

ROOSEVELT SCHOOL DISTRICT



PRE-KINDERGARTEN CURRICULUM GUIDE

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Approved - September 24, 2009

MISSION STATEMENT

The mission of the Roosevelt Public School district is to educate and inspire all students to excel academically to become independent and creative thinkers, skillful communicators and lifelong learners. Roosevelt Public School nurtures and challenges the unique potential of each student so that our children will develop individual, social and civic responsibility as well as respect for themselves, each other, and the environment.

*to achieve or exceed N.J. CCCS at all grade levels

Pre-K Curriculum

Philosophy

Our goal is to provide a developmentally appropriate program based on knowledge about how children learn and develop, variations in development that may occur, and how best to support children's learning and development. Children learn through hands-on experiences with adults and other children, objects, ideas, and environment. Teachers offer guidance and support so children learn to the best of their abilities to become successful learners in future years.

The instructional program is provided through the use of individual, small, and large group activities and projects. The areas essential to the program to develop emergent skills for Kindergarten are:

- Social and Emotional Development
- Creative Arts
- Health, Safety, & Physical Education
- Language Arts and Literacy
- Mathematics
- Science
- Social Studies
- World Languages

All areas of the curriculum are covered using a different theme, letter, and number each week. There are different activities for three year olds and four year olds based on ability.

The focus is on individual student needs while providing supports and program modifications when needed. Students' progress is evaluated in various ways, including journal entries, use of the Skills and Concepts Checklist for the appropriate age, and teacher observation.

Social and Emotional Development

Expectations	Activities and Practices	Assessments
Children demonstrate self-confidence	Provide puzzles, open-ended art projects, manipulatives, open-ended questions	Children can follow directions, can express ideas and make independent choices
Children demonstrate self-direction	Children choose and put away materials, routines using songs and rhymes	Children use a variety of materials and need little assistance with routines
Children understand the feelings of others	Books and activities to help children understand and express feelings, learn to channel negative feelings	Children can label and express feelings, can empathize with others, can channel negative feelings
Children interact well with others	Model and role play appropriate behavior, children are involved in problem-solving	Children use manners, respect others, use problem-solving skills to resolve conflicts, express needs
Children are able to play cooperatively	Activities using cooperative play, language and pretend skills, sharing and taking turns with minimal support	Children play independently, in pairs, and small groups, can pretend play, can join a group of children in activities, can take turns and share
Children can focus on activities	Balance quiet and active times, use small and large group activities and individual activities, give clear directions and transition cues, model conversation skills	Children can focus on tasks for 15 minutes, can transition easily, can follow directions, can listen and wait for turn to talk
Children participate in group activities	Provide consistent daily schedule, permanent place for materials and toys, understanding of procedures and activities	Children can participate in play and activities and move from one activity to another easily, cares for toys and materials

Creative Arts

Expectations	Activities and Practices	Assessments
Children appreciate music	Play musical instruments, listen to and sing songs and rhythmic activities	Children sing, use instruments, can express feelings for various types of music
Children enjoy dance and moving to music	Provide a wide range of different music genres, music and dance activities	Children move with and without music, tries to move with beat, can dance according to tempo
Children enjoy play-acting and storytelling	Provide times for dramatic play and re-enacting stories	Children can assume roles from everyday experiences and stories, differentiates between real and pretend
Children enjoy painting, drawing, sculpting	Provide a variety of art materials, use open-ended activities and directions to make specific projects, provide various art forms, display children's artwork	Children can work independently and describe and talk about artwork, can identify kinds of art (sculpture, painting), can explain art choices

Health, Safety, and Physical Education

Expectations	Activities and Practices	Assessments
Children make nutritious food choices	Provide materials and activities for children to make nutritious food choices and learn about food groups	Children can identify foods and food groups, can describe food and make nutritious food choices.
Children use self-help and personal hygiene skills	Activities to learn how germs are spread, model and supervise hygiene and self-help skills	Children wash hands, cover mouth when sneezing, use bathroom, and use self-help skills
Children identify hazards	Identify hazardous materials and situations and provide activities about keeping safe, Practice safety and emergency procedures	Children can recognize hazardous materials and situations, identifies ways to keep safe, can participate appropriately in emergency procedures, can dial 911
Children develop gross motor skills	Activities indoors and outdoors using gross motor skills, develop playground and classroom safety rules	Children can hop, jump, gallop, run, catch, throw; Children select gross motor activities and play safely
Children develop fine motor skills	Provide puzzles, manipulatives, pencils, crayons, and materials for picking up and sorting items	Children increase hand control, dexterity, and hand-eye coordination, select fine motor activities independently

Language Arts and Literacy

Expectations	Activities and Practices	Assessments
Children listen and respond to sounds and directions	Give increasingly complex directions, provide listening activities, stories, songs, rhymes, chants	Children follow directions, identify sounds, listen and appropriately respond, enjoy listening activities
Children relate experiences orally	Supply opportunities for individual and small group conversations, encourage oral language through pretend play, stories; model descriptive language, ask questions	Children describe experiences, ask and answer questions, take turns in conversation, use new vocabulary, join in singing, story-telling, finger plays
Children develop beginning reading skills	Provide everyday materials with words, labels; use books and various props for children to recognize letters, lead activities using repetition and rhymes, promote awareness of letter sounds	Children recognize alphabet and letter sounds, letters form words, and print is read in stories; enjoys reading books top to bottom and left to right, can predict action and talk about characters; makes up rhymes and chants, uses alliteration
Children develop beginning writing skills	Have children dictate stories, write their names and letters, choose markers and crayons to use, model writing in variety of genres and using various materials	Children write in their own way, write letters and their names using correct form, enjoys dictating stories and using different materials to form “words”

