



Classroom Curriculum for Preschool

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The School in Rose Valley Preschool Curriculum

Guiding Principles

The following guiding principles include information on how young children learn. Our preschool curriculum emanates from these guiding principles.

1. **The Preschool program supports the development of the “whole child.”**

The program is designed to

- a. Provide experiences that address social, emotional, cognitive, and physical aspects of development;
- b. Be balanced so that each area of development is given support;
- c. Provide well-designed indoor and outdoor learning environments;
- d. Ensure that throughout each day children have opportunities for active play, rest, nutrition and other health routines.

2. **Early learning and development are multidimensional; developmental domains are highly interrelated.** Development in one domain influences development in other domains. E.g. Children’s language skills affect their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered.

3. **There are individual differences in rates of development among children.** Each child is unique in the rate of growth and the development of skills and competencies. Children will exhibit a range of skills and competencies in any domain of development. All children within an age group should not be expected to arrive or master each skill to the same degree of proficiency.

4. **Every child has a unique combination of characteristics, background, and experiences.** Therefore, the educators should:

- a. Consider the age, development stage, cultural background, learning styles, interests, and abilities of a group of children in the design of the environment and learning experiences;
- b. Be responsive to individual children’s interests, needs and learning styles;
- c. Expect a wide range of abilities and interests within every group of young children;
- d. Understand that each child will engage with learning experiences at his or her own pace and in his or her own way.

5. **Families are the primary caregivers and educators of their young children.** Therefore educators should:

- a. Ensure that families are aware of program goals, and informed about the learning experiences the children will uncover in preschool;
- b. Work collaboratively with families to ensure that children are provided optimal learning experiences;
- c. Provide families with information they need to support children’s learning and development.

6. **Children learn best through play, active exploration of their environment, and thoughtfully planned activities.** Learning experiences should promote active exploration of their environment through child-initiated and teacher-selected activities. The early childhood environment should be:
 - a. Interesting, meaningful, and stimulating;
 - b. Support child-initiated play and exploration (books, blocks, puzzles, manipulative materials, sand, dress-up clothes, etc);
 - c. Nurture the natural curiosity and exuberance of childhood;
 - d. Provide time for child-initiated learning;
 - e. Promote children's knowledge and skills in all of the domains;
 - f. Provide opportunities to interact with peers and adults in order to construct their own understanding about the world around them.
7. **Children experience the world as a whole.** Thus learning experiences should:
 - a. Be meaningful to help children understand the world;
 - b. Aid children develop skills in the context of meaningful activities rather than in isolation;
 - c. Integrate content across subject areas rather than as discrete subjects.
8. **Young children's feelings and relationships are as important as their thinking.** The learning environment, experiences and educators should:
 - a. Value and respect each child;
 - b. Nurture consistent, positive relationships;
 - c. Acknowledge children's progress;
 - d. Recognize the importance of helping each child understand and appreciate his/her unique characteristics as well as those of others.
9. **Children learn from adult models.** Educators should model:
 - a. Speaking, listening, reading and writing;
 - b. Curiosity and inquiring attitude;
 - c. Kindness, empathy, and respect for others;
 - d. Resourcefulness and problem-solving;
 - e. Constructive ways to handle problems and conflicts;
 - f. Appreciation of creative expression and aesthetic development.
10. **Children learn from one another as well as from adults.** Learning environments should provide opportunities for children to:
 - a. Play and work with one another;
 - b. Cooperate in small groups;
 - c. Learn social skills;
 - d. Develop a sense of community.

Physical Development

The School in Rose Valley
Preschool Curriculum

Developmental Milestones

Three Year Olds	Four Year Olds	Five Year Olds
<ul style="list-style-type: none"> ▪ Places large pegs into pegboards; strings large beads; pours liquids with some spills. ▪ Builds block towers; can easily do puzzles with whole objects represented as a piece. ▪ Fatigues easily if much hand coordination is required. ▪ Draws shapes, such as a house or figure; draws objects in some relation to each other. ▪ Holds crayons or markers with fingers instead of the fist. ▪ Undresses without assistance but need help getting dressed; unbutton skillfully but button slowly. 	<ul style="list-style-type: none"> ▪ Uses small pegs and board; strings small beads (and may do so in a pattern); pours sand or liquid into small containers. ▪ Builds complex block structures that extend vertically; shows limited spatial judgment and tends to knock things over. ▪ Enjoys manipulating play objects that have fine parts; likes to use scissors; practice an activity many times to gain mastery. ▪ Draws combinations of simple shapes; draws persons with at least four parts and objects that are recognizable to adults. ▪ Dresses and undresses without assistance; brushes teeth and combs hair; rarely spills with cup or spoon; laces shoes or clothing but cannot yet tie. 	<ul style="list-style-type: none"> ▪ Hits nails with hammer head; uses scissors and screwdrivers unassisted. ▪ Uses computer keyboard. ▪ Builds three-dimensional block structures; does 10-15 piece puzzles with ease. ▪ Likes to disassemble and reassemble objects and dress and undress dolls. ▪ Has basic grasp of right and left but mixes them up at times. ▪ Copies shapes; combines more than two geometric forms in drawing and construction. ▪ Draws persons; prints letters crudely but most are recognizable by an adult; includes a context or scene in drawings; prints first name. ▪ Zips coat; buttons well; ties shoes with an adult coaching; dresses quickly.

