
Pre-Kindergarten Table of Contents

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Description of the Adaptations to the New Standards® Performance Standards and New Standards® Primary Literary Standards by DoDEA

NCEE and the University of Pittsburgh collaborated in developing the New Standards® Performance Standards, which are curriculum standards for English and Language Arts (ELA), mathematics, science, and applied learning for grades 4, 8 and 10, and the New Standards® Primary Literary Standards, which are standards for reading and writing for grades K through 3. DoDEA has developed content standards for grades Pre-K, 5, 6, 7, 9, 11 and 12 based on New Standards® Performance Standards and the New Standards® Primary Literary Standards. DoDEA will use its NCEE-based content standards as a basis for conducting subsequent curriculum and standards work, to include a collection of student work for use as exemplars of performance benchmarks, and the description of how such student work meets DoDEA content standards. It will also continue to refine existing NCEE-based standards solely for its own internal applications.

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English Language Arts: Pre- Kindergarten

Strand:

E1 Reading

Reading fundamentally, is the process of understanding written language. Preschool children learn to read by having books read to them, reading alone, and by playing with the sounds of language. They come to understand that print conveys meaning when adults read to them and use print to convey messages.

Standard:

E1a: Print-Sound Code

Children learn about print concepts by living in an environment rich in signs, symbols, words, numbers, and art that reflect the children's different cultures. They acquire knowledge of the alphabet when provided with experiences that present letters in ways that are meaningful to their lives. Children learn to discriminate sounds by playing with language through planned opportunities and by their own discovery.

Components:

E1a.1: Children know that letters of the alphabet are a special category of visual graphics that can be individually named.

E1a.2: Children hear and discriminate the sounds of language.

E1a.3: Children explore the concepts of print and develop the knowledge that print conveys a message.

Standard:

E1b: Getting the Meaning

Learning to use comprehension skills begins with understanding that symbols and print convey meaning and by using oral language to describe past experiences. Providing children with opportunities to actively engage in literacy activities that build on prior knowledge and experiences promotes their reading comprehension.

Components:

E1b.1: Children use emerging listening and speaking skills to construct meaning from conversations with others.

E1b.2: Children use emerging reading skills to explore the use of print and to construct meaning from print.

Standard:

E1c: Reading Habits

Preschool children's reading habits develop as they listen to stories, poems, chants and songs and engage in conversations with others. By observing others using print for creative and meaningful activities, being read to daily, and having opportunities to explore books, children realize that words and books can amuse, delight, comfort, illuminate, inform, and excite.

Components:

E1c.1: Children demonstrate an interest in a variety of literature and other printed materials.

E1c.2: Children demonstrate book-handling awareness.

E1c.3: Children relate information to their own experiences by responding to questions, discussing pictures, naming and identifying objects, and reacting to stories.

Strand:

E2 Writing

Preschool children should have opportunities to experiment with writing materials everyday. As their fine motor skills develop their beginning "texts" move from scribbles, to drawings, to scribble-like letters, and finally to familiar words and phrases. They gain exposure to the mechanics of writing by having their own

stories recorded by others. They come to appreciate the power and beauty of written language when they understand that print carries meaning.

Standard:

E2a: Habits and Processes

Learning to speak and write begins with opportunities to engage in conversations with families, other young children, and adults. Preschool children must have multiple opportunities to experiment with using symbols, letters, and a variety of writing materials.

Components:

E2a.1: The student creates messages by drawing, dictating, and using emergent writing.

E2a.2: The student develops competence in the use of writing materials.

Standard:

E2b: Writing Purposes and Resulting Genres

Learning to write for and speak with others begins with meaningful verbal and written correspondence with families, friends, and teachers. Young children use words and visual representations to help adults understand their needs, recount events, enter into and participate in play with others, create imaginative stories, ask questions, express and understand feelings, and solve problems. Preschool children need to hear language being used for different purposes; and they need an environment that supports the use of authentic oral and written language.

Components:

E2b.1: The student demonstrates an understanding of the need to express their ideas in writing.

E2b.2: The student writes and speaks for a variety of audiences and purposes.

Standard:

E2c Language Use and Conventions

Children naturally acquire numerous grammatical rules as they listen to and use language in daily conversations. They become aware of the rhythm, cadence, and structure of our language as they engage in meaningful discussion with responsive adults. An understanding of how language is used in various social settings is an important foundation for learning the conventions of vocabulary and grammar.

Components:

E2c.1: The student begins to experiment with basic writing conventions such as grasp, body and paper positioning, and writing progression.

