

# KPBSD Pre-K Curriculum

## Domain 1: Physical Well Being/Health and Motor Development

**Goal 1: Children demonstrate strength and coordination of large motor muscles.**

**Goal 2: Children demonstrate strength and coordination of small motor muscles.**

### Big Ideas:

- Children gain control over their bodies and body movements through active experiences and exploration.
- Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools.

### Essential Questions:

- Can I use my five senses to learn and explore my environment?
- Can I jump, gallop, balance, walk, and run while staying in control of my body?
- How do I use my hands and fingers to manipulate objects?
- How do I develop hand-eye coordination?
- Do I participate in large motor activities and games?

### Observable Indicators:

- Puts shoes on and gets dressed without assistance.
- Opens and closes blunt scissors with one hand.
- Demonstrates an awareness of where their body is in space.
- Climbs on play equipment.
- Manipulates small objects with ease (puzzles, beads, lacing).
- Cuts a piece of paper on a straight line and on a curve.
- Throws beanbag or ball with some accuracy.
- Engages in eye-hand activities to improve coordination.
- Demonstrates positional concepts through movement.
- Jumps on two feet and over small objects with balance and control.
- Catches large balls with two hands.
- Gallops with control.
- Demonstrates the use of writing and drawing tools.
- Demonstrates stamina and energy to participate in daily activities.

### Adult Supportive Practices:

- Provide opportunities to use scissors, crayons, markers, glue, and play dough.
- Provide opportunities to use five senses to explore taste, textures, and smells.
- Provide a wide variety of beads, snap cubes, and puzzles for children to put together and pull apart.
- Play catch with children.
- Create opportunities for children to participate in large motor movement activities (playground, sports, bicycle, swimming, sledding, music, movement, dance, and playing with instruments).
- Include toys and equipment that encourage active play such as balls, climbers, slides, and balance beams.

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**Goal 3: Children practice basic personal care which includes personal health and hygiene skills.**

**Goal 4: Children make safe choices and demonstrate awareness and understanding of safety rules by avoiding harmful objects and situations.**

**Big Ideas:**

- Children make healthy and safe choices to optimize their learning potential and become more independent.

**Essential Questions:**

- What are things I can do to keep myself healthy?
- What are things I can do to keep myself safe?
- What can I do all by myself?

**Observable Indicators:**

- Demonstrates proper hand washing technique.
- Demonstrates independent toileting skills.
- Uses a cup and fountain to drink.
- Uses a tissue to blow nose.
- Covers mouth when coughing.
- Manipulates and handles classroom tools safely.
- Chooses appropriate clothing (coat, shoes, etc.).
- Begins to/or masters zipping, snapping, buttoning, and tying.
- Cleans up after work and play.
- Differentiates between food and non-food items.
- Appropriately participates physically and emotionally during school safety drills.

**Adult Supportive Practices:**

- Provide opportunities in the daily schedule to practice hygiene routines.
- Read books about staying healthy and hygiene skills.
- Model and encourage personal health and hygiene skills.
- Model and encourage self-help/hygiene skills (hang up your coat, wash your hands, blow your nose, cough in your elbow, brush your teeth).
- Model and encourage age appropriate chores (make your bed, clear dishes from the table, sort and fold laundry, clean up toys).
- Provide opportunities to eat with fork and spoon and pour liquids.
- Discuss safety practices and safety rules (wild animals, fire drills, 911, traffic safety, and stranger danger).

# KPBSD Pre-K Curriculum

<b>Domain 2: Social and Emotional Development</b>	
<b>Goal 5: Children demonstrate empathy and care for others and the natural world.</b>	
<b>Goal 6: Children regulate their own emotions and behaviors.</b>	
<p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Children will express feelings, thoughts, and needs appropriately to adults and peers.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do I feel?</li> <li>• How do I express my feelings and interact with peers appropriately?</li> <li>• How do I make choices to manage my behavior?</li> </ul>
<p><b><u>Observable Indicators:</u></b></p> <ul style="list-style-type: none"> <li>• Responds appropriately and respectfully using emotional cues.</li> <li>• Notices and shows concern for peers’ feelings.</li> <li>• Comforts peers when they are hurt or upset.</li> <li>• Makes appropriate choices for behaviors.</li> <li>• Identifies and expresses feelings.</li> <li>• During pretend play, recognizes and models feelings and emotions.</li> </ul>	<p><b><u>Adult Supportive Practices:</u></b></p> <ul style="list-style-type: none"> <li>• Validate and allow children to talk about their feelings.</li> <li>• Provide strategies for managing and expressing a variety of feelings (taking breaths, changing activities, drawing, coloring, “I feel” statements, “I am happy because”).</li> <li>• While reading books and watching television discuss empathy and feelings.</li> <li>• Point out feelings of characters in books.</li> <li>• Provide activities that engage children in self-control practice, such as start and stop games, block play, and taking turns.</li> <li>• Model genuine, appropriate, emotional responses to life events.</li> </ul>

