

# **2016 Elizabethtown Community Nursery School (ECNS)**

## **4's curriculum**

### **I. Approaches to Learning Through Play**

**AL.1 Constructing and Gathering Knowledge**

**AL.2 Organizing and Understanding Information**

**AL.3 Applying Knowledge**

**AL.4 Learning Through Experience**

**A. Introduction** – Children will have an opportunity to participate in the following types of activities:

#### **1 Constructing and Gathering Information**

- a. Curiosity and Initiative (AL.1PK.A)
  - i. Uses senses to explore and learn from the environment
  - ii. Show interest and interact with others
  - iii. Ask questions
  - iv. Watch others to play and ask to join in
- b. Risk Taking (AL.1PK.B)
  - i. Actively explore new materials that are introduced in the classroom
  - ii. Listen attentively, then follow through using the learned technique
  - iii. Show discomfort at trying something new , but make attempts to try after encouragement
  - iv. Differentiate between appropriate and inappropriate methods for learning information (understanding that jumping from a high wall is a dangerous way to discover its height)
- c. Stages of play (AL.1PK.C)
  - i. Use materials and objects to represent other objects
  - ii. Initiate cooperative play with peers
  - iii. Extend play scenarios over more than one day
  - iv. Incorporate personal experiences and themes learned into play scenarios
  - v. Engage in simple games with rules with adult reminders and support

#### **2 Organizing and Understanding Information**

- a. Engagement and attention (AL.2PK.A)
  - i. State when they are being distracted
  - ii. State when they are frustrated by a challenge
  - iii. Move away from distractions to complete a task
- b. Task analysis(AL.2PK.B)
  - i. Attend and follow through on two-step directions
  - ii. Explain a routine sequence
  - iii. Relate the steps necessary to complete a task or activity
- c. Persistence(AL.2PK.C)

- i. Attempt to complete a task in more than one way before asking for help or stopping due to frustration
    - ii. Stick to a task after stating frustration
    - iii. Show pride in completion of a challenging task
  - d. Patterning (AL.2PK.D) (2.F.08)
    - i. Identify patterns in the environment
    - ii. Clap out rhythmic patterns
    - iii. Practice extending simple repeating patterns using manipulatives
  - e. Memory (AL.2PK.E)
    - i. Relate information and/or experiences from the past
    - ii. Remember and update simple information (one's place in a story, or a game if interrupted)
    - iii. Engage in memory games
    - iv. Recall details from stories, events, or experiences
- 3 Applying Knowledge
  - a. Engagement and attention (AL.PK.A)
  - b. Invention (AL.3PK.B)
    - i. Engage in a variety of creative activities
    - ii. Describe or draw a desired product
    - iii. Answer questions to explain the purpose of a creation
  - c. Representation (AL.3PK.C)
    - i. Use non-conforming objects to create representations of real life objects or activities
    - ii. Use real life objects to represent make believe or fantasy objects
- 4 Learning Through Experience
  - a. Making connections (AL.4PK.A) (2.D.01)
    - i. Relate to personal experiences during play
    - ii. Understand that appropriate activities and events may differ from home to school
    - iii. Share new skills or tasks learned or practiced outside of the school setting ("Mommy taught me how to tie my shoes!")
    - iv. Practice skills learned and apply skills to multiple tasks (using measuring cups in a sensory table)
  - b. Resiliency (AL.4PK.B)
  - c. Problem Solving (AL.4PK.C) (2.D.06)
    - i. Try new ways to complete a familiar task
    - ii. Ask questions to clarify problems
    - iii. Recall and use a previously successful strategy
    - iv. Observe mistakes and note the effectiveness of a different solution
    - v. Demonstrate increasingly flexibility in a variety of situations, tasks, and activities

## **Mastery**

**Matching and reproduction of patterns** – The child will be able to reproduce a pattern of 2,3, or 4 colors with 90% accuracy.

## **II. Language and Literacy Development**

### **1.1.1 Foundation Skills**

### **1.1.2 Reading Informational Text**

### **1.1.3 Reading Literature**

### **1.1.4 Writing**

### **1.1.5 Speaking and Listening**

- A. **Introduction** – Children will be exposed to a variety of literature such as fairytales, rhymes, poems, fiction, and non-fiction. Children will be exposed to activities designed to develop:

#### **1. Foundation Skills**

- a. Practicing appropriate book handling skills (1.1.PK.A) (2.E.04, 2.E.08)
- b. Classifying and sorting (upper/lower case letters, words, numbers, pictures that go with the same story, etc.) (1.1.PK.B)
- c. Discriminating between like and unlike objects (memory game)(1.1.PK.B)
- d. Matching/Repeating of patterns (predictable text, etc.) (1.1.PK.C)
- e. Developing phonemic awareness, beginning phonics and word skills (1.1.PK.D) (2.E.06)
- f. Using visual and auditory memory (What is missing game, repeating sounds, words, phrases, etc.) (1.1.PK.D)
- g. Understanding that different forms of text have different purposes (books, lists, menus, signs, etc.) (1.1.PK.D, 1.3.PK.E) (2.E.04)
- h. Recognizing environmental print including logos and signs (K-Mart, McDonalds, etc.) (1.1.PK.D, 6.2PK.C) (2.E.03)
- i. Reciting poems, songs, and finger plays (1.1.PK.D, 1.1.PK.E) (2.E.04)
- j. Pretending to read words and sentences (1.1.PK.E) (2.E.04)

#### **2. Reading Informational Text/ Reading Literature**

- a. Recounting of experiences or components of a story in a logical sequence (beginning, middle, end) (1.2.PK.A, 1.2.PK.B, 1.3.PK.A, 1.3.PK.C, 1.5.PK.C) (2.E.04)