E2c.2: The student listens to and experiments with the rhythm, cadence, and structure of language through listening to and experimenting with oral language, as well as, an exposure to written language.

Strand:

E3 Speaking and Listening

Speaking and listening are foundational skills for reading. By reading, writing and talking, children encounter sounds, words and language uses that, together, make a natural bridge to sounding out words, understanding stories and writing to communicate. By “thinking out loud”, asking questions, listening to others, discussing topics, and collaborating and solving problems, with others, children learn about the things that make up their world. Speaking and listening are academic, social and life skills that are valued in school and the world. Children who can talk about what they know, hold a polite conversation, take turns in a discussion and perform in front of a group hold a distinct advantage in school and social situations.

Standard:

E3a: Habits

Children must develop certain habits that become a natural part of their social and academic experience. They need daily interactions with peers

and adults to engage in quality talk and attentive listening and to give and receive useful feedback. Learning to initiate and sustain lengthier conversations is important at this age. Quality preschool programs are rich in literacy so that children see the connection between spoken language and printed words.

Components:

E3a.1: Talking a Lot

Activities involving high-quality, purposeful talk and attentive feedback are critical for the development of language skills. Such talk can occur simultaneously with learning activities, playtime and mealtime. Children should experiment and *play* with language daily. Specifically we expect preschool children to:

- talk daily for various purposes;
- engage in play using talk to enact or extend a story line;
- playfully manipulate language;
- express ideas, feelings and needs;
- listen and respond to direct questions;
- ask questions;
- talk and listen in small groups; and
- share and talk daily about their own experiences, products or writing.

Components:

E3a.2: Talking to One's Self

Preschoolers begin to use language to monitor their social behavior, verbalize goals, talk themselves through a task, remember steps in a newly learned skill or emphasize their intentions. This behavior is a precursor to the valuable self-monitoring skills used later in reading. Specifically, we expect preschool children to:

- begin to make spontaneous and audible corrections to their own behavior, actions or language; and
- talk to themselves out loud to make plans, guide behavior and actions, or monitor thinking.

Components:

E3a.3: Conversing at Length on a Topic

Daily conversations with others are critical if children are going to develop their language skills. Preschoolers begin to advance from simple yes or no answers to lengthier exchanges on a single, familiar topic or experience. Specifically, we expect preschool children to:

- initiate and sustain a conversation with comments or questions through at least four exchanges;
- recognize the topic of the conversation and make topic-relevant responses;
- recognize invitations to converse versus questions intended to elicit a brief response; and
- listen to others and avoid "talking-over".

Components:

E3a.4: Discussing Books

Understanding the conventions of book reading is critical to the development of early reading skills. Discussing books should become an automatic companion to read-aloud sessions with preschoolers. Very young children relate texts primarily to their own experiences, but they also should be provided ample opportunities to discuss pictures, name and identify objects, and react to stories. Specifically, we expect preschool children to:

- gather around a book and pay attention to the reader and the book;

- know the front-to-back progression of a book and the left-to-right progression of print;
- know that words and pictures convey meaning;
- pose and answer specific questions about the text;
- recite familiar refrains from book(s) that have been heard several times;
- if asked, use the text to predict what might happen next;
- discuss character motivation; and
- identify a favorite book and tell why they like it.

Standard:

E3b: Kinds of Talk and Resulting Genres

Children need ample opportunities to speak and listen in the different genres. Standard 2 identifies four genres as narrative, explaining and seeking information, getting things done, and producing and responding to performances.

Components:

E3b.1: Narrative

The spoken narrative is a precursor to the forms of fiction and nonfiction narrative accounts that children eventually will read. In addition, relating past experiences is a prerequisite for transitioning from speech to print. Preschool children can produce longer narratives if adults extend the production with questions that increase structure. Specifically, by the end of preschool we expect children to:

- give a simple narrative recounting two or more events that are not necessarily in chronological order;
- recount knowledge gained through observation, experience or text,
- orient the listener by giving some setting information about people, objects, and where and when events occurred;
- describe information and evaluate or reflect on it;
- include quotations; and
- mark the end of the story directly or with a coda.

Components:

E3b2 Explaining and Seeking Information

Children who experience daily read-alouds and conversation with peers and adults are likely to turn to books to seek information. In later year, children are expected information in essays and reports, the preschool version of which is explanatory talk. Though preschoolers still may use personal narratives to provide information explanatory talk should begin to appear. Specifically, we expect preschool children to:

- seek or provide information by observing; looking at books; or asking teachers, parents and peers;
- request or provide explanations of their own or others' actions, speech or feelings;
- explain their own or others intentions and thinking when asked;
- give simple, one-sentence explanations with supporting details or evidence;
- request or provide explanations of word meanings;
- use all their sense to describe physical characteristics of objects, self and others;
- describe objects, self and others in terms of location and position; and
- gestures and sounds when they don't have descriptive words.

