

Music	
Pre-K	<ul style="list-style-type: none"> <li>• Use voice to imitate sounds and learn song,</li> <li>• Move their bodies to express the mood of the music</li> <li>• Recognize different sources of music in daily life</li> <li>• Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</li> <li>• Explore body and untuned percussion instrument sounds</li> </ul>
Kindergarten	<ul style="list-style-type: none"> <li>• Use voice to imitate sounds and learn songs</li> <li>• Move their bodies to express the mood of the music</li> <li>• Recognize different sources of music in daily life</li> <li>• Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</li> <li>• Explore body and untuned percussion instrument sounds</li> </ul>
G1	<ul style="list-style-type: none"> <li>• Bring music from home to share</li> <li>• Describe how music makes them feel</li> <li>• Distinguish the sounds of different instruments in music</li> <li>• Listen to music and create their own work in response</li> <li>• Recognize that sound can communicate ideas</li> </ul>
G2	<ul style="list-style-type: none"> <li>• Describe the differences in music</li> <li>• Distinguish the sounds of different instruments in music (repeated for continued emphasis)</li> <li>• Listen to music and create their own work in response (developing more structured outcomes)</li> <li>• Express their responses to music in multiple ways (deepen integration across media)</li> </ul>
G3	<ul style="list-style-type: none"> <li>• Sing individually and in unison</li> <li>• Recognize music from a basic range of cultures and styles</li> </ul>

	<ul style="list-style-type: none"> <li>• Express their responses to music from different cultures and styles</li> <li>• Explore individually or collectively a musical response to a narrated story</li> <li>• Create a musical composition to match the mood of a visual image (<i>with more teacher guidance</i>)</li> </ul>
G4	<ul style="list-style-type: none"> <li>• Create a musical composition to match the mood of a visual image (<i>with greater independence and complexity</i>)</li> <li>• Reflect on and communicate their reactions to music using musical vocabulary</li> <li>• Record and share the stages of the process of creating a composition</li> <li>• Share performances with each other and give constructive criticism</li> </ul>
G5	<ul style="list-style-type: none"> <li>• Sing with accuracy, expression, and independence</li> <li>• Explore and compare music from diverse cultures, times, and social contexts</li> <li>• Create and perform music and movement in response to a theme or idea</li> <li>• Describe and evaluate their own creative process and that of others</li> <li>• Analyze how musical elements convey meaning in various compositions</li> <li>• Share and reflect on live music experiences as performers and audience members</li> </ul>
<b>Art</b>	
Pre-K	<ul style="list-style-type: none"> <li>• Identifying basic colors and shapes</li> <li>• Exploring a variety of materials (paint, clay, crayons, collage)</li> <li>• Using lines, dots, and shapes to create imagery</li> <li>• Practicing fine motor skills through tearing, gluing, and drawing</li> <li>• Learning to express feelings through art</li> <li>• Engaging in group art-making and storytelling</li> </ul>

Kindergarten	<ul style="list-style-type: none"> <li>• Primary and secondary colors</li> <li>• Simple patterns and textures</li> <li>• Introduction to lines: straight, curved, zigzag</li> <li>• Beginning to represent people, places, and objects</li> <li>• Developing storytelling through pictures</li> <li>• Understanding spatial relationships (foreground/background)</li> </ul>
G1	<ul style="list-style-type: none"> <li>• Elements of art: line, shape, color, texture</li> <li>• Introduction to symmetry and balance</li> <li>• Using art to express feelings and ideas</li> <li>• Beginning observational drawing</li> <li>• Exploring a variety of media (paint, oil pastels, paper weaving)</li> </ul>
G2	<ul style="list-style-type: none"> <li>• Introduction to principles of design: pattern, repetition, contrast</li> <li>• Creating with intent (planning before making)</li> <li>• Observational drawing with more detail</li> <li>• Introduction to artists from around the world</li> <li>• Layering and mixed media techniques</li> </ul>
G3	<ul style="list-style-type: none"> <li>• Self-assess choices and adjustments when planning and creating art</li> <li>• Manipulate the elements of art and the principles of design to create art.</li> <li>• </li> <li>• Create art through purposeful observation that reflects introspection</li> </ul>