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<p><b>Goal 7: Children cooperate with peers in small and large group settings with adult facilitation.</b></p>	
<p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Children will learn to develop healthy relationships through positive adult and peer interactions.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do I interact with adults and peers?</li> <li>• How do I respond appropriately to teacher and peer interactions?</li> <li>• How do I develop friendships with my peers?</li> </ul>
<p><b><u>Observable Indicators:</u></b></p> <ul style="list-style-type: none"> <li>• Uses appropriate social communication, both verbal/nonverbal with adults and peers (uses words to take turns, invites peers to play, asks someone to stop, withholds physical impulses, waits for their turn, uses positive negotiation skills).</li> <li>• Engages in a variety of play activities with other children (free play outside, dramatic play, art projects).</li> <li>• Balances needs and rights of self and others (cooperative decision making).</li> <li>• Shares and makes decisions with other children.</li> <li>• Accepts redirection, recovers, and then re-enters in the activity.</li> </ul>	<p><b><u>Adult Supportive Practices:</u></b></p> <ul style="list-style-type: none"> <li>• Engage in joint activities with children.</li> <li>• Arrange the environment so that children can work together on activities.</li> <li>• Be available to help children resolve conflicts rather than removing the child or toy.</li> <li>• Provide opportunities for children to play together with adult guidance as needed, responding to children’s verbal and non-verbal cues.</li> <li>• Praise children’s efforts to help others.</li> <li>• Provide organized play opportunities (play groups, team sports, play dates).</li> </ul>

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<b>Goal 8: Children understand and follow rules and routines.</b>	
<b><u>Big Ideas:</u></b> <ul style="list-style-type: none"><li>• Children engage and complete simple routines without assistance.</li></ul>	<b><u>Essential Questions:</u></b> <ul style="list-style-type: none"><li>• Do I follow rules and routines in different settings?</li></ul>
<b><u>Observable Indicators:</u></b> <ul style="list-style-type: none"><li>• Makes smooth transitions from one activity/setting to the next with guidance.</li><li>• Follows limits and expectations.</li><li>• Follows simple rules with/without reminders.</li><li>• Demonstrates through participation, an awareness and understanding of classroom schedules and routines (uses picture schedules, auditory/visual/physical cues).</li></ul>	<b><u>Adult Supportive Practices:</u></b> <ul style="list-style-type: none"><li>• Provide reasonable expectations, set boundaries, and give clear directions.</li><li>• Build consistent routines into daily living.</li><li>• Use picture schedules that describe the flow of the day and explain during morning meeting time if a change will occur that day.</li></ul>

# KPBSD Pre-K Curriculum

## Domain 3: Approaches to Learning

**Goal 9: Children demonstrate positive approaches to learning by taking initiative.**

**Goal 10: Children sustain attention to tasks and persist when facing challenges.**

**Goal 11: Children learn from their experiences.**

### Big Ideas:

- Children are naturally motivated and inclined to use their knowledge and skills for lifelong learning.

### Essential Questions:

- How do I take reasonable risks in learning new information?
- What do I do when I approach challenging learning activities?
- How do my experiences help me learn?

### Observable Indicators:

- Focuses on tasks of interest.
- Finds and uses materials to follow through on an idea.
- Asks questions to get additional information.
- Persists through difficult tasks without becoming overly frustrated.
- Starts and finishes activities.
- Willing to try new things, take risks, and invent projects.
- Builds and extends knowledge by being creative and expanding upon initial ideas.

### Adult Supportive Practices:

- Provide a variety of activities the child is interested in.
- Provide strategies to work through difficult tasks.
- Provide encouragement to complete tasks independently.
- Complete/finish one task before starting a new task.
- Ask open-ended questions to encourage creative thinking.
- Provide a variety of creative outlets (painting, drawing, dancing, building, music making).
- Encourage effort when completing something difficult.
- Play games (board games, puzzles, sports).
- Provide a variety of experiences (library, community events, and concerts).

# KPBSD Pre-K Curriculum

## Domain 4: Cognition and General Knowledge: Reasoning

### Goal 12: Children are able to create and analyze general relationships between objects, events, or people.

#### Big Ideas:

- Children reason and extend their understanding when they demonstrate causation, critical and analytical thinking, problem solving, and representational thought.

#### Essential Questions:

- How? Why? When? Where? What? Who?
- What do I learn when I am playing?
- What is different? What is the same?
- Why does this happen?
- How do I use what I already know to learn new things?