Physical Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content

Preschool		
<p>Big Concepts Physical development consists of the development of the body structure, including muscles, bones and organ systems. Physical development is generally comprised of sensory development, dealing with the organ systems underlying the senses and perception; motor development, dealing with the actions of the muscles; and the nervous system's coordination of both perception and movement.</p>		
<p>Enduring Understandings Students will...</p> <ul style="list-style-type: none"> • Develop control, balance, strength and coordination in gross motor tasks • Develop coordination and strength in fine-motor tasks • Develop healthy physical activity • Develop health awareness, eating habits, and hygiene and self-help skills. 		
	Key Skills – Students will know and will be able to:	Educational Experiences
Develop control, balance, strength and coordination in gross motor tasks.	<ul style="list-style-type: none"> ▪ Demonstrate competence in a variety of activities that require coordinated movement using large muscles. 	<ul style="list-style-type: none"> ▪ Climbing stairs and ladders, jumping, hopping, dancing, creative movement. ▪ Balance skill in activities such as walking a balance beam, jumping and landing on two feet, hopping on one foot.
	<ul style="list-style-type: none"> ▪ Perform activities that combine large-muscle movements with equipment. 	<ul style="list-style-type: none"> ▪ Catching, throwing or kicking a ball, riding a tricycle, using a slide or swings, creative movement.
	<ul style="list-style-type: none"> ▪ Combine a sequence of several motor skills in an organized way. 	<ul style="list-style-type: none"> ▪ Doing an obstacle course; participating in a creative movement activity, using music with movement.
Develop coordination and strength in fine-motor tasks.	<ul style="list-style-type: none"> ▪ Perform fine-motor tasks that require small muscle strength and control. 	<ul style="list-style-type: none"> ▪ Using a paintbrush, glue stick, paper punch or scissors; building with manipulative materials.
	<ul style="list-style-type: none"> ▪ Use eye-hand coordination to successfully perform fine-motor tasks. 	<ul style="list-style-type: none"> ▪ Doing puzzles; building block structures; cutting with scissors; stringing beads, tracing shapes.
	<ul style="list-style-type: none"> ▪ Show beginning control of writing, drawing and art tools. 	<ul style="list-style-type: none"> ▪ Hold a pencil or marker with a functional grasp; use dry erasers or chalk on a board; use tools for play dough.
Develop spatial awareness in both fine- and gross-motor activities.	<ul style="list-style-type: none"> ▪ Move through an environment with body control. 	<ul style="list-style-type: none"> ▪ Children develop motor control, coordination and balance in the early years. A child should be able to walk in the classroom and not bump into furniture or people.

Physical Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
	<ul style="list-style-type: none"> ▪ Demonstrate spatial awareness in fine-motor activities. 	<ul style="list-style-type: none"> ▪ Hold a book with top up; use a shape sorter.
Develop health awareness, eating habits, and hygiene and self-help skills.	<ul style="list-style-type: none"> ▪ Recognize and eat a variety of nutritious foods. 	<ul style="list-style-type: none"> ▪ When presented with several foods, children will be able to tell which are considered healthy foods to eat. ▪ Participate in the preparation of healthy snacks and meals. ▪ Demonstrate awareness that some foods help their bodies to grow and be healthy (I am drinking all of my milk, because it makes my bones strong)
	<ul style="list-style-type: none"> ▪ Indicate awareness that his/her body needs exercise and rest. 	<ul style="list-style-type: none"> ▪
	<ul style="list-style-type: none"> ▪ Choose challenging new physical activities. 	<ul style="list-style-type: none"> ▪
	<ul style="list-style-type: none"> ▪ Practice personal hygiene 	<ul style="list-style-type: none"> ▪ Wash hands when needed (such as before eating and after using toilet). ▪ Cover mouth when coughing or sneezing.
	<ul style="list-style-type: none"> ▪ Acquire basic self-help skills 	<ul style="list-style-type: none"> ▪ Manage routines such as dressing self, using toilet independently, using eating utensils. ▪ Follow routines for care of own belongings and school supplies. ▪ Follow classroom routines for clean up.
	<ul style="list-style-type: none"> ▪ Learn and follow basic safety rules. 	<ul style="list-style-type: none"> ▪ Seek help in an emergency (phone 911, give name, address and phone number). ▪ Know procedures for fire safety, field trip safety, and travel safety (use seat belts, cross street with an adult). ▪ Recognize everyday dangers (stove, knives, matches, medicines, poisons) and follow rules regarding them.

