Preschool Education Program

Broad Areas of Learning

Health and Well Being	Personal and Career Planning	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
To ensure that students adopt a self-monitoring procedure concerning the development of good living habits related to health, well-being, sexuality and safety (pg.44).	To enable students to undertake and complete projects that develop their potential and help them integrate into society (pg.45).	To encourage students to develop an active relationship with their environment while maintaining a critical attitude towards exploitation of the environment, technological development and consumer goods (pg.47)	To develop student's critical and ethical judgment with respect to media and to give them opportunities to produce media documents that respect individual and collective rights (pg.49).	To ensure that students take part in the democratic life of the classroom or the school and develop a spirit of openness to the world and respect for diversity (pg.50).

The Competencies and the Key Features

To perform sensorimotor actions effectively in different contexts.	To affirm his/her personality	To interact harmoniously with others	To communicate using the resources of language	To construct his/her understanding of the world	To complete an activity or project
To broaden his/her repertoire of actions. • To experiment with gross motor movement • To experiment with fine motor movements • To pay attention to sensory and bodily reactions	**To increasingly meet his physical, cognitive, emotional and social needs.** • Expresses his needs • Finds ways to meet them	**To show interest in others** • Becomes acquainted with different people. • Recognizes their physical, social and cultural characteristics • Recognizes his differences from and similarities to others	**To show interest in communication** • Starts and maintains conversation • Adheres to subject of a conversation • Imitates reading and writing behaviours • Shows interest in ICT	**To show interest and curiosity in the arts, history, geography, mathematics science and technology** • Experiments • Uses tools, materials and strategies in the subject areas • Makes connections with his everyday life.	**To become involved in the activity or project** • Shows interest • Speaks of what he knows • Researches information to carry out activity or project
To adapt actions to the demands of the environment • Situates oneself in the physical environment • Experiments with sequences of actions • Uses tools and materials for explicit purposes	**To share his tastes, interests, feelings and emotions** • Expresses in a variety of ways his tastes and interests. • Expresses in a variety of ways his feelings and emotions.	**To participate in the group** • Expresses his ideas • Listens to others • Takes part in formulating rules • Takes part in decision making • Takes responsibility	**To understand a message** • Pays attention to the message • Takes into account concepts relating to time, space, quantity • Expresses understanding of information received • Recognizes the value of writing • Explores concepts, conventions and symbols of written language.	**To exercise thinking in a variety of contexts** • **Observes, explores and manipulates** • **Asks questions** • **Makes associations with ideas** • **Makes and tests predictions**	**To show tenacity in carrying out the activity or project** • Uses a variety of strategies • Takes time and space into account • Uses creativity • Completes the activity or project
To recognize ways to ensure well being • Adopts good posture • Practices relaxation • Identifies healthy living habits • Respects safety rules	**To show autonomy** • Selects materials • Makes choices on the basis of himself and the environment • Sets goals • Takes initiative and responsibility	**To apply a conflict-resolution process** • **Recognizes situations of conflict** • **States the facts** • **Seeks a solution** • **Applies a solution** • **Tests the solution**	**To produce a message** • Organizes his ideas • Uses appropriate vocabulary • Explores the sound aspect of language through wordplay • Explores different forms of spontaneous writing • Uses ICT	**To organize information** • Expresses what he knows • Seeks, selects and exchanges information	**To transmit the results of the project** • States his assessment • Speaks of the difficulties involved • Explains what he learned • Explains how he will use these new learnings
	To develop self confidence • Becomes aware of strengths and weaknesses • Puts forward his ideas • Presents personal impressions with confidence	**To cooperate with others** • Shares games, materials, ideas and strategies • Offers help • Encourages others • Identifies factors that help or hinder cooperation • Cooperates in activities and projects		**Describes his learnings** • Describes method • Defines learnings and strategies • Applies learnings	**To show satisfaction with the activity or project** • Presents his project • Describes his method • Explains the strategies and resources used

Cross Curricular Competencies

Intellectual Competency: to use information, to solve problems, to exercise critical judgment, to use creativity (pg. 13).	Methodological Competency: to adopt effective work methods, to use ICT (pg.13).	Personal and Social Competency: to construct his/her identity, to cooperate with others (pg.13).	Communication-Related Competency: to communicate appropriately (pg. 13).

Clip art : du Grande monde du préscolaire found on the Récit de l`éducation préscolaire web site