Components:

E3b.3: Getting Things Done

Children are able to give and follow directions on simple tasks that are

visible, familiar or close at hand. While their ability to plan step by step is limited, they may articulate future goals or actions. They can complete projects that span several days with assistance. Their sharing and negotiating skills are just beginning to mature. Specifically, we expect preschool children to:

- listen to, comprehend and carry out directions with three to four simple steps;
- give directions that include several sequenced steps;
- ask for clarification to carry out more complicated directions;
- use actions or pictures to augment language; and engage in brief conversation to negotiate sharing, planning and problem solving.

Components:

E3b.4: Producing and Responding to Performances

When preschoolers respond to a performance, they are taking the first tentative steps toward what eventually will become reflection and critique of works, or art, music or literature. Offering polite attention or giving a simple reaction is sufficient at this age. They are ready to produce brief performances, especially in small groups accompanied by music, rhyme or body movement. This is an excellent entrée into skills needed in reading aloud, giving reports and public speaking in later years.

Specifically, we expect preschool children to:

- attend to a performance for 10 or more minutes;
- describe the experience and/or their reaction to the performance;
- ask questions about things that they don't understand;
- join in appropriately;
- draw from a rehearsed repertoire to give a brief performance;
- as a performer, look at the audience as appropriate;
- speak, sing or act in a loud-enough voice; and
- speak, sing or act out a few sentences.

Standard:

E3c: Language Use and Conventions

Language for use in social interaction, word play, phonological awareness and a growing vocabulary all support the development of fluency and accuracy in speaking, listening, reading and writing.

Components:

E3c.1: Rules of Interaction

Preschoolers need to feel confidence speaking. A general respect for language differences and social rules of school interaction is critical for children's willingness to talk—and talk is critical to academic success. Specifically we expect preschool children to:

- know and be able to describe rules for school interactions; and
- learn rules for polite interactions.

Components:

E3c.2: Word Play, Phonological Awareness and Language Awareness

Children's enjoyment of language and capacity to play with language enriches their lives and offer opportunities to learn things about language that will be helpful to them later on with formal reading and writing. While children play and experiment with words, they develop foundation skills for reading and writing. Specifically, we expect preschool children to:

- listen for and play with the rhythm of language;
- recognize and enjoy rhymes;
- play with language through songs, alliteration and word substitution;
- play with words and their meanings;
- experiment with unconventional uses of words;

- recognize and enjoy metaphorical language;
- in a string of sounds or words, listen for and identify the first, middle or last sound or word in the string;
- in a string of sounds or words, listen for and identify the missing sound or word;
- try oral blending of familiar word parts;
- build letter recognition;
- recognize violations of word order;
- engage in sentence play; and
- transition from speech to print.

Components:

E3c.3: Vocabulary and Word Choice

There is a direct correlation between vocabulary development and academic success, so students' acquisition of new words should be emphasized from the start. Learning new words and the ideas and concepts associated with those words should occur daily. The most effective way for increasing vocabulary is by reading to them. Specifically, we expect preschool children to:

- add words to familiar knowledge domains;
- sort relationships among words in knowledge domains;
- add new domains from subjects and topics they are studying;
- learn new words daily in conversation;
- learn new words daily from what is being explored or read aloud;
- show a general interest in words and word meanings, asking adults what a word means or offering definitions;
- recognize that things may have more than one name;
- categorize objects or pictures and tell why they go together;
- increase vocabulary of verbs, adjectives and adverbs to exercise options in word choice;
- use some abstract words and understand that these words differ from concrete things, places or people; and
- use verbs referring to cognition, communication and emotions.

The process standards of **problem solving, reasoning and proof, connections communication, and representation** are interwoven and independent with the content standards and are necessary for the comprehensive understanding of mathematics.

Strand: **M1 Numbers and Operations**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- understand numbers, ways of representing numbers, relationships among numbers and number systems;
- understand meanings of operations and how they relate to one another;
- understand how to compute fluently and make reasonable estimates.

In Pre-Kindergarten, all students should:

- Standards:
- M1a:** recognize and differentiate written numbers from other symbols;
 - M1b:** count in a sequence forward from one;
 - M1c:** identify and name numerals from 0 to 9;
 - M1d:** construct sets with more, fewer, or the same number of objects than a given set;
 - M1e:** compare the number of things in two sets using comparative language, i.e., more, fewer, same number.