Social and Emotional Development

The School in Rose Valley
Preschool Curriculum

Developmental Milestones

Three Year Olds	Four Year Olds	Five Year Olds
<ul style="list-style-type: none"> ▪ Engages in parallel or in associative play patterns (playing next to a peer, chatting, and using toys but having separate individual intentions for behaviors). ▪ Shows difficulty taking turns and sharing objects, changing activities often during a play period; lacks ability to solve problems among peers; usually needs help to resolve a social situation if conflict occurs. ▪ Plays well with others and responds positively if there are favorable conditions in terms of materials, space and supervision. ▪ Acts cooperatively and wants to please adults (may revert to toddler behavior of thumb sucking, pushing, hitting, crying if unhappy with the outcome of a social situation). ▪ Can follow simple requests; likes to be treated as an older child at times but may still put objects in mouth that can be dangerous or wander off if not carefully supervised. ▪ Expresses intense feelings, such as fear and affection; shows delightful, silly sense of humor. 	<ul style="list-style-type: none"> ▪ Still engages in associative play but begins true give and take, cooperative play. ▪ Shows difficulty sharing (some children more than others) but begins to understand turn taking and plays simple games in small groups. ▪ Begins to spontaneously offer things to others; wants to please friends; compliments others on new clothing or shoes; shows pleasure in having and being with friends. ▪ Exhibits occasional outbursts of anger but is learning that negative acts bring negative outcomes, quickly begins to justify an aggressive act. (“He hit me first”) ▪ Knows increasingly what self-regulation behaviors are expected but shows difficulty following through on a task or becomes easily sidetracked, forgetting what was asked unless reminded; likes to dress him or herself; gets own juice or snack; cleans up without constant supervision; unable to wait very long regardless of the promised outcome. ▪ Shows greater ability to control intense feelings like fear or anger (no more temper tantrums); still needs adults to help him/her express or control feelings at times. 	<ul style="list-style-type: none"> ▪ Enjoys dramatic play with other children. ▪ Cooperates well; forms small groups that may choose to exclude a peer. ▪ Understands the power of rejecting others; verbally threatens to end friendships or select others (“You can’t come to my birthday party”); tends to be bossy with others. ▪ Enjoys others and can behave in a warm and empathetic manner; jokes and teases to gain attention. ▪ Can follow request; may lie rather than admit to not following procedures or rules; may be easily discouraged or encouraged.

Social and Emotional Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content

Preschool		
<p>Big Concepts Social development includes the child’s interactions with other people, and the child’s involvement in social groups. Emotional development includes the development of personal traits and characteristics, including a personal identity, self-esteem, and the ability to enter into reciprocal emotional relationships, and mood and affect (feelings and emotions) that is appropriate for one’s age and for the situation. The development of social relationships and skills, such as making friends, dealing constructively with conflict, and functioning effectively in a group are essential components of a child’s ability to participate successfully and benefit from school experiences.</p>		
<p>Enduring Understandings Students will...</p> <ul style="list-style-type: none"> • Understand and express feelings appropriately. • Develop a sense of self. • Develop social skills and positive peer and adult relationships. • Exhibit curiosity, creativity, self-directions and persistence in learning situations. • Develop age appropriate conflict resolution strategies. • Acquire behaviors and skills expected in school. 		
	Key Skills – Students will know and will be able to:	Educational Experiences
Understand and express feelings appropriately.	<ul style="list-style-type: none"> ▪ Express emotions through appropriate actions and words. 	<ul style="list-style-type: none"> ▪ Children move from more physical displays of emotions and begin to verbalize them. ▪ Recognize and describe own feelings. ▪ Begin to show self-control in handling frustration and disappointment. ▪ Accept comfort and assistance from peers and familiar adults.
	<ul style="list-style-type: none"> ▪ Develop a sense of self 	<ul style="list-style-type: none"> ▪ Describe themselves using several basic characteristics. ▪ Refer to themselves by first and last name. ▪ Identify themselves by family, gender, physical traits and family roles. E.g., (I am a son/daughter, brother/sister etc).
	<ul style="list-style-type: none"> ▪ Show satisfaction in accomplishments. 	<ul style="list-style-type: none"> ▪ Children receive pleasure or gratification when completing a task or solving a problem by themselves. E.g. after 10 minutes, a child completes a difficult puzzle with no assistance; she smiles and shouts, “I finally did it!”

Social and Emotional Development

The School in Rose Valley
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Curriculum Content, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
	<ul style="list-style-type: none"> ▪ Develop social skills and positive peer and adult relationships. 	<ul style="list-style-type: none"> ▪ Children interact with peers, beginning to play or work cooperatively; e.g. children will work together to complete a puzzle. ▪ Children will initiate a play theme with peers. E.g. two children are building with blocks. Miguel walks over to the table and asks, “Can I play?” ▪ Demonstrate empathy and caring for others: children assist other children in clean-up or work together to complete a project. If one child gets injured, other children will acknowledge how that child might be feeling and offer help. ▪ Seek help from peers or adults: When children need assistance with a self-help task or in solving a problem, they will ask for help from adults or peers in the classroom.
	<ul style="list-style-type: none"> ▪ Develop age appropriate conflict resolution strategies. 	<ul style="list-style-type: none"> ▪ Use words to identify the conflict: Children will use words to identify the problem they are having with a peer. E.g. a child approaches a teacher and says, “Anne won’t let me have a turn on the swing.” ▪ Engage in developing solutions and work to resolve conflicts. ▪ Children will participate in the facilitation of a conflict resolution by an adult, agree to a solution and follow it. ▪ Seek adult help when involved in a conflict: if a child cannot resolve a conflict with another child, he or she will ask an adult for assistance. ▪ Use turn-taking in conversation and in play.

