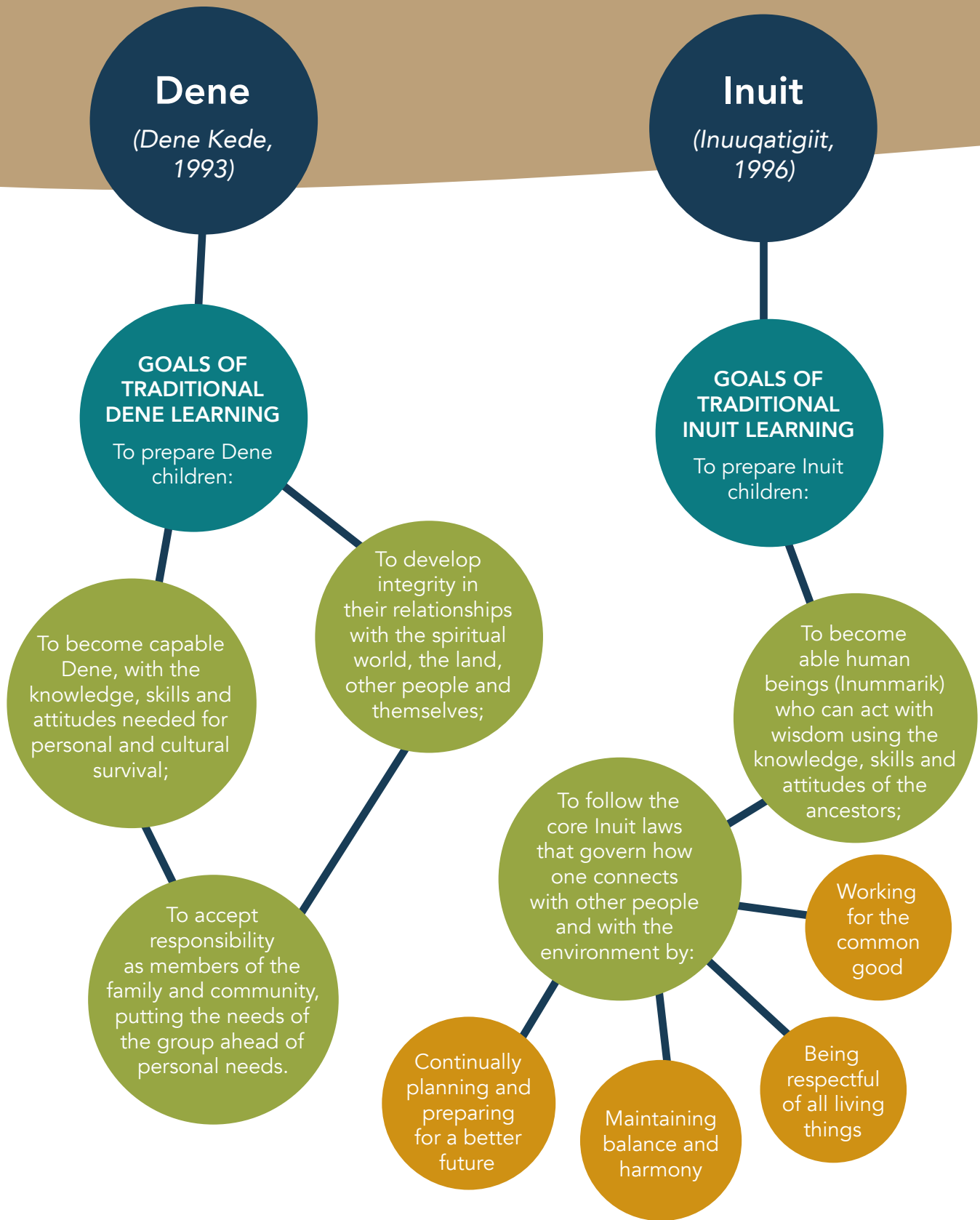
When teachers and families connect through strong relationships based on shared understandings, there is a significant effect on children's engagement and success in learning. Mutual understanding, respect and cultural competence leads to greater success for all.

Dene Kede and *Inuuqatigiit*, the two culture-based curricula from the Dene and Inuit perspectives, are grounded in the cultures and world views of the NWT Aboriginal peoples. They describe unique knowledge, skills and attitudes that are grounded in values and methods that have much in common with today's child-centred, inquiry based, experiential learning. The integration of *Dene Kede* and/or *Inuuqatigiit* throughout Kindergarten enriches the program while supporting such universal values as positive self-identity, self-regulation and resilience.

Worldview

"Every culture has a world view whether it is stated or not. It gives people a characteristic perspective on things which run through every aspect of their lives. This perspective tells the people what is important and why. It tells the people how they must behave in life. Perspective explains life for a people and gives it meaning."
(*Dene Kede*, 1993, p.xxiii)

Culture is a people's customs, traditions, history, stories, spirituality, values, beliefs and language that contribute to people's personal and collective identity. Cultures have their roots in ancient perspectives, worldviews, knowledge and skills (NWT Aboriginal Language and Culture-Based Education Directive, 2004).



Curriculum Note:

Learning Outcomes from *Dene Kede* and *Inuuqatigiit* are found throughout the Integrated Curricular Outcomes listed under each Kindergarten Key Competency.

Kindergarten Learning Model

A curriculum is much more than a document to meet learning outcomes. A curriculum begins with what a teacher plans for her students and extends into all the experiences of children in their learning environment which are both intentionally planned and unplanned.

This understanding of curriculum as both “planned” and “lived” is at the core of the NWT **Kindergarten Learning Model**. It can be viewed as beginning the moment a child arrives at school each morning and encompasses all interactions, experiences, routines, and events, both planned and unplanned, that take place throughout the day.

The Kindergarten Learning Model is thus both a guide for intentional planning and a platform for observing, reflecting on, assessing and responding to children’s lived experiences. Kindergarten Key Competencies within four Learning Areas are the guiding focus for the Kindergarten Learning Model and the framework for the Kindergarten program.



Kindergarten Key Competencies

The Kindergarten Learning Model is composed of eleven **Kindergarten Key Competencies** that are grouped under four major Learning Areas.

Living in the World

1. Sense of Identity
2. Healthy Living
3. Relationship with the Land
4. Citizenship

Ways of Working

5. Self Regulation-
Calm, Focused, Alert
6. Conversation and
Communication
7. Collaboration and
Teamwork

Ways of Thinking

8. Creativity and
Innovation
9. Problem Solving and
Decision-Making

Tools for Working

10. Applied Literacies-
Reading and Writing
11. Applied Literacies-
Math

Being, Belonging & Becoming

Kindergarten children's lives are characterized by their need for **Being, Belonging, and Becoming** (Australia, 2010) and they are reflected within each of the 11 Kindergarten Key Competencies.

Being speaks to the importance of today; the joy and wonder, as well as the unknown of the here and now. *Children's curiosity drives them to explore and learn about the world around.*

Belonging speaks to the need for children to feel they belong. *A sense of belonging is connected to health, well-being and academic success.*

Becoming speaks to children's ever-expanding worlds as they learn and grow. *Becoming is the uncovering of a child's strengths, talents, and interests.*

Kindergarten Key Competencies

through

Being • Belonging • Becoming

Integrated Curricular Outcomes

Living in the World

1. Sense of Identity
2. Healthy Living
3. Relationship with the Land
4. Citizenship

Ways of Working

5. Self Regulation - Calm, Focused, Alert
6. Conversation and Communication
7. Collaboration and Teamwork

Ways of Thinking

8. Creativity and Innovation
9. Problem Solving and Decision-Making

Tools for Working

10. Applied Literacies - Reading and Writing
11. Applied Literacies - Math

Living in the World

1. Sense of Identity

Being: Identifies personal interests and strengths

Belonging: Demonstrates a sense of belonging

Becoming: Expresses sense of identity as a unique individual and as a member of groups

2. Healthy Living

Being: Demonstrates some basic understandings of personal health and safety

Belonging: Participates in healthy physical activity with peers

Becoming: Demonstrates day-to-day safe and healthy lifestyle choices

3. Relationship with the Land

Being: Demonstrates some knowledge of the local land and environment

Belonging: Participates in opportunities to explore and care for the land and the environment

Becoming: Acts respectfully and responsibly towards the land and the environment

4. Citizenship

Being: Recognizes that citizenship carries rights and responsibilities

Belonging: Demonstrates understanding of own rights and responsibilities in the classroom

Becoming: Contributes to the sense of community in the classroom

Ways of Working

5. Self Regulation - Calm, Focused and Alert

Being: Demonstrates self-awareness of personal states

Belonging: Self-regulates to a calm, focused and alert state for learning alongside peers

Becoming: Self-regulates to navigate challenges, solve own problems and accomplish learning goals