- b. Locating key concepts in pictures and illustrations (1.2.PK.B, 1.2.PK.G, 1.3.PK.F)
- c. Recalling content of informational text (1.2.PK.B, 1.3.PK.E) (2.E.04)
- d. Participating in group discussions (1.2.PK.B) (2.D.07)
- e. Answer questions about a text (1.2.PK.B, 1.3.PK.B, 1.3.PK.H) (2.E.04)
- f. Sharing of experiences, ideas, and objects (1.2.PK.C, 1.2.PK.L, 1.4.PK.H, AL1.PK.B) (2.E.04)
- g. Discussing new words (vocabulary) and phrases and use in everyday conversations (1.2.PK.F, 1.2.PK.J, 1.2.PK.K, 1.3.PK.F, 1.3.PK.I, 1.3.PK.J) (2.D.04)
- h. Identify basic similarities and differences between two texts (1.2.PK.I, 1.3.PK.H)
- i. Discussing ideas and topics to explore (1.2.PK.L, 1.3.PK.K, 1.4.PK.C, 1.4.PK.N, 1.4.PK.O, 1.4.PK.T, 1.4.PK.V)
- j. Active listening (1.2.PK.L, 1.3.PK.K) (2.E.04)
- k. Using props or concrete objects to retell a story (dramatization) (1.3.PK.A, AL1.PK.C) (2.D.05, 2.E.04)
- l. Recognizing the author and illustrator of a story (1.3.PK.D) (2.E.04)
- m. Exploring different types of genre (poems, tales, nursery rhymes, etc.) (1.3.PK.E) (2.E.04)
- n. Differentiating between real and make-believe/ fiction and non-fiction (1.3.PK.E) (2.E.04)
- o. Understanding that some text contains information (1.3.PK.E) (2.E.04)
- p. Predicting and inferring skills (1.3.PK.K)

### 3. Writing

- a. Using early forms of writing dictation or illustrations to tell a story (lists, letters, poems, personal experiences, etc.) (pre-writing skills) (1.4.PK.A, 1.4.PK.B, 1.4.PK.C, 1.4.PK.D, 1.4.PK.E, 1.4.PK.F, 1.4.PK.G, 1.4.PK.H, 1.4.PK.I, 1.4.PK.J, 1.4.PK.M, 1.5.PK.N, 1.4.PK.O, 1.4.PK.P, 1.4.PK.T) (2.E.05)
- b. Spelling simple words phonemically (1.4.PK.R) (2.E.06)

### 4. Speaking and Listening

- a. Using proper grammar (grammatical construction in their own speech) (1.5.PK.D, 1.5.PK.E, 1.5.PK.G) (2.D.02)

## B. Mastery -

- 1. **Correct book handling skills** – (1.1.PK.A, 1.2.PK.E)
  - A. The child will be able to hold a book correctly.
  - B. The child will be able to properly turn the pages of a book.
- 2. **Mechanics of early reading** – (1.1.PK.B, 1.2.PK.E))
  - a. The child will be able to point to the words on the page of a book.
  - b. The child will be able to point to one or two letters in a book.
  - c. The child will be able to point to the title of a book.
- 3. **Recognition of letters** – The child will be able to point to at least 50% (13 upper case and 13 lower case) when asked. (1.1.PK.B, 1.1.PK.D) (2.E.07)
- 4. **Identification of letters** – The child will be able to identify at least 50% of letters( 13 upper case and 13 lower case) of the alphabet. (p, m, s, b, h, f, c, t, r, d)(1.1.PK.B, 1.1.PK.D)

5. **Differentiation between letters and numbers** – The child will be able to differentiate between letters and numbers, and letters and words. (1.1.PK.D)
6. **Matching of like objects** – The child will be able to match objects and letters that are similar with 90% accuracy. (1.1.PK.C)
7. **Rhyming words** – The child will be able to produce a word/sound that rhymes with a given word with 90% accuracy. (1.1.PK.C)
8. **Phonemic awareness of letters** – The child will be able to hear and produce at least 9 consonant sounds. (1.1.PK.C)
9. **Retelling a story** – The child will be able to tell two parts of a story (Beginning, middle, end, character, plot, setting, problem, solution, etc.) (1.2.PK.A, 1.2.PK.B, 1.3.PK.B)
10. **Making Connections** - The child will be able to connect information and events to a real life experience when being read a story 90% of the time. (having a pet, being happy or sad, going on a trip, etc.) (1.2.PK.C, 1.2.PK.F, 1.2.PK.L)
11. **Pre-writing skills** – The child will be able to dictate a one-sentence story to go with a picture or topic. (1.4.PK.A, 1.4.PK.B, 1.4.PK.C, 1.4.PK.D, 1.4.PK.F, 1.4.PK.G, 1.4.PK.H, 1.4.PK.I, 1.4.PK.J, 1.4.PK.M, 1.4.PK.N, 1.4.PK.O, 1.4.PK.P)
12. **Grammatical construction in their own speech (sentences)** – The child will be able to speak in a complete sentence. (1.5.PK.D, 1.5.PK.E, 1.5.PK.G)

### **III. Mathematical Thinking and Expression**

- 2.1 **Numbers and Operations**
- 2.2 **Algebraic Concepts**
- 2.3 **Geometry**
- 2.4 **Measurement, Data, and Probability**

**A. Introduction** – The children will be exposed to activities designed to develop:

#### **1. Numbers and Operations**

- a. **Understanding mathematical practices through play** (2.1.PK.MP, 2.2.PK.MP, 2.3.PK.MP, 2.4.PK.MP) **(2.F.02.)**
  - i. Engage in play when working with numbers, math concepts, geometry, measuring, organizing, and understanding data.
  - ii. Persist when playing with numbers, math concepts, geometry, measuring, organizing, and understanding data
  - iii. Problem solve when engaged with numbers, math concepts, geometry, measuring, organizing, and understanding data
  - iv. Communicate thinking while engaged with numbers, math concepts, geometry, measuring, organizing, and understanding data **(2.F.04)**
  - v. Talk and listen to peers when playing with numbers, math concepts, geometry, measuring, organizing, and understanding data
  - vi. Use common forms of numerical representation ( fingers, tally marks, dots)

- b. Classifying, sorting, and ordering (2.1.PK.A.1, 2.4.PK.A.1, 2.1.PK.A.4, 2.4.PK.A.1) **(2.F.03)**
- c. Counting on from a given number (2.1.PK.A.1)
- d. Comparing sets of objects (greater than, less than, equal to, more/less) (2.1.PK.A.3)
- e. Discussing and using new words and meanings (vocabulary) (2.1.PK.A.3, 2.4.PK.A.4)

## **2. Algebraic Concepts**

- a. Engaging in experiences related to addition and subtraction (2.2.PK.A.1, 2.2.PK.A.3)