Social and Emotional Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
	<ul style="list-style-type: none"> ▪ Acquire behaviors and skills expected in school. 	<ul style="list-style-type: none"> • Children will participate in a variety of small-group activities such as cooking and reading together, and in large-group activities such as circle time and creative movement. • Manage transition from one activity to the next. • Children will clean up and put away materials in appropriate places and move to the next activity with few verbal prompts. • Children will demonstrate an understanding of classroom and playground rules. • Children will participate in the development of rules. • With a few reminders, child can: <ol style="list-style-type: none"> 1. Use classroom materials appropriately (put toys away, handle books gently). 2. Follow schedule and typical classroom routines and transitions (come when called, sit attentively at circle, participate in clean up). ▪ Children will be familiar with and follow the daily schedule and routines. They will be able to tell another person/peer what activity comes next and about any special activity planned for the day.

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Developmental Milestones

Three Year Olds	Four Year Olds	Five Year Olds
<ul style="list-style-type: none"> ▪ Shows a steady increase in vocabulary, ranging from 2,000 to 4,000 words; tends to over generalize meaning and makes up words to fit needs. ▪ Uses simple sentences of at least three or four words to express needs. ▪ May have difficulty taking turns in conversation; changes topics quickly. ▪ Pronounces words with difficulty; often mistakes one word for another. ▪ Likes simple finger play and rhymes and learns words to songs that have much repetition. ▪ Adapts speech and style of nonverbal communication to listeners in culturally accepted ways but still needs to be reminded of context. ▪ Asks many who, what, where, and why questions but shows confusion in responding to some questions (especially why, how and when). ▪ Uses language to organize thought, linking two ideas by sentence combining; overuses such words as but, because, and when; rarely makes appropriate use of such temporal works as before, until or after. ▪ Can tell a simple story but must redo the sequence to put an idea into order of events; often forgets the point of a story and are more likely to focus on favorite parts 	<ul style="list-style-type: none"> ▪ Vocabulary expands from 4,000 to 6,000 words; shows more attention to abstract uses. ▪ Usually speaks in five to six word sentences. ▪ Likes to sing simple songs; knows many rhymes and finger plays. ▪ Will talk in front of the group with some reticence; likes to tell others about family and experiences. ▪ Uses verbal commands to claim many things; begins teasing others. ▪ Expresses emotions through facial gestures and reads others for body cues; copies behaviors (such as hand gestures) of older children and adults. ▪ Can control volume of voice for periods of time if reminded; begins to read context for social cues. ▪ Uses more advanced sentence structures, such as relative clauses and tag questions ('She's nice, isn't she?") and experiments with new constructions, creating some comprehension difficulties for the listener. ▪ Tries to communicate more than his/her vocabulary allows; borrows and extends words to create meaning. ▪ Learns new vocabulary quickly if related to own experiences. ('we walk our dog on a belt. Oh yeah, it's a leash – we walk our dog on a leash") ▪ Can tell a four or five step directive or the sequence in a story. 	<ul style="list-style-type: none"> ▪ Employs a vocabulary of 5,000 to 8,000 words, with frequent plays on words. ▪ Use fuller, more complex sentences. ("his turn is over and it's my turn now") ▪ Takes turns in conversation, interrupts others less frequently; listens to another speaker if information is new and of interest; shows vestiges of egocentrism in speech, for instance, in assuming listener will understand what is meant. (saying "He told me to do it" without any reference to the pronouns) ▪ Shares experiences verbally; know the words to many songs. ▪ Likes to act out others' roles, shows off in front of new people or becomes unpredictably very shy. ▪ Remembers lines of simple poems and repeats full sentences and expressions from others, including television shows and commercials. ▪ Shows skill at using conventional modes of communication complete with pitch and inflection. ▪ Uses nonverbal gestures, such as certain facial expressions in teasing peers. ▪ Can tell and retell stories with practice; enjoys repeating stories, poems, and songs; enjoys acting out plays or stories. ▪ Shows growing speech fluency in expressing ideas.

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content

Cognitive Development

Preschool
<p>Big Concepts Cognitive development is referred to as “intellectual” development. Cognitive activities include thinking, perception, memory, reasoning, concept development, problem-solving ability, and abstract thinking. Language, with its requirements of symbolization and memory, is one of the most important and complicated cognitive activities.</p> <p>Young children learn about the world by doing – by playing with, observing, and manipulating objects, and by interacting with one another, adults and their environment. Through these activities children inquire (seek information) and construct understanding that helps them understand the physical and social world in which they live. As they engage in these areas of curriculum, children develop concepts that help them organize facts, gain knowledge and organize their ideas.</p>
<p>Enduring Understandings Students will...</p> <ul style="list-style-type: none"> • Develop the ability to think, reason, question and remember • Engage in problem solving • Use language to communicate, convey and interpret meaning • Establish social contacts as they begin to understand the physical and social world.

