



PRE-KINDERGARTEN STANDARDS AND PROGRAM OVERVIEW

We believe, as early childhood educators, we have one of the most significant opportunities to set the course and guide our students as they embark on their educational journey.

It is our goal and commitment to prepare the students for Kindergarten and beyond.

Executive Summary

The Pre-Kindergarten school year is a critical time of academic, physical, social and emotional preparation. The importance of a quality preschool education cannot be overstated. Research by numerous agencies has supported the importance of early childhood education in the future achievement of students. Certain cognitive skills necessary for school readiness are taught during the Pre-Kindergarten years. Some of these fundamental skills include the following:

- ◆ A strong knowledge base sufficient to support comprehension, drawing inferences, and making predictions;
- ◆ A set of self-management skills that include: attention management, comprehension monitoring, self-discipline, and persistence;
- ◆ An ability to decipher between language and mental images so that knowledge and thoughts can be expressed through productive language, and knowledge can be formed through incoming information (receptive language);
- ◆ Problem-solving skills.

Through the building of these cognitive foundations in the preschool years, the children will be prepared for elementary school. More importantly, the children will think of themselves as capable, independent learners who will succeed in an educational setting. A successful student begins with a child who possesses a strong educational foundation in language skills, listening comprehension, attention management skills, and a positive attitude toward learning. It is the Kids Campus philosophy and goal to establish this foundation.

We believe, as early childhood educators, we have one of the most significant opportunities to set the course and guide our students as they embark on their educational journey. It is our goal and commitment to prepare the students for Kindergarten and beyond through academically rich activities, exploration, and mental challenges. Our sincere commitment to each and every child will manifest itself through the child's efforts to achieve and the knowledge that they can and will succeed in school...and life! We believe these positive experiences will instill a love for learning that will last a lifetime.

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Overview

The Pre-Kindergarten Program is designed for children 4 to 5 years of age. Our year-round, full-day Program includes lessons in language, reading, math and science, as well as activities that develop fine motor, critical thinking, reasoning, and social skills. The Pre-kindergarten program is designed to prepare the children for kindergarten and beyond.

Curriculum - The academic curriculum is Saxon Early Learning, by Harcourt Publishing. The curriculum addresses the need for a comprehensive early childhood educational program. It incorporates key curricular areas essential for children to be successful learners, including, language development, literacy, phonemic awareness, letter formation and recognition, science, social studies and creative arts. The children will improve & develop math and number concepts through counting, classification and sorting various objects. They will absorb concepts of texture, color, size, space and weight. The curriculum and daily activities are challenging, yet age-appropriate. The daily schedule consists of activities and lessons that establish the building blocks to later success in school.

Homework - The children will receive weekly homework assignments which reinforce the skills they are learning at school. In addition, each student will receive a one-year subscription to the Scholastic Weekly Reader. Please take the time to read the Weekly Reader with your child. *This is one of the best ways to build early literacy skills*

Report Cards/Progress Reports - The Pre-Kindergarten Individual Diagnostic Skills Record is a progress report that is completed two times during the school year. The first Report is prepared after the first 12 weeks of school, and the second is prepared at the end of the Program.

Parent-Teacher Conferences - Kids Campus encourages parental involvement and believes it is critical to the success of the Program. Formal Parent-Teacher Conferences are scheduled when either the parent or teacher requests a conference. Daily communication between parent and teacher is encouraged and welcomed.

Graduation - At the completion of the Pre-Kindergarten Program, a graduation ceremony is held to acknowledge the students and their accomplishment. Parents will be informed of the specific date and time of the annual graduation ceremony.

Kids Campus Holidays Observed - Kids Campus observes (will be closed) the following holidays: New Years Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, the Friday after, and Christmas Day. No tuition adjustment will be made for designated holidays.

