

Chesterfield Township School District

Little Dragons Preschool Curriculum

Summer 2019

Revision Committee

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Attachments:

HighScope list of Key Developmental Indicators

Alignment of the New Jersey Preschool Teaching and Learning Standards of Quality With HighScope’s Preschool Key Developmental

Indicators Alignment of the New Jersey Preschool Teaching and Learning Standards of Quality With HighScope’s Preschool Child Observation Record (COR Advantage 1.5).

Rationale

In considering the important features of a preschool curriculum, Chesterfield sought to find a curriculum that would promote the development of a child's independence and problem solving abilities, foster an interest in learning, and promote positive peer-to-peer interactions. We also looked for a curriculum that had research backing associated with developmental progress.

Toward this end and after a thorough review, Chesterfield School District has chosen to implement the HighScope Curriculum. This curriculum comes out of the HighScope Educational Research Foundation which is an independent, nonprofit organization that was established in 1970. There has been almost 40 years of research that has shown HighScope to promote child development. This research includes the HighScope Perry Preschool Project study.

HighScope is a state recommended curriculum that is aligned with the 2014 New Jersey Preschool Teaching and Learning Standards of Quality. HighScope is accredited by the National Association for the Education of Young Children (NAEYC) and consistent with the best practices recommended by and the Head Start Performance Standards. It is also aligned with the standards from the International Reading Association and the National Council for the Teachers of Math. This curriculum centers on "active participatory learning" and promotes child decision-making and independence. This is consistent with the philosophy that is seen in the district's curriculum as children move through the grades and aligns with best practices for 21st Century Learning.

Young children learn by making choices and following through on their decisions and learning from the experience. One of the curriculum's important features is the plan-do-review process. This is the process in which children are supported as they create a plan for work time, carry it out, and then review what they have done and learned. The HighScope curriculum was also chosen because it is comprehensive, and organized

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into five main categories: 1) Approaches to Learning, 2) Language, Literacy, and Communication, 3) Social and Emotional Development, 4) Physical Development, Health, and Well-being, 5) Arts and Sciences (consisting of Mathematics, Science and Technology, Social Studies, and the Arts).

Due to the unique nature of HighScope and preschool education, the format of this curriculum will differ from the traditional format of other academic curricula. HighScope will be implemented with fidelity, therefore the remainder of this document will contain a description of HighScope and its features, a list of its Key Developmental Indicators and a document aligning them with the state standards, an explanation of scope and sequence, assessment schedule, and a list of resources acquired by the district.

Description of HighScope

HighScope is an integrated curriculum that centers on active participatory learning, a structured daily routine, an engaging environment that promotes child exploration and development, adult-child interactions, and assessment to create a unified approach. Knowledge and learning is promoted in a cross curricular manner within the learning areas and large and small group activities. Learning is constructed through student interest which is facilitated and expanded upon by adult interactions. Instructional planning is based upon individual developmental levels within areas and skills and dictated by frequent adult observations and assessments. This curriculum is inherently differentiated, thus allowing students to participate at their developmental level.

Key Features of the High Scope Approach-

Active participatory learning – This approach structures an environment in which children learn through direct, hands-on experiences with people, objects, events and ideas.

Adult-child interaction – HighScope develops positive adult-child interactions in which control is shared as children are supported while they learn and play. Adults utilize a problem solving approach when helping children with social conflict.

Learning Environment – The active learning environment contains a wide variety of materials that are organized into interest areas. Materials are arranged to be easily accessible to children and to provide them with opportunities to make choices and decisions.

Daily Routine – Teachers will provide a consistent daily routine that supports active learning. This routine includes the plan-do-review process, and large and small group time.

Assessment – Factual notes about children’s behaviors, experiences, and interests are regularly taken. These notes are used to plan activities to promote each child’s progress. Periodically, these notes will be used to complete the Child Observation Record (COR) to assess each child’s development.

Key Developmental Indicators

The content of the HighScope Curriculum is structured around 58 Key Developmental Indicators (KDIs). As mentioned, these KDIs are comprehensive and organized under the following content areas:

- Approaches to Learning
- Language, Literacy, and Communication
- Social and Emotional Development,
- Physical Development and Health
- Creative Arts
- Mathematics
- Science and Technology
- Social Studies

Attached is a list of KDIs as well as a document, provided by HighScope, that shows how the KDIs align with the New Jersey Preschool Teaching and Learning Standards of Quality. Please see the attached document.