Essential To Know: Students use numbers to represent quantity.

Strand: **M2 Algebra**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- understand patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships;
- analyze change in various contexts.

In Pre-Kindergarten, all students should:

- Standards:
- M2a:** sort, classify, and order objects by one attribute;
 - M2b:** identify, copy, extend, and create simple patterns or patterns of sounds, shapes, and motions;
 - M2c:** recognize simple patterns in sets of objects;
 - M2d:** sort and compare groups of objects having equal or different numbers of objects, i.e. more than, less than, or equal;
 - M2e:** recognize and identify a change in common objects, sounds, or movements.

Essential To Know: Students sort objects by an attribute.

Strand: **M3 Geometry**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships;
- specify locations and describe spatial relationships using coordinate geometry and other representational systems;
- apply transformations and use symmetry to analyze mathematical situations;

- use visualization, spatial reasoning, and geometric modeling to solve problems.

In Pre-Kindergarten, all students should:

Standards: **M3a:** identify, name, describe, and create common two-dimensional shapes;
M3b: identify, name, and describe three-dimensional shapes;
M3c: describe and demonstrate location and physical proximity, i.e., above, below, etc.

Essential To Know: Students name and describe two-dimensional shapes.

Strand: **M4 Measurement**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- understand measurable attributes of objects and the units, systems, and processes of measurement;
- apply appropriate techniques, tools, and formulas to determine measurements.

In Pre-Kindergarten, all students should:

Standards: **M4a:** describe everyday events in logical order;
M4b: recognize the passage of time and identify devices that measure time, i.e., clocks, timers, etc.;
M4c: describe people and objects using measurement terms, i.e., taller than, biggest, longest, etc.;
M4d: identify differences in temperature by using descriptors, i.e., warm, cold, hot, etc.;
M4e: recognize and name measurable attributes of objects, i.e., long, short, and heavy, etc.;
M4f: explore nonstandard measurements to measure attributes of length, height and weight, e.g., a paper clip as a unit measure of length;
M4g: order a like set of objects according to a measurable attribute, i.e. length, thickness of crayons, etc.

Essential To Know: Students identify measurable attributes and use these to make comparisons among objects, events, etc.

Strand **Data Analysis and Probability**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- select and use appropriate statistical methods to analyze data;
- develop and evaluate inferences and predictions that are based on data;
- understand and apply basic concepts of probability.

In Pre-Kindergarten, all students should:

Standards: **M5a:** sort and organize concrete data by similarities and differences
M5b: answer and ask questions using data displayed with objects, pictographs, and/or tables.

Essential To Know: Students recognize data by sorting objects according to one attribute.

Strand: **M6 Problem Solving**

- Standard: **M6a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:
- build new mathematical knowledge through problem solving;
 - solve problems that arise in mathematics and in other contexts;
 - apply and adapt a variety of appropriate strategies to solve problems;
 - monitor and reflect on the process of mathematical problem solving.

Strand: **M7 Reasoning and Proof**

- Standard: **M7a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:
- recognize reasoning and proof as fundamental aspects of mathematics;
 - make and investigate mathematical conjectures;
 - develop and evaluate mathematical arguments and proofs;
 - select and use various types of reasoning and methods of proof.

Strand: **M8 Communication**

- Standard: **M8a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:
- organize and consolidate their mathematical thinking through communication;
 - communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
 - analyze and evaluate the mathematical thinking and strategies of others;
 - use the language of mathematics to express mathematical ideas precisely.

Strand: **M9 Connections**

- Standard: **M9a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:
- recognize and use connections among mathematical ideas;
 - understand how mathematical ideas interconnect and build on one another to produce a coherent whole;
 - recognize and apply mathematics in contexts outside of mathematics.

Strand: **M10 Representation**

- Standard: **M10a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:
- create and use representations to organize, record, and communicate mathematical ideas;
 - select, apply, and translate among mathematical representations to solve problems;
 - use representations to model and interpret physical, social, and mathematical phenomena.

**Science Standards
Grades PK**

Strand:

S1 Scientific Inquiry: The student begins to develop abilities necessary to do scientific inquiry and to explore through scientific inquiry; that is, the student:

Standards:

S1a: asks questions about objects, organisms, and events.

S1b: uses observations to make simple predictions.

S1c: conducts simple explorations and investigations.

