

# Pre-Kindergarten Curriculum Highlights and Learning Goals

<b>Big Day for Pre-K</b> <b>Theme 1:</b> Ready for School <b>Social-Emotional Focus:</b> Cooperation <b>Knowledge Focus:</b> Children learn expectations, routines, and behaviors of school.	Sept. 9	<i>Mini-Days</i>
	Sept. 16	Week 1: My School
	Sept. 23	Week 2: Making Friends
	Sept. 30	Week 3: Learning Together
	Oct. 7	Week 4: Getting Along

## Language and Literacy: Building Foundational Skills

<b>Rhyming Words (Phonological Awareness)</b> Demonstrate understanding of spoken words and sounds. Recognize rhyming words in spoken language.	<b>Name Recognition (Emergent Writing)</b> Recognize name in print as well as some environmental print (symbols/words).
<b>Words and Sentences (Phonological Awareness/Grammar)</b> Produce complete sentences in shared language activities. Identify and isolate individual words in a spoken sentence. Understand that words are separated by spaces in print.	<b>Beginning Handwriting (Emergent Writing)</b> Develop fine motor skills necessary to control and sustain handwriting (e.g., play dough, shaving cream writing).
<b>Show and Tell/Share Basket (Communication)</b> Add drawings or visual displays to descriptions as desired to provide additional detail. With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	<b>Discovering Books (Story/Text Comprehension)</b> With modeling and support identify the front cover and back cover of a book. Gain exposure to common types of literary texts (e.g., storybooks, poems). Actively engage in group reading activities with purpose and understanding.

## Mathematics: Attributes; Numbers 0 to 5

<b>Counting to 5 (Number Sense)</b> Count verbally to 10 by ones. When counting objects, say the number names in the standard order, pairing each object with one and only one number name. Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality.	<b>Understanding Quantity (Number Sense)</b> Recognize that the last number name said tells the number of objects counted. Represent a number (0-5) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects). Recognize the number of objects in a set without counting (subitizing). (Use 1-5 objects) Begin to recognize that each successive number name refers to a quantity that is one larger.
<b>Comparing Quantities (Classification)</b> Compare categories using words such as more or same. Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects).	<b>Written Numerals (Number Sense)</b> Identify written numerals 0-10.

## Science and Engineering: Observation and Science Process Skills

<b>Asking Questions and Making Observations</b> Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as, water disappearing from the classroom aquarium or a pet's water bowl). Seek information through reading, observation, exploration, and investigations. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens.	<b>Learning How Science Investigations Work</b> Explain that when a science investigation is done the way it was done before, we expect to get a very similar result. Participate in multiple experiences to verify that science investigations generally work the same way in different places.
	<b>Using Scientific Tools</b> Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data.

## Social Studies: Ready for School

### Creating Classroom Rules

Identify the roles, rights, and responsibilities of being a member of the family and school.  
Identify and discuss rights, responsibilities, and choices in the classroom and family.  
Identify the importance of rules.  
Recognize why people have rules at home and at school.  
Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom.

### Building Prosocial Behaviors

Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns, that help people live, work, and play together at home and in school.

Identify how groups of people interact.

### Learning About the United States

Identify symbols and practices associated with the United States of America.  
Recognize symbols, such as the American flag.  
Recognize that the Pledge of Allegiance is a practice that happens in school.

### Learning About School

Identify the roles of members of the school, such as principal, teacher, and nurse.

### Past, Present, and Future

Describe the events of the day (things that have happened in the immediate past, in the present and might happen in the future) using terms, such as morning/afternoon, night/day.

## Social Foundations: Social Conventions and Self-Regulation

### Following Classroom Rules and Routines

Clean up when cleanup signal is given.

### Developing Self-Regulation

Develop strategies for transitions.  
Demonstrate progress in development of impulse control and interactive play with other children.

### Building Good Manners

Develop social conventions of “please” and “thank you.”

### Interacting with Adults

Interact with trusted adults to share interests and use as a resource.

## Physical Development and Health: Self-Help Skills and Routines

### Beginning Handwriting

Demonstrate proper use of writing and drawing tools and their use in the classroom.

### Emergency Preparedness

Practice class-only fire drill to learn routine.