## **3. Geometry**

- a. Identifying, creating, and comparing simple shapes using a variety of materials (2.3.PK.A.1, 2.3.PK.A.2) **(2.F.06)**
- b. Exploring angles, corners, and lines in the environment (2.3.PK.A.1)
- c. Using positional words and relative location (2.3.PK.A.1)
- d. Completing simple puzzles (2.3.PK.A.1, 10.5PK.A, 10.5PK.B)
- e. Developing spatial relations (2.3.PK.A.2)

## **4. Measurement, Data, and Probability**

- a. Ordinal Counting (2.4.PK.A.1)
- b. Measuring Skills (2.4.PK.A.1) **(2.F.05)**
  - i. Volume/Capacity (Dry and liquid) measurement
  - ii. Mass (weight) measurement
  - iii. Height/Length measurement
  - iv. Temperature measurement
  - v. Non-standard units of measurement
- c. Recognizing attributes of objects that can be measured (2.4.PK.A.1)
- d. Using tools correctly (2.4.PK.A.1)
- e. Using problem solving skills (2.4.PK.A.1)
- f. Graphing skills (2.4.PK.A.4)

## **B. Mastery –**

- 1. Joining and separating sets using concrete objects** – The child will use concrete objects to join and separate sets of up to 10 objects correctly 90% of the time. (2.1.PK.A.1, 2.1.PK.A.3, 2.4.PK.A.4)
- 2. Rote Counting** – The child will be able to rote count to 20 (2.1.PK.A.1)
- 3. One-to-one correspondence** – The child will be able to use concrete objects to demonstrate understanding of one-to-one correspondence (up to and including 10) 90% of the time. (2.1.PK.A.1, 2.1.PK.A.2)
- 4. Identification of numbers** – The child will be able to identify and name a numeral when shown using the numbers 1 through 10 with 90% accuracy. (2.1.PK.A.1)
- 5. Recognition of numbers** – The child will be able to point to a numeral (1 – 10) when asked with 90% accuracy. (2.1.PK.A.1)

6. **Identification of sets** – The child will be able to identify sets of up to 10 with 90% accuracy. (2.1.PK.A.1)
7. **Matching sets** – The child will be able to match numerals to sets from 0-10 with 90% accuracy. (2.1.PK.A.1)
8. **Equivalent forms of numbers** – The child will be able to represent equivalent forms of the same number through concrete objects and drawings 90% of the time. (2.1.PK.A.1)
9. **Subitizing** – The child will be able to match a value to a set of objects (0-6) without counting with 90% accuracy. (2.1.PK.A.2)
10. **Matching of like objects** – The child will be able to match like objects with 90% accuracy. (2.1.PK.A.3)
11. **Discrimination between like and unlike objects** – The child will be able to discriminate between like and unlike objects using attributes such as color, size, category, shape, etc. with 90% accuracy. (2.1.PK.A.3, 2.4.PK.A.1)
12. **Identification of shapes** – The child will be able to recognize and name a square, circle, triangle, and rectangle with 90% accuracy. (2.3.PK.A.1)

## **IV. Scientific Thinking and Technology**

- 3.1A **Biological Sciences – Living and Non-Living Organisms**
- 3.1B **Biological Sciences – Genetics**
- 3.1C **Biological Sciences – Evolution**
- 3.2D **Physical Sciences – Chemistry**
- 3.2 E **Physical Sciences – Physics**
- 3.3A **Earth and Space Sciences – Earth Structures, Processes, and Cycles**
- 4.1 **Environment and Ecology – Ecology**
- 4.2 **Environment and Ecology – Watersheds and Wetlands**
- 4.3 **Environment and Ecology – Agriculture and Society**
- 4.4 **Environment and Ecology – Humans and the Environment**
- 15.4 **Computer and information Technology**

**A. Introduction** – The children will be exposed to activities designed to develop:

### **1. Science As Inquiry**

- a. Curiosity and questioning (AL.1PK.1, 3.1PK.A.9, 3.1PK.B.6, 3.2PK.A.6, 3.2PK.B.7, 3.3PK.A.1, 3.3PK.A.4, 3.3PK.A.7, 3.3PK.B.3) **(2.G.06)**
- b. Awareness and use of five senses (3.1PK.A.9, 3.1PK.B.6, 3.2PK.A.6, 3.2PK.B.7, 3.3PK.A.1, 3.3PK.A.4, 3.3PK.A.7, 3.3PK.B.3) **(2.G.03)**
- c. Communication of observations (3.1PK.A.9, 3.1PK.B.6, 3.2PK.A.6, 3.2PK.B.7, 3.3PK.A.1, 3.3PK.A.4, 3.3PK.A.7, 3.3PK.B.3) **(2.G.05, 2.G.07)**
- d. Comparing and contrasting (3.1PK.A.9, 3.1PK.B.6, 3.2PK.B.7, 3.3PK.A.7, 3.3PK.B.3)
- e. Describing observable patterns (3.1PK.B.6)
- f. Make predictions (3.1PK.A.9, 3.1PK.B.6, 3.2PK.A.6, 3.2PK.B.7, 3.3PK.A.1, 3.3PK.A.4, 3.3PK.A.7, 3.3PK.B.3)
- g. Experiment with objects (3.2PK.A.6, 3.2PK.B.7, 3.3PK.A.7, 4.1PK.C)

- h. Using scientific tools (3.2PK.B.5, 3.3PK.A.1, 3.3PK.A.5, 3.3PK.B.3, 4.1PKE, 4.4PKE, 15.4PK.M) (2.G.04)
- i. Discussing new words and meanings (vocabulary) (3.2PK.B.1, 4.2PK.C, 15.4PK.A, 15.4PK.C) (2.G.08)

