

PRE KINDERGARTEN CURRICULUM

Last reviewed on August 2019

The four Transdisciplinary Themes explored throughout the year include:

JK-3

HOW WE ORGANIZE OURSELVES
WHO WE ARE
HOW WE EXPRESS OURSELVES
HOW THE WORLD WORKS

JK-4

WHO WE ARE
HOW WE EXPRESS OURSELVES
HOW THE WORLD WORKS
SHARING THE PLANET

**See the Programme of Inquiry (POI) for unit specifics.*

Disciplines and IB Strands Include:

Language Strands

- Oral Language
 - Listening
 - Speaking
- Visual Language
 - Viewing
 - Presenting
- Written Language
 - Reading
 - Writing

Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

Sensory Motor

Religion

These concepts are introduced in Junior Kindergarten (JK-3) and continued in Junior Kindergarten (JK-4). Not all concepts will be mastered by the end of JK-4.

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Language: Oral

IB Strand	Skills	Unit(s)
Listening	<p><u>Auditory Discrimination</u></p> <ul style="list-style-type: none"> Identify similarities and differences in sounds Tell whether two spoken words are the same or different Indicate when a certain sound or word is heard Listen to sounds and name objects that make that sound <p><u>Rhyming</u></p> <ul style="list-style-type: none"> Tell whether two spoken words rhyme Listen to songs, poems, or nursery rhymes and find the rhymes Repeat rhyming words spoken by teacher Produce a word that rhymes with a given word <p><u>Alliteration</u></p> <ul style="list-style-type: none"> Listen to songs and sentences with words that start with the same sound Identify the repeated initial sound in words and sentences Name words that start with the same sound <p><u>Phonemic Awareness (Isolation)</u></p> <ul style="list-style-type: none"> Associate letter names and symbols with their sound Identify the first sound in a spoken word Identify the ending sound in a spoken word <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Listen for enjoyment Listen to gain and share information Listen to perform a task Listen to learn what happened in a story Listen to converse with an adult or peer Listen to stories, songs and poems and talk about their meaning <p><u>Oral Language</u></p> <ul style="list-style-type: none"> Demonstrate active listening by attending to stories and instruction Listen and follow directions (up to 3-4 steps) Listen to sentences to judge if they “make sense” 	
Speaking	<p><u>Segmentation & Syllable Awareness</u></p> <ul style="list-style-type: none"> Count the number of words in a spoken sentence <p><u>Blending</u></p> <ul style="list-style-type: none"> Build spoken words into a sentence Blend syllables into a complete word <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Explain how a story connects to personal experience Retell a story or event with pictures Participate in a discussion, restating facts about the topic of an informational text 	

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	<ul style="list-style-type: none"> • Make a prediction about a book by looking at pictures/illustrations • Describe the problem/solution of a story • Describe connections between stories • Re-enact a story or events • Describe a topic after listening to an informational text <p><u>Oral Language</u></p> <ul style="list-style-type: none"> • Repeat teacher’s words • Learn words linked to content being taught • Use new words linked to content being taught • Use manners in conversation • Speak with normal, conversational volume, tone, and inflection • Speak in complete sentences made up of three or more words • Use correct sentence formation • Ask and respond to simple questions: Who? What? When? Where? • Complete a task by following oral directions (up to 3 steps) • Communicate thoughts with words • Communicate feelings with words • Share opinions and ideas in conversation and discussion • Talk about experiences and observations • Use words to describe an object or person’s traits • Describe everyday routines and events • Tell stories 	
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Language: Visual

IB Strands	Skills	Unit(s)
Viewing	<p><u>Alphabet Knowledge</u></p> <ul style="list-style-type: none"> • Tell the difference between letters, pictures, and other symbols • Recognize and name letters in own first and last name • Position capitals right-side up • Point to and name capital letters • Position lowercase letters right-side up • Point to and name lowercase letters • Match all capital and lowercase letters <p><u>Concepts about Print</u></p> <ul style="list-style-type: none"> • Distinguish print from pictures • Understand that print can be read and has meaning • Find print in the classroom • Tell the difference between a written sentence, word, and letter • Recognize own name in print • Recognize the names of friends and family in print • Recognize important signs in our world 	