Kids Campus Learning Center

Pre-Kindergarten Standards

State of Nevada Department of Education

The Kids Campus Learning Center's Pre-Kindergarten Program exceeds the standards set by the Nevada Department of Education. The following is a list of subject areas which are the focus of our Pre-Kindergarten Program, followed by the State of Nevada's Content Standard in each of the subject areas:

Language Arts
Mathematics

Social Studies
Physical Development

Creative Arts
Health and Science

LANGUAGE ARTS

Essential Concepts, Skills and Experiences

Reading Readiness

Students will learn to:

- ◆ Recognize environmental print (billboards, commercial logos, etc.) and symbols
- ◆ Demonstrate an understanding that printed material provides information
- ◆ Identify some letters in own name; Identify the initial sound of the child's own name
- ◆ Demonstrate an awareness that print carries a message
- ◆ Use pictures to aid in comprehension
- ◆ Listen and respond to rhythm or rhyme, age appropriate material, and poetry or prose
- ◆ Ask questions or make comments pertinent to the story being read; recall details
- ◆ Identify the front and beginning of a book and know how to turn pages when reading
- ◆ Retell a story with the aid of pictures, props, or a book; predict what will happen next

Writing

Students will learn to:

- ◆ Experiment with writing tools and materials in response to information and to communicate thoughts or a familiar experience (all with teacher assistance)
- ◆ Share and organize ideas and drawing in a group setting and with teacher assistance
- ◆ Attempt to write the first letter of the their name (capitalize) and try to spell first name
- ◆ Use letter-like approximation (squiggles or lines that resemble letters) to write name or other words or ideas
- ◆ Demonstrate beginning techniques for using writing materials (e.g. pencils, crayons, markers)
- ◆ Trace then progress to copying basic shapes and lines (advance to letters of alphabet)

Listening/Speaking

Students will learn to:

- ◆ Listen attentively when others speak and respond appropriately
- ◆ Communicate in complete sentences (at least 3 words) with increasing clarity, ease and accuracy
- ◆ Initiate conversation with others and respond appropriately
- ◆ Participate in group activities such as dramatic play; share ideas, stories or convey feelings
- ◆ Use language to communicate & repeat simple stories, songs, rhymes or relate experiences
- ◆ Give a clear direction and follow simple instructions
- ◆ Identify areas of interest and formulate questions about interests, with teacher assistance

MATHEMATICS INTRODUCTION **Essential Concepts, Skills and Experiences**

Number and Operation Concepts

Students will learn to:

- ◆ Develop an understanding of number and number sense
- ◆ Recognize, read, and write numerals 0 to 5
- ◆ Count to ten by demonstrating one to one correspondence using objects
- ◆ Develop an understanding of pattern and relationships
- ◆ Develop a knowledge of sequence and temporal awareness
- ◆ Use mathematical knowledge to sort, classify, represent, communicate & solve problems
- ◆ Match the correct number of objects with the appropriate numeral (0-5)
- ◆ Develop knowledge of spatial concepts (e.g. shapes and measurement)

Children are natural mathematical learners. They naturally look for pattern and shape, make comparisons and explore relationships within their environment. (SOURCE: The National Association for the Education of Young Children (NAEYC))

Patterns, Functions, Algebra and Measurement

Students will learn to:

- ◆ Sort objects by similar attributes (size, shape and color)
- ◆ Recognize and replicate simple patterns (e.g. ABAB)
- ◆ Compare sets of objects (groups of 5); Determine which set has more or less
- ◆ Compare objects by size to determine smaller and larger
- ◆ Sort pennies and nickels
- ◆ Identify and sort data (in the form of symbols, objects, sounds, etc.) Interpret findings



Spatial Relationships and Geometry

Students will learn to:

- ◆ Solve problems using objects
- ◆ Demonstrate persistence in solving problems
- ◆ Identify and describe geometric shapes and figures (circles, triangles, squares)
- ◆ Describe location of objects using position words such as in front, behind, next to, down, up, inside, outside, on top.

Mathematical Reasoning

Students will learn to:

- ◆ Ask questions to reflect on, clarify and extend thinking
- ◆ Determine relevant, irrelevant or sufficient information to solve mathematical problems
- ◆ Link new concepts to prior knowledge

PHYSICAL DEVELOPMENT

Essential Concepts, Skills and Experiences

Physical Development

Students will learn to:

- ◆ Identify the basic vocabulary of simple movement patterns (walk, run, jump, hop, climb)
- ◆ Perform basic locomotor movements: walk, run, jump, hop, climb, kick
- ◆ Balance on one foot for at least 5 seconds
- ◆ Demonstrate eye-hand coordination (puzzles, lacing, etc.)
- ◆ Throw a ball in a purposeful direction; attempt to catch the ball
- ◆ Demonstrate muscle strength, dexterity and control to manipulate items (e.g. scissors, writing materials)

Locomotor and Non-Locomotor Movement Skills

Students will learn to:

- ◆ Explore personal space safety in relation to others
- ◆ Identify and use body parts
- ◆ Demonstrate an understanding of directions through movements: up, down, over, under

Responsibility and Cooperation

Students will learn to:

- ◆ Participate appropriately during physical activities
- ◆ Demonstrate turn taking and cooperation during physical activities
- ◆ Share space and equipment with others
- ◆ Interact positively with others regardless of gender, skill level, disabilities, or race

A child's future health and well-being is directly related to the development and strengthening of the large and small muscle groups. The NASPE suggests developing gross motor skills individually, then with a partner, and finally in a small group.