## **2. Biological Sciences**

- a. Sorting and classifying (3.1PK.A.1, 3.1PK.A.2)
- b. Awareness of living and non-living things (3.1PK.A.1, 4.1PK.A) (2.G.02)
- c. Awareness of the animal kingdom
  - i. Needs of living things (3.1PK.A.2, 3.2PK.B.6, 4.1PK.D, 4.4PK.A)
  - ii. Awareness of change over time (3.1PK.A.3, 3.1PK.C.3, 4.4PK.C) (2.G.02)
  - iii. Basic parts (3.1PK.A.5)
  - iv. Identifying similarities and differences in family characteristics (3.1PK.B.1)
- d. Awareness of the plant kingdom
  - i. Needs of living things (3.1PK.A.2, 3.2PK.B.6, 4.1PK.C, 4.1PK.D, 4.4PK.A)
  - ii. Awareness of change over time (3.1PK.A.3, 3.1PK.C.3, 4.4PK.C) (2.G.02)
  - iii. Basic parts (3.1PK.A.5)
  - iv. Experimenting with plants (4.1PK.C)
- e. Awareness of humans
  - i. Needs of living things (3.1PK.A.2, 3.2PK.B.6, 4.1PK.D, 4.4PK.A, 4.5PK.A)
  - ii. Awareness of change over time (3.1PK.A.3, 3.1PK.C.3, 4.4PK.C) (2.G.02)
  - iii. Basic parts (3.1PK.A.5)
  - iv. Identifying similarities and differences in family characteristics (3.1PK.B.1)
- f. Awareness of physical and chemical changes (cooking projects, changes in nature, weather, seasons, growth cycles, mixing colors, ice cube or snow melting, etc.) (3.2PK.A.3, 3.2PK.A.5, 3.2PK.A.6, 3.3PK.A.5, 4.1PKE, 4.4PK.C)
- g. Exploring how things work (3.2PK.B.1)
- h. Exploring sound (3.2PK.B.5)
- i. Exploring energy sources (sun, wind, water) (3.2PK.B.6)
- j. Awareness of weather and seasons (3.3PK.A.5, 4.1PKE) (2.G.02)
  - i. Exploring observable conditions for each of the four seasons
  - ii. Matching clothing to seasonable weather conditions
  - iii. Discussing weather events that affect a community
- k. Awareness of the sun, moon, stars, and clouds (3.3PK.B.1, 3.3PK.B.3) (2.G.02)
  - i. Comparing things found in the day or night sky
  - ii. Observing and describing different types of clouds
  - iii. Exploring shadows made from the sun

## **3. Environment and Ecology**

- a. Awareness of water (3.3PK.A.4, 4.2PK.A)
  - i. Exploring ways water can be used
  - ii. Identifying bodies of water (ponds, lakes, streams, oceans)
  - iii. Comparing moving and still water
- b. Exploring our environment (4.2PK.C, 4.3PK.A, 4.3PK.B)
  - i. Exploring basic needs of animals in a habitat
  - ii. Exploring different types of habitats
  - iii. Matching animals to their habitat
  - iv. Exploring how the environment provides for people's needs



- v. Identifying natural resources (cow – milk, tree – wood, lamb – wool)
- c. Keeping our environment safe (4.5PK.B, 4.5PK.C, 4.5PK.D) [\(2.L.08, 2.L.09\)](#)
  - i. Recognizing and avoiding unsafe things
  - ii. Discussing plants, insects, and animals that would be harmful to our environment
  - iii. Discussing how littering damages the environment
  - iv. Identifying ways to keep our environment safe
  - v. Participating in recycling

#### **4. Computer and Information Technology**

- a. Technology (15.4PK.A, 15.4PK.B, 15.4PK.D, 15.4PK.G, 15.4PK.k, 15.34PK.L, 15.4PK.M) [\(2.H.01, 2.H.02, 2.H.03\)](#)
  - i. Discussing and exploring technology (filmstrips, cameras, listening centers, computers, etc.)
  - ii. Following established rules for technology

### **V. Social Studies Thinking**

- 5.1 Civics and Government – Principles and Documents of Government
- 5.2 Civics and Government – Rights and Responsibilities of Citizenship
- 6.1 Economics – Scarcity and Choice
- 6.3 Economics – Functions of Government
- 6.5 Economics – Income, Profit, and Wealth
- 7.1 Geography – Basic Geography Literacy
- 7.2 Geography – Physical Characteristics of Places and Regions
- 8.1 History – Historical Analysis and Skills Development

A. Introduction – Children will be exposed to activities designed to develop an awareness of:

#### **1. Civics and Government**

- a. Understanding rules and their consequences (5.1PK.A)
- b. Identifying American symbols (5.1PK.F)
- c. Understanding the responsibilities of being in a group (family, class, etc.) (5.2PK.A, 5.3PK.F) [\(2.L.01, 2.L.02, 2.L.04, 2.L.06, 2.L.09\)](#)
  - i. Participating in group decision making
  - ii. Participating in family and classroom responsibilities
  - iii. Discussing responsibilities
  - iv. Working cooperatively
  - v. Following rules and routines
  - vi. Responding with empathy
  - vii. Helping others
- d. Using problem solving skills (5.2PK.B)
- e. Exploring our community and community helpers (5.3PK.C) [\(2.L.03, 2.L.05\)](#)

#### **2. Economics**

- a. Exploring needs and wants (6.1PK.B)

- b. Making a choice and explaining the reason for that choice (6.1PK.D)
- c. Exploring how money is used (6.2PK.D) (2.L.10)
  - i. To buy things
  - ii. It can be saved
  - iii. Using money in dramatic play (exchanging money for goods)
- d. Identifying products grown locally (6.3PK.D)
- e. Differentiating between work and play (6.5PK.A)
- f. Identifying local businesses (6.5PK.C) (2.L.07)

### 3. Geography

- a. Using Map Skills (7.1PK.A) (2.L.07)
  - i. Using maps (classrooms, homes, neighborhoods)
  - ii. Identifying tools used to locate places
  - iii. Understanding map vocabulary
  - iv. Understanding directionality (left, right, first, last, little, big, top, bottom)
- b. Using physical features to understand location (7.2PK.A) (2.L.07)
  - i. Comparing types of homes
  - ii. Practicing our address
  - iii. Locating familiar places in a neighborhood
  - iv. Locating businesses in the vicinity

### 4. History

- a. Sequencing of events (8.1PK.A) (2.F.07)
  - i. Connecting new ideas to past experiences
  - ii. Describing daily routine
  - iii. Using vocabulary to describe time (seasons, months, days, morning, afternoon, night, yesterday, today, tomorrow)
- b. Understanding that information comes from many resources (books, recipe books, advertising, maps, newspaper, TV programming, magazines, internet, music, etc.) (8.1PK.C)