6. Conversation and Communication

Being: Talks about thoughts, opinions, ideas and personal experiences

Belonging: Listens and responds to the ideas and opinions of others in a variety of ways

Becoming: Communicates to plan, explore, solve problems and share findings in a variety of ways

7. Collaboration and Teamwork

Being: Works well with others during play and shared activities

Belonging: Actively seeks peers for shared play, problem-solving and to work together

Becoming: Collaborates with others with diverse strengths to achieve common goals

Ways of Thinking

8. Creativity and Innovation

Being: Enjoys creating in a variety of ways

Belonging: Works with others to co-construct, innovate and create

Becoming: Takes initiative to create and innovate in self-directed ways

9. Problem Solving and Decision-Making

Being: Shares personal knowledge about new topics being explored

Belonging: Plays and works with others to explore, discover, and 'figure out things'

Becoming: Uses knowledge and age-appropriate critical thinking skills to solve problems and make decisions

Tools for Working

10. Applied Literacies - Reading and Writing

Being: Demonstrates interest in reading and writing

Belonging: Uses emerging reading and writing skills and strategies for real purposes in everyday classroom activities

Becoming: Uses reading and writing skills and strategies to explore, problem-solve and communicate

11. Applied Literacies - Mathematics

Being: Demonstrates interest in mathematics

Belonging: Uses developing mathematics skills and strategies for real purposes in everyday classroom activities

Becoming: Uses mathematics skills and strategies to explore, problem-solve and communicate new understandings

Integrated Curricular Outcomes

Kindergarten Key Competencies guide curriculum decision making for a child-centred program grounded in intentionally designed learning experiences and environments. The Key Competencies are appropriate for all 4 and 5 year olds within the Kindergarten classroom; however, the expectations for each child will be guided by their individual learning interests and development levels.

Integrated Curricular Outcomes come from the NWT subject area curriculum documents listed on page vi. They are provided for teachers to use as a vehicle, to assist in their intentional planning for student learning. The teacher is not expected to “cover” every outcome but rather to choose those outcomes that are suitable and that will best guide students’ learning toward achieving the Kindergarten Key Competencies. The source of each outcome is identified using the abbreviation key below.

<i>Abbreviations for each NWT Subject Area Curricula</i>			
AB PE	Alberta K – 12 Physical Education Curriculum	ICT	Information & Communication Technology
CD	Career Development	IQ	Inuuqatigiit
DK	Dene Kede	M	WNCP K-9 Mathematics Program
ELA	K – 3 English Language Arts	SS	Social Studies: Kindergarten Being Together
H	School Health Program - Kindergarten	Sc	K – 6 Science and Technology Curriculum
SK Arts	Saskatchewan Arts Education Curriculum		

Examples for locating the integrated curricular outcomes in the subject area curricula:

- ELA 5.2.2 refers to NWT English Language Arts Curriculum – General Learning Outcome 5, Specific Outcome 5.2.2, page 5-84.
- SS 1.1 refers to the NWT Social Studies Curriculum – Kindergarten – Cluster 1.1, page 67.
- H-Theme 3 refers to the NWT Kindergarten Health Curriculum, Theme 3 on Nutrition, page N1.1.

It is important to keep in mind that most of the NWT subject area curricula contain outcomes specific to Kindergarten; however, in *Dene Kede*, the outcomes for Kindergarten to grade 6 are grouped together and in *Inuuqatigiit* the outcomes for Kindergarten to grade 3 are grouped together. Page numbers guide teachers to the *Dene Kede* (DK) and *Inuuqatigiit* (IQ) curricula so that they can choose the specific learning outcomes that are appropriate for Kindergarten children, their school and community context.

Living in the World

1

Sense of Identity

Being: Identifies personal interests and strengths

Belonging: Demonstrates a sense of belonging

Becoming: Expresses sense of identity as a unique individual and as a member of groups

Children grow and thrive in environments that validate the individual identities they bring with them to school, as they make the transition to Kindergarten. This competency addresses the motivation children have to learn about themselves, through the identification and exploration of personal strengths, interests and connections to others. Through independent and collaborative experiences in a wide range of learning environments, relationships within the family, peer group, cultural group and the community are explored. By learning more about oneself, family, culture and history, children can grow in their sense of identity and autonomy.

Exploring diversity within the school and community opens the doors to deeper understandings of self and others. A sense of identity, for the majority of NWT children, is grounded in one of the Aboriginal cultures. Understanding more about the people and cultures whose land we share as Northerners benefits all children.

Children enter school with varied cultural, social and linguistic identities that have organized their thinking process (Rushton & Larkin, 2001).

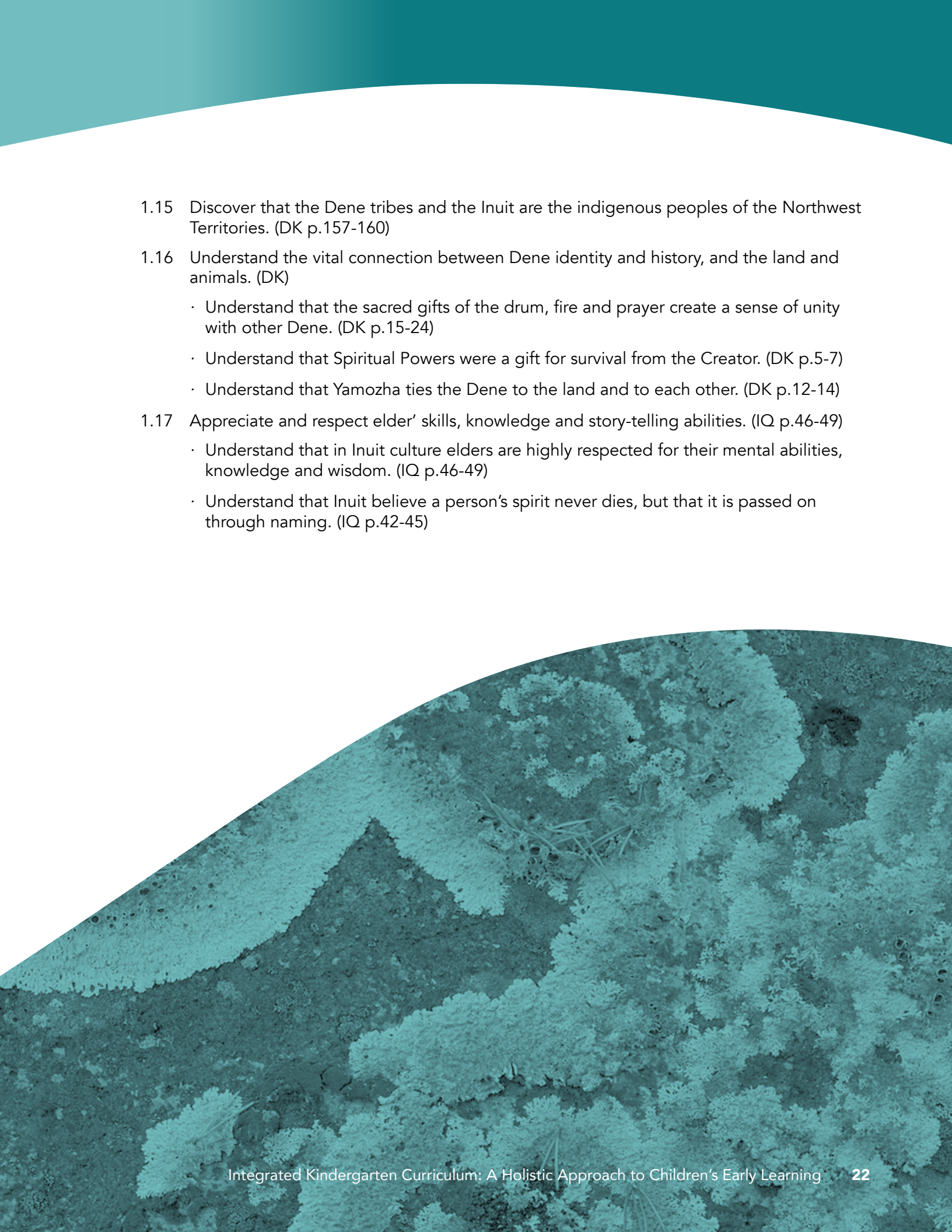


Living in the World

Sense of Identity

Integrated Curricular Outcomes

- 1.1 Understand that every person is unique and has special interests, abilities, talents, feelings and ideas to contribute to his or her community. (SS1.1/H-Theme 2/ELA 5.2.2)
- 1.2 Explore the multitude of groups that make up our society. (SS.2.1)
- 1.3 Understand self as a social being and a contributing member of various groups and the community. (SS Core Concept)
- 1.4 Acknowledge personal accomplishments and strengths in the classroom community. (ELA 5.2.3)
- 1.5 Tell and draw stories about self and family. (ELA 5.2.1)
- 1.6 Understand personal role as a family member. (DK p.139-141)
- 1.7 Recognize the role that family plays in shaping the identity of individuals. (DK p.139-141)
- 1.8 Understand that families, immediate or extended, have strengths and responsibilities. (IQ p.38-41)
- 1.9 Understand that families take care of each other in good and bad times and contribute to the community (IQ 38-41)
- 1.10 Discover personal and direct connections to history through family. (SS 2.6)
- 1.11 Recognize familiar places and landmarks in the community and their connection to family and community history. (SS 3.1)
- 1.12 Explore the diversity and importance of celebrations and come to understand the value of stories from the past. (SS 2.4)
- 1.13 Be aware of the traditional and current role of Dene children, parents and grandparents. (DK p.139-141)
 - Understand and respect traditional and current roles of Inuit/Dene men, women (DK p.166-170/IQ p.50-57), boys and girls (DK p.152-156/IQ p.58-65).
- 1.14 Understand that the extended family was the basic unit of survival in Dene culture and continues to be important today. (DK p.139-141)