Scope and Sequence

The traditional model for scope and sequence dictates that all children would be engaged in an activity and be expected to attain the same level of mastery at the same rate. Unlike the traditional model, this program is designed to allow children to engage in similar activities, but to access each skill at their individual developmental levels. This allows for individualized learning where the child is met at their level and the teacher scaffolds and supports to help them progress.

Pacing Guide

In general, the beginning of the school year, roughly September through November, the children will be engaged in learning the following; about each other, the daily routine, the plan-do-review process, the components of centers, the usage of materials, and class rules and safety procedures. The topics that become areas of focus throughout the rest of the year will be driven by the students, their developmental levels, and the ideas and interest they generate during their explorations.

Benchmark Assessments

HighScope's Preschool Child Observation Record (COR) will be used to assess the development of students throughout the year. The COR is an authentic observation-based child assessment. It allows for assessment of child development in real-life situations within the natural learning environment.

The COR assesses children in the following six categories: Initiative, social relations, creative representation, movement and music, language and literacy, mathematical and science. A child's developmental level will be assessed within each category.

The attached document, provided by HighScope, shows how the COR has been aligned with the New Jersey Preschool Teaching and Learning

Standards of 2014. (See attached) A benchmark assessment of each child, using the COR, will take place in January and June of each school year.

Differentiation

The HighScope curriculum is a naturally differentiated program that focuses on teaching children at their present levels of development. Teachers meet each student where they are in their stage of development and provide the support and instruction to assist them in progressing academically, socially, and emotionally.

Accommodations for Special Education students will be taken directly from their Individualized Education Plan. For English Language Learners, accommodations will be made in accordance with their mastery of language. Similarly, advanced learners will be supported to continue their progression on the developmental continuum. Examples of modifications:

- material adaptations – grips, pictures, tactile materials, adapted writing materials, large print materials
- modified adult supports – prompts (verbal, gestural, physical), hand over hand, modeling
- assistive technology – high technology (computers, communication devices), low technology (pencil grip, adapted scissors) -
- environmental modifications – accessible tables, modified utensils, slant, boards, modified chairs.

English Language Learners -
Simplified Verbal/Visual Instructions
Teacher Modeling
Extended Time

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Accept Alternate Responses (drawings, etc)
Frequent Breaks
Visual presentations

504 -

Frequent breaks
Hear instructions spoken out loud
Extended Times
Teacher Modeling
Accept Alternate Responses
Sit where they learn best
Use a sensory tool

Special Education -

Frequent breaks
Hear instructions spoken out loud
Extended Times
Teacher Modeling
Accept Alternate Responses
Sit where they learn best
Use a sensory tool
Visual Presentations of material

Students At-Risk -

Clear, Concise Directions
Peer Support
Increase one-to-one time
Hands on
Sit where they learn best

Gifted and Talented -

Be flexible with the curriculum
Pursue independent projects based on individual interests
Interactive teaching
Goal Setting
Peer interactions

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Resources

Text/Written Curriculum Material

- Educating Young Children 3rd Edition
- Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum From Message to Meaning
- HighScope Step by Step: Lesson Plans for the First Thirty Days
- I Know What's Next! Preschool Transition Without Tears
- Letter Links: Alphabet Learning With Children's Names
- Fee, Fie, Phonemic Awareness: 130 Pre-reading Activities for Preschoolers
- Numbers Plus – Preschool Mathematics Curriculum
- Growing Readers Early Literacy Curriculum
- Real Science in Preschool

DVD's

- Daily Routine
- Plan, Do, Review in Action
- Indoor and Outdoor Learning Environment

Websites

- <http://www.highscope.org>
- <http://www.onlinecor.net>
- <http://www.state.nj.us/education/ece/code/expectations/>

HighScope Preschool Curriculum Content

Key Developmental Indicators (KDIs)

Within HighScope's eight content areas, listed below, are 58 key developmental indicators (KDIs) that define important learning goals for young children.

A. Approaches to Learning

1. **Initiative:** Children demonstrate initiative as they explore their world.
2. **Planning:** Children make plans and follow through on their intentions.
3. **Engagement:** Children focus on activities that interest them.
4. **Problem solving:** Children solve problems encountered in play.
5. **Use of resources:** Children gather information and formulate ideas about their world.
6. **Reflection:** Children reflect on their experiences.

