

PreKindergarten Curriculum Objectives

Preschool of SCCS



Our program provides thematic units that engage, integrate, and teach across all curricular areas. We will expose your child to a wide variety of information and literacy rich experiences. The classroom will be an active balance of activities, teacher directed and child-initiated, with attention to the requirements and differences of the individual child. This is an exciting time in your child's development. It is our pleasure to share it with you.
Welcome to Pre-Kindergarten at Preschool of SCCS!

Bible

- God is love
- Importance of prayer
- Bible is God's holy word – God's word is the truth
- Parts of the Bible (Old/New Testament) – Books of the Bible
- Memorize one bible verse each once a month, *or bi-monthly*
- Exposure to linear sequence of biblical events
- Study Biblical traits, listening to real life examples from the Bible and applying these traits in our life
- Begin to develop a foundation of Bible Stories and life application
- Spiritual personal development: pray, obey, love, and serve
- Christian worldview

Communication Arts

Reading:

- View a book, front to back, one page at a time, reading text from left to right, from top to bottom of printed page
- Differentiate words from pictures
- Understand that speech is written down to convey a message
- Develop an understanding of the different functions of print (label, sign, letter, newspaper, magazine, list, message, menu)

Reading: (continued)

- Understand basic print conventions (letters are grouped to form words and that words are separated by spaces to form sentences)
- Listen to informational books
- Discuss personal experience as it relates to a familiar book
- Know that the author writes the book; the illustrator creates the pictures
- Explain a possible cause for an event that occurred in a familiar book
- Compare two similar books
- Participate in creating a class chart, web or diagram
- Recognize own name in print; recognize names of some classmates
- Identify some labels and signs in the environment (Exit)
- Automatically name and identify sounds of all upper and lower case letters
- Discriminate, identify and work with individual phonemes in spoken words (The first sound in sun is /s/.)
- Hear, identify and share oral rhymes (pig/dig, cat/mat)
- Recognize which words in a set begin with the same sound (bell, bike, boy all have /b/ at the beginning)
- Expose to the first 5 most recognizable sight words (I, the, of, and, a)

Literature:

- Listen to a variety of stories, books and poems.
- Use pre-reading skills and strategies (connect prior knowledge to text, make predictions about text, take picture walk of text)
- Identify character(s), setting and problem of familiar books
- Remember and articulate retelling significant sequence of events
- Explain what is happening in an illustration
- Participate in group readings of repetitive phrases and rhyming words in stories and poems read aloud
- Recognize that some stories contain elements of make believe
- Listen to and discuss folk tales, fables and different versions of the same story
- Listen to and discuss stories that evoke a variety of feelings
- Demonstrate understanding of literal meaning of story being told through questions and comments
- Engage in spontaneous and imaginative play to dramatize stories and experience

Writing:

- Participate in writing opportunities (contribute to a group paragraph or letter, create a personal page for a class book, complete a sentence stem)
- Dictate and/or illustrate own thoughts, ideas and stories
- Progress from scribbles, shapes or pictures to using letter-like symbols, letters and/or words to represent ideas
- Label illustration using phonetic spelling

Listening:

- Understand and follow oral direction
- Listen with interest to literature read aloud
- Demonstrate some active listening strategies, responding appropriately during conversations and literature read aloud

Speaking:

- Speak clearly, use complete sentences, and with eye contact in daily conversations
- Participate in conversations and group discussions
- Understand and use language for a variety of purposes (express needs/interests, expresses ideas, express meaning, Show –n- Tell, drama)
- Recall and repeat simple poems, rhymes and songs
- Recall information from directions, conversations and literature

Grammar:

- Label first name on work, introduce labeling last name on work.
- Correctly form all upper and lower case letters and whole numbers 0 to 9
- Exposure to basic punctuation marks (period, question mark, exclamation mark)

Math

Patterns and Functions:

- Sort by attribute (color, shape, size)
- Recognize and repeat simple patterns (AB, AAB, ABB, ABC)

Number Sense:

- Automatically name whole numbers 0 - 20
- Make use of one to one correspondence in counting objects
- Count in sequence to 50 and/or 100
- Practice skip counting by 5's and 10's
- Create sets with less, more and/or equal numbers

Geometry and Spatial Sense:

- Identify and describe attributes of common shapes (square, rectangle, circle, triangle, oval, diamond, heart, star, octagon)
- Understanding of directionality, order and position of objects and words (on, above, under)

Fractions:

- Ability to divide a whole (1) into halves ($1/2$)

Measurement:

- Compare objects to observable attributes (size, length, height, weight)
- Order objects (shortest to tallest, thinnest to thickest)
- Recognize a ruler
- Demonstrate understanding of time (day, night, morning, afternoon)

Money:

- Introduce name coins (penny, nickel, dime, quarter)
- Recognize differences between coins and dollar bills

Problem Solving:

- Apply mathematical concepts, processes and skills to solve problems
- Apply mathematics to other content areas and daily life

Statistics:

- Pose informational questions
- Participate in collecting and organizing data
- Participate in making predictions based on direct experiences

Data Analysis:

- Describe similarities and differences
- Collect and record information through a variety of means (discussion, drawings, maps, charts, graphs)
- Reason and evaluate mathematical situations

Science

Science Process and Inquiry:

- Develop increasing abilities to classify, compare and contrast objects, events and experiences.
- Select and become familiar with simple scientific tools (magnets, magnifying glass)
- Participate in simple experiments to discover information
- Ask questions, make predictions and communicate observations orally and/or in drawings
- Explore cause and effect

Earth and Space:

- Describe materials of Earth include land, air and water that are needed to support living things
- Develop an awareness of the properties of common earth materials (soil, rocks, water)
- Develop an awareness of daily weather
- Develop an awareness of the four seasons
- Identify the Sun as the main provider of heat and light

Life Science:

- Describe examples that show human beings have special parts (hands, nose) that allow them to perform certain functions
- Explain what various plants and animals need for growth

Life Science: (continued)

- Demonstrate a beginning understanding of the changes that plants and animals go through during life (seed/plant, caterpillar/butterfly)
- Recognize some animals and their offspring
- Recognize some similarities and differences among animals

Physics:

- Observe and describe how objects move (slide, turn, roll, twirl)
- Demonstrate how to change the motion of an object (push, pull)
- Develop an awareness of the properties of some objects (float/sink, heavy/light, rough/smooth, hard/soft, solid/liquid, wet/dry)
- Develop an awareness of the sensory attributes of objects according to taste, smell, hearing, touch and sight
- Identify materials that light passes through

Chemistry:

- Describe physical properties of materials (texture, size)
- Classify materials based on common properties (hardness, size, weight)
- Observe some changes that occur in materials and substances (melt, dissolve)

Social Sciences

History:

- Place common routines in chronological order
- Recognize patriotic symbols and activities (Pledge of Allegiance, American flag)
- Study biblical and historical events surrounding our American holidays
- Identify some ways that we have changed since being babies and toddlers
- Memorize personal information (first/last name, age, birthdate)

Geography:

- Explore modes of transportation
- Locate and describe familiar places (home, classroom, school, restaurant)
- Demonstrate familiarity with school layout

Geography: (continued)

- Develop an understanding of our community (home, school, city, state, country)
- Explore how families and communities build traditions

Civics:

- Recognize the importance of his/her role as a member of the family, the class and the community
- Recognize, listen to, and respect viewpoints of others
- Participate in classroom voting process (Do you like tomatoes? Yes/No)
- Participate in projects to help others in need
- Participate in character building activities
- Exhibit traits of good citizenship

Economics:

- Identify choices
- Explore how children have needs in common (food, clothing, shelter)
- Differentiate between needs and wants
- Develop an awareness of money being needed to purchase things
- Develop an awareness of jobs and what is required to perform them
- Identify various school and community personnel

Memory Development

- Automaticity of some basic facts
- Scripture reading once a week
- Echo verbal sequence
- Follow four step command
- Nursery Rhymes
- Fingerplays
- Chants
- Songs, Hymns

Creative Development

- God is creator

Art/Art History

- Explore a variety of art forms (illustrations, paintings, collage, mosaic) and art materials (crayons, paint, pencils, markers, clay, chalk)
- Study a variety of artists and his/her creations
- Create personal replica of famous artists, using their known art style

Music/Music Appreciation:

- Demonstrate interest and enjoyment in a variety of creative activities including listening, singing, finger play, games, and performances
- Move freely in response to music, rhythm and tempo
- Express thoughts and feelings through creative movement
- Sing traditional and modern hymns
- Study a variety of composers, listening to their work: Beethoven, Bach, Hayden and Verdi).
- Study of topics in music theory: dynamics, rhythm, note and sound
- Learn instrumental sections of an orchestra: strings, percussion, woodwinds and brass
- Experiment with a variety of musical instruments
- participate learning and singing in the Latin language (“Welcome/Goodbye Song”, “How Are You?” and other Seasonal/celebratory songs).

Latin/Foreign Language Appreciation:

Reading:

- Compare two similar books (English vs. Latin language)
- Recognize words, translated from Latin to the English language

Vocabulary

- develop and expand knowledge of words and word meanings to increase vocabulary in the Latin (colors, numbers 0-20, informal and formal greeting/introduction, days of the week, months of the year, animals, people, body parts, Community workers and jobs, objects used often at home, work and school)

Physical Development

Large Motor Skills:

- Demonstrate increasing abilities to coordinate and balance movements
- Demonstrate basic locomotor movements (galloping, hopping, jumping, running)
- Demonstrate body and space awareness to move and stop with control over speed and direction
- Demonstrate non-locomotor movements (bending, pulling, pushing, stretching, swaying, swinging, turning, twisting)

Small Motor Skills:

- Proper use of pencil grip
- Demonstrate increased control of hand and eye coordination (using scissors, glue, crayons, pencils, paint brushes)
- Demonstrate increasing control of small muscles in hand (using tongs, tweezers, eyedropper)

Health:

- Understand that healthy bodies require rest, exercise and good nutrition

Spiritual & Social Development

But the Fruit of the Spirit love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.

Galatians 5:22

- Demonstrate an eagerness and interest in learning
- Develop and expand listening skills
- Understand, accept and follow rules and routines
- Demonstrate self direction and independence
- Manage transition between activities effectively
- Interact easily with one or more children/adults
- Develop relationships with others
- Recognize & express own feelings/feelings of others, responding appropriately
- Show respect for others and their property
- Develop increasing ability to give and take in interactions
- Work independently/cooperatively in a variety of settings, and to solve problems & resolve conflicts
- Seek assistance from adult when appropriate
- Practice good manners