Mathematics

Expectations	Activities and Practices	Assessments
Children understand numbers and number operations	Provide materials and activities using numbers, encourage number comparison, counting, estimation; add and subtract using concrete objects; practice one-on-one correspondence	Children can count and recognize numbers, can compare numbers and use estimation, can add and subtract using concrete objects, use one-on one correspondence
Children understand shapes and measurement	Provide materials for children to fill and empty, take apart and put together, arrange, measure; use maps and location words, positional words; vocabulary for 2 and 3 dimensional shapes, symmetry	Children can identify shapes, measure objects, describe distances and directions, positional words, can make three-dimensional constructions and differentiate between 2 and 3 dimensional shapes
Children understand patterns and classification	Provide materials to sort, classify, and order, recognize and create patterns	Children can sort, classify and order objects, create and recognize patterns, identify characteristics
Children understand sequence	Provide daily routines, give a series of directions, use transition songs and sounds, use words to show time, play games relating time (freeze)	Children can describe daily routine, arrange events in order, follow a series of directions, use words to convey time; can start and stop on cue
Children solve problems	Encourage connections between math and environment, use of math vocabulary; ask open-ended questions to solve problems	Children can use math terms to show amount, comparisons; can use math to solve problems; can describe how to solve a math problem in everyday activities

Science

Expectations	Activities and Practices	Assessments
Children ask questions, solve problems, and make decisions	Encourage questions and problem solving, explore science materials and collections, do experiments, use scientific vocabulary, discuss and record observations	Children ask questions, make observations and predictions, can answer questions and discuss findings
Children observe and investigate living and non-living things	Provide time to investigate living and non-living things; provide books and materials about the human body and other topics; use appropriate vocabulary to describe things; compare and contrast objects	Children use appropriate vocabulary to describe things; can explain needs and different environments of living things; can compare and contrast living and non-living things
Children explore change in objects	Provide time and materials to investigate changes in living things over extended periods of time; provide short-term activities to see change; provide materials to measure and record changes; describe weather and weather changes; provide books	Children can observe and describe long and short-term changes in objects; can understand how living things grow; can describe weather and weather changes; can record or dictate observations of change
Children are aware of environment and our responsibility to care for it	Model behavior to care for environment; Develop activities to explore major environmental issues like pollution and how we can change it	Children clean up after themselves, throw away garbage and recycle; can discuss how humans care for or hurt environment

Social Studies

Expectations	Activities and Practices	Assessments
Children identify characteristics of self and others	Talk about differences and similarities in each other, graph traits, supply books and activities about diversity	Children can describe their traits and compare with others; can help graph differences; selects materials by choice and not bias
Children communicate about family	Show materials from different kinds of families and cultures; have family members talk about and show traditions; use correct language to identify family members, roles, and traditions;	can use language to describe family members, roles, traditions; dramatizes family roles, routines, activities can make family using cut-outs, play dough, crayons, paint
Children contribute in classroom	Have children help establish class rules; Have children participate in jobs to care for classroom; plan activities for children to cooperate and feel a part of class	Children help make and follow class rules; performs jobs; can identify children in class; can work together in pairs, small and large groups
Children are aware of community	Provide materials and activities to show different homes and communities; Have activities to show and experience different jobs in community	Children can differentiate among kinds of homes and can create homes with various materials; can identify and dramatize community helpers and their jobs and tools
Children participate in cultural activities	Provide activities to include different cultures; have family community members provide activities about their cultures	Children can identify characteristics of their and other cultures; Participate in cultural activities

World Languages

Expectations	Activities and Practices	Assessments
Children are aware that people communicate using different languages and sign and can use simple words and phrases	Provide stories, videos, and conversations in other languages; Give commands or directions in other languages	Children acknowledge another language is being spoken; Responds to commands or directions in another language; Can use simple words or phrases in another language to communicate

Themes of the Week

All About Me, My Family
Homes
Apples
Spiders
Autumn
Pumpkins
Day and Night
USA
Thanksgiving
Turkeys
Native Americans and Pilgrims
Keeping Healthy, Healthy Foods
Animals Get Ready for Winter
Holiday Traditions
Winter
Community Helpers
Arctic Animals
Fairy Tales
Senses
Our Presidents

Teeth
Our Bodies
Wind
Rainbows and Light
Animals in Spring
Spring
Animals that come from Eggs
April Showers
Earth
Be Kind to Animals
Pond Life
The Desert
Insects
The Rainforest
The Farm
The Zoo
Dinosaurs
Space
The Ocean
Summer

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Apples
Spiders
Autumn
Pumpkins
Day and Night
USA
Thanksgiving
Turkeys
Native Americans and Pilgrims
Keeping Healthy, Healthy Foods
Animals Get Ready for Winter
Holiday Traditions
Winter
Community Helpers
Arctic Animals
Fairy Tales
Senses
Our Presidents

Teeth
Our Bodies
Wind
Rainbows and Light
Animals in Spring
Spring
Animals that come from Eggs
April Showers
Earth
Be Kind to Animals
Pond Life
The Desert
Insects
The Rainforest
The Farm
The Zoo
Dinosaurs
Space
The Ocean
Summer