Components:

S1c1. discusses and identifies questions to pursue and predictions to confirm or disprove

S1c2. uses senses to observe, describe, and collect data

S1c3. uses simple hand tools such as hand lenses and measuring devices to make observations and collect data

S1c4. adds data to class charts and graphs

S1c5. records work by drawing, dictating, and contributing to documentation panels

Standards:

S1d: identifies a pattern or relationship based on observations

S1e: compares objects based on observable characteristics

S1f: sorts and categorizes objects based on observable characteristics.

S1g: communicates about scientific explorations through discussions with peers and through drawing, dictation, and class or group documentation panels.

S1h: learns to use safe practices while doing science.

Components:

S1h1. demonstrates appropriate use of all tools

S1h2. washes hands after relevant explorations

Strand:

S2 History and Nature of Science: The student begins to develop an awareness of science as a human endeavor; that is, the student:

Standards:

S2a: realizes that many people do science

S2b: expresses that science involves asking questions about the natural world and investigating to find out.

S2c: recognizes that in science people share ideas and findings

S2d: Identifies self as someone who does science

Strand:

S3 Personal & Social Perspectives: The student begins to develop an awareness of safety and types of resources as it relates to the immediate environment; that is, the student:

Standards:

S3a: describes how some basic resources found in their environment, such as water, trees, can be used for different purposes.

Strand:

S4 Science and Technology: The student begins to develop an understanding about science and technology; that is, the student:

Standards:

S4a: identifies and finds a solution for a simple problem.

S4b: recognizes that things found in nature are different from those that are made by humans.

Strand:

S5 Physical Science: The student begins to develop an understanding of matter, motion and energy; that is, the student:

Standards:

S5a: Explores, and describes physical properties of simple material and objects.

Components:

S5a1. observes and describes objects used for out door and classroom activities (e.g., blocks, collage materials, collections) in terms of observable physical properties (e.g., shape, size, color and texture) and behaviors (rolls, bounces,)

S5a2. observes and describes materials used in outdoor and classroom activities (e.g., water, sand, paint) in terms of observable physical properties (color, texture, hardness) and simple behaviors (e.g., water flows, clay squishes, wet sand sticks to itself.)

S5a3. explores and demonstrates how simple objects and materials change (e.g., mixing paints to change color; cutting paper to make small pieces; adding water to sand to make it sticky; leaving play dough to harden.).

Standards:

S5b: explores how objects and materials move.

Components:

S5b1. observes and explores moving objects and materials outdoors and in daily classroom activity (e.g., balls rolling, blocks sliding, streamers waving; water and sand flowing)

S5b2. investigates and compares movement caused by different forces (e.g., wind blowing streamers and bubble; gravity pulling blocks, balls, cars down; physical energy making trucks go).

Standards:

S5c: explores and describes observable properties of light and sound.

Components:

S5c1: explores and describes observable properties of light and sound.

S5c2. explores shadows indoors and out identifying light source and the object casting the shadow

S5c3. investigates how the shape and size of shadows change

S5c4. explores and compares different sounds by playing simple instruments (e.g., homemade drums and shakers; guitar; recorder), and using own bodies and voices

S5c5. Describes sounds as high or low; loud or soft

S5c6. Observes beams of light from different light sources (e.g. flashlight, sunlight)

Strand:

S6 Life Science: The student begins to develop an understanding of the characteristics of organisms, their life cycles, and their environments; that is, the student:

Standards: S6a: observes and describes observable characteristics and behaviors of organisms in the local environment

Components:

S6a1. gives examples of living and non-living things

S6a2. describes external body parts and features of self and other familiar animals

S6a3. describes observable behaviors of self and other animals (e.g., eating, moving, sleeping)

S6a4. observes and describes familiar plants and their basic parts (e.g., root, stem, leaf, flower, fruit)

S6a5. identifies basic needs of living things (water, food, shelter).

Standards:

S6b: observes and describes changes in self and other living things over time

Components:

S6b1. investigates growth of plants in the classroom

S6b2. observes and describes changes in plants in the local environment

S6b3. observes and records changes in self (teeth, height)

Standards:

S6c: describes how a variety of living things meet their needs in the local environment.

Components:

S6c1. explores local environment for living things

S6c2. observes several animals and identifies how they meet some of their needs (food, water, shelter)

S6c3. notices where different kinds of plants grow

S6c4. develops awareness of basic relationships among plants and animals (some animals eat plants; some plants provide homes for animals).

