

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).

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

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

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

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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).

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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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Domain 4: Cognition and General Knowledge: Math

Goal 13: Children use early mathematical concepts to apply to the world around us.

Big Ideas:

- Early mathematical concepts are the foundation to understanding number sense and mathematical operations as applies to everyday life settings.

Essential Questions:

- What do I need to be able to count objects?
- How do I use numbers every day?
- How can I record what I count?

Observable Indicators:

- Manipulates a variety of objects to demonstrate understanding of numbers, counting, patterns, mathematical operation, and measurement.
- Uses words to indicate direction, position, and size.
- Sorts, classify, and organize objects.
- Uses mathematical terms (nonstandard and standard).
- Recognizes and/or names shapes, colors, numbers up to 10.
- Demonstrates awareness that money is needed to purchase goods and services.
- Orders several objects on the basis of characteristics through trial and error.

Adult Supportive Practices:

- Teach children counting songs, rhymes, and chants.
- Model strategies to help children keep track of what they are counting.
- Engage children in counting and measuring in every day routines.
- Tell stories about separating and joining sets.
- Use manipulatives daily.
- Provide experiences using play money, price tags, and cash registers.
- Count physical activity movements.

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

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

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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.”

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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.

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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.