

This package provides a list of Alberta Learning curriculum objectives from Health and Life Skills, Social Studies and the Kindergarten Program Statement which we believe are met under the My Pet and Me program.

Curriculum Connections My Pet and Me	Specific outcomes met	How the CHS Program meets the outcomes
<b>Kindergarten</b>		
<b>Health and Life Skills</b>		
Wellness choices		
Safety and Responsibility	W–K.7 - identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone	Discussion regarding bite prevention and the proper actions to take when children see a dog alone in the park
	W–K.9 - describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground	Discussion on safety around pets at home and out in the community i.e. how to properly introduce yourself too and pet an animal
	W–K.10 - describe and demonstrate ways to be safe at home and away from home; e.g., demonstrate telephone skills, and know when to share personal information	Children demonstrate how to properly pet an animal by using the stuffed pet brought along for the presentation
Relationship Choices		
Understanding and Expressing Feelings	R–K.1 - demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement	Flash cards are used to relate animal and human feelings. Children describe the feelings in the picture and make the connection that pets have feelings too
	R–K.4 - identify and begin to demonstrate effective listening; e.g., actively listen, respond appropriately	Children practice listening skills with a guest in the classroom, and are asked to respond to questions
Interactions	R–K.6 - demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play	Children are given tools to use for expressing a caring attitude towards other children along with animals through discussion on kindness and respect
Life Learning Choices		
Life Roles and Career Development	L–K.6 - demonstrates awareness of the ways in which people take care of responsibilities in the home and school	Descriptions are given on the various jobs at the Calgary Humane Society and our role within the community
Volunteerism	L–K.7 - identify ways to help	Children are given ideas on ways to help the animals through fundraising
	L–K.8 - perform volunteer tasks as a class; e.g., draw pictures to show appreciation	Children are encouraged to draw pictures for the animals to show their support

Similar curriculum connections can be made to the following core programs and literature:

<b>Curriculum Connections My Pet and Me</b>	<b>Specific outcomes met</b>
<b>Social Studies</b>	
<b>I Belong</b>	
Values and Attitudes	<b>K.2.2 value and respect significant people in their lives</b>
	<b>K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)</b>
Knowledge and Understanding	<b>K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:</b> <ul style="list-style-type: none"> <li>• How does living and participating in your community affect your sense of belonging? (CC, I)</li> </ul>
	<b>K.2.5 Examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:</b> <ul style="list-style-type: none"> <li>• In what ways can people contribute to a group or community? (CC)</li> <li>• What actions show care and concern for the environment? (C, LPP)</li> </ul>
Skills and Processes for Kindergarten	
Social Participation as a Democratic Practice	<b>K.S.5 demonstrate the skills of cooperation, conflict resolution and consensus building</b>
	<b>K.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</b> <ul style="list-style-type: none"> <li>• being a classroom helper</li> </ul>
Communication	<b>K.S.8 demonstrate skills of oral, written and visual literacy</b>
Glossary of Terms and Concepts Kindergarten	<b>community</b> A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space. <b>environment</b> What constitutes immediate surroundings and can include physical, human and natural elements. <b>group</b> People who are together and connected by shared interests and characteristics. <b>respect</b> Willingness to show consideration or appreciation.

## **Kindergarten Program Statement**

### **Environment and Community Awareness**

*The child explores familiar places and things in the environment and community. pg 22*

- describes a variety of homes; e.g., for people, animals, birds
- recognizes familiar animals and their characteristics and surroundings; e.g., farm and zoo

### **Personal and Social Responsibility**

*The child accepts and practices responsibility. pg 24*

- demonstrates awareness of the ways in which people take care of responsibilities in the home and school

*The child contributes to group activities. pg 25*

*The child:*

- listens to peers and adults
- takes turns in activities and discussions
- performs volunteer tasks as a class; e.g., draws pictures to show appreciation
- joins in some small and large group games and activities