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- The page features a teal decorative header at the top and a teal decorative footer at the bottom. The footer contains a photograph of a forest floor with various types of moss and ferns.
- 1.15 Discover that the Dene tribes and the Inuit are the indigenous peoples of the Northwest Territories. (DK p.157-160)
 - 1.16 Understand the vital connection between Dene identity and history, and the land and animals. (DK)
 - Understand that the sacred gifts of the drum, fire and prayer create a sense of unity with other Dene. (DK p.15-24)
 - Understand that Spiritual Powers were a gift for survival from the Creator. (DK p.5-7)
 - Understand that Yamozha ties the Dene to the land and to each other. (DK p.12-14)
 - 1.17 Appreciate and respect elder' skills, knowledge and story-telling abilities. (IQ p.46-49)
 - Understand that in Inuit culture elders are highly respected for their mental abilities, knowledge and wisdom. (IQ p.46-49)
 - Understand that Inuit believe a person's spirit never dies, but that it is passed on through naming. (IQ p.42-45)

2

Healthy Living

Being: Demonstrates some basic understandings of personal health and safety

Belonging: Participates in healthy physical activity with peers

Becoming: Demonstrates day-to-day safe and healthy lifestyle choices

Children's health, well-being, and learning are all related. Eating healthy foods, arriving at school well rested, and living an active lifestyle support children's well-being and lay the foundation for learning in Kindergarten. This competency addresses the integrated and interconnected effects of healthy habits which, when started early, have lasting effects.

Through authentic engagement, Kindergarten children explore and develop personal responsibility for their own dental, nutritional and physical health and safety. Through reflection and active participation, children examine their personal lives, connecting them to the vital role of physical activity, personal health and emotional well-being. Children also reflect on and explore cultural and traditional beliefs, values and practices associated with physical and emotional health.

All children in the NWT deserve the best possible care, nurturing and support "right from the start" so that they can develop physically, emotionally, socially, and spiritually and grow up to become healthy and productive members of their communities and society (Education, Culture and Employment, 2013).

Healthy Living: Integrated Curricular Outcomes

- 2.1 Identify basic common human needs and explore various ways in which those needs may be met. (SS.1.2)
- 2.2 Identify habits that lead to a healthy lifestyle. (H-Theme 1; CD 3.1.5, p.107)
- 2.3 Describe how dental health is influenced by oral hygiene and diet. (H-Theme 4)
- 2.4 Describe how the food that people eat may help their bodies grow healthy and strong. (H-Theme 3; AB PE)
- 2.5 Understand that healthy foods vary from one culture to another. (H-Theme 3)
- 2.6 Identify basic body parts and their functions. (H-Theme 2)
- 2.7 Acquire skills through a variety of developmentally appropriate movement activities: dance, games, types of gymnastics, individual activities and activities in an alternative environment (e.g., aquatics and outdoor pursuits). (AB PE - GLO1)
- 2.8 Experience and develop locomotor and non-locomotor skills through a variety of activities. (AB PE 1, 3)
- 2.9 Recognize and reflect on improvement in physical abilities. (AB PE -2)
- 2.10 Understand the connection between physical activity, personal health and emotional well-being. (AB PE -GLO2; AB PE - 3,6,7,8)
- 2.11 Take responsibility for leading an active way of life. (AB PE GLO4)
- 2.12 Explore health care in traditional times and in the present. (IQ p.70-73)
- 2.13 Experience natural, nutritious foods that were part of the traditional Inuit lifestyle and some that are still part of the modern Inuit diet. (IQ p.92-94)
- 2.14 Understand that the Dene have developed their own system of food gathering, preparation and preservation. Food is a source of wealth for the Dene and must be shared. One must never deny another food. (DK p.200-203)
- 2.15 Experience traditional Dene games, which were played to test physical strength, develop mental capabilities, and build character. (DK p.192-195)
- 2.16 Participate in traditional Inuit games. (IQ p.82-85)
- 2.17 Identify and explain methods of keeping warm during the season. (SC – GLO 3)
- 2.18 Identify the need for different clothing in response to environmental changes. (SC)
- 2.19 Identify devices that help keep us warm. (SC)
- 2.20 Choose appropriate clothing based on environmental conditions. (Sc GLO3, p.56)
- 2.21 Understand that taking personal responsibility for following safety rules (pedestrian, ice, water, fire, dangerous substances) is an important part of life. (H-Theme 5)
- 2.22 Discover and practice rules for water safety. (IQ p.97-98)
- 2.23 Discover and practice rules for ice safety. (IQ p.101-102)

3

Relationship with the Land

Being: Demonstrates some knowledge of the local land and environment

Belonging: Participates in opportunities to explore and care for the land and the environment

Becoming: Acts respectfully and responsibly towards the land and the environment

Healthy children need time in nature and opportunities to connect to the land and the environment around them. This competency addresses the importance of each child's relationship with the natural world as it influences and affects daily life. Children have opportunities in Kindergarten to recognize, describe and value the land, water, sky and all living things. Kindergarten will provide many experiences through which children learn about the environment and how to

care for it. This competency involves children taking personal actions in small, everyday ways, to respect and protect the environment. By exploring the traditional relationships of NWT Aboriginal peoples to the land, children gain respect for their traditional skills and their ability to survive, both in the past and present.

Kindergarten children develop their curiosity and questions in a natural setting as their relationship with the land develops (Ontario Ministry of Education, 2010).

Culturally relevant environments that reflect children's communities and cultures help to stimulate both learning and a sense of belonging (Education, Culture and Employment, 1993).



Relationship with the Land: Integrated Curricular Outcomes

- 3.1 Recognize the personal actions that can be taken to support the environment. (SS 3.2)
- 3.2 Describe characteristics of the local physical environment. (SS 3.2)
- 3.3 Give examples of how the natural environment influences daily life. (SS 3.2)
- 3.4 Appreciate the beauty and importance of the natural environment. (SS 3.2)
- 3.5 Develop a love of the land. (IQ p.92-95)
- 3.6 Understand that the land has provided the Dene with everything they need to survive for thousands of years. (DK p.27-30)
- 3.7 Understand that Dene have a very deep respect for water and rivers as a living force. (DK p.32-36)
- 3.8 Understand that the Dene had many uses for plants in the past, both domestic and medicinal. (DK p.37- 41; p.64-66)
- 3.9 Understand the importance of the animals to Dene life (bear, beaver, birds, caribou, dog, fish, fox, moose, muskox, rabbit, raven, shrews/mice, spiders, wolverine, wolf, and muskrat). (DK p.69-131)
- 3.10 Develop an appreciation for the land, sea, ice, sky and weather through Inuit stories and legends. (IQ p.92-111)
- 3.11 Appreciate the importance of water to the Inuit for food and transportation. (IQ p.96-99)
- 3.12 Develop an awareness of ice and its importance to Inuit life. (IQ p.100-103)
- 3.13 Understand the importance of the animals to Inuit life (caribou, bears, seals, fish, whales, fox, wolverine, birds, bugs) and plants. (IQ p.112-151)
- 3.14 Develop observation skills in order to explore landforms and landmarks for finding direction when travelling on the land. (IQ p.92-95)
- 3.15 Identify rivers, lakes and the sea. (IQ p.96-99)
- 3.16 Discover the changing patterns in the sky and their importance in traditional Inuit life. (IQ p.104-107)
- 3.17 Describe the changing weather conditions. (IQ p.108-111)

4

Citizenship

Being: Recognizes that citizenship carries rights and responsibilities

Belonging: Demonstrates understanding of own rights and responsibilities in the classroom

Becoming: Contributes to the sense of community in the classroom

Citizenship comes with rights and responsibilities that impact on children's lives. This competency explores how each child contributes positively to the social and cultural environment, through the lens of rights and responsibilities. Children develop a deeper understanding of the people who contribute to their well-being within the family, school and community. They explore how people cooperate and work together so that they can live peaceful and productive lives. They engage in their world by taking responsibility for their own actions and by helping others. Their understanding of the rights and responsibilities of citizenship evolves as they begin to extend their thinking beyond the family and community. Through active participation, they experience the satisfaction and rewards that come from being fully engaged citizens in their own world.