#### Observable Indicators:

- Demonstrates awareness of cause and effect.
- Compares, contrasts, examines, and evaluates experiences, tasks, and events.
- Uses past and present knowledge to problem solve.
- Distinguishes between fantasy and reality.
- Finds multiple solutions to questions, tasks, problem, and challenges.
- Uses objects to represent real items in make believe play.
- Notices similarities and differences.
- Makes choices based on reasoning.
- Asks questions, explains, and/or demonstrates (Why? What? Where? When? How?).

#### Adult Supportive Practices:

- Ask questions such as who, what, where, why, and how.
- Engage in cause and effect activities (sand/water play, freeze water).
- Demonstrate, explain, and engage child in taking steps to cause an outcome.
- Provide opportunities for child to work with other children and adults to find solutions to problems.
- Pose solvable problems to child and provide opportunities for child to find solutions.
- Ask children what might be inside a box or bag as a way to introduce an idea or topic.
- Provide real objects to explore that can be manipulated or explored to understand a concept.
- Ask children to describe their creations and tell you how they work or why they were made.

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<b>Domain 4: Cognition and General Knowledge: Math</b>	
<b>Goal 13: Children use early mathematical concepts to apply to the world around us.</b>	
<p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Early mathematical concepts are the foundation to understanding number sense and mathematical operations as applies to everyday life settings.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What do I need to be able to count objects?</li> <li>• How do I use numbers every day?</li> <li>• How can I record what I count?</li> </ul>
<p><b><u>Observable Indicators:</u></b></p> <ul style="list-style-type: none"> <li>• Manipulates a variety of objects to demonstrate understanding of numbers, counting, patterns, mathematical operation, and measurement.</li> <li>• Uses words to indicate direction, position, and size.</li> <li>• Sorts, classify, and organize objects.</li> <li>• Uses mathematical terms (nonstandard and standard).</li> <li>• Recognizes and/or names shapes, colors, numbers up to 10.</li> <li>• Demonstrates awareness that money is needed to purchase goods and services.</li> <li>• Orders several objects on the basis of characteristics through trial and error.</li> </ul>	<p><b><u>Adult Supportive Practices:</u></b></p> <ul style="list-style-type: none"> <li>• Teach children counting songs, rhymes, and chants.</li> <li>• Model strategies to help children keep track of what they are counting.</li> <li>• Engage children in counting and measuring in every day routines.</li> <li>• Tell stories about separating and joining sets.</li> <li>• Use manipulatives daily.</li> <li>• Provide experiences using play money, price tags, and cash registers.</li> <li>• Count physical activity movements.</li> </ul>

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<b>Domain 4: Cognition and General Knowledge: Science</b>	
<b>Goal 14: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations.</b>	
<p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Children gain an understanding of, and information about, the earth and living things.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do I use information to understand the earth and living things?</li> </ul>
<p><b><u>Observable Indicators:</u></b></p> <ul style="list-style-type: none"> <li>• Seeks information through observation, conversations and teacher led discoveries.</li> <li>• Asks questions and finds answers through active exploration.</li> <li>• Makes predications and develops generalizations based on past experiences.</li> <li>• Uses standard and non-standard tools to explore the environment or how things work (blocks, paper tubes, magnets, magnifying glasses).</li> </ul>	<p><b><u>Adult Supportive Practices:</u></b></p> <ul style="list-style-type: none"> <li>• Help children develop records of observations (drawings, objects, photos).</li> <li>• Take children outside and explore.</li> <li>• Provides outdoor recreational activities that explore plants and animals.</li> <li>• Encourage children to draw pictures and write about observations.</li> <li>• Ask open ended questions (what if, I wonder).</li> </ul>

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<b>Domain 4: Cognition and General Knowledge: Family and Community/Social Studies</b>	
<b>Goal 15: Children demonstrate awareness and knowledge of self, family, and community.</b>	
<p><b><u>Big Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Children see themselves as valuable and worthwhile individuals in their homes, classrooms, and communities.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What is my role in my classroom, family, and community?</li> <li>• Who am I?</li> <li>• Where are some places you like to go and what do you do there?</li> </ul>
<p><b><u>Observable Indicators:</u></b></p> <ul style="list-style-type: none"> <li>• Refer to oneself as “I”.</li> <li>• Shares information about oneself (physical, likes and dislikes, etc...).</li> <li>• Identify themselves and their family.</li> <li>• State personal information about their life (where they live, names of family members).</li> <li>• Describes family members and begins to understand simple relationships to one another.</li> <li>• Adopts the roles of different family/community members during dramatic play.</li> <li>• Identify self as a member of a group (cultural, family).</li> <li>• Identify important places in the school (cafeteria, restroom, playground, office).</li> <li>• Shows respect for similarities and differences.</li> </ul>	<p><b><u>Adult Supportive Practices:</u></b></p> <ul style="list-style-type: none"> <li>• Ask children to share their opinion.</li> <li>• Provide opportunities for children to participate in family functions.</li> <li>• Take children on field trips to observe community workers.</li> <li>• Help children to understand relationships between family members and their roles.</li> <li>• Demonstrate, explain, and provide opportunities for children to help others, appreciating others’ needs and perspectives.</li> </ul>