Symbolic Play

	Key Skills – Students will know and will be able to:	Educational Experiences
	<ul style="list-style-type: none"> ▪ Represent fantasy and real-life experiences through pretend play. 	<ul style="list-style-type: none"> ▪ Assume a role and use the tone and vocabulary appropriate to that person or animal (imitate a baby by crawling and making baby sounds). ▪ Take on a role in pretend play and interact with another child who is also in a pretend role (plays the patient who is sick when another child is the doctor).
	<ul style="list-style-type: none"> ▪ Engage in sustained symbolic play with other children 	<ul style="list-style-type: none"> ▪ Construct play scenarios with other children in which roles and symbols are communicated and mutually agreed upon.

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Logical-Mathematical/Scientific Thinking

<p>Big Concept: Mathematical/Scientific Thinking Mathematics is a way to structure experience to form ideas about the quantitative, logical, and spatial relationships between things, people, and events. Throughout their early years, children notice and explore mathematical dimensions of their world. They compare quantities, find patterns, navigate space, and grapple with real problems such as balancing a tall block building or sharing a bowl or crackers equitably with a playmate.</p>		
<p>Enduring Understandings: Students will...</p> <ul style="list-style-type: none"> ▪ Express wonder, ask questions and seek answers about the natural world. ▪ Recognize and solve problems through active exploration, including trial and error and interacting with peers and adults. ▪ Organize and express their understanding of common properties and attributes of things. 		
	<p>Key Skills – Students will know and will be able to:</p>	<p>Educational Experiences</p>
<p>Express wonder, ask questions and seek answers about the natural world.</p>	<ul style="list-style-type: none"> ▪ Ask questions about and comment on observations and experimentation. 	<ul style="list-style-type: none"> • Children are naturally curious. When provided with opportunities to observe and investigate the environment, they will ask questions about and comment on their observations and what they discover. E.g. “where does the sun go to sleep?”, “how come the sun keeps following me?” • Comment on how fast or slow sand from the sand table flows through fingers or fists; observe or predict the differences in a balloon filled with water and one with air.
	<ul style="list-style-type: none"> • Collect, describe and record information. 	<ul style="list-style-type: none"> • Children will make comparisons among different objects using different senses. They will use words to describe their experiences. E.g. after tasting several different types of apples, children will compare their taste, color and texture; plant seeds, observe, discuss, draw and write (with adult help) about the growth of plants. • During a walk around the neighborhood or in the park, children will collect objects (e.g. leaves, twigs) for the nature table for observation and discussion.
	<ul style="list-style-type: none"> • Use equipment for investigation. 	<ul style="list-style-type: none"> • Children will use a variety of materials for investigation and data collection. E.g. Use magnets, sieves, whisks, magnifying glasses, microscopes, scales, tape measures, photographs, drawings or videos.

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Logical-Mathematical/Scientific Thinking, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
Recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.	<ul style="list-style-type: none"> • Make and verify predictions about what will occur. 	<ul style="list-style-type: none"> • Children will make predictions about what will occur based on observations, manipulation and previous experiences. They will use resources such as experiments, books, computer software, peers and adults to verify their predictions. E.g. After experimenting with mixing colors at the easel, predict which color will be made when two colors are mixed together. As they use magnets on various objects, verify which objects the magnet attracts.
	<ul style="list-style-type: none"> • Compare and contrast objects and events. 	<ul style="list-style-type: none"> • Children will identify attributes for comparison, compare characters of stories or events of stories, note similarities and differences, or find patterns. E.g. Compare the similarities and differences in the animals in picture books.
	<ul style="list-style-type: none"> • Classify objects and events based on self-selected criteria. 	<ul style="list-style-type: none"> • Children will identify ways to organize objects or information and provide the rationale for their method of classification, e.g. Sort objects based on whether they were found at the ocean or in the park or woods.
	<ul style="list-style-type: none"> • Use language that shows understanding of scientific principles to explain why things happen. 	<ul style="list-style-type: none"> • Children will use vocabulary that indicates their understanding of scientific principles. E.g. Use words such as sink, float, melt, freeze, liquid, solid.
	<ul style="list-style-type: none"> • Engage in a scientific experiment with a peer or with a small group. 	<ul style="list-style-type: none"> • Children will conduct observations or experiments with one peer or small group using sharing and turn-taking skills. E.g. Several children will make applesauce; describe the process and changes they observe.
Organize and express their understanding of common properties and attributes of things.	<ul style="list-style-type: none"> • Recognize simple patterns and duplicate or extend them. 	<ul style="list-style-type: none"> • Use a variety of manipulatives and art media to create or imitate visual or auditory patterns. E.g. using rhythm sticks, invent a pattern, with other children and adults copying and adding another beat to the sequence.