Social responsibility involves the ability to contribute to the well-being of self, others, and the natural world and to participate with others in accomplishing shared goals (Tagalik, S. 2009).

Citizenship: Integrated Curricular Outcomes

- 4.1 Participate in classroom activities. (ELA 1.1.3)
- 4.2 Respect others. (ELA 5.2.2)
- 4.3 Find ways to be helpful to others. (ELA 5.1.3)
- 4.4 Respect the rules of the school and the property of others. (SS 1.4)
- 4.5 Demonstrate an understanding of basic rules and fair play. (AB PE)
- 4.6 Know the community helpers who work to keep us safe. (H-Theme 5)
- 4.7 Demonstrate awareness of those who help, care, and make decisions for them. (SS 2.1)
- 4.8 Explore various responsibilities at home and in school and identify ways in which those actions affect others. (SS 1.5; CD 9.18)
- 4.9 Understand that taking responsibilities helps them and others. (IQ p.58-65)
- 4.10 Contribute to the classroom community. (ELA 5.2.3)
- 4.11 Demonstrate the ability to take responsibility for one's decisions and actions. (CD 7.1.9 p.112)
- 4.12 Explore how people cooperate and work together in order to live peacefully. (SS 2.5)
 - Give examples of ways in which people cooperate in order to live together peacefully (SS Skills Core Concept/ Citizenship).
- 4.13 Explore the concepts of peace and peaceful conflict resolution. (SS 1.6)
- 4.14 Explore the role of leadership in school and community peace - past and present. (IQ p.74-77)
- 4.15 Understand the importance of preparing for one's life and work paths. (CD 4.1.1, p.112)
- 4.16 Understand how work benefits the individual and society. (CD 6, p.112)
- 4.17 Discover the value of following one's own heart and its relation to life and work. (CD11.1.3, p.113)
- 4.18 Identify different types of work and their value in families, schools, and communities. (SS.2.2)
- 4.19 Actively contribute to work done in families, schools and community. (SS.2.2)
- 4.20 Recognize selves as citizens of Canada with special privileges and responsibilities. (SS 3.4)
- 4.21 Become aware of the larger world outside of the community. (SS 3.3)
- 4.22 Recognize globes, maps and models as representations of actual places. (SS 3.3)

5

Self-Regulation: Calm, Focused and Alert

Being: Demonstrates self-awareness of personal states

Belonging: Self-regulates to a calm, focused and alert state for learning alongside peers

Becoming: Self-regulates to navigate challenges, solve own problems and accomplish learning goals

Self-regulation is the ability to adapt one's emotions, behaviours, and attention to meet the demands of a given situation. The environment influences brain development and the self-regulatory capacities that underlie learning. This competency addresses five interconnected levels of self-regulation:

- **Biological** - regulating arousal states;
- **Emotional** - monitoring and modifying emotional responses;
- **Cognitive** - sustaining and switching attention, inhibiting impulses, dealing with frustration, delay and distractions, and sequencing thoughts;
- **Social** - mastering rules of appropriate behaviour, and co-regulating with others; and
- **Pro-social** – developing empathy (Shanker, 2012).

Children begin learning to self-regulate in the early years through relationships with parents and caregivers, and then continue in Kindergarten to develop the skills and strategies necessary to navigate whatever comes their way. Self-regulation is not about self-control or controlling impulses; it's about the ability to deal effectively with stressors.

Intentionally designed play experiences, embedded in all Kindergarten activities, are highly effective in supporting the development of self-regulation (Siraj-Blatchford et al., 2003).

Supportive teachers help children interpret, label and regulate their emotions (McCain, Mustard & Shanker, 2007).

Self-Regulation: Calm, Focused and Alert: Integrated Curricular Outcomes

- 5.1 Respect self. (ELA 5.2.2)
- 5.2 Build and maintain a positive self-image. (CD 1, p.107)
- 5.3 Explore ways to express feelings. (CD 3.1.3, p.107)
- 5.4 Understand that everyone has different physical characteristics, abilities and feelings. (H-Theme 1)
- 5.5 Begin to reflect on personal behaviours and learning style. (ELA 5.1.3)
- 5.6 Understand that in traditional Dene life, sharing, being self-disciplined, and learning from elders was very important. (DK p.152-156)
- 5.7 Explore the concept of change and growth as part of life. (CD 3.1.1, p.107)
- 5.8 Be open to change in order to learn and grow. (CD 3, p.111)
- 5.9 Develop a sense of time: yesterday, today, tomorrow (SS 2.6)
- 5.10 Relate events and stories in chronological order. (SS Skills)
- 5.11 Discover repeating patterns and events in own and others' lives. (SS 2.6/Math GLO2)
- 5.12 Begin to reflect on personal behaviours that contribute to group success. (ELA 5.1.3)
- 5.13 Evaluate the impact of personal decisions on self and others. (CD 8.1.12 p.113)
- 5.14 Responds to others' experiences and feelings through conversation. (ELA 1.1.1)
- 5.15 Begin to offer positive feedback to a peer about group processes. (ELA 5.1.3)
- 5.16 Begin to develop respectful communication skills to give positive feedback, encouragement and compliments to classmates. (AB PE 3)
- 5.17 Adjust listening, viewing, speaking behaviours according to the situation. (ELA 5.1.2)



6

Conversation and Communication

Being: Talks about thoughts, opinions, ideas and personal experiences

Belonging: Listens and responds to the ideas and opinions of others in a variety of ways

Becoming: Communicates to plan, explore, solve problems and share findings in a variety of ways

Children who engage in genuine conversations talk freely, believe their ideas have value, apply new knowledge and reflect on their learning. Developing competence in oral language enables children to reach their potential in all learning areas.

This competency addresses children’s developing capacity to express themselves through language. Children develop a desire to share opinions and ideas, express preferences, ask questions, communicate results of explorations and make connections. This competency also requires children to listen respectfully to the opinions, ideas and thoughts of others and to respond appropriately. The classroom environment supports children’s conversation.

Kindergarten teachers model conversations and language development in all aspects of the school day. Kindergarten classrooms are lively spaces that allow for children to develop their oral language through talk for real purposes in every day ways with peers and teachers. Teachers validate and support children’s developing language or second language learning in the case of immersion settings.

Effective communication in a classroom can only happen when there is a strong bond between teacher and students based on respect and truthfulness (Bouvier, R., 2001).

Teachers validate children by actively listening and considering their ideas and theories (New Zealand, 2008).



Conversations & Communications: Integrated Curricular Outcomes

- 6.1 Explore different ways that people communicate. (SS.2.3)
- 6.2 Talk about and/or represent self and listen to others. (ELA 1.1.1)
- 6.3 Demonstrate desire to listen and speak. (ELA 1.1.3)
- 6.4 Listen to opinions, ideas and thoughts of others. (ELA1.2.2)
- 6.5 Communicate opinions and ideas. (ELA 1.2.2)
- 6.6 Talk about connections between prior and new experiences and information. (ELA 1.2.1: SS)
- 6.7 Tell about personal connections with texts (oral, print, and other media (ELA 2.2.3)
- 6.8 Represent and share information and ideas. (ELA 3.3.2)
- 6.9 Communicate the results of investigations and explorations in a variety of ways (Sc GLOs 1-5)
- 6.10 Use a variety of simple sentence patterns when talking. (ELA 4.2.4)
- 6.11 Begins to use a voice that is individual, expressive, engaging, with an awareness and respect for intended audience and intended purpose. (ELA 4.2.4)
- 6.12 Express text preferences (oral, print, and other media texts). (ELA 1.1.2)
- 6.13 Demonstrate interest in own and others' texts and representations. (ELA 4.2.1)
- 6.14 Talk about enhancing a presentation of text (oral, print, and media). (ELA 4.4.1)
- 6.15 Interpret and express ideas clearly and purposefully using a variety of media. (SS Skills)

Ways of Working

7

Collaboration and Teamwork

Being: Works well with others during play and shared activities

Belonging: Actively seeks peers for shared play, problem-solving and to work together

Becoming: Collaborates with others with diverse strengths to achieve common goals

Teachers value children’s need to work collaboratively with others while at times working alone and independently. This competency addresses children’s emerging sense of identity through their interaction with others. Through play and shared activities, children discover the benefits of collaboration and teamwork and the sense of satisfaction that comes from working together. They extend their language abilities, form friendships and develop leadership qualities through authentic engagement that supports mental, physical, creative and spiritual activity.