B. Social and Emotional Development

7. **Self-identity:** Children have a positive self-identity.
8. **Sense of competence:** Children feel they are competent.
9. **Emotions:** Children recognize, label, and regulate their feelings.
10. **Empathy:** Children demonstrate empathy toward others.
11. **Community:** Children participate in the community of the classroom.
12. **Building relationships:** Children build relationships with other children and adults.
13. **Cooperative play:** Children engage in cooperative play.
14. **Moral development:** Children develop an internal sense of right and wrong.
15. **Conflict resolution:** Children resolve social conflicts.

C. Physical Development and Health

16. **Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
17. **Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.
18. **Body awareness:** Children know about their bodies and how to navigate them in space.
19. **Personal care:** Children carry out personal care routines on their own.

Healthy behavior: Children engage in healthy practices.

D. Language, Literacy, and Communication¹

21. **Comprehension:** Children understand language.
22. **Speaking:** Children express themselves using language.

Vocabulary: Children understand and use a variety of words and phrases.

24. **Phonological awareness:** Children identify distinct sounds in spoken language.

25. **Alphabetic knowledge:** Children identify letter names and their sounds.

26. **Reading:** Children read for pleasure and information.

27. **Concepts about print:** Children demonstrate knowledge about environmental print.

28. **Book knowledge:** Children demonstrate knowledge about books.

29. **Writing:** Children write for many different purposes.

30. **English language learning:** (If applicable) Children understand English and their home language(s) (including sign language).

E. Mathematics

31. **Number words and symbols:** Children recognize and understand number words and symbols.

32. **Counting:** Children count things.

33. **Part-whole relationships:** Children combine and separate quantities of objects.

34. **Shapes:** Children identify, name, and describe shapes.

35. **Spatial awareness:** Children recognize spatial relationships among people and objects.

36. **Measuring:** Children measure to describe, compare, and order things.

37. **Unit:** Children understand and use the concept of unit.

38. **Patterns:** Children identify, describe, copy, complete,

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and create patterns.

39. **Data analysis:** Children use information about quantity to draw conclusions, make decisions, and solve problems.

F. Creative Arts

40. **Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

41. **Music:** Children express and represent what they observe, think, imagine, and feel through music.

42. **Movement:** Children express and represent what they observe, think, imagine, and feel through movement.

43. **Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play.

44. **Appreciating the arts:** Children appreciate the creative arts.

G. Science and Technology

45. **Observing:** Children observe the materials and processes their environment.

46. **Classifying:** Children classify materials, actions, people, a

events.

47. **Experimenting:** Children experiment to test their ideas.

48. **Predicting:** Children predict what they expect will happen.

49. **Drawing conclusions:** Children draw conclusions based on their experiences and observations.

50. **Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.

51. **Natural and physical world:** Children gather knowledge about the natural and physical world.

52. **Tools and technology:** Children explore and use tools and technology.

H. Social Studies

53. **Diversity:** Children understand that people have diverse characteristics, interests, and abilities.

54. **Community roles:** Children recognize that people have different roles and functions in the community.

55. **Decision making:** Children participate in making classroom decisions.

56. **Geography:** Children recognize and interpret features and locations in their environment.

57. **History:** Children understand past, present, and future.

58. **Ecology:** Children understand the importance of taking care of their environment.

¹Language, Literacy, and Communication KDIs 21–29 may be used for the child's home language(s) as well as English.

KDI 30 refers specifically to English language learning.

Alignment of the 2014 New Jersey Preschool Teaching and Learning Standards of Quality With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the January 2009 **New Jersey Preschool Teaching and Learning Standards of Quality** correspond to items from HighScope’s **2014 Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children’s progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB– EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.

| Social Emotional Development | |
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| <p>Standard 0.1: Children demonstrate self-confidence.</p> <p>0.1.1 Express individuality by making independent decisions about materials to use.</p> <p>0.1.2 Express ideas for activities and initiate</p> <p>0.1.3 Actively engage in activities and interactions with teachers and peers</p> <p>0.1.4 Discuss their own actions and efforts</p> | <p>A. Initiative and Planning</p> <p>A. Initiative and Planning</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>C. Reflection</p> |
| <p>Standard 0.2: Children demonstrate self Direction</p> <p>0.2.1 Make independent choices and plans from a broad range of diverse interest centers.</p> <p>0.2.2 Demonstrate self-help skills (e.g., clean up; pour juice; use soap when washing hands; put away belongings).</p> <p>0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.</p> <p>0.2.4 Attend to tasks for a period of time.</p> | <p>A. Initiative and Planning</p> <p>G. Community K. Personal care and healthy behavior</p> <p>G. Community</p> <p>A. Initiative and Planning</p> |
| <p>Standard 0.3: Children identify and Express Feelings</p> <p>0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.</p> | <p>D. Emotions</p> |