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Logical-Mathematical/Scientific Thinking, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
	<ul style="list-style-type: none"> • Create and duplicate patterns and shapes using a variety of materials. 	<ul style="list-style-type: none"> • Create patterns with a variety of materials and duplicate patterns presented to them. E.g. Create a symmetrical pattern when using unit blocks to build a house. • Create and repeat patterns according to size, while stringing beads. • Repeat a sound pattern during music, e.g. Two taps with rhythm sticks; pause; then three taps.
	<ul style="list-style-type: none"> • Sort objects by one or more attributes and regroup the objects based on a new attribute. 	<ul style="list-style-type: none"> • Sort pictures of animals based on the attributes of number of legs, color. • Sort transportation vehicles based on where they are used • Sort objects by what belongs and does not belong to a group.
	<ul style="list-style-type: none"> • Order several objects on the basis of one attribute. 	<ul style="list-style-type: none"> • Arrange objects in a sequence that they can explain. E.g. Notice who is shorter, taller, tallest. • Organize a collection of plastic farm animals by size, going from smallest to biggest. • Arrange a collection of unit blocks from longest to shortest.
	<ul style="list-style-type: none"> • Demonstrate spatial awareness by demonstrating an understanding of position and order. 	<ul style="list-style-type: none"> • Use vocabulary to indicate knowledge of position and order. E.g. Near, far, top, bottom, under, over, first, second, last.
	<ul style="list-style-type: none"> • Use common instruments to measure things. 	<ul style="list-style-type: none"> • Use a variety of instruments to measure weight, volume, height, distance and temperature. E.g. When cooking, use measuring cups and spoons to add ingredients. • Determine how many footsteps it will take to move from one place to another. • Use scales to balance various objects.
	<ul style="list-style-type: none"> • Demonstrate understanding of one-to-one correspondence while counting. 	<ul style="list-style-type: none"> • Count objects and make the connection between number and quantity. E.g. setting the table for snacks and must count out and place the correct number of napkins and cups for the number of children in the classroom. • Count beads as they are stringing them and assign the correct number to each bead.

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Logical-Mathematical/Scientific Thinking, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
	<ul style="list-style-type: none"> Show curiosity and independent interest in number-related activities. 	<ul style="list-style-type: none"> Engage in counting and discussing quantity when playing. E.g. Children will discuss their age or tell how many siblings they have (may use fingers to indicate the number). Guess the number of cookies on a plate. Repeat counting rhymes and singing games with numbers.
	<ul style="list-style-type: none"> Estimate and verify the number of objects. 	<ul style="list-style-type: none"> Make estimates of quantity, distance, weight and length, and use measuring tools and other ways to verify the estimation. E.g. While playing at a water table, estimate the number of cups of water needed to fill a large container; then fill the container and compare the result to the estimate. Estimate the number of unit blocks needed to build a road across a “play city.” After building a road, count how many blocks were actually used and compare the figures.
	<ul style="list-style-type: none"> Demonstrate an understanding of sequence of events and time periods. 	<ul style="list-style-type: none"> Describe or represent a series of events in the appropriate sequence. Children will use words to denote time periods or a sequence of events. E.g. Talk about time periods by event such as after morning meeting. Use words such as before, after, today and tomorrow appropriately. Read stories dealing with time periods or sequence of events, e.g. the very hungry caterpillar.
	<ul style="list-style-type: none"> Collect, organize and display information. 	<ul style="list-style-type: none"> Demonstrate a variety of strategies to share information. E.g. Drawings, clay models, graphs, charts, photographs, videos.

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Language and Literacy

<p>Big Concept: The emphasis of this domain is to acquire skills on reading and writing to communicate with others and be able to express thoughts, ideas, and feelings. Language development and literacy include listening, speaking, as well as emergent reading and writing skills.</p>		
<p>Enduring Understandings: Students will....</p> <ul style="list-style-type: none"> ▪ Communication: Speaking and Listening. ▪ Language Acquisition. ▪ Emergent Reading and Writing. 		
	<p>Key Skills – Students will know and will be able to:</p>	<p>Educational Experiences</p>
Speaking and Listening: Use strategies within speaking and listening processes to construct and communicate meaning	<ul style="list-style-type: none"> • Speak clearly, including use of appropriate tone and inflection. 	<ul style="list-style-type: none"> • Children will moderate volume, speaking so that their words will be understood by peers and adults.
	<ul style="list-style-type: none"> • Use sentences or phrases to describe ideas, feelings and actions. 	<ul style="list-style-type: none"> • Children will use several sentences, to respond to a question or express ideas, thoughts and feelings.
	<ul style="list-style-type: none"> • Ask questions. 	<ul style="list-style-type: none"> • Children will use language to engage in conversation by making statements or by asking questions.
	<ul style="list-style-type: none"> • Tell a story or relate an experience 	<ul style="list-style-type: none"> • Children use language to retell stories and experiences, make up stories, describe, ask questions, get information, and ask for assistance. E.g.: children carry on a telephone conversation in dramatic play.
	<ul style="list-style-type: none"> • Listen with comprehension to a variety of spoken forms of language. 	<ul style="list-style-type: none"> • Understand what happened in a story that was told or that was read aloud. • Follow “everyday” conversations about here and now. • Begin to understand discussions about things that happened in other places and in the past.