Strand:

S7 Earth & Space Sciences: The student begins to develop an understanding of Earth materials, objects in the sky, and changes in Earth and sky; that is, the student:

Standards: S7a: observes and describes observable properties of familiar earth materials

Components:

S7a1. describes and sorts by physical properties samples of rocks collected from local environment

S7a2. explores samples of soils and/or sand from local environment

S7a3. investigates water outdoors (e.g., puddles, drops, streams) and changes of water puddles evaporate, stream flows)

Standards:

S7b: observes, describes, and records basic elements of local weather (temperature, cloud cover, wind, and precipitation).

Components:

S7b1. describes daily weather conditions regularly

S7b2. compares weather conditions from day to day

S7b3. recognizes some of the effects of weather on the environment (puddles, dust, wind blown objects) and on daily life. (e.g., clothing, whether recess is outdoors).

Standards:

S7c: observes and describes familiar objects in the sky.

Components:

S7c1. identifies Sun, moon, stars, and clouds as objects in the sky

S7c2. can describe some of the different apparent shapes of the moon.

S7c3. recognizes that the moon does not always appear to be the same

S7c4. is aware that the Sun and moon are not always in the same part of the sky.

Social Studies: Pre-Kindergarten Foundational Standards

Standards Introduction: The standards for the students in pre-kindergarten through second grade include the basic concepts of the individual, family, and neighborhood. Instruction centers on the similar and different ways that individuals and groups address human needs and concerns. Students learn vocabulary associated with time such as past, present, future, and long ago. Students use maps and globes to identify and locate some places and geographic features. They learn the concepts of self-control, fairness, and leadership. Citizenship education emphasizes following rules and respecting the rights of people. Students build time lines, identify the purposes of government, and use economic concepts. They also explore ways that language, art, music, and other cultural elements lead to global understanding.

SK – Skills

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills:

- SK1a:** follow directions.
- SK1b:** acquire information through listening and observing.
- SK1c:** arrange events and ideas in sequence.
- SK1d:** construct simple picture maps and graphs.
- SK1e:** participate in making rules and guidelines.
- SK1f:** participate in simulations using technology.

Strand/Theme:
SS1 Citizenship

Preschool children are just beginning to learn the social skills required for participation in group activities. In order for preschool children to work in cooperative group situations, they must develop characteristics that reflect compromise, sharing, and respect for others:

Standard: **SS1a:** The student demonstrates appropriate social interactions that include, sharing, compromise, and respect for others.

Strand/Theme:
SS2 Culture

Young children entering preschool recognize roles and customs within their own families and may assume all families are similar. Children's cultural values, customs and traditions from home should be nurtured and preserved to enable children to feel positive about themselves while they learn about others.

Standard: **SS2a:** The student recognizes various types of families, shelters, food, clothing and customs.

Strand/Theme:
SS3 Time, Continuity, and Change

Preschool children can begin to learn about time in relation to themselves, and learn to appreciate stories about other times and places if the topics are relevant to their own experiences.

Standard: **SS3a:** The student tells others about the daily routine and participates in planning for future events.

Strand/Theme:

SS4 Space and Place

Preschool children come to understand geographical thinking by becoming aware of their location in space, the characteristics of where they live, and their location in relation to other places.

Standard:

SS4a: The student identifies familiar places in their classroom, school, and community.

Strand/Theme:

SS5 Individual Development and Identity

During the preschool years, children learn to autonomously manage their behavior and develop personal strategies for self-motivation and persistence.

Standard:

SS5a: The student demonstrates self-direction and independence.

Strand/Theme:

SS6 Individuals, Groups, and Institutions

Children entering preschool may possess limited exposure to group experiences and are often unaware of group expectations. During the preschool years, children demonstrate a growing awareness of how to interact in group and institutional settings through active participation in their classroom community.

Standards:

SS6a: The student uses multiple strategies to resolve conflicts.

SS6b: The student follows classroom rules and expectations.

Strand/Theme:

SS7 Production, Distribution, and Consumption

Preschool children begin to develop a capacity to see themselves as consumers of classroom resources. Students use resources in the classroom and understand how they are used to make things.

Standard:

SS7a: The student distributes resources according to the goal of the task.

Strand/Theme:

SS8 Power, Authority, and Governance

Preschool children develop an increasing awareness of rights and responsibilities in specific contexts, as they interact with others. They become aware of the limits and boundaries of acceptable behavior and learn the possible consequences of their actions as they participate in activities with a variety of individuals.

Standard:

SS8a: The student self-regulates their behavior within different activities and environments.

Strand/Theme:

SS9 Science, Technology, and Society

Preschool children have a concrete understanding of how people effect their environment. With adult guidance and support, they can begin to look at the ways people take care of the world around them. Preschool students are aware of technology in their environment. As children interact with technology that is available in their homes, and classrooms, they begin to understand how technology affects their lives.