Within a collaborative environment, children learn that their peers may meet their common needs in diverse ways. By working together toward common goals, they develop respect and draw on the talents, strengths, interests, and ideas of others for the benefit of the group as a whole.

When the learning environment represents the holistic nature of children’s learning, they are inspired to participate as they wonder, ask questions, develop curiosity and independence. When they are fully engaged in their play, their activity and learning is integrated across developmental domains (White et al., 2007).

Collaboration and Teamwork: Integrated Curricular Outcomes

- 7.1 Recognize that people all over the world have the same basic needs. (SS.3.5)
- 7.2 Recognize that people from other places meet their needs in diverse ways. (SS.3.5)
- 7.3 Play confidently and freely with other children. (DK p.192-195)
- 7.4 Through play, children acquire language, find friendships, learn leadership skills, and develop mentally, physically, creatively and spiritually. (DK p.196-199)
- 7.5 Show respect for the talents, strengths, interests, feelings and ideas of others, to strengthen the community. (ELA 5.2.2)
- 7.6 Interact effectively and positively with others. (AB PE GLO3; CD 2, p.107)
- 7.7 Work in partnerships by taking turns, sharing ideas, and following directions. (ELA 5.1.1)
- 7.8 Demonstrate good relations with others by working cooperatively toward common goals, and collaborating with others for the well-being of the community. (SS Skills Core Concept/Citizenship)



Ways of Thinking

8

Creativity and Innovation


Being: Enjoys creating in a variety of ways

Belonging: Works with others to co-construct, innovate and create

Becoming: Takes initiative to create and innovate in self-directed ways

Children explore their world and solve problems through their natural drive to be creative. Their creations and creative ways of thinking have boundless potential for innovation and learning. This competency addresses the capacity of people of all ages and cultures to express themselves creatively through sounds, words, images, movement and technologies across all curricular boundaries. Creativity is not encouraged by one-size fits all projects in art, music, drama or dance. Skills can be built with teacher led learning, but children need the opportunity to create for themselves, using and following their own ideas either on their own or with peers.

Through active engagement in a wide range of forms of expression, children convey personal observations and ideas as they take initiative and begin to focus on topics that interest them. Growing this competency requires that children work both independently and cooperatively to explore, create and innovate and that they communicate the creative process both verbally and non-verbally.



Play as learning is motivated by a strong desire to promote creative, divergent thinking. Learning requires emotional risks venturing beyond a child's comfort zone. Children who are emotionally secure and fully supported by their teacher, will persist (Saskatchewan, 2009).

Creativity and Innovation: Integrated Curricular Outcomes

- 8.1 Design, make and create (Sc GLOs 1-5)
- 8.2 Generate and focus ideas on a topic, using a variety of strategies. (ELA 4.1.1)
- 8.3 Use creative thinking skills to make observations, decisions and devise forward-thinking strategies. (SS Core Skills)
- 8.4 Prepare to create by talking about experiences, information, ideas, forms, audience, and purpose. (ELA 4.1.2)
- 8.5 Explain ideas verbally. (ELA 4.2.2)
- 8.6 Demonstrate a sense of completeness of an idea. (ELA 4.3.1)
- 8.7 Create art works that express own observations and ideas about the world. (SK Arts, p.27)
- 8.8 Create sound compositions exploring the elements of music including repeating patterns, beat, response to fast/slow paces, high/low sounds, loud/soft sounds, sounds with distinct tone, colours/timbres. (SK Arts, p.26)
- 8.9 Express ideas through exploration of the elements of dance including action, body, dynamics, relationships, and space. (SK Art, p.24)
- 8.10 Explore a variety of drama strategies including role play, imaging, parallel play, journeys, and meetings. (SK Arts, p.25)
- 8.11 Respond to arts expressions verbally and non-verbally (e.g. through movement or drawing). (SK Arts, p.28)
- 8.12 Recognize a wide variety of arts expressions as creations of NWT Aboriginal peoples. (adapted from SK Arts, p.29)
- 8.13 Investigate arts expressions found in own homes and school community in relation to Northwest Territories. (adapted from SK Arts,p.28)
- 8.14 Come to appreciate the beautiful and creative skills of their culture and their people. (DK p.183-187)
- 8.15 Discover the traditional purpose for chanting/drumming/singing and dancing for the Inuit. (IQ p.78-81)
- 8.16 Learn some traditional Inuit chanting/drumming/singing and dancing. (IQ p.78-81)

Ways of Thinking

9

Problem Solving and Decision-Making

Being: Shares personal knowledge about new topics being explored

Belonging: Plays and works with others to explore, discover, and ‘figure out things’

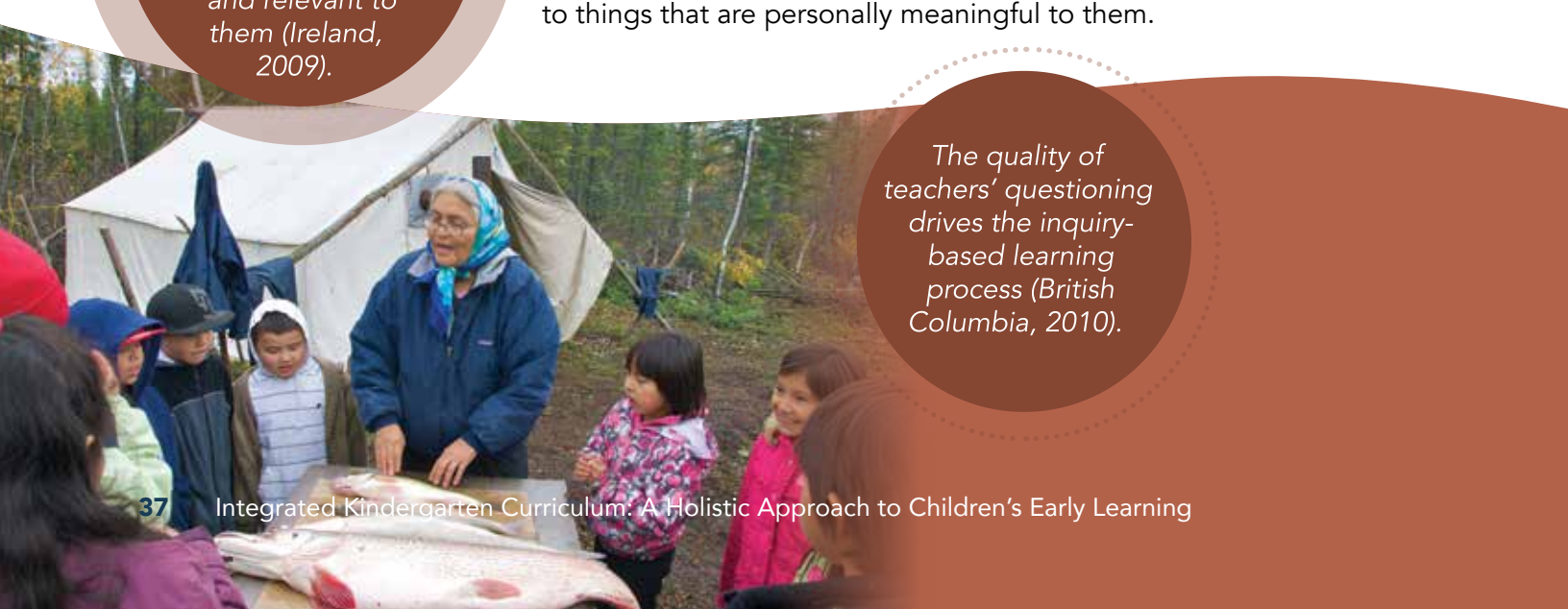
Becoming: Uses knowledge and age-appropriate critical thinking skills to solve problems and make decisions

Children are active, competent learners who have rights in the here and now. This competency addresses every child’s need to understand and make sense of the world. By building on what they already know, children begin to use critical thinking skills to solve problems and make decisions. Inquiry opportunities related to familiar environmental and community topics inspire children’s curiosity. Scaffolded investigations introduce and develop skills that are necessary for problem solving, which may include questioning, planning, predicting, observing, gathering and assessing information, as well as recording and communicating findings.