# KPBSD Pre-K Curriculum

## Domain 4: Cognition and General Knowledge: Creative Arts

**Goal 16: Children understand and appreciate creative arts, use creative arts to express and represent what they know, think, believe, or feel.**

### Big Ideas:

- Children extend their understanding when they think creatively about new ideas in the context of past experiences and knowledge.
- Children see themselves as valuable and worthwhile individuals in their homes, classrooms, and communities.
- The fine arts allow individual expression of interests, abilities, and knowledge.

### Essential Questions

- How do I share ideas about personal artwork and the work of others?
- How can I express myself through the fine arts (dance, music, art, and drama)?
- What are ways I can contribute to my classroom, family and community?

### Observable Indicators:

- Uses non-standard tools to explore environment.
- Chooses activities when given options (toys, foods).
- Shows preference for a favorite book or toy.
- Refer to oneself as “I”.
- Creates, builds, or draws shapes.
- Improvises songs and rhythmic patterns.
- Uses body to represent form in space.
- Represents fantasy and real-life experiences through pretend play.
- Shares how art work is connected to own personal experience.
- Recognizes and name a variety of art forms.
- Describes family members and begins to understand simple relationships to one another.

### Adult Supportive Practices:

- Encourage children to use materials for individual expression of feelings or thoughts.
- Ask children to share their opinion.
- Provide opportunities for children to make decisions and choices.
- Provide children with opportunities to explore a variety of art materials and tools in their own way.
- Make art accessible to children throughout the day for play experiences.
- Share enthusiasm and describe child’s abilities and preferences “I see you enjoy building with the blocks on the floor.”

# KPBSD Pre-K Curriculum

## Domain 5: Communication, Language, and Literacy

### Goal 17: Children communicate effectively using receptive and expressive communication skills.

#### Big Ideas:

- Speaking and listening are connected skills that build on the foundation for literacy and communication.

#### Essential Questions:

- What are ways I demonstrate listening?
- How do I appropriately express my thoughts?

#### Observable Indicators:

- Follows 1 and 2 step directions.
- Uses language for a variety of purposes (ask for help, ask to play, taking turns, echo/mimic).
- Engages appropriately in communication with peers and adults during play and structured learning.
- Demonstrates conventions of social communication (pause, eye contact, volume, hand gestures, facial expression).
- Participates in reciprocal conversations.
- Uses communication skills to negotiate social situations.
- Listens and responds to adults and peers.
- Participates in group discussions.
- Applies information through listening.
- Tells personal stories.

#### Adult Supportive Practices:

- Engage children in conversation.
- Ask questions regularly.
- Speak to engage children in group and individual conversations daily.
- Model appropriate volume with speaking.
- Introduce finger plays, rhymes, and songs.
- Reinforce following directions.
- Encourage children to ask questions to find out more information.
- Model appropriate participation in group or class discussions including polite interactions, one person speaking at a time, or asking questions.
- Praise children's efforts to share information.
- Introduce new ideas or words to increase vocabulary.

# KPBSD Pre-K Curriculum

## Domain 5: Communication, Language, and Literacy

### Goal 18: Children use emergent reading skills.

#### Big Ideas:

- Children demonstrate an appreciation and enjoyment of reading.
- Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning.

#### Essential Questions:

- What are some of my favorite books and why?
- How do books work?

#### Observable Indicators:

- Seeks and engages with text spontaneously.
- Engages with a variety of printed materials.
- Performs oral stories (nursery rhymes, music, poems, chats, finger plays).
- Demonstrates awareness of letters and symbols (stop signs).
- Understands concepts about print (book orientation, pretends to read, top to bottom, left to right, identifies title, recognizes environmental print).
- Comprehends printed materials and oral stories (sequence, compare/contrast, fantasy/reality, retelling details, ask and answer, making connections).

#### Adult Supportive Practices:

- Read to your children daily.
- Provide opportunities for children to listen to books on tape and read aloud.
- Demonstrate how to extend knowledge, learn more, and enjoy information from a book.
- Tell children about favorite stories.
- Tell family and cultural stories at a special time.
- Encourage children to share his/her favorite books with playmate/siblings.
- Demonstrate, explain, and provide opportunities for children to use books, introducing the parts of a book.
- Provide a variety of printed materials including books in play areas.