Standards:

SS9a: The student cares for their environment by cleaning and organizing their classroom.

SS9b: The student uses technology that is available within their classroom.

Strand/Theme:

SS10 Global Connections

Preschool children notice and are interested in similarities and differences between themselves and others. When adults provide opportunities for children to make connections between themselves and others in their immediate environment, children develop social competence and learn to read social situations and react appropriately.

Standard:

SS10a: The student works and plays with a variety of children.

Health Education: Pre-Kindergarten

In addition to the content standards, Health Education teachers must instill health literacy skills (HESK) into classroom activities. The six HESK have a two-fold benefit. First, they promote personal, family, and community health. Second, they teach essential and transferable skills that include accessing data, analyzing information, setting goals, and communicating ideas.

Strand:

HESK Health Literacy Skills

The student applies health literacy skills in concert with health concepts to enhance personal, family and community health; that is, the student will:

Standards:

- HESK1:** access valid health information;
- HESK2:** practice health-enhancing behavior;
- HESK3:** analyze influences on health;
- HESK4:** use interpersonal communications skills to enhance health;
- HESK5:** use goal setting and decision making skills to enhance health; and
- HESK6:** advocate for health.

Strand:

HE1 Personal and Community Health

The student understands the basic concepts of hygiene, health habits, and health promotion; that is, the student will:

Standard:

- HE1a:** practice age-appropriate disease prevention behaviors (e.g., covering mouth, using tissues, washing and drying hands).

Strand:

HE2 Safety and Injury Prevention

The student demonstrates understanding of basic concepts related to safety, injury prevention or sudden illness, and prevention of child abuse and child neglect; that is, the student will:

Standards:

- HE2a:** tell the difference between emergency and non-emergency situations; and
- HE2b:** identify safety rules and practices used in home and school.

Strand:

HE3 Nutrition and Physical Activity

The student understands how healthful nutrition and physical activity contribute to growth and energy and help prevent chronic diseases such as heart disease, cancer, and diabetes; that is, the student will:

Standards:

- HE3a:** describe appropriate food choices for snacks; and
- HE3b:** explore a variety of physical activities.

Strand

HE4 Mental Health

The student understands how mental health contributes to general well-being; that is, the student will:

Standards:

- HE4a:** explore ways to express needs, wants, and feelings; and
- HE4b:** explore ways to communicate care, consideration, and respect of self and others.

Strand

HE5 Alcohol, Tobacco, and Other Drugs

The student understands licit and illicit drugs and how to prevent abuse and access intervention and treatment resources; that is, the student will:

Standard:

- HE5a:** recognize danger labels on products.

Strand

HE6 Family Life and Human Sexuality

The student understands the developmental changes that occur as he or she grows and matures through childhood to young adulthood and how these changes prepare one for adult roles in the family and society; that is, the student will:

Standards:

HE6a: identify family members and responsibilities within family units; and

HE6b: describe relationships that exist within the family.

Physical Education: Pre-Kindergarten

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:

PESK Personal and Social Development Skills The student applies responsible personal and social development skills in a physical activity setting. In Pre-Kindergarten all students will:

Standards:

- PESK1:** participate fully and communicate cooperatively with others;
- PESK2:** perform activities safely and follow rules of etiquette and ethical behavior;
- PESK3:** display age appropriate self-control and discipline;
- PESK4:** display a willingness to receive and use feedback to improve performance;
- PESK5:** accept the decisions of and respond positively to teachers/officials in charge of games/activities;
- PESL6:** choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;
- PESK7:** display an interest in and assist and encourage others' efforts;
- PESK8:** display behaviors that are supportive and inclusive;
- PESK9:** self-initiate behaviors that contribute to personal and partner/group effort;
- PESK10:** adjust behavior to prevent/reconcile conflicts.

Strand:

PE1 Motor Skills and Movement Patterns Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Pre-Kindergarten all students will:

Standards:

- PE1a:** discover personal and general space;
- PE1b:** explore moving in different ways (e.g., crawl, walk, run, hop, jump);
- PE1c:** explore shapes (e.g., wide, narrow, round, square), pathways (e.g., straight, curved, zigzag), balance (i.e., different body parts), levels (e.g., high, middle, low), and speed (quick, slow) in movements;
- PE1d:** throw, catch, and kick from a stationary position;
- PE1e:** explore movement through different rhythmic beats;
- PE1f:** demonstrate fundamental motor patterns by imitating animal movements;
- PE1g:** recognize basic terminology of movement (e.g., high, low, slow, fast, light, heavy, in, out, under, over, through);
- PE1h:** follow simple rules and safety procedures given by the teacher.