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| <p>0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).</p> <p>0.3.3 Channel impulses negative feelings such as anger and impulses (e.g., taking three deep breaths; using calming words; pulling self out of play to go to “safe spot” to relax; expressive activities).</p> | <p>F.Building relationships with other children</p> <p>D.Emotions H.Conflict resolutions</p> |
| <p>Standard 0.4: Children exhibit positive interactions with other children and adults</p> <p>0.4.1 Engage appropriately with peers and teachers in classroom activities.</p> <p>0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., hugs; get a tissue; sit next to a friend/teacher, hold hands).</p> <p>0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).</p> <p>0.4.5 Express needs verbally or non-verbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).</p> <p>0.4.6 Demonstrate verbal or nonverbal problem- solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).</p> | <p>E.Building relationships with adults F.Building relationships with other children</p> <p>E.Building relationships with adults F.Building relationships with other children</p> <p>G.Community FF.Knowledge of self and others</p> <p>H.Conflict resolution</p> <p>H.Conflict resolution</p> |
| <p>Standard 0.5: Children exhibit prosocial behaviors</p> <p>0.5.1 Play independently and cooperatively in pairs and small groups.</p> <p>0.5.2 Engage in pretend play.</p> | <p>F.Building relationships with other children</p> <p>AA.Pretend Play</p> |

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| <p>0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.</p> <p>0.5.5 Demonstrate understanding the concept of sharing by attempting to share.</p> | <p>F. Building relationships with other children</p> <p>G. Community</p> |
| <p>Visual & Performing Arts</p> | |
| <p>Standard 1.1: Children express themselves and develop an appreciation of creative movement and dance.</p> <p>1.1.1 Move the body in a variety of ways, with and without music.</p> <p>1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.</p> <p>1.1.3 Participate in simple sequences of Movement</p> <p>1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</p> <p>1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.</p> | <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> |

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| <p>1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.</p> | <p>Z.Movement</p> |
| <p>Standard 1.2: Children express themselves and develop an appreciation of music.</p> <p>1.2.1 Sing a variety of songs with expression, independently and with others.</p> <p>1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.</p> <p>1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.</p> <p>1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.</p> | <p>Y.Music</p> <p>Y.Music</p> <p>Y.Music</p> <p>Y.Music</p> |
| <p>Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.</p> <p>1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).</p> <p>1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</p> <p>1.3.3 Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props.</p> | <p>AA.Pretend Play FF.Knowledge of Self and others</p> <p>AA.Pretend Play</p> <p>AA.Pretend Play</p> |

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| <p>1.3.5 Sustain and extend play during dramatic play interactions (e.g., set the stage by anticipating what will happen next).</p> | <p>AA.Pretend Play</p> |
| <p>Standard 1.4: Children express themselves through and develop an appreciation of the visual arts.</p> <p>1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.</p> <p>1.4.2 Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</p> <p>1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.</p> <p>1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.</p> <p>1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</p> <p>1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</p> | <p>X.Art</p> <p>X.Art</p> <p>X.Art</p> <p>X.Art</p> <p>B.Problem Solving with Materials X.Art</p> <p>X.Art</p> |

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| <p>1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</p> | <p>X.Art</p> |
| <p>Health, Safety and Physical Education</p> | |
| <p>Standard 2.1: Children develop self-help and personal hygiene skills</p> <p>2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands; handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p>2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring; serving and using utensils; dressing; and brushing teeth).</p> | <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> |
| <p>Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.</p> <p>2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</p> | <p>K. Personal care and healthy behavior</p> |
| <p>Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.</p> <p>2.3.1 Use safe practices indoors and out</p> | <p>K. Personal care and healthy behavior</p> |