	<ul style="list-style-type: none"> <li>•</li> <li>• Create art through purposeful, reflective observation</li> <li>•</li> <li>• Demonstrate confidence and skill with a variety of materials and techniques to create art.</li> <li>•</li> <li>• Relate works of art to a particular time period</li> <li>• Understand that culture and historical events influence art</li> </ul>
G4	<ul style="list-style-type: none"> <li>• Recognize that art objects, motifs, and styles define cultural identity.</li> <li>• Use the vocabulary of art to compare and contrast works of art</li> <li>• Communicate and support interpretations of works of art.</li> <li>• Interpret a work of art in light of the context in which it was created.</li> <li>• Use external criteria to judge and evaluate works of art.</li> <li>• Use art concepts and vocabulary to generate personal criteria for evaluating works of art.</li> </ul>
G5	<ul style="list-style-type: none"> <li>• Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English language arts, mathematics, social studies).</li> <li>• Describe the contributions of art forms and of artists in a multidisciplinary work of art.</li> <li>• Understand the ways in which we incorporate art into our lives (e.g., creating, collecting, appreciating)</li> <li>• Identify art professions that require a portfolio for employment (e.g., architect, photographer, graphic designer and book illustrator)</li> </ul>
<b>Computer Science</b>	
Pre-K	<ul style="list-style-type: none"> <li>↔ Learn essential technology vocabulary (computer, monitor, click, screen, mouse)</li> <li>↔ Use new vocabulary to identify and interact with devices</li> <li>↔ Understand how technology helps people every day</li> </ul>

	<ul style="list-style-type: none"> <li>⇌ Explore early logical thinking through hands-on activities</li> <li>⇌ Develop good ergonomic habits (how to sit and handle devices)</li> </ul>
Kindergarten	<ul style="list-style-type: none"> <li>⇌ Learn essential technology vocabulary (computer, monitor, click, drag and drop, screen, mouse)</li> <li>⇌ Use vocabulary in daily routines (turn on/off devices, navigate apps)</li> <li>⇌ Discover different purposes of technology (communication, learning, creativity)</li> <li>⇌ Build algorithmic thinking through sequencing and pattern activities</li> <li>⇌ Develop good ergonomic habits (how to sit and handle devices)</li> <li>⇌ Start building simple games using ScratchJr</li> </ul>
G1	<ul style="list-style-type: none"> <li>⇌ Strengthen technology vocabulary and apply it in discussions and activities</li> <li>⇌ Understand how technology solves everyday problems</li> <li>⇌ Create simple sequences using beginner coding platforms (e.g., ScratchJr)</li> <li>⇌ Practice digital creativity through basic graphic design projects</li> <li>⇌ Apply online safety rules and responsible behavior during activities</li> <li>⇌ Build typing skills with focus on correct hand placement and posture</li> </ul>
G2	<ul style="list-style-type: none"> <li>⇌ Enrich technology vocabulary (program, code, file, internet) and apply it in projects</li> <li>⇌ Design animations and games using ScratchJr</li> <li>⇌ Develop logical thinking with loops, events, and conditionals</li> <li>⇌ Create digital artwork and simple multimedia presentations</li> <li>⇌ Practice critical thinking and responsible online behavior</li> <li>⇌ Improve typing speed and maintain good ergonomic practices</li> </ul>
G3	<ul style="list-style-type: none"> <li>⇌ Master new technology terms and use them confidently in projects</li> <li>⇌ Build more advanced coding projects using loops, conditionals, and debugging techniques</li> <li>⇌ Create interactive stories and problem-solving games</li> </ul>

	<p>↔Develop more sophisticated graphic design and digital storytelling skills</p> <p>↔Analyze digital footprints and online behavior impact</p> <p>↔Strengthen typing fluency and ergonomic discipline</p>
G4	<p>↔Apply technology vocabulary in independent and collaborative tasks</p> <p>↔Design and code complex interactive programs and apps</p> <p>↔Develop graphic design projects with layering, editing, and branding basics</p> <p>↔Discuss and analyze technology's impact on society</p> <p>↔Practice collaborative online work using ethical and responsible behavior</p> <p>↔Achieve strong typing accuracy and speed</p>
G5	<p>↔Master technology vocabulary in project development</p> <p>↔Plan, create, and present independent coding and design projects</p> <p>↔Solve real-world problems through algorithmic thinking and digital solutions</p> <p>↔Create advanced multimedia content through digital</p> <p>↔Lead discussions on ethics, responsibility, and innovation in technology</p> <p>↔Demonstrate mastery of typing, posture, and professional technology habits</p>
<b>PE</b>	<b>General Objectives for PE for the KG and Elementary School</b>
Pre-K	<p><b>Social emotional learning</b></p> <ul style="list-style-type: none"> <li>Throughout Grades Pre-K to Grade 5, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:</li> <li>apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living for each grade level.</li> </ul>
Kindergarten	
G1	
G2	

G3	<p><b>Active Living</b></p> <ul style="list-style-type: none"> <li>• participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;</li> <li>• demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</li> <li>• demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</li> </ul> <p><b>Movement Competence</b></p> <ul style="list-style-type: none"> <li>• perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;</li> <li>• apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</li> </ul> <p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of factors that contribute to healthy development;</li> <li>• . demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</li> <li>• demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</li> </ul>
G4	
G5	