## **VI. Creative Thinking and Expression** (Communicating through the Arts)

### **9.1M Production and Performance – Music and Movement**

### **9.1D Production and Performance – Dramatic and Performance Play**

### **9.1V Production and Performance – Visual Arts**

### **9.2 Historical and Cultural Context of Works of Art**

### **9.3 Critical Response to Works in the Arts**

**A. Introduction** – Children will have the opportunity to participate in the following types of activities:

#### **1. Production and Performance**

- a. Engaging in music and movement (9.1.MPK.B) (2.I.06)
  - i. Practice rhythms in different forms of music and dance
  - ii. Use a variety of rhythm instruments
  - iii. Participate in teacher-guided music and movement activities

- iv. Demonstrate an awareness of shared space
- v. Demonstrate an understanding of vocabulary (fast, slow, loud, soft) (2.1.04)
- b. Using imagination and creativity in expressing self through dance and movement (9.1.MPK.E) (2.1.06)
  - i. Initiate music and movement activities
  - ii. Select music and movement during free choice
  - iii. Improvise songs and rhythmic patterns
  - iv. Change words or tune of familiar songs to make new songs
  - v. Use body to represent form in space, finger plays, or stories
- c. Using a variety of technologies for performance (9.1.MPK.I) (2.1.06)
  - i. Explore musical instruments
  - ii. Use a variety of props to enhance movement activities (scarves, bean bags, ribbons)
  - iii. Use recording devices to capture music and/or movement performances
- d. Using imagination to recreate a dramatic play experience or to express oneself (9.1.DPK.B, 9.1.BPK.E) (2.1.06)
  - i. Creates various voice inflections and facial expressions
  - ii. Changes voice inflections when recreating various characters
  - iii. Directs peers or follows peers' instruction
  - iv. Acts out stories
  - v. Represents fantasy and real-life experiences through pretend play
  - vi. Imitates roles of people, animals, or objects
  - vii. Uses props and costumes
  - viii. Creates props from available materials
- e. Knowing basic elements and using a variety of materials to express self through art (9.1.VPK.A, 9.1.VPK.B, 9.1.VPK.E, 9.1.VPK.J) (2.1.05) (2.1.06)
  - i. Participates in teacher-guided or chooses art during free choice
  - ii. Demonstrates and understanding of color, shape and line
  - iii. Creates pictures
  - iv. Uses a variety of materials (chalk, paint, crayons, pencils, markers, wood, play dough) as intended
  - v. Draws to explore and extend themes
  - vi. Draws self-portrait
  - vii. Creates a work of art to represent a real or imagined object, animal, or person
  - viii. Adds details to picture
  - ix. Choose different materials to represent different types of thoughts or feelings
  - x. Manipulates materials in a variety of ways (pounding, squeezing, cutting, rolling)
  - xi. Uses age-appropriate digital media to create works of art
  - xii. Uses recording devices (digital camera, video recording) to capture works in progress and finished works of art

## 2. Historical and Cultural Context of Works of Art

- a. Exploring art forms and instruments from different cultures (9.2PK.D) (2.1.01)
  - i. Explore instruments from different cultures
  - ii. Identify cultures represented by various art forms
  - iii. Read books about a variety of cultures

### 3. **Critical Response to Works in the Arts**

- a. **Recognize and name a variety of art forms (photo, painting, drawing, dance, and songs) and form an opinion** (9.3PK.F, 9.4PK.G) **(2.1.07)**
  - i. Observe, applaud, or comment on the works of others
  - ii. Respond through body language, facial expression, or oral language
  - iii. Respond through humming, swaying, tapping foot
  - iv. Respond at appropriate time (laugh, sigh)

## **B. Mastery**

1. **Recognizing colors** – The child will be able to recognize the colors red, yellow, green, purple, blue, brown, black, pink, gray, and white with 80% accuracy.
2. **Identifying colors** – The child will be able to name the colors red, yellow, green, purple, blue, brown, black, pink, gray, and white with 80% accuracy.

## **VII. Health, Wellness, and Physical Development**

### **10.1 Concepts of Health**

### **10.2 Healthful Living**

### **10.3 Safety and Injury Prevention**

### **10.4 Physical Activity – Gross Motor Coordination**

### **10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Coordination**

- A. **Introduction** – Children will have the opportunity to participate in the following types of activities:

### **1. Concepts of Health**

- a. **Identifying body parts and foods that keep our body healthy** (10.1PK.B, 10.1PK.C) **(2.K.02)**
  - i. Participate in body identification games and songs (i.e. Hokey Pokey)
  - ii. Point to body parts when asked
  - iii. Draw pictures that include some body parts
  - iv. Participate in discussions about the functions of specific body parts
  - v. Identify healthy and unhealthy foods
  - vi. Make healthy food choices
- b. **Engaging in discussion about medicine** (10.1PK.D, 10.1PK.E) **(2.K.05)**
  - i. Identify medicine that can be used to stay healthy
  - ii. Discuss when medicine might be needed
  - iii. Discuss safety practices related to proper use of medicine
  - iv. Discuss infectious (colds, flu, chicken pox, pink eye) and non-infectious (asthma, allergies) illnesses
  - v. Discuss the concept of ‘germs’ and participate in activities what exemplify the spread of germs

### **2. Healthful Living**

- a. **Participating in healthy habits**(10.2PK.A) **(2.K.01)**
  - i. Practice basic hygiene routines (washing hands, tooth brushing, cover nose and mouth when sneezing)

- ii. Explain that we need to eat well, get rest, and exercise to stay healthy
- iii. Identify people who keep us healthy (doctor, nurse, dentist, gym teacher)
- b. Identifying environmental factors that affect health (10.2PK.E)
  - i. Discuss plants, insects, and animals that could be harmful
  - ii. Identify harmful substances
  - iii. Discuss how we protect ourselves during different seasons