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Language and Literacy, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
Language Acquisition: Acquire increasingly rich vocabulary and sentence structure.	<ul style="list-style-type: none"> Demonstrate understanding of basic conversational vocabulary. 	<ul style="list-style-type: none"> Children will respond to their names, requests for action or information, and follow two-step directions. E.g. Follow routine classroom instructions, put the cup in the trash when you finish your juice. Children will attend to conversation and indicate understanding by their behavior. E.g. understand and respond to a change in the daily schedule. Listen to a nursery rhyme on tape and respond by doing activities suggested by the nursery rhyme.
	<ul style="list-style-type: none"> Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure). 	<ul style="list-style-type: none"> Simple My Mom drives. I like school. It's hot. Complex My Mom drives me to school on rainy days. I like school because my teacher is nice. When I'm hot, I drink lots of juice and water.
Emergent Reading and Writing	<ul style="list-style-type: none"> Recognize and use symbols to express thoughts, feelings and ideas 	<ul style="list-style-type: none"> Use toys as symbols in play (pretend block is a telephone, makes cakes in the sandbox). Make a book from paper and "write" about their experiences using scribbles, letter-like symbols or letters. Identify picture symbols in the environment (labels on the block shelf).
	<ul style="list-style-type: none"> Exhibit interest in reading. 	<ul style="list-style-type: none"> Children will choose to read a book or engage in reading-related activities during learning-center time. E.g. Use pictures in a book to "read" a story to peers, listen to a book on tape, improvise parts of a story during dramatic play. Attend a story: listen with interest to a story read or told by an adult or another child.

Language and Cognitive Development

The School in Rose Valley
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Curriculum Content, continued

Language and Literacy, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
	<ul style="list-style-type: none"> Acquire print awareness 	<ul style="list-style-type: none"> Choose to look at books and pretend to read a book Hold a book upright, turn pages from the front of the book to the back, and scan pages from top to bottom and left to right. Know that print has meaning or a message Begin to demonstrate understanding of the concept of a letter (makes up a word), a word (several letters separated by white space). Use symbols, scribbles, and letter-like forms to express ideas or words. Begin to read familiar, meaningful print in the environment such as labels and personal names.
	<ul style="list-style-type: none"> Participate in book reading. 	<ul style="list-style-type: none"> Chime in as pattern books are read aloud. Recognize matching sounds and some printed letters Become aware of the connection between letters and sounds. Write a save sign for their block structure by writing “sv”. Notice rhyming words in nursery rhymes. Recognize several printed words. E.g. their first and/or last names, and stop, exit signs.
	<ul style="list-style-type: none"> Enjoy and understand books 	<ul style="list-style-type: none"> Respond and make connections to story events and characters by relating personal feelings and experiences. Show awareness and appreciation of the conventions of literature (plot, story, character, language, etc).
	<ul style="list-style-type: none"> Acquire emergent literacy skills while exploring print in books and the environment. 	<ul style="list-style-type: none"> Begin to read familiar, meaningful print in the environment such as labels and personal names. Pretend to read familiar books Begin to hear and discriminate rhyming sounds, beginning consonant sounds, and syllables. Associate some letters with their sounds.

Language and Cognitive Development

The School in Rose Valley
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Curriculum Content, continued

Language and Literacy, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
	<ul style="list-style-type: none">• Demonstrate interest in writing	<ul style="list-style-type: none">• Draw, scribble or pretend to write about their experiences.• Ask how to write a word or a letter.• Ask adult to write what he/she says.• Make scribbles to represent their names on artwork.• Use letter-like approximations to write words or ideas.• Develop an awareness of letters and the connection between oral language and writing.• “Write” words on paper without a sense of top or bottom, left to right or letter order in a word.• Use letter or word stamps.

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Social Studies

<p>Big Concept: Social studies concerns relationships among people and between people and the world in which they live. Social studies in the preschool begins with supporting children's understanding of themselves, their families and their neighborhoods, and extends to understanding of other places, cultures and societies.</p>		
<p>Enduring Understandings: Students will...</p> <ul style="list-style-type: none"> ▪ Learn about self and other people ▪ Appreciate their own and other cultures. ▪ Become aware of how things, people, and places change over time. ▪ Develop geographic awareness. ▪ Develop awareness of the natural environment and how it can be protected. 		
	<p>Key Skills – Students will know and will be able to:</p>	<p>Educational Experiences</p>
<p>Recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.</p>	<ul style="list-style-type: none"> • Learn about self and other people 	<ul style="list-style-type: none"> • Identify similarities and differences among people, such as height, hair color, eye color, skin color, language, etc. • Take on a variety of roles in dramatic play (I'm the big brother, you're the mom.) • Draw or paint pictures of self and others with distinguishable characteristics (I painted Emma with long hair and Jake with short hair). • Discuss how they and their families are similar to/different from their classmates (We don't have a baby in our family).
	<ul style="list-style-type: none"> • Appreciate their own and other cultures. 	<ul style="list-style-type: none"> • Participate in discussions of family rituals and traditions related to culture. • Talk about stories set in different cultural contexts. • Identify their family's cultural identification in the context of classroom activities and discussions (We make mochi at New Year because we're Japanese).