Strand:

PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Pre-Kindergarten all students will:

Standards:

- PE2a:** participate in moderate physical activities regularly (e.g., unstructured play with friends, family, or organized movement experiences for young children);
- PE2b:** engage for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration (e.g., crawling, walking, running);
- PE2c:** lift and support one's own weight in selected activities that develop muscular strength and endurance of arms, shoulders, abdomen, and legs (e.g., hanging, hopping, jumping);
- PE2d:** demonstrate a stretch that will help increase the range of motion of a joint (e.g., perform a sit-and-reach stretch to demonstrate how to stretch the hamstrings and lower back muscles);
- PE2e:** demonstrate the ability to breathe slowly and deeply to relax;
- PE2f:** recognize that physical activity promotes good health;
- PE2g:** identify changes in the body (e.g., breathing, heart rate) and the importance of replenishing the body with water during physical activity.

Visual Arts: Pre-Kindergarten

Strand:

VA1 Media, Techniques, and Processes

Demonstrates understanding and can apply media, techniques, and processes.

Standards:

VA1a: The student experiments with a variety of media and materials.

VA1b: The student uses a variety of media to create original works of art.

VA1c: The student discusses ideas, experiences, feelings represented in personal artwork.

Strand:

VA2 Structures and Functions

Demonstrates knowledge of structures and functions.

Standards:

VA2a: The student explores the elements of art (i.e., lines, shapes, colors).

VA2b: The student uses lines, forms, shapes, colors, and texture to create personal artwork.

Strand:

VA3 Subject Matter, Symbols, and Ideas

Chooses and evaluates a range of subject matter, symbols, and ideas.

Standards:

VA3a: The student views works of art created by others.

VA3b: The student discusses works of art created by others.

VA3c: The student interprets meaning, ideas, or themes in works of art created by others.

Strand:

VA4 History and Culture

Demonstrates understanding of the visual arts in relation to history and culture.

Standards:

VA4a: The student participates in arts that are part of own community and culture.

VA4b: The student participates in arts that are part of other communities or cultures.

VA4c: The student identifies differences and similarities in artwork from own and other communities or cultures.

Strand:

VA5 Characteristics and Merits of Work

Reflects upon and assesses the characteristics and merits of their work and the work of others.

Standards:

VA5a: The student describes personal artwork.

VA5b: The student responds to artwork of self and others through comments or asking questions.

VA5c: The student uses developmentally appropriate artistic terminology to tell what they like about the artwork they analyze.

Strand:

**VA6 Connections to
Other Disciplines**

Makes connections between the visual arts and the other disciplines.

Standard:

VA6a: The student integrates what is learned in art with other curricular areas.

Strand:

**VA7 Technology
Integration**

Understands and creates art through technology.

Standard:

VA7a: The student views and discusses artwork created with technology.

Music: Pre-Kindergarten

Strand:

MU1

Performs alone and/or with others a varied repertoire of music.

Standard:

MU1a: The student sings a variety of familiar rhymes, songs, and or chants with/for others.

Strand:

MU2

Reads and notates music.

Standard:

MU2a: The student looks at musical notation and words while singing songs.

Strand:

MU3

Listens to, responds to, and describes music.

Standards:

MU3a: The student listens to a variety of music.

MU3b: The student moves to music created by self and others.

MU3c: The student talks about music and movement created by self and others.

Strand:

MU4 History and Culture

Demonstrates understanding of music in relation to history and culture.

Standards:

MU4a: The student listens to a variety of instruments, vocalizations, or sounds that are part of their own community and culture.

MU4b: The student joins in music and movement activities that are part of their own culture and community.

MU4c: The student uses instruments, vocalizations, sounds or creative movement to express ideas and experiences.

Strand:

MU5 Characteristics and Merits of Works and Performances

Reflects upon and assesses the characteristics and merits in performances in their music and the music of others.

Standard:

MU5a: The student describes music and identifies what they like and dislike about a work by using developmentally appropriate vocabulary (fast, slow, loud, soft).

Strand:

MU6 Connections to Other Disciplines

Makes connections between music and the other disciplines.

Standard:

MU6a: The student uses music to express ideas from other disciplines in the curriculum (e.g., sings a number or alphabet song).

Strand:

MU7 Technology Integration

Understands and creates music through technology.

Standard:

MU7a: The student uses technology to produce and listen to music (e.g., keyboard, microphone, headphones).