### **3. Safety and Injury Prevention**

- a. Recognizing safe and unsafe practices (10.3PK.A) (2.K.03)
  - i. Identify and follow basic safety rules
  - ii. Identify consequences of unsafe behaviors
  - iii. Identify and avoid unsafe practices (playing with matches, talking to strangers)
  - iv. Explain how community helpers can keep us safe
- b. Recognizing emergency situations and discuss appropriate responses (10.3PK.B)
  - i. Identify procedures for emergency situations (fire drill, severe weather drill, medical emergency, etc.)
  - ii. Discuss the differences between emergencies and non-emergencies
  - iii. Practice emergency procedures (2.K.04)

### **4. Physical Activity – Gross and Fine Motor Coordination**

- a. Demonstrating coordination of body movement (10.4PK.A, 10.4PK.B) (2.C.04)
  - i. Combine large motor movement with equipment (ride a tricycle, pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball, swinging, pumping, parachute)
  - ii. Move, run, and stop with control and direction
  - iii. Use outdoor equipment
  - iv. Engage in gross motor games (Hokey Pokey, London Bridge, Simon Says)
  - v. Engage in large-motor activities that require balance (marching, hopping, running, jumping, dancing, walking tip-toe)
  - vi. Walk on a balance beam
  - vii. Climb stairs using alternate feet
  - viii. Participate in an obstacle course
- b. Using hands, fingers, and wrists to manipulate objects (10.5PK.A, 10.5PK.B) (2.C.03)
  - i. Practice manual self-help skills (zipping, snapping, buttoning, tying, lacing)
  - ii. Practice using scissors
  - iii. Use tongs or tweezers to pick up objects
  - iv. Manipulate smaller objects (pegs into a pegboard, puzzle pieces, stringing beads)
  - v. Use tools to pour (funnels, pitchers, etc.)
- c. Using tools that require use of fingers, hands, and wrists to accomplish a task (10.5PK.C) (2.C.03)
  - i. Use writing and drawing implements with functional grasp (pincher grasp) for activities such as coloring, tracing, printing, drawing (2.E.08)
  - ii. Use a variety of art tools (glue sticks, paint brushes, scissors, stampers, blocks) for a specific purpose
  - iii. Use tools (broom, dust pan, brush, gardening tools) to complete a classroom job
  - iv. Use utensils for eating appropriately
  - v. Use cup or glass for drinking

**A. Mastery –**

2. **Recognizing of and/or identifying of body parts** – The child will be able to name and recognize at least 10 parts of their body. (10.1PK.B, 10.1PK.C)
3. **Self-Help Tasks** – The child will use the toilet independently. The child will demonstrate hand washing skills and good hygiene (10.1PK.E)
4. **Walking** – The child will be able to walk up/down stairs holding the railing, using alternating feet. (10.4PK.A, 10.4PK.B)
5. **Running** – The child will be able to run fluidly for 25 feet. (10.4PK.A, 10.4PK.B)
6. **Hopping** – The child will be able to hop 5 times on one foot. (10.4PK.A, 10.4PK.B)
7. **Jumping** – The child will be able to jump forward 10 times and land with 2 feet together. (10.4PK.A, 10.4PK.B)
8. **Balancing** – The child will be able to walk the full length of the balance beam. (10.4PK.A, 10.4PK.B)
9. **Catching** – The child will be able to catch a playground ball with 2 hands with 60% accuracy. (10.4PK.A, 10.4PK.B)
10. **Riding wheeled vehicles** – Children will be able to ride a wheeled vehicle for 25 ft. (10.4PK.A, 10.4PK.B)
11. **Cutting** – The child will be able to cut on a line.
12. **Gluing** – The child will be able to glue multiple types of media together (10.5PK.A, 10.5PK.B)
13. **Drawing** – The child will be able to draw a somewhat recognizable picture and briefly explain it. (10.5PK.C)
14. **Printing** – The child will be able to form letters in their name (10.5PK.C)

**VIII. Social and Emotional Development**

**16.1 Self-Awareness and Self-Management**

**16.2 Establishing and Maintaining Relationships**

**16.3 Decision Making and Responsible Behavior**

**1. Self-Awareness and Self-Management**

- a. Managing emotions and behaviors (16.1PK.A) **(2.B.03)**
  - i. Using feelings that are appropriate to the situation
  - ii. Recognizing and naming a range of feelings **(2.B.02)**
  - iii. Controlling negative responses in an appropriate way
- b. Recognizing personal traits (16.1PK.B) **(2.B.07)**
  - i. Demonstrating awareness of self and personal preferences
  - ii. Stating independent thoughts and feelings
  - iii. Shows pride in accomplishments
  - iv. Demonstrating self confidence
  - v. Choosing materials and activities based on preferences
- c. Resiliency (16.1PK.C) **(2.B.04)**
  - i. Staying calm when something doesn't go the way intended
  - ii. Works to correct mistakes
  - iii. Makes multiple attempts
  - iv. Asks for help after several attempts
- d. Goal setting (16.1PK.D)

## 2. Establishing and Maintaining Relationships

- a. Trust and attachment (16.2PK.A)
  - i. Conversing with peers and adults (also 1PK.A, AL.1PK.C, 1.5PK.A, 5.2.PK.A, 5.3PK.F). (2.B.01)
  - ii. Responding to questions (also A1.5PK.D, 1.5PK.C)
  - iii. Demonstrating appropriate affections
  - iv. Playing cooperatively (also AL.1PK.A, 1.5PK.A, 5.2PK.B)
  - v. Taking turns (also AL.1PK.A, 1.5PK.A, 1.5PK.C)
  - vi. Responding with empathy (also 16.3PK.C)
  - vii. Respecting feelings and belongings of others
- b. Diversity (16.2PK.B)
  - i. Understanding the unique characteristics of each person
  - ii. Discussing the similarities and differences between self and others
  - iii. Understanding that family structure differs from one family to another
  - iv. Understanding that the thoughts and feelings of others may differ from self.
  - v. Understanding that people differ in race, culture, age, traditions, holidays, and abilities
- c. Communication (16.2PK.C) (2.D.03)
  - i. Communicating using details
  - ii. Posing questions related to the topic being discussed (also 1.5PK.B, 1.5PK.C)
  - iii. Responding to questions (also 1.5PK.B, 1.5PK.C)
  - iv. Engaging in turn taking
  - v. Listening
- d. Managing Interpersonal Relationships (16.2PK.D) (2.B.06, 2.D.06)
  - i. Using appropriate words
  - ii. Problem solving
  - iii. Resolving conflicts (also AL.1PK.A, 1.5PK.A, 5.2PK.B)
- e. Support – Asking for Help (16.2PK.E)
  - i. Attempting tasks independently before asking for help
  - ii. Recognizing appropriate sources of help (teacher, parents, community helpers, etc.)
  - iii. Responding appropriately to offers of help