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| <p>(e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p> <p>2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc. .</p> <p>2.3.3 Identify community helpers who assist in maintaining a safe environment.</p> | <p>K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p> |
| <p>Standard 2.4: Children develop competence and confidence in gross-and fine-motor skills.</p> <p>2.4.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p>2.4.2 Develop and refine fine motor skills (e.g., complete gradually more complex puzzles; use smaller sized manipulatives during play; and use a variety of writing instruments in a conventional matter).</p> <p>2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton)</p> | <p>I.Gross motor skills</p> <p>J.Fine motor skills</p> <p>I.Gross motor skills J.Fine motor skills</p> |
| <p>English Language Arts</p> | |
| <p>Reading Literature</p> <p>RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.</p> <p>RL.PK.2 With prompting and support, retell</p> | <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> |

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| <p>familiar stories or poems.</p> <p>RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.</p> <p>RL.PK.5 Recognize common types of literature (storybooks and poetry books).</p> <p>RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.</p> <p>RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.</p> <p>RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.</p> | <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> |
| <p>Reading Informational Text</p> <p>RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.</p> <p>RI.PK.2 With prompting and support, recall important facts from a familiar text.</p> <p>RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.</p> <p>RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.</p> <p>RI.PK.5 Identify the front and back cover of a book.</p> | <p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> |

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| <p>RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.</p> <p>RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.</p> <p>RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.</p> | <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> |
| <p>Reading Foundational Skills</p> <p>RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, page by page. b. Recognize that spoken words can be written and read. c. Recognize that words are separated by spaces. d. Recognize and name many upper and lower case letters of the alphabet. <p>RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce simple rhyming words b. Segment syllables in spoken words by clapping out the number of syllables. c. Identify many initial sounds of familiar words d. Begins in kindergarten e. Begins in kindergarten <p>RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills.</p> | <p>O. Alphabet knowledge P. Reading R. Writing</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> |

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| <ul style="list-style-type: none"> a. Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b. Begins in kindergarten c. Recognize their name in print as well as other familiar print in the environment. d. Begins in kindergarten. <p>RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.</p> | <p>P. Reading</p> |
| <p>Writing</p> <p>W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.</p> <p>W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.</p> <p>W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.</p> <p>W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).</p> <p>W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.</p> | <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>EE. Tools and technology</p> <p>C. Reflection M. Listening and comprehension</p> |
| <p>Speaking and Listening</p> <p>SL.PK.1.a,b Participate in conversations and</p> | <p>E. Building relationships with adults</p> |

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| <p>interactions with peers and adults individually and in small and large groups.</p> <ul style="list-style-type: none"> a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges. <p>SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.</p> <p>SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.</p> <p>SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.</p> <p>SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.</p> | <p>F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>BB. Observing and classifying FF. Knowledge of self and others</p> <p>L. Speaking</p> |
| <p>Language</p> <p>L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities.</p> <ul style="list-style-type: none"> a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. | <p>L. Speaking M. Listening and comprehension R. Writing</p> |

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| <p>g) Understands and can follow simple multi-step directions.</p> <p>L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.</p> <p>a) (Begins in kindergarten)</p> <p>b) (Begins in kindergarten)</p> <p>c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.</p> <p>d) (Begins in kindergarten)</p> <p>L.PK.5,a,b,c,d With guidance and support, explore word relationships.</p> <p>a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).</p> <p>b) Begin to understand opposites of simple and familiar words.</p> <p>c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).</p> <p>d) (Begins in kindergarten)</p> <p>L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.</p> | <p>R. Writing</p> <p>BB. Observing and classifying</p> <p>L. Speaking</p> |
| <p>Approaches to Learning</p> | |
| <p>Standard 9.1: Children demonstrate initiative, engagement, and persistence.</p> <p>9.1.1 Make plans and decisions to actively</p> | <p>A. Initiative and planning</p> |

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| <p>engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)</p> <p>9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).</p> <p>9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, ‘This is hard. Can you help me figure it out?’).</p> <p>9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).</p> | <p>A. Initiative and planning CC. Experimenting, predicting and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> |
| <p>Standard 9.2: Children show creativity and imagination.</p> <p>9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).</p> <p>9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).</p> | <p>B. Problem solving with materials CC. Experimenting, predicting and drawing conclusions</p> <p>B. Problem solving with materials AA. Pretend play</p> |

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| <p>9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).</p> | <p>AA. Pretend play</p> |
| <p>Standard 9.3: Children identify and solve problems.</p> <p>9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)</p> <p>9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).</p> <p>9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).</p> <p>9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).</p> | <p>B. Problem solving with materials H. Conflict resolution</p> <p>C. Reflection CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>Standard 9.4: Children apply what they have learned to new situations.</p> <p>9.4.1 Use prior knowledge to understand new experiences or a problem in a new experiences</p> | <p>C. Reflection</p> |