Children need multiple opportunities, embedded throughout each day, for genuine problem-solving, as they learn to work things through on their own, figure out solutions to real life problems, tinker, explore, and attempt to find solutions using trial and error and meta-cognition. Mistakes and wrong answers must be celebrated as one step closer to a solution with risk-taking encouraged. These processes can be shared and modeled by teachers; however, it is key that every child has opportunities to engage in trying to figure out solutions and to find answers to things that are personally meaningful to them.

Children become the researchers, doing meaningful work, addressing questions that are interesting and relevant to them (Ireland, 2009).

The quality of teachers’ questioning drives the inquiry-based learning process (British Columbia, 2010).



Problem Solving and Decision-Making: Integrated Curricular Outcomes

- 9.1 Ask questions to satisfy personal curiosity and information needs in own and group inquiry. (ELA 3.1.2/Sc GLO1; SS)
- 9.2 Identify self and others as sources of information. (ELA 3.2.1)
- 9.3 Ask questions and use prior knowledge to make sense of information. (ELA 3.2.4)
- 9.4 Recalls and/or records prior knowledge (ICT)
- 9.5 Indicate whether or not information is useful for answering questions. (ELA 3.3.3)
- 9.6 Access, select, organize, and record information and ideas, using a variety of sources, tools and technologies. (SS Core Skills)
- 9.7 Choose different ways to gather information and ideas for own and group inquiry. (ELA 3.1.3)
- 9.8 Categorize objects and pictures according to visual similarities and differences. (ELA 3.3.1)
- 9.9 Finds, collects, questions, records and creates using information and communication technology (ICT)
- 9.10 Record relevant observations, findings and measurements using pictorial representations, charts, drawings, concrete materials and written language (Sc GLO 1-5, ELA 3.2.3).
- 9.11 Use critical thinking skills to make observations, decisions and to solve problems (SS Core Skills)
- 9.12 Compare gathered ideas and information to personal knowledge. (ELA 3.2.2)
- 9.13 Develop number sense (Math GLO1)
- 9.14 Use patterns to describe the world and solve problems. (Math GLO2)
- 9.15 Use direct or indirect measurement to solve problems. (Math GLO3a)

Ways of Thinking



- 9.16 Carry out simple hands-on investigations involving free and guided exploration using inquiry skills (questioning, planning, predicting, observing, communicating) (Sc GLOs 1-5)
- Describe and compare the characteristics of...
 - Collect, select and sort objects according to attributes (e.g. colour, texture, size)
 - Identify examples of (E.g. machines in the house, school, community etc.)
 - Explain the function and/or purpose of
 - Design and make
 - Use appropriate terminology/vocabulary (in context)
 - Plan investigations
 - Ask questions about possible outcomes
 - Communicate the results of investigations and explorations in a variety of ways
- 9.17 Use investigation to explore a wide range of topics from Inuuqatigiit and/or Dene Kede, for example:
- The nature of the sun, moon, stars and northern lights and their importance for survival, in the past and present. (DK p.48-58)
 - A camping environment and the cultural attitudes that enable students to live in both worlds. (DK p.59-63)
 - Traditional Dene/Inuit clothing and traditional sewing skills. (DK p.183-187; IQ p.66-69)
 - Traditional Dene learning aids. (DK p.192-195)
 - Role of caribou, bears, seals, fish, whales, foxes, wolverines, birds, bugs and plants in traditional and modern Inuit life. (IQ p.112-151)
 - Habits of caribou, bears, seals, fish, whales, foxes, wolverines, birds, bugs and plants in traditional and modern Inuit life. (IQ p.112-115)

10

Applied Literacies - Reading and Writing

Being: Demonstrates interest in reading and writing

Belonging: Uses emerging reading and writing skills and strategies for real purposes in everyday classroom activities

Becoming: Uses reading and writing skills and strategies to explore, problem-solve and communicate

Even for young children, literacy now encompasses a greater range of knowledge, skills, processes and behaviours than print-centric literacy took into account. Children need a repertoire that considers multimodal ways of communicating and constructing meaning. Activities that lay the foundation for literacy include higher order cognitive processes such as imaging, categorizing and problem solving. Literacy practices, in the natural context of language development, include:

- facilitation of conversations,
- connections between literacy and play,
- interactions with environmental print,
- opportunities to explore correspondence between letters and sounds, and
- recognition of letters.

Literacy is naturally integrated into all areas of learning, as children become engaged through real-life contexts. Through this process, children make the connection between the concrete and abstract components of learning to read and write.

Teachers draw from a variety of research-based teaching methods that develop young children’s ability to decode texts and symbols in order to make meaning. In Kindergarten, 4 and 5 year olds participate in shared readings and read-alouds. They listen to, make predictions about and retell stories. They start to identify familiar words, recognize basic structures and discover that written words have meaning and that reading serves a purpose. Rhythm and repetition add interest and joy to the act of reading. Their learning environment provides lots of opportunities for free and focused exploration of poems and texts in a variety of genre. Emergent writing develops through shared and interactive writing and as children attempt to create their own original texts in many forms.

Developing a high level of competence in language enables children to reach their full potential in all learning areas (Alberta Education, 2008).

The environment that supports children’s conversation encourages them to use language in various forms (Saskatchewan, 2010).

Tools for Working

Applied Literacies – Reading and Writing: Integrated Curricular Outcomes

- 10.1 Explore a variety of oral, print, and other media texts. (ELA 2.2.1)
- 10.2 Explore a variety of narrative, expository and poetic texts. (ELA 2.2.1)
- 10.3 Use prior knowledge to identify connections between self and texts (oral, print, and other media). (ELA 2.1.1)
- 10.4 Demonstrates desire to read (ELA 1.1.3)
- 10.5 Demonstrate desire to represent and write (ELA 1.1.3)
- 10.6 Retell stories. (ELA 2.1.2)
- 10.7 Recognize that print has meaning (ELA 2.1.5)
- 10.8 Talk about and predict meaning from print, symbols, and images. (ELA 2.1.2)
- 10.9 Begin to use comprehension strategies to construct and confirm understanding. (ELA 2.1.2)
- 10.10 Begin to talk about context and purpose in texts. (ELA 2.1.3; ELA 2.1.7)
- 10.11 Recognize familiar words. (ELA 2.1.3)
- 10.12 Recognize that sentences are made up of words and words are made up of letter sounds (ELA 2.1.4; ELA 2.1.6)
- 10.13 Begin to read for meaning. (ELA 2.1.5)
- 10.14 Connect sounds with some letters when writing (ELA 4.3.2)
- 10.15 Form recognizable letters (ELA 4.2.3), and use some capital letters. (ELA 4.3.3)
- 10.16 Create original texts (oral, print, and other media). (ELA 4.1.3)

- 10.17 Talk about what is realistic and imaginary in a variety of forms and genres of texts. (ELA 2.3.1)
- 10.18 Talk about vocabulary and language used by authors from a variety of oral, print, and other media texts. (ELA 2.3.3)
- 10.19 Begin to play with repetition, rhyme and rhythm. (ELA 4.2.4)
- 10.20 Experiment with language to create desired effect in oral, print, and other media text. (ELA 4.2.4)
- 10.21 Uses given ICT to show learning by creating pictures, texts, graphs, and sounds (ICT)
- Shares, displays, discusses electronic work and participates in guided conversations about using ICT to assist learning (ICT)
 - Uses given ICT to show learning by creating (e.g. pictures (ICT)
- 10.22 Begin to use a computer to create texts. (ELA 4.2.3)
- 10.23 Demonstrates motivation and growing confidence when using ICT alone and with others. (ICT)
- Identifies uses of ICT at home, school and the community and knows chooses appropriate times and places to use ICT. (ICT)
 - Work with others to complete a teacher-directed task using ICT



Tools for Working

11

Applied Literacies - Mathematics

Being: Demonstrates interest in mathematics

Belonging: Uses developing mathematics skills and strategies for real purposes in everyday classroom activities

Becoming: Uses mathematics skills and strategies to explore, problem-solve and communicate new understandings