SOCIAL STUDIES INTRODUCTION

Essential Concepts, Skills and Experiences

Social/Emotional Development

Students will learn to:

- ◆ Separate easily from parent or caregiver
- ◆ Express individuality in class discussions and activities
- ◆ Move through activities or routines with minimal direction
- ◆ Re-engage in a task or activity after experiencing disappointment, frustration or failure
- ◆ Make independent choices from diverse centers or activities
- ◆ Acknowledge actions and accomplishments verbally and non-verbally
- ◆ Demonstrate self-help skills and show responsibility for the care of toys and materials
- ◆ Identify and express a range of feelings (sadness, anger, fear and happiness)
- ◆ Demonstrate the awareness of the feelings of others and show appropriate affection
- ◆ Express common courtesy to others and respect the rights and belongings of others.

Pro-Social Behavior

Students will learn to:

- ◆ Play independently, in pairs and in small groups
- ◆ Initiate play, or enter into play with a small group already involved in an activity
- ◆ Participate in cooperative groups to complete a task, share some of the time, take turns.

Recent reports in early childhood education clearly indicate that children who develop self-confidence and positive social skills early in life are more successful learners later on. **(SOURCE: The national Academies, Eager to Learn, NRC)**

Civics and Economics

Students will learn to:

- ◆ Follow classroom rules and participate in group decision making
- ◆ Demonstrate an understanding that money is exchanged for goods and services
- ◆ Demonstrate the role of consumers through dramatic play
- ◆ Develop awareness of certain geographical aspects of the world (land masses; oceans, etc.)

Geography

Students will learn to:

- ◆ Identify direction and location
- ◆ Share family customs and traditions
- ◆ Be exposed to diverse family practices, customs and cultures
- ◆ Identify familiar weather conditions (e.g. rain, sunshine, snow, fog)



CREATIVE ARTS INTRODUCTION

Essential Concepts, Skills and Experiences

Dramatic Play

Students will learn to:

- ◆ Act out a role observed in his/her life (mother, father, baby, doctor)
- ◆ Make up new roles and act out roles that involve others (mother and child)
- ◆ Direct peers or follow directions from peers in creating dramatic play schemes
- ◆ Use materials, props and/or costumes as part of dramatic play
- ◆ Differentiate between pretend and real
- ◆ Discriminate among persons, animals and objects by identifying characteristics

Creative Thinking

Students will learn to:

- ◆ Use a variety of approaches to solve problems in math, science and other cognitive areas
- ◆ Use a variety of approaches to solving interpersonal problems in the classroom
- ◆ Create stories and scenarios by combining experiences and ideas
- ◆ Combine objects and categorize experiences, people and ideas in a variety of ways
- ◆ Select progressively more challenging tasks
- ◆ Adapt environment or capabilities to reach a motor challenge such as climbing or reaching an object

During the early years, imagination and creativity are at their height. There are opportunities to express creativity in all academic areas of the early childhood curriculum. It is the creative process that is more important than the end product, as skills are learned through the process.

Visual Arts

Students will learn to:

- ◆ Use a variety of materials and techniques in art activities that are of the child's creation
- ◆ Identify color, shape and texture through art experiences
- ◆ Recognize various art forms (photographs, statues, paintings, drawings)
- ◆ Create works that express or represent experiences, ideas, feelings and fantasy
- ◆ Demonstrate respect for others' art work
- ◆ Describe or respond to their own creative work or the creative work of others
- ◆ Use visual arts as a means to express feelings, thoughts, knowledge and skills
- ◆ Use visual arts in dramatic play, music and movement activities

WHERE GREAT MINDS BEGIN

Singing

Students will learn to:

- ◆ Make a variety of sounds with their voices; create and sing chants
- ◆ Approximate pitch and increase singing range
- ◆ Recognize and select a variety of simple songs, finger plays, and musical games
- ◆ Select and recognize a variety of songs from diverse cultures



Music and Movement

Students will learn to:

- ◆ Participate in a rhythm instrument band
- ◆ Play & identify a variety of musical instruments such as drums and rhythm sticks
- ◆ Respond to changes in tempo
- ◆ Accompany simple music with rhythm instruments or clapping
- ◆ Move in a variety of ways to music with or without props (scarves, hoops, etc.)
- ◆ Explore the music of many cultures including style, instruments, and traditions

Improvisation

Students will learn to:

- ◆ Improvise simple songs and rhythmic patterns using voice, body or instrument
- ◆ Take familiar songs and change words, feelings, voice or dynamics

Listening

Students will learn to:

- ◆ Identify simple elements of music such as loud/soft and fast/slow
- ◆ Demonstrate a preference in music

HEALTH INTRODUCTION

Essential Concepts, Skills and Experiences

Students will learn to:

- ◆ Demonstrate personal hygiene
- ◆ Identify basic anatomy
- ◆ Identify healthy snacks and foods and basic need for food, air and water
- ◆ Identify Some safety rules (fire safety, traffic safety, dangerous objects/people)
- ◆ Demonstrate basic disease prevention skills (hand washing, sneezing/coughing)
- ◆ Recognize community health and safety helpers
- ◆ Identify potential hazards at home, school and community
- ◆ Identify and express basic feelings
- ◆ Seek assistance when injured or ill

SCIENCE INTRODUCTION

Essential Concepts, Skills and Experiences

Physical Science

Students will learn to:

- ◆ Explore and demonstrate how objects move
- ◆ Investigate how objects react when placed in water.
- ◆ Identify hot and cold
- ◆ Sort objects according to observable properties (e.g. shape and color).

“The concepts children gain from their early explorations, questions, observations and descriptions of their physical world will serve as the foundation on which they will build the abstract and scientific concepts of their physical world.” The Hundred Languages of Children by Edwards, Dandini and Forman

Life Science

Students will learn to:

- ◆ Identify humans, plants and animals
- ◆ Use the five senses to explore and investigate the natural world
- ◆ Identify the basic need for air, water and food
- ◆ Investigate and identify a variety of plants, animals and their offspring



Environmental and Earth Science

Students will learn to:

- ◆ Identify animals and their homes
- ◆ Observe and ask question about our world; share ideas with others
- ◆ Observe and identify weather from day to day

WHERE GREAT MINDS BEGIN

Daily Lesson & Activity Schedule

Pre-Kindergarten Program

6:00 am - Welcome! Learning Center Activities and Breakfast

The Pre-Kindergartner's morning includes 30 minute rotations through different "hands-on" learning centers, outside play time and a morning snack. Specific morning learning center activities include:

- **Fine Motor Activity:** Writing Practice, Coloring
- **Language Arts:** Sign Language, Foreign Language, Letters, Phonics
- **Active Group Play:** Blocks and Legos, Floor Puzzles
- **Dramatic Play:** Dress-up, Role Playing, Pretend
- **Math and Science:** Numbers, Math and Science Games/Activities
- **Technology:** Computer Lab; Educational Games

10:00 am - Circle Time Morning Meeting

The children and teachers sit together to discuss the day of the week and calendar, the weather, the curriculum theme, the number, letter, sign language, foreign language, and educational focus for the day. A curriculum review completes this very important daily meeting!

11:45 am - Lunch Time and Rest Period

2:00 pm - Learning Centers and Small Group Differentiated Instruction

- **Math and Science:** Colors, Numbers, Math and Science Games
- **Art Activity:** Painting, pasting, cutting, tearing, coloring
- **Phonics Activity:** Letter sounds, workbooks
- **Fine Motor Activity:** Writing Practice, Worksheets

4:30 pm - Circle Time Afternoon Meeting

The children and teachers sit together to re-cap and review the activities of the day and review the concepts taught

5:00 pm - Learning Centers

- **Music and Movement** - Singing, Dancing, Instruments
- **Fine Motor Activity** - Play-Doh, Manipulatives, Puzzles
- **Language Arts:** Story Time and Library
- **Signing Time and Leap Frog Educational Video Presentation**

6:30 pm - We had a Great Day! Good-bye!

**Daily schedules subject to adjustment without notice.*