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Social Studies, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
	<ul style="list-style-type: none"> • Become aware of how things, people, and places change over time 	<ul style="list-style-type: none"> • Relate personal life to the process of change while talking about day to day events (I used to crawl but now I can walk and run). • Notice and talk about similarities and differences between people of different ages (He’s a grandpa, he has white hair). • Talk about yesterday, today, and tomorrow (an upcoming birthday party)
	<ul style="list-style-type: none"> • Develop geographic awareness. 	<ul style="list-style-type: none"> • Notice how objects are spatially related to one another (far/near). • Describe and/or draw aspects of the environment. • Use blocks, clay or other materials to recreate aspects of the environment.
	<ul style="list-style-type: none"> • Develop awareness of the natural environment and how it can be protected. 	<ul style="list-style-type: none"> • Become aware of characteristics of the place they live and of other places. • Use blocks, clay or other materials to recreate aspects of the environment. • Talk about how people can take care of, or harm the environment. • Participate in efforts to protect the environment (e.g. pick up trash, recycle paper).

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Creative Expression and Aesthetic Development

<p>Big Concept: Creative expression and aesthetic development develops children’s ability to create, respond, and appreciate. Art, music, creative movement and drama help children recognize and express their feelings, communicate ideas in new forms, and develop their senses.</p>		
<p>Enduring Understandings: Students will...</p> <ul style="list-style-type: none"> ▪ Exhibit curiosity about and explore how materials function and affect the senses. ▪ Use a variety of art materials and activities for sensory experience and exploration. ▪ Create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media. ▪ Engage in musical and creative movement activities. ▪ Describe or respond to one’s own creative work or the creative work of others. 		
	<p>Key Skills – Students will know and will be able to:</p>	<p>Educational Experiences</p>
<p>Visual Art</p>	<ul style="list-style-type: none"> • Create and express themselves through a variety of art experiences. 	<ul style="list-style-type: none"> • Children will select different media to express emotions and ideas. E.g.: draw a picture, using different colors; vary the intensity of strokes and combine colors. • Begin to select different art materials to represent thoughts and ideas. • Use art materials to explore and express moods and feelings. (Paint a picture of a beloved pet or family member). • Explore and experiment with a variety of expressive media (paint, chalk, crayon, pencils, clay, collage, wood, etc.) • Begin to select different art materials • Use art materials to explore and extend topics being studied in the classroom (draw something that was seen on a field trip).
	<ul style="list-style-type: none"> • Begin to learn about art elements and techniques. 	<ul style="list-style-type: none"> • Use art elements (line, shape, form, color, value, texture, design, and pattern). • Talk about art work (I made lots of circles in my painting. It’s all black because it’s nighttime).

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Creative Expression and Aesthetic Development, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
Music	<ul style="list-style-type: none"> • Create and express themselves through a variety of music experiences. 	<ul style="list-style-type: none"> • Participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments; • Participate in music experiences that may include singing, musical games, and using musical instruments. • Select musical instruments or use tape recorders. • Spontaneously sing songs. • Participate in creative movement and dance activities individually and in a group. • Express emotions through music.
	<ul style="list-style-type: none"> • Begin to learn about music elements and techniques. 	<ul style="list-style-type: none"> • Show awareness of musical elements such as tempo, rhythm, pitch, and dynamics (sings softly, plays rhythm sticks quickly, and clap hands to beat). • Explore and play a variety of rhythm instruments including those used in different cultures.
Creative Movement and Drama	<ul style="list-style-type: none"> • Create and express themselves through a variety of creative movement and drama experiences. 	<ul style="list-style-type: none"> • Participate in teacher guided creative movement and drama activities (acting out a story). • Use props (scarves, kites) to create individual movement and dances. • Express feelings spontaneously through dance. • Express ideas through movement and drama.
	<ul style="list-style-type: none"> • Begin to learn about movement elements and techniques. 	<ul style="list-style-type: none"> • Respond to music through rhythmic body movements. • Participate in guided movement activities such as moving at different levels with different amounts of force (stomping, tiptoe) at different speeds.

Language and Cognitive Development

The School in Rose Valley
Preschool Curriculum

Curriculum Content, continued

Creative Expression and Aesthetic Development, continued

	Key Skills – Students will know and will be able to:	Educational Experiences
Aesthetic Appreciation	<ul style="list-style-type: none"> • Develop appreciation for natural and cultural beauty and the visual and performing arts. 	<ul style="list-style-type: none"> • Notice beauty in cultural artifacts and communications and in the natural environment. • Look at and respond to works of visual art. • Listen and respond to different kinds of music. • Show an aesthetic response to music through movement/dance. • Show a developing appreciation for visual and performing arts (asks to hear favorite recording replayed, comments on a beautiful work of art). • Use oral language to explain or describe or ask questions about a work of art; • When asked “can you tell me about your picture?” children will describe the drawing or painting. • When asked “what do you think this picture is about?”, children will give an explanation. • Express interest in and show appreciation for the creative work or others. • Children will respond in various ways to the creative work of others, e.g. through body language, facial expression or oral language.