### Basic Hygiene and Cleanliness

Demonstrate proper way to wash hands when entering the classroom, before and after snack or lunch, upon returning from the playground, after bathroom visits.  
Develop self-help skills in the bathroom; clean up after snack.

## Fine Arts: Easel Explorations and Musical Experiences

### Easel Explorations

Demonstrate proper use of easel paint and brushes.  
Combine colors at the easel to create new colors.  
Use a variety of paintbrushes.

### Singing and Following Directions and Cues

Participate in fingerplays (e.g., “Itsy Bitsy Spider”) led by adults.  
Chant words to familiar songs with modeling.

### Response to Change in Music

Recognize when a quality in the music changes.  
Identify different dynamics (loud or soft), tempos (fast or slow), pitches (high or low), and note durations (long or short).  
Adjust own actions to reflect changes in the music.

## Spiritual Development: Sharing God’s Love in the Classroom

### Spiritual Routines

Participate in simple class prayers such as saying grace.

### Singing About God’s Love

Learn songs and fingerplays with Christian themes.

## Kindness: Focusing Attention and Sharing Kindness

### Mindful Attention

Use mindful breathing to calm self like Tucker the Turtle.  
Understand the Kindness Place as somewhere to go when feeling upset in the classroom.

### Sharing Kindness

Understand how kind words and actions help ourselves and others feel good.

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Identify how groups of people interact.

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### Interacting with Adults

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### Response to Change in Music

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## Spiritual Development: Sharing God’s Love in the Classroom

### Spiritual Routines

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### Singing About God’s Love

Learn songs and fingerplays with Christian themes.

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### Mindful Attention

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## Social Studies: Ready for School

### Creating Classroom Rules

Identify the roles, rights, and responsibilities of being a member of the family and school.  
Identify and discuss rights, responsibilities, and choices in the classroom and family.  
Identify the importance of rules.  
Recognize why people have rules at home and at school.  
Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom.

### Building Prosocial Behaviors

Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns, that help people live, work, and play together at home and in school.

Identify how groups of people interact.

### Learning About the United States

Identify symbols and practices associated with the United States of America.  
Recognize symbols, such as the American flag.  
Recognize that the Pledge of Allegiance is a practice that happens in school.

### Learning About School

Identify the roles of members of the school, such as principal, teacher, and nurse.

### Past, Present, and Future

Describe the events of the day (things that have happened in the immediate past, in the present and might happen in the future) using terms, such as morning/afternoon, night/day.

## Social Foundations: Social Conventions and Self-Regulation

### Following Classroom Rules and Routines

Clean up when cleanup signal is given.

### Developing Self-Regulation

Develop strategies for transitions.  
Demonstrate progress in development of impulse control and interactive play with other children.

### Building Good Manners

Develop social conventions of “please” and “thank you.”

### Interacting with Adults

Interact with trusted adults to share interests and use as a resource.

## Physical Development and Health: Self-Help Skills and Routines

### Beginning Handwriting

Demonstrate proper use of writing and drawing tools and their use in the classroom.

### Emergency Preparedness

Practice class-only fire drill to learn routine.

### Basic Hygiene and Cleanliness

Demonstrate proper way to wash hands when entering the classroom, before and after snack or lunch, upon returning from the playground, after bathroom visits.  
Develop self-help skills in the bathroom; clean up after snack.

## Fine Arts: Easel Explorations and Musical Experiences

### Easel Explorations

Demonstrate proper use of easel paint and brushes.  
Combine colors at the easel to create new colors.  
Use a variety of paintbrushes.

### Singing and Following Directions and Cues

Participate in fingerplays (e.g., “Itsy Bitsy Spider”) led by adults.  
Chant words to familiar songs with modeling.

### Response to Change in Music

Recognize when a quality in the music changes.  
Identify different dynamics (loud or soft), tempos (fast or slow), pitches (high or low), and note durations (long or short).  
Adjust own actions to reflect changes in the music.

## Spiritual Development: Sharing God’s Love in the Classroom

### Spiritual Routines

Participate in simple class prayers such as saying grace.

### Singing About God’s Love

Learn songs and fingerplays with Christian themes.

## Kindness: Focusing Attention and Sharing Kindness

### Mindful Attention

Use mindful breathing to calm self like Tucker the Turtle.  
Understand the Kindness Place as somewhere to go when feeling upset in the classroom.