## 3. Decision Making and Responsible Behavior

- a. Decision Making Skills (16.3PK.A)
  - i. Recognizing unsafe situations and telling an adult
  - ii. Discussing reasons for having rules
  - iii. Telling a peer when a rule is broken or warn them of a safety risk
- b. Understanding Social Norms (social identity) (16.3PK.B)
  - i. Making transitions
  - ii. Using inside voices inside and outside voices outside
  - iii. Following rules and routines in classroom and other settings with reminders (also 1.5PK.C, 5.3PK.F, 8.1PK.A)
  - iv. Adapting to limits (also 1.5PK.C, 5.3PK.F, 8.1PK.A)
  - v. Assuming responsibility (also AL.1PK.B, 5.2PK.B, 5.3PK.F)
- c. Responsibility and Engagement (16.3PK.C) (2.B.05)
  - i. Helping others
  - ii. Respecting others attempts to complete tasks independently

## C. Mastery -

1. **Verbalize feelings and ideas** – The child will volunteer to share new ideas and experiences. (16.1PK.A)
2. **Initiate Experiences** – The child will initiate play during free choice times indoors and outdoors (16.1PK.B, AL.1PK.A)
3. **Shows Persistence** – The child will initiate, follow through, and complete play activities and projects (16.2PK.C, AL.1PK.A)
4. **Interaction with Peers** – The child will seek out companionship from another child and play/role play with that child for at least 10 minutes (16.2PK.A, AL.1PK.A)

## **IX. Partnerships for Learning**

**PL.1 Parents are supported in times of need**

**PL.2 Families experience relationships with early care and educational programs that are affirming and reciprocal, and build upon their strength**

**PL.3 Families have the support and information they need to encourage their children's learning and development**

**PL.4 Family members have support from other families**

**PL.5 Families have goals of their own and benefit from having supportive partners to help reach their goals**

**PL.6 – Families grow in their leadership and use these skills in many different ways**

**PL.7 – Families are supported in times of transition**

### 1. PL.1 Parents are supported in times of need when professionals:

- a. Facilitate connections to other agencies
  - i. Identify and understand services provided within the community (ECNS website)
  - ii. Build relationships with these community agencies
  - iii. Create a family resource area that is accessible
    1. Communication board
    2. Bulletin board
    3. Parent lending libraries
    4. Early intervention screenings
    5. ECNS website
  - iv. Routinely share information with families about this resource area
  - v. Portray a positive light on families that have accessed community resources by using them as mentors, facilitators, or giving them opportunities to share their stories
  - vi. Work collaboratively with other professionals (early intervention, behavioral health, etc.) ensuring that their ongoing communication and development of successful strategies and supports for the child and the family
  - vii. Partner with local college for education majors to gain field experience
- b. Make referrals
  - i. Share information about available events, classes, workshops, and community supports (community bulletin board, parent newsletters)
  - ii. Provide information, specific resources, and referral information from agencies. Developing ongoing information sharing processes with agencies



- iii. Maintain open communication with families
- iv. Empower the family as the decision maker for connecting to services (make sure that any information exchange follows confidentiality procedures)
- v. Be sensitive to some families' reluctance to act on potential referral or additional evaluation recommendations
- vi. Recognize and support parents' resiliency when they manage stressful situations and identify potential solutions
- vii. Follow up with families after making referrals
- viii. Provide information and resources to enable families to access affordable, quality health care
- ix. Guide and support families through sharing observations, portfolios, and family conferences to help families take the first step.

2. PL.2 Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths through:

- a. Program policies and procedures
  - i. Teacher handbook
    - 1. Roles and responsibilities of staff
    - 2. Expectations of staff and families
    - 3. Approaches to learning
    - 4. Curriculum
  - ii. Parent handbook
    - 1. Policies and procedures related to timely responses to phone calls and messages from families
    - 2. Families rights, including conflict resolution procedures
    - 3. Procedures for maintaining confidentiality
    - 4. Policies regarding class visitation
- b. Approaches to relationship building
  - i. Acknowledge that family members are the child's primary teachers
  - ii. Create ongoing formal and informal opportunities to engage with families
  - iii. Use parents' preferred methods for communication (notes, phone calls, emails, conversations)
  - iv. Promote ongoing and reciprocal communication about day-to-day activities between staff and families (newsletters, whiteboards, bulletin boards to post pictures and activities, conversations)
  - v. Recognize and create opportunities for program staff and families to have fun and learn together (guest speakers, parent night informational meetings, field trips)
  - vi. Recognize that obstacles to relationship-building can be overcome, and actively seek out strategies and resources when barriers exist
- c. Practices to honor a family's unique culture
  - i. Recognize that culture is defined as 'an integrated pattern of human behavior, which includes but is not limited to thought, communication, language, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of racial, ethnic, religious, social, or political group; the ability to transmit the above to succeeding generations; dynamic in nature: (National Center for Cultural Competence 2004, 4)
  - ii. Learn about whom the child considers 'family' and invite them to participate