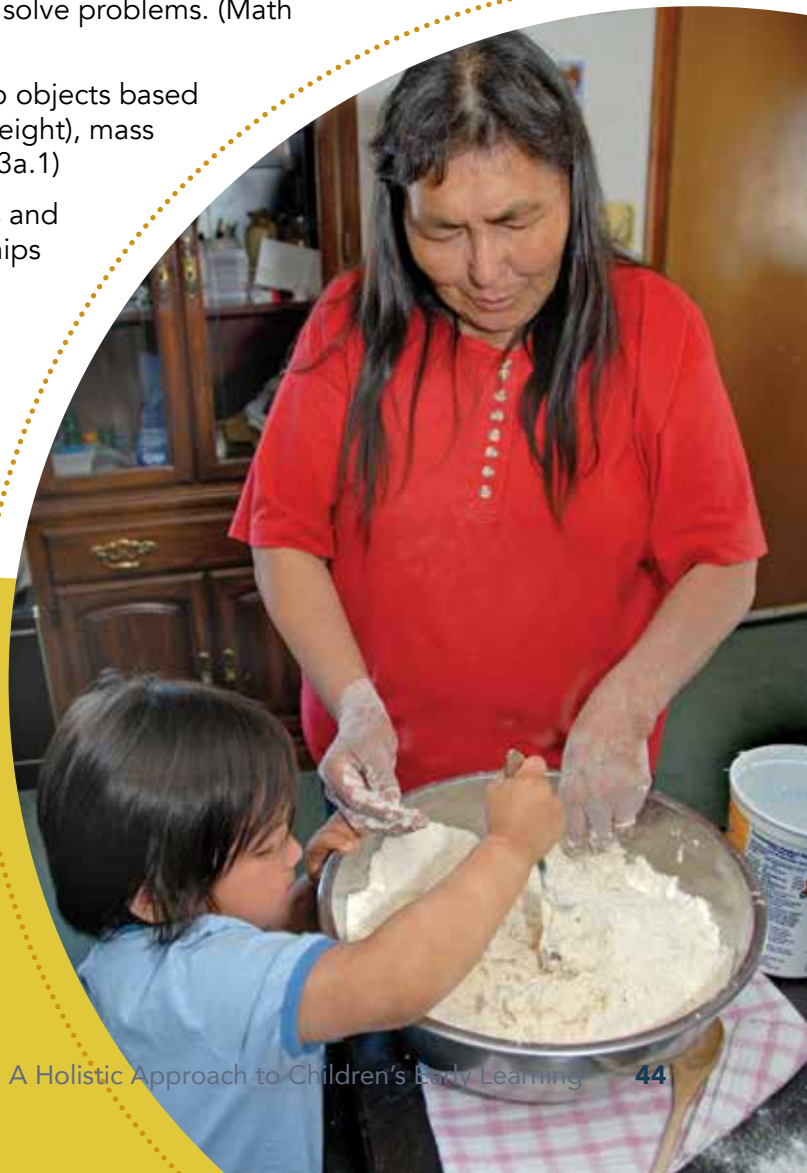
Children naturally make sense of the world through their own intuitive sense of basic mathematical concepts. Through authentic opportunities for exploration and discovery, and recognizing that mathematics crosses all curricular boundaries, they begin to discover its role and application in all aspects of life.

This competency addresses a child's developing interest and conceptual understanding of mathematics as it applies to their world. It requires children to identify and represent numbers, recognize sequence, and understand concrete values and measurement. Children increase their understanding by comparing, creating patterns and recognizing attributes of two- and three-dimensional objects. The skills and strategies of mathematics are brought to life as children try to solve real life problems and figure things out for themselves.

When literacy, numeracy and inquiry materials are embedded within play settings in pre-school, Kindergarten and multi-age programs, children's use of literacy materials and engagement in literacy acts increase (Greenspan and Shanker, 2004).

Applied Literacies – Mathematics: Integrated Curricular Outcomes

- 11.1 Develop number sense (Math GLO1)
- 11.2 Say the number sequence by 1s starting anywhere from 1 to 10 and 10 to 1. (Math 1.1)
- 11.3 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots. (Math 1.2)
- 11.4 Relate a numeral, 1 to 10, to its respective quantity. (Math 1.3)
- 11.5 Represent and describe numbers 2 to 10, concretely and pictorially. (Math 1.4)
- 11.6 Compare quantities, 1 to 10, using one-to-one correspondence. (Math 1.5)
- 11.7 Use patterns to describe the world and solve problems. (Math GLO2)
- 11.8 Demonstrate an understanding of repeating patterns (two or three elements) by identifying, reproducing, extending, creating patterns using manipulatives, sounds, and actions. (Math 2.1)
- 11.9 Use direct or indirect measurement to solve problems. (Math GLO3a)
- 11.10 Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). (Math 3a.1)
- 11.11 Describe characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them. (Math GLO3b)
- 11.12 Sort 3-D objects using a single attribute. (Math 3b.1)
- 11.13 Build and describe 3-D objects. (Math 3b.2)



Glossary

Assessment

Assessment is a key to effective teaching and is an on-going process of gathering information about children's learning. The main purpose of assessment is to gather evidence of what a child knows, understands and is able to do for the purpose of guiding the educator in identifying and planning for the learning needs of each child.

Assessment FOR Learning

Teachers reflect on and interpret each child's progress and then plan learning experiences that provide opportunities for continued learning and development.

Assessment AS Learning

Engaging with and encouraging children to think about their own learning, how they learn, and the processes they are using while learning (See "Metacognition"). It involves "making their learning visible" both to themselves and the educator.

Assessment OF Learning

Evidence of children's learning primarily used to evaluate children's achievement, often appearing at the end of a learning cycle.

Becoming

One of the three foundational building blocks of the **Kindergarten Learning Model**, Becoming reflects the ever-expanding world of children as they learn and change in their identities, knowledge, understandings, and capacities.

Being

One of the three foundational building blocks of the **Kindergarten Learning Model**, Being acknowledges the importance of the present; the joy and wonder of the here and now. Kindergarten should not be all about the preparation for the future, but also must be about recognizing the importance of the present.

Belonging

One of the three foundational building blocks at the heart of the **Kindergarten Learning Model**, Belonging emphasizes the critical importance of a child feeling connected to others. Belonging involves relationships with peers, family, cultural group, community, etc.

Brain Plasticity

Brain plasticity refers to the brain's ability to change and adapt as a result of experience. Early experiences, including those in Kindergarten, have profound impacts on children because the brain is so plastic in the early years.

Child Centred Learning

Children are actively involved in their own learning by following the directions of their play and inquiry. They have the freedom and necessary supports (modeling, scaffolding) to develop competencies by exploring questions, curiosities and interests that naturally emerge. Teachers engage with children in their play and inquiry by asking high-level questions to reveal (assess) and extend learning and development. Based on teachers' assessments, they can intentionally design and expand learning environments and experiences to validate, facilitate and extend children's learning journeys.

Cognition

The construction of knowledge, learning strategies, remembering, attention, working memory and ways of thinking and reasoning that enable children to learn about themselves, others, and the world they live in.

Competencies

Competencies are interrelated areas containing understandings, values, skills, and processes that are considered important for learning. A competency involves the ability to draw on and apply a range of personal resources (including skills and attitudes) that are appropriate for a particular context or situation. Competencies involve the use of cognitive and practical skills, creative abilities as well as attitudes, motivation and values in unique and combined ways in order to meet the demands of a situation. (Adapted from *Guiding Principles for WNCPCurriculum Framework Projects*)

Competency-based curriculum

A curriculum that creates 'know how' - ways of knowing how to act, by making appropriate choices and the proper use of various resources in complex situations. It promotes the ability to transfer prior knowledge, skills, interests, experiences, attitudes, values, and information to other situations and contexts. A competency-based curriculum builds self-awareness and support for learning through the use of metacognition, self-evaluation and self-regulation. (Adapted from *Guiding Principles for WNCPCurriculum Framework Projects*)

Culture

The understandings, patterns of behavior, practices, values, and "world view" shared by a group of people. Culture is an integral part of knowledge itself and each child and teacher brings his/her own culture to every learning experience. No learning occurs that is culturally, historically or linguistically neutral; therefore, most NWT classrooms are cultural meeting places where educators and students, through respect and negotiation, gain understanding, acceptance and appreciation of difference. (Adapted from *Guiding Principles for WNCPCurriculum Framework Projects*, January 2011, p.10)

Cultural Competence

People who are culturally competent understand their own culture and the culture of others. Educators who teach children from a culture that is different than their own, strive to learn about and understand the history and current cultures of their students. This becomes an on-going learning experience for educators as they strive to discover the values, beliefs, customs, protocols, traditions, priorities and language use of their students in order to become respectful and accepting of difference.

Curriculum

A curriculum involves the lived experiences of each student encompassing all interactions, experiences, routines, events, both planned and unplanned, that take place in a learning environment.

Dene Kede

A culture-based curriculum that encompasses Dene culture, language and the Dene perspective on education, developed by Elders and teachers representing the Dene of the Northwest Territories.

Development

Predictable stages of a child's growth and change that occur at various rates, patterns and timing. These changes are the result of interactions between biological maturation and environmental influences, including relationships and lived experiences.

Developmental Continuum

A description of sequential growth and learning within the developmental domains (emotional, social, physical, cognitive and language, and communication). Kindergarten children will be at various stages of development across domains.

Diversity

The uniqueness that each child brings to the learning environment including values and beliefs, culture and ethnicity, language, gender, ability, education, life experiences, and socio-economic status.

