

Our Collective Commitments

At Maryland Park School, our staff are committed to the following beliefs:

- We believe all stakeholders have a voice in our school community. We will listen and consider all perspectives when making decisions that positively impact our school community.
- We believe positive relationships provide the foundation for learning and foster a sense of belonging. We will build meaningful connections with our students, colleagues, families, and community.
- We believe every child deserves to feel safe, welcome, and valued. We will provide an environment of respect and sense of belonging that supports the social-emotional needs of each child.
- We believe students need to be independent learners who problem solve, think critically, and reflect on their learning. We will ensure students have access to activities that foster exploration and discovery.
- We believe students and staff need to have a growth mindset. We will model and celebrate resilience, perseverance, risk taking, and an “I can” attitude.
- We believe every child has strengths, gifts, and talents. We will provide a variety of opportunities for students to further develop their strengths and share their unique gifts and talents while celebrating their individual growth.
- We believe each child is an active partner in the learning process. We will involve students in their learning by goal setting, identifying clear learning targets, self-assessment, and reflection.
- We believe every child deserves an equitable opportunity to demonstrate their learning. We will provide students with choices and opportunities to demonstrate their learning.
- We believe every child is capable of high levels of academic and social-emotional success. We will differentiate and provide flexible, supportive learning environments to meet the needs of all learners.

Our Kindergarten Team

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Bell Times

8:40 a.m. First Bell

8:45 a.m. Class Begins

11:30 a.m. - 12:30 p.m. Lunch

12:30 p.m. First Bell

12:35 p.m. Class Begins

3:20 p.m. Dismissal



MARYLAND PARK SCHOOL



Our Community. Our Pride. Our Future.

Kindergarten

Enclosed is a summary of curricular learning targets that have been identified by our teachers.

For a more comprehensive look at Manitoba curriculum please visit:

<https://www.edu.gov.mb.ca/k12/cur/>

Also see:

My Child in School: A Resource for Parents

<https://www.edu.gov.mb.ca/k12/mychild/index.html>

Our Mission

Maryland Park School is a safe and welcoming community that works together to ensure every student achieves high levels of academic, social, and emotional success.

Maryland Park Kindergarten Learning Targets

English Language Arts

The four practices that the curriculum identifies are interconnected and interrelated. They are used as authentic experiences throughout the school year.

Language as Sense Making - Language as System
Language as Exploration and Design - Language as Power and Agency

English Language Arts skills in reading, listening & viewing, writing, speaking & representing, and critical thinking are taught using effective practices. The following student-friendly learning targets have been developed so that students can clearly identify achievement of curricular outcomes.

Learning Targets

Cueing Systems

- I can show that words go from left to right.
- I can show that words go from top to bottom.
- I can show or say the sounds that letters make.
- I can match letters to the sound(s) they make.

Reading Comprehension & Reading Response

- I can retell the beginning, middle and end of a story. (summarize).
- I can tell you the main character(s) in a story.
- I can guess what will happen next (predict)
- I can use what I know to talk about (connect) to the story.
- I can tell a story that matches my picture.

Writing

- I can think of an idea to draw.
- I can write the beginning sound of a word.
- I can use sounds I know to write about my picture.
- I can print my name using an uppercase letter followed by lower case letters.
- I can tell the difference between upper and lower-case letters.
- I can print from left to right.

Learning Targets in listening & viewing, speaking & representing, and critical thinking under development.

Science

Teaching and assessing of science learning targets occur throughout the school year with a specific focus on the outcomes integrating the design process. Many concepts are integrated with other subject areas.

Learning Targets

Cluster 1: Trees

- I can name the parts of tree.
- I can tell the ways humans and animals need and use trees.
- I can name the four seasons. I can match a tree to each season.

Cluster 2: Colours

- I can name eleven colours.
- I can tell you the primary colours.
- I know that mixing primary colours makes new colours.
- I know the difference between light and dark colours.
- I can sort objects by colour.
- I can name and describe colours in our environment

Cluster 3: Paper

- I can name and describe paper.
- I can tell different ways to use paper.
- I can use paper to make something for a special use.

Visual Arts

The four essential Arts learning areas present a distinct set of learning outcomes and are integrated with other subject areas.

Art Language and Tools

- I can tell the names of important tools for art.
- I can talk about art using words like line, colour, and shape.

Creative Expression in Art

- I can use my own ideas for creating art.

Understanding Art in Context

- I show interest in artwork done by others.

Valuing Artistic Experience

- I can talk about and explain my art to others.

Mathematics

Numeracy concepts are integrated into daily routines, morning message, calendar activities and games throughout the year.

Number - Patterns and Relations - Shape and Space

Learning Targets

Term 1

- I can count to 10 starting at 1.
- I can copy and extend a 2-element pattern.
- I can copy and extend a 3-element pattern.
- I can count to 30 starting at 1.
- I can say the number for a set of objects.
- I can subitize to 5.
- I can point and count to each object.

Term 2

- I can tell you if a pattern repeats.
- I can match numbers to pictures.
- I can say "how many" are in a set.
- I can count backwards from 5.
- I can subitize to 6.
- I can tell what is a pattern and what isn't.
- I can count a set, move the objects, and guess the new count to make sure it is still the same.
- I can show a number that is more than, less than or the same.

Term 3

- I can represent and describe numerals concretely.
- I can represent and describe numerals pictorially.
- I can create a repeating pattern.
- I can count to 30.
- I can count backwards and forwards from 10 – 1 starting from any number.
- I can tell one more.
- I can tell one less.
- I can show a number in order in many ways by using objects, five-frame, ten-frames, or dot cards.
- I can show a number in order on a number line.
- I can tell the length of two objects by showing which one is shorter, longer or almost the same.
- I can tell the weight of two objects by showing which is lighter, heavier, or almost the same.
- I can tell which objects can hold more water using words like less, more, bigger, smaller or almost the same.

Social Studies

Teaching and assessing of Social Studies Units and outcomes occur throughout the school year. Many topics are integrated with other subject areas.

Learning Targets

Cluster 1: Me

- I can give examples of my basic needs.
- I can tell what my jobs are at home and school.
- I know that Remembrance Day is a time to think about peace and war.
- I can tell what my jobs are at home and school.
- I know that my actions can help or harm others.

Cluster 2: The People Around Me

- I can tell you who helps care for me at home, at school and in the community.
- I know that there are many different ways people celebrate special occasions.

Cluster 3: The World Around Me

- I can tell how the seasons and weather effect my life every day. (work, play and the clothes I wear.)
- I can tell what city and country I live in.
- I am curious and can ask questions about the world around me.

General Outcome Learning Targets (Taught all year)

Active Citizenship

- I can cooperate and collaborate with others when I play.
- I can cooperate and collaborate with others when I work.

Managing Information and Ideas

- I can describe periods of time (days of the week, months of the year, today, tomorrow, yesterday.)

Critical and Creative Thinking

- I can follow classroom, school and playground rules.

Communication

- I can listen while others are speaking.
- I can share my ideas respectfully.

Health

Throughout the school year, students will demonstrate knowledge and skills in the ability to make informed decisions for healthy living in the following strands:

Personal Health Practices- Active Living - Nutrition - Substance Use and Abuse Prevention - Healthy Lifestyle Practices

Specific topics in this area can be found at: <https://www.edu.gov.mb.ca/k12/cur/physlth/kto4.html>