- iii. Ensure that communications are done in a culturally sensitive way that accommodates family literacy levels and language needs.
  - iv. Recognize how daily routines (eating, holiday celebrations, special events, emotions, etc.) are culturally influenced
3. PL.3 Families have the support and information they need to encourage their children's learning and development
- a. Program provides information about child development and how the program supports learning
    - i. Provide information about child milestones
    - ii. Provide information about Early Learning Standards and how they are supported through the program
    - iii. Share with families about the quality of the program and how the indicators of quality are measured (Keystone STARS, Pre-K Counts, NAEYC Accreditation)
    - iv. Help families understand the role of active play and active learning in instructional processes
    - v. Encourage and support shared opportunities for families and staff to discuss and explore such topics as child development, health and nutrition, supportive parenting, cultural/ethnic expectations, social expectations, how they were parented, and their relationships with their children.
    - vi. Other information can include:
      - 1. A parenting resource library with videos, books, toys, and information that families can access
      - 2. Written schedules
      - 3. Newsletters
      - 4. Parent Night informational meetings
  - b. Reciprocal sharing of an individual child's milestones, progress, learning styles, and supportive practices
    - i. Through parent conferences, and other communications:
      - 1. Regularly provide the family information about the child's growth and progress
      - 2. Share results of screenings and tests
      - 3. Share progress of child's development and what to expect as we build on the child's strengths
      - 4. Encourage and support families in assessing screenings for physical, mental, and dental health, and social-emotional and cognitive development supports
      - 5. Provide regular updates on child's progress in a consistent format
      - 6. In collaboration with families develop strategies to support a child's learning with modification and adaptations to the environment and curriculum to meet the child's specific learning needs.
    - ii. Through home visits:
      - 1. Share with families how ECNS reviews tests results and screenings... and uses it for overall program improvement to support children's learning and development
      - 2. Ask family members to identify accomplishments or discuss events (or past experiences) that may impact a child's learning and development. (ECNS website)

3. Provide collaborative opportunities with families to develop individual goals and strategies to support children's learning and development
4. Encourage and support families in assessing screenings for physical, mental, and dental health, and social-emotional and cognitive development support
- c. Using family input and strengths to enhance and support children's development
  1. Guide families in identifying books, songs, finger plays, foods, toys, and culturally relevant materials and experiences that can be used to support their children's development.
  2. Encourage children to show pride in family-specific beliefs or practices
  3. Include families in the screening, authentic assessment, and referral processes of the program. (Make sure that they are culturally sensitive and delivered in the language requested by the family.)
4. PL.4 – Family members have support from other members
  - a. Include family to family support practices and encourage social connections (parent night informational meetings, guest speakers, book fairs, family nights)
  - b. Strategize and create intentional opportunities for families with similar circumstances and interests to connect with each other while respecting confidentiality
  - c. Develop mentoring and welcoming network opportunities within the program
  - d. Share information about formal and informal parent networking opportunities (Parent to Parent of Pennsylvania, online groups, support groups, library groups)
5. PL.5 – Families have goals of their own and benefit from having supportive partners to help reach their goals
  - a. Understand that the overall health and well-being of the family affects the child
  - b. Support and encourage families in non-judgmental ways to make short and long-term goals
  - c. Connect families with other community resources and other families who have relevant experiences (ECNS website)
  - d. Recognize and accept that the families are in different stages related to planning for the future
  - e. Recognize that age, economics, and lifestyle impact family goal setting
6. PL.6 – Families grow in their leadership and use these skills in many different ways
  - a. Leadership with their children and within the program
    - i. Encourage families to take the lead when planning goals for their children
    - ii. Recognize families advocating on behalf of their children (provide opportunities for parents to advocate)
    - iii. Support families efforts to develop effective ways to navigate support systems
    - iv. Value the participation of families and provide a variety of ways for the input of varied members in planning efforts and decision making
    - v. Routinely investigate new state, federal, or local initiatives that may impact the program operation and recommends next steps
    - vi. Involve families in program goal-development and strategic planning (Give opportunities to serve on the ECNS board of directors)
    - vii. Provide opportunities for families and staff to share expectations and give feedback related to the program (Parent surveys, Staff PD – curriculum writing and review, ECNS website)
    - viii. Connect and encourage families with volunteer opportunities within their community

7. PL.7 – Families are supported in times of tradition

a. Family to school (or program)

\*\*\*\* Using Early Child partnerships and Kindergarten visits in local school districts, as well as parent classroom visits....

- i. Share instructional philosophies to help families understand the program so families can decide if the program is a good match for their family
- ii. Ensure that families are aware of timelines for program registration, policies, and practices related to transition for children receiving early intervention services (newsletters, news releases, advertising, etc.)
- iii. Identify home culture, language, and routines, and how they might enhance or impact a child's learning and participation in the program
- iv. Offer opportunities for families to tour the program, observe routine, and meet key individuals related to the program, prior to the start of the new program
- v. Provide networking and mentoring opportunities for families experiencing similar transitions
- vi. Support and encourage families who anticipate a more challenging transitions with more specific resources to assist in preparing for children

b. Child to school (or program)

\*\*\*\* Using Early Child partnerships and Kindergarten visits in local school districts as well as well as parent classroom visits....

- i. Support and encourage the child and family to observe where the child will be attending
- ii. Support the child to visit and participate in the next classroom setting prior to the full transition
- iii. Share and incorporate elements of environments of settings where children are coming from and going to
- iv. Identify strategies and supports with families to ease the children into the program
- v. Support families to share specific information with receiving program or school for children for whom it is anticipated may have a difficult transition.

c. School (or program) to school (or program)

\*\*\*\* Using Early Child partnerships and Kindergarten visits in local school districts as well as well as parent classroom visits....

- i. Develop policies and procedures to address internal and external transitions
- ii. Gather and share information about the locations and policies of the places to where children are most likely to transition (Kindergarten)
- iii. Collaborate with receiving programs/classrooms to share information on curriculum, instructional strategies used in the program, and transition supports provided.
- iv. Invite school district personnel to review kindergarten registration and attendance policies with families
- v. Encourage and participate in collaborative efforts with sending and receiving programs/schools to allow for sharing of information and program design to support transitions of children

d. School (or program) in community

- i. Provide information about the program to the community and receiving schools (newspaper, open houses, consortiums)
- ii. Be knowledgeable about community resources, in the event a significant change impacts families and staff such as natural disasters, loss, grief, etc. (parent handbook/ teacher handbook)
- iii. Encourage the development of and participation in a community-wide transition team that includes family members, multiply early education providers, and other community partners
- iv. Create intentional links to community partners to provide school-based screenings, education, and other supportive services (ECNS website)

\*\*\* This curriculum was written in accordance with the Pennsylvania Department of Education Early Child Standards (2014) for Pre-Kindergarten [and the National Association for the Education of Young Children \(NAEYC\) standards \(2016\)](#). The primary use will be for the 4's class. Students in the pre-k class will use the same curriculum. It will be differentiated in order to build on skills learned, be more individualized, and provide new experiences for students.