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| <p>or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).</p> <p>9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).</p> | <p>AA. Pretend play</p> |
| <p>Mathematics</p> | |
| <p>Standard 4.1: Children begin to demonstrate an understanding of number and counting.</p> <p>4.1.1 Count to 20 by ones with minimal prompting.</p> <p>4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.</p> <p>4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.</p> <p>4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”): (a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).</p> | <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> |

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| <p>4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.</p> | <p>U. Measurement</p> |
| <p>Standard 4.4: Children develop spatial and geometric sense.</p> <p>4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).</p> <p>4.4.2 Use accurate terms to name and describe some two dimensional shapes and begin to use accurate terms to name and describe some three dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).</p> <p>4.4.3 Manipulate, compare and discuss the attributes of:</p> <p>(a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angle; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).</p> <p>(b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).</p> | <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> |
| <p>Science</p> | |
| <p>Standard 5.1: Children develop inquiry</p> | |

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| <p>skills</p> <p>5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).</p> <p>5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).</p> <p>5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).</p> <p>5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</p> <p>5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).</p> | <p>CC. Experimenting, predicting, and drawing conclusions.</p> <p>CC. Experimenting, predicting, and drawing conclusions.</p> <p>DD. Natural and physical world EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions.</p> <p>W. Data analysis</p> |
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| <p>Standard 5.2: Children observe and investigate matter and energy.</p> <p>5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.</p> | <p>BB. Observing and classifying</p> |
| <p>Standard 5.3: Children observe and investigate living things.</p> <p>5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).</p> <p>5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).</p> <p>5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).</p> <p>5.3.4 Observe and record change over time</p> | <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing</p> |

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| <p>and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).</p> | <p>conclusions. DD. Natural and physical world</p> |
| <p>Standard 5.4: Children observe and investigate the Earth.</p> <p>5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re- using clean paper goods for classroom collage and sculpture projects).</p> | <p>DD. Natural and physical world</p> |
| <p>Standard 5.5: Children gain experience in using technology.</p> <p>5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).</p> | <p>EE. Tools and technology</p> |
| <p>Social Studies</p> | |
| <p>Standard 6.1: Children identify unique characteristics of themselves, their families, and others.</p> <p>6.1.1 Describe characteristics of oneself, one’s</p> | <p>FF. Knowledge of self and others</p> |

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| <p>family, and others.</p> <p>6.1.2 Demonstrate an understanding of family roles and traditions.</p> <p>6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).</p> | <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> |
| <p>Standard 6.2: Children become contributing members of the classroom community.</p> <p>6.2.1 Demonstrate understanding of rules by following most classroom routines.</p> <p>6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.</p> <p>6.2.3 Demonstrate appropriate behavior when collaborating with others.</p> | <p>G. Community</p> <p>G. Community</p> <p>G. Community</p> |
| <p>Standard 6.3: Children demonstrate knowledge of neighborhood and community.</p> <p>6.3.1 Develop an awareness of the physical features of the neighborhood/community.</p> <p>6.3.2 Identify, discuss and role play the duties of a range of community workers.</p> | <p>GG. Geography</p> <p>FF. Knowledge of self and others</p> |
| <p>Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.</p> <p>6.4.1 Learn about and respect other cultures within the classroom and community.</p> | <p>FF. Knowledge of self and others</p> |
| <p>Technology</p> | |
| <p>Standard 8.1: Navigate simple on screen</p> | |

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| <p>menus.</p> <p>8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</p> | <p>EE. Tools and technology</p> |
| <p>Standard 8.2: Use electronic devices independently.</p> <p>8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD or other storage device and press “play” and “stop.”</p> <p>8.2.6 Use a digital camera to take a picture.</p> | <p>EE. Tools and technology</p> <p>EE. Tools and technology</p> |
| <p>Standard 8.3: Begin to use electronic devices to communicate.</p> <p>8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.</p> | <p>EE. Tools and technology</p> |
| <p>Standard 8.4: Use common technology vocabulary</p> <p>8.4.1 Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, internet, mouse, keyboard, and printer).</p> | <p>EE. Tools and technology</p> |
| <p>Standard 8.5: Begin to use electronic devices to gain information.</p> <p>8.5.1 Use the internet to explore and investigate questions with a teacher’s support.</p> | <p>EE. Tools and technology</p> |