### Sharing Kindness

Understand how kind words and actions help ourselves and others feel good.

# Pre-Kindergarten Curriculum Highlights and Learning Goals

<b>Big Day for Pre-K</b> <b>Theme 1:</b> Ready for School <b>Social-Emotional Focus:</b> Cooperation <b>Knowledge Focus:</b> Children learn expectations, routines, and behaviors of school.	Sept. 9	<i>Mini-Days</i>
	Sept. 16	Week 1: My School
	Sept. 23	Week 2: Making Friends
	Sept. 30	Week 3: Learning Together
	Oct. 7	Week 4: Getting Along

## Language and Literacy: Building Foundational Skills

<b>Rhyming Words (Phonological Awareness)</b> Demonstrate understanding of spoken words and sounds. Recognize rhyming words in spoken language.	<b>Name Recognition (Emergent Writing)</b> Recognize name in print as well as some environmental print (symbols/words).
<b>Words and Sentences (Phonological Awareness/Grammar)</b> Produce complete sentences in shared language activities. Identify and isolate individual words in a spoken sentence. Understand that words are separated by spaces in print.	<b>Beginning Handwriting (Emergent Writing)</b> Develop fine motor skills necessary to control and sustain handwriting (e.g., play dough, shaving cream writing).
<b>Show and Tell/Share Basket (Communication)</b> Add drawings or visual displays to descriptions as desired to provide additional detail. With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	<b>Discovering Books (Story/Text Comprehension)</b> With modeling and support identify the front cover and back cover of a book. Gain exposure to common types of literary texts (e.g., storybooks, poems). Actively engage in group reading activities with purpose and understanding.

## Mathematics: Attributes; Numbers 0 to 5

<b>Counting to 5 (Number Sense)</b> Count verbally to 10 by ones. When counting objects, say the number names in the standard order, pairing each object with one and only one number name. Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality.	<b>Understanding Quantity (Number Sense)</b> Recognize that the last number name said tells the number of objects counted. Represent a number (0-5) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects). Recognize the number of objects in a set without counting (subitizing). (Use 1-5 objects) Begin to recognize that each successive number name refers to a quantity that is one larger.
<b>Comparing Quantities (Classification)</b> Compare categories using words such as more or same. Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects).	<b>Written Numerals (Number Sense)</b> Identify written numerals 0-10.

## Science and Engineering: Observation and Science Process Skills

<b>Asking Questions and Making Observations</b> Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as, water disappearing from the classroom aquarium or a pet's water bowl). Seek information through reading, observation, exploration, and investigations. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens.	<b>Learning How Science Investigations Work</b> Explain that when a science investigation is done the way it was done before, we expect to get a very similar result. Participate in multiple experiences to verify that science investigations generally work the same way in different places.
	<b>Using Scientific Tools</b> Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data.

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Identify how groups of people interact.

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### Spiritual Routines

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### Singing About God’s Love

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### Mindful Attention

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Identify how groups of people interact.

### Learning About the United States

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### Developing Self-Regulation

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### Building Good Manners

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### Interacting with Adults

Interact with trusted adults to share interests and use as a resource.

## Physical Development and Health: Self-Help Skills and Routines

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	Sept. 30	Week 3: Learning Together
	Oct. 7	Week 4: Getting Along

## Language and Literacy: Building Foundational Skills

<b>Rhyming Words (Phonological Awareness)</b> Demonstrate understanding of spoken words and sounds. Recognize rhyming words in spoken language.	<b>Name Recognition (Emergent Writing)</b> Recognize name in print as well as some environmental print (symbols/words).
<b>Words and Sentences (Phonological Awareness/Grammar)</b> Produce complete sentences in shared language activities. Identify and isolate individual words in a spoken sentence. Understand that words are separated by spaces in print.	<b>Beginning Handwriting (Emergent Writing)</b> Develop fine motor skills necessary to control and sustain handwriting (e.g., play dough, shaving cream writing).
<b>Show and Tell/Share Basket (Communication)</b> Add drawings or visual displays to descriptions as desired to provide additional detail. With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	<b>Discovering Books (Story/Text Comprehension)</b> With modeling and support identify the front cover and back cover of a book. Gain exposure to common types of literary texts (e.g., storybooks, poems). Actively engage in group reading activities with purpose and understanding.