Domain of Development

A broad area or dimension of development: cultural and spiritual, social competence, emotional maturity, physical health and well-being, language and cognitive development, and communication.

Emergent Literacy

Young children who are exposed to a full range of language use that includes listening, speaking, reading, writing, viewing and responding, develop an understanding of the value of literacy at a very early age. Literacy emerges as children learn language within their familiar surroundings through environmental print, listening to books being read to them, repeating and retelling stories, and through rhymes and songs. They begin first by imitating these actions.

Empathy

Empathy is an awareness of and responsiveness to the emotions of others. It develops into the ability to understand and feel concern for the feelings and needs of others.

Epigenetics

The study of factors such as diet, stress, and prenatal nutrition that effect the development of genes in young children. These factors involve chemical reactions that are switched on and off at strategic times. Epigenetics is the study of these reactions and the factors that influence them.

Evaluation

Evaluation occurs at the end of a learning cycle or reporting period. Its purpose is to determine the learning that has taken place over a period of time, to summarize student progress, and to report progress to students, parents/caregivers and teachers.

Executive Functioning

Language and social skills, concentration, memory, and adaptability contribute to a child's executive functioning, or self-regulation skills. Positive executive functioning skills are the foundation upon which academic concepts can later be learned.

Experiential Learning

An instructional approach that is inductive, learner-centred and activity-oriented.

Fixed Mindset

A child has the view that everything stays the same, and nothing will change.

Growth Mindset

A child with a growth mindset understands that everything is open to challenge and welcomes feedback.

Holistic Learning

Authentic learning that is acquired through experience and connections within the family, the community, the environment, and the natural world. It reflects how children's brains process information, and better reflects the real world of children at home and in the community. Holistic learning involves integrated competencies and does not break down learning into separate skills or distinct subject areas.

Identity

An individual's sense of self, and the conceptions and expressions of their sense of self.

Inclusive Practice

Practice that is based on the belief that all individuals have equal worth and rights, and that actively promotes a sense of belonging of all children and families.

Individualizing

Meeting the needs of individual children by adapting learning experiences and environments to optimize student development.

Inquiry-Based Learning

Inquiry-based learning takes place in a variety of environments and involves children actively solving real problems through their play. Inquiry provides opportunities for children to test theories and build knowledge, skills and processes leading to deep understanding. Children are engaged in inquiry when they transfer their knowledge and skills to new situations and take responsibility for their own learning. The educators' role is to support and extend inquiry with high level questioning and responsive teaching. A key to inquiry is focusing on the process and allowing it to emerge through the children rather than using teacher planned themes and content topics.

Integrated Curricular Outcomes

Integrated Curricular Outcomes are learning outcomes related to the development of a Kindergarten Key Competency. Based on the three foundational building blocks: *Being*, *Belonging* and *Becoming*, the Integrated Curricular Outcomes are generally not intended to be taught directly. They are intended to provide a framework for "assessment for" and "assessment as" learning in relation to the Kindergarten Key Competencies, thus informing teachers' instructional decision-making.

Intentionally designed learning

Learning experiences that are planned by educators based on the integrated curricular outcomes, children's stages of development and their natural curiosity and interests.

Inuuqatigiit

A culture-based curriculum from the Inuit perspective grounded in the belief of the Elders that education must be community based.

Kindergarten Key Competencies

Kindergarten Key Competencies are the goals of learning and development for Kindergarten children. The 11 Kindergarten Key Competencies guide curriculum decision making for an integrated, child-centred program through learning experiences and environments that are intentionally designed.

Kindergarten Learning Model

The Kindergarten Learning Model is a representation of the major aspects of the NWT Kindergarten Curriculum. It includes:

- *What is to be learned:*
 - 11 Key Kindergarten Competencies
 - 33 Integrated Curricular Outcomes
 - Subject Area Curricular Essentials
- *How they are to be learned:*
 - *What We Believe* statements – the values and principles

Kindergarten Values and Principles of Instruction – What We Believe

The *What We Believe* statements are the Kindergarten values and principles that guide teachers in making the most informed decisions for each child's learning and development.

Language Literacy

Language literacy is an individual's capacity to use oral language abilities, reading, and writing to meet the needs of every day life.

Learning Centres

Designed spaces that contain carefully planned activities and materials prepared to facilitate play and inquiry-based learning. Learning centres are intentionally planned based on children's curiosities and interests, diverse levels of development, and the Key Kindergarten Competencies. Some examples: dramatic play area, construction centre, manipulative centre, creative arts centre, music centre, math centre, science/nature centre, language/literacy centre, cultural exploration area, library corner, special interest centre, outdoor centre.

Mathematical Literacy

Mathematical literacy is an individual's capacity to understand how math is used in the real world, and to use that knowledge of math to meet needs in every day life.

Metacognition

The set of skills that allows students to understand and be aware of the processes they follow in their own thinking and reasoning. This ability helps children to become aware of their strengths and challenge areas, the demands of tasks, and the personal strategies they use to complete tasks. Understanding how they think and learn provides insight so that they can modify approaches along the way as needed. Metacognition develops gradually, and builds on the student's prior knowledge and experience.

Observation

The ongoing process of watching, listening and being attuned to children's behaviors, emotional states, interests, abilities, and patterns of development. Recorded observations provide teachers with information on children's learning.

Pedagogy

The understanding of how learning happens, and the philosophy and teaching practices that support that understanding of learning.

Play

Time willingly spent in meaningful, pleasant activity that is a naturally occurring, freely chosen activity in which children are intrinsically motivated. Play has many forms and is characterized by engaged imagination, exploration, delight and a sense of wonder. Through play children express ideas and feelings, and come to understand themselves, others, and their world.

Play-Based Learning

Play-based learning is an educational approach involving children's natural way of learning. Research tells us that play is the most effective and efficient way that educators can support learning in young children. A child's every experience influences the structure of his/her brain which affects the social, emotional, physical, language, communication and cognitive development that is taking place continually, from moment to moment. There is a strong link between play and learning, especially in the areas of problem solving, language acquisition, literacy, numeracy and social, physical and emotional skills. Both child and teacher initiated play are an important part of the Kindergarten curriculum.

Pragmatics of Language

The style of language used is determined by the culture of the speakers, the context, the purpose of the communication, the situation and the audience. The pragmatic cueing system is often considered to be the social aspect of language. It is important for teachers who are of a different culture than their students to understand the pragmatics of their students' style of communication. This is part of being culturally competent. *(Adapted from Children First: A Resource for Kindergarten, Saskatchewan)*

Principles

Principles are generalizations about how children learn. It is important that educators are guided by these principles when planning the Kindergarten program.

Reflective Practice

The intentional thinking process educators apply to assessment information in order to make decisions about how to create or modify learning experiences and environments to enhance or extend learning.

Scaffolding

The supports that educators provide to students engaged in the learning process. Scaffolding is temporary and provides just enough support for learners to do a little more than they are able to do independently. The goal is always to remove the supports once the student no longer needs them.

Schoolification

Programs that are based on isolated, skill-based lessons usually focused on literacy and math, and which are not linked to authentic, meaningful contexts, are considered to be "schoolification". Research shows that early gains made in pre-school and Kindergarten using this approach do not continue past grade three.

Self-Esteem

A person's perception of his/her self-worth.

Self-Regulation

Self-regulation is the ability to adapt one's emotions, behaviours, and attention to meet the demands of a given situation. It includes the ability to take into account one's own thoughts and those of others. Children acquire the capacity to self-regulate through relationships, first with parents and other primary caregivers and then with other children and adults. Five interconnected levels of self-regulation:

- Biological (regulating arousal states)
- Emotional (monitoring and modifying emotional responses),
- Cognitive (sustaining and switching attention; inhibiting impulses; dealing with frustration, delay and distractions; and sequencing thoughts),
- Social (mastering rules of appropriate behaviour; and co--regulating with others),
- Pro-social (especially empathy).

Values

Values are learned early and imbedded in culture. They guide behaviour by informing our priorities in life. They tell us what is good, beneficial, important, useful, beautiful, constructive, etc. and they help to explain why we do what we do.

Whole Child Development

Viewing development as a holistic, complex, and interrelated process that involves all the developmental domains: cultural and spiritual, social, emotional, physical health and well-being, language and cognitive and communication.

Worldview

A way of looking at the world that is unique to a particular society or culture. It represents a particular perspective that includes every aspect of a people's knowledge and experience and how they are interpreted. "Every culture has a world view whether it is stated or not. It gives people a characteristic perspective on every aspect of their lives. This perspective tells the people what is important and why. It tells the people how they must behave in life. Perspective explains life for a people and gives it meaning" (Dene Kede, 1993, p.xxiii).

Zone of Proximal Development

The distance between the actual developmental level of an individual and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.

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