## Mathematics: Attributes; Numbers 0 to 5

<b>Counting to 5 (Number Sense)</b> Count verbally to 10 by ones. When counting objects, say the number names in the standard order, pairing each object with one and only one number name. Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality.	<b>Understanding Quantity (Number Sense)</b> Recognize that the last number name said tells the number of objects counted. Represent a number (0-5) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects). Recognize the number of objects in a set without counting (subitizing). (Use 1-5 objects) Begin to recognize that each successive number name refers to a quantity that is one larger.
<b>Comparing Quantities (Classification)</b> Compare categories using words such as more or same. Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects).	<b>Written Numerals (Number Sense)</b> Identify written numerals 0-10.

## Science and Engineering: Observation and Science Process Skills

<b>Asking Questions and Making Observations</b> Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as, water disappearing from the classroom aquarium or a pet's water bowl). Seek information through reading, observation, exploration, and investigations. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens.	<b>Learning How Science Investigations Work</b> Explain that when a science investigation is done the way it was done before, we expect to get a very similar result. Participate in multiple experiences to verify that science investigations generally work the same way in different places.
	<b>Using Scientific Tools</b> Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data.

## Social Studies: Ready for School

### Creating Classroom Rules

Identify the roles, rights, and responsibilities of being a member of the family and school.  
Identify and discuss rights, responsibilities, and choices in the classroom and family.  
Identify the importance of rules.  
Recognize why people have rules at home and at school.  
Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom.

### Building Prosocial Behaviors

Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns, that help people live, work, and play together at home and in school.  
Identify how groups of people interact.

### Learning About the United States

Identify symbols and practices associated with the United States of America.  
Recognize symbols, such as the American flag.  
Recognize that the Pledge of Allegiance is a practice that happens in school.

### Learning About School

Identify the roles of members of the school, such as principal, teacher, and nurse.

### Past, Present, and Future

Describe the events of the day (things that have happened in the immediate past, in the present and might happen in the future) using terms, such as morning/afternoon, night/day.

## Social Foundations: Social Conventions and Self-Regulation

### Following Classroom Rules and Routines

Clean up when cleanup signal is given.

### Developing Self-Regulation

Develop strategies for transitions.  
Demonstrate progress in development of impulse control and interactive play with other children.

### Building Good Manners

Develop social conventions of “please” and “thank you.”

### Interacting with Adults

Interact with trusted adults to share interests and use as a resource.

## Physical Development and Health: Self-Help Skills and Routines

### Beginning Handwriting

Demonstrate proper use of writing and drawing tools and their use in the classroom.

### Emergency Preparedness

Practice class-only fire drill to learn routine.

### Basic Hygiene and Cleanliness

Demonstrate proper way to wash hands when entering the classroom, before and after snack or lunch, upon returning from the playground, after bathroom visits.  
Develop self-help skills in the bathroom; clean up after snack.

## Fine Arts: Easel Explorations and Musical Experiences

### Easel Explorations

Demonstrate proper use of easel paint and brushes.  
Combine colors at the easel to create new colors.  
Use a variety of paintbrushes.

### Singing and Following Directions and Cues

Participate in fingerplays (e.g., “Itsy Bitsy Spider”) led by adults.  
Chant words to familiar songs with modeling.

### Response to Change in Music

Recognize when a quality in the music changes.  
Identify different dynamics (loud or soft), tempos (fast or slow), pitches (high or low), and note durations (long or short).  
Adjust own actions to reflect changes in the music.

## Spiritual Development: Sharing God’s Love in the Classroom

### Spiritual Routines

Participate in simple class prayers such as saying grace.

### Singing About God’s Love

Learn songs and fingerplays with Christian themes.

## Kindness: Focusing Attention and Sharing Kindness

### Mindful Attention

Use mindful breathing to calm self like Tucker the Turtle.  
Understand the Kindness Place as somewhere to go when feeling upset in the classroom.

### Sharing Kindness

Understand how kind words and actions help ourselves and others feel good.

# Pre-Kindergarten Curriculum Highlights and Learning Goals

<b>Big Day for Pre-K</b> <b>Theme 1:</b> Ready for School <b>Social-Emotional Focus:</b> Cooperation <b>Knowledge Focus:</b> Children learn expectations, routines, and behaviors of school.	Sept. 9	<i>Mini-Days</i>
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