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Language: Written

IB Strands	Skills	Unit(s)
Reading	<p><u>Concepts About Print</u></p> <ul style="list-style-type: none"> • Hold book right-side up • Open book at title page • Point to front cover, back cover, pages, and spine • Point to the title, author and illustrator of a book • Say what titles, authors and illustrators do • Imitate reading behaviors when handling books • Turn pages from front to back, left to right on a page • Point to print moving left to right; sweep to next line, starting at left <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Choose a favorite book • Identify favorite part of a story • Enjoy books and reading activities • Demonstrate interest in read aloud time • Use prior knowledge to make predictions about a story • Order events of a story correctly using pictures • Identify the main character in a story • Identify where a story takes place • Identify and name emotions in a story • Generate a list of facts from an informational text • Learn about a topic and relate it to real life • Categorize topics from informational texts by commonality • Make comparisons based on information in informational texts 	
Writing	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Enjoy writing and engage in writing activities individually or with a group • Share drawings and writing with others • Watch teacher write sentences and read them aloud (up to 3) • Recognize that stories can be documented in print, pictures, play or through dictation • Participate in language experiences to retell classroom events and stories • Dictate labels for objects, pictures and objects in pictures • Write scribbles, letter-like forms, or actual letters to represent words and ideas • Hold a crayon with proper grip to write • Use helping hand to stabilize objects and papers • Trace capital letters • Choose topics and generate ideas about which to write • Understand there is a way to write that conveys meaning 	

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Mathematics

IB Strands	Skills	Unit(s)
Data Handling	<ul style="list-style-type: none"> • Move to a designated location to indicate response to a question • Represent data using concrete objects in a simple graph • Represent data using pictures in a simple graph • Answer questions using organized data • Discuss real world events as either likely or unlikely • Guess and check the answer; repeat until correct answer is found 	
Measurement	<ul style="list-style-type: none"> • Make a direct comparison of size • Compare size of two objects using describing words (big/small, long/short, tall/short, heavy/light, narrow/wide) • Compare capacity of two containers using describing words: holds more/holds less • Order three objects by size • Cover an area with shapes to explore area • Use uniform objects (nonstandard units) to measure 	
Shape and Space	<ul style="list-style-type: none"> • Identify position or location using describing words (in/out, before/after, top/middle/bottom, above/below, over/under, left/right) • Connect events with general times, such as day or night • Match shapes of same size, shape, and orientation • Recognize that shapes can be the same even if sizes differ • Recognize that shapes can be the same even if positioned differently • Identify and describe shapes (circles, rectangles, triangles, squares) • Identify specific shapes within a group • Identify shapes in real world objects 	
Pattern and Function	<ul style="list-style-type: none"> • Identify objects or pictures as the same or different • Sort objects by color • Sort objects by size • Sort objects by shape • Sort objects by function/type • Identify and describe a pattern by saying the repeating unit • Duplicate and extend pattern • Identify, describe, and extend a growing pattern • Find and describe patterns in the world • Act out a problem to find a solution • Use manipulatives to find a solution 	
Number	<ul style="list-style-type: none"> • Match one-to-one up to 5, 10, 15 objects • Verbally count a set of 5, 10, 15 objects • Recognize that the last number said is the total • Recognize that totals are not affected by order or arrangement • Make a set of objects to match a given number • Say at a glance how many are in a set up to three without counting • Compare sets of objects using more and fewer • Identify written numerals and position properly • Connect numerals to quantities they represent • Write numerals up to 10 	

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	<ul style="list-style-type: none"> Count and label sets up to 10 Combine sets to find out how many in all by counting up to 10 Take objects away from a set to find out how many are left by counting Share a set of objects evenly with two or three classmates 	
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Science

IB Strands	Skills	Unit(s)
Inquiry Process	<ul style="list-style-type: none"> Ask questions and show interest in natural world Compare objects to identify similarities and differences Conduct safe simple investigations to test observations, draw conclusions and form generalizations Collect, describe and record findings about simple investigations Describe and discuss predictions, explanations and generalizations 	
Living Things	<ul style="list-style-type: none"> Understand that animals need air, water, food and light Describe how organisms changes as they grow Recognize relationship between organisms and their environment 	
Earth and Space	<ul style="list-style-type: none"> Understand that earth consists of land, water and sky Identify objects in the sky (sun, moon, stars) Understand that plants need air, water, and light to grow Observe weather/seasonal changes Demonstrate importance of caring for our planet 	
Forces and Energy	<ul style="list-style-type: none"> Describe changes in size, color, and position Investigate and describe sources of energy (light and heat) 	

Health	<ul style="list-style-type: none"> Demonstrate self-care skills like using bathroom and washing hands Name and describe function of body parts Describe changes in own body 	
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Social Studies

IB Strands	Skills:	Unit(s)
Human Systems and Economic Activities	<ul style="list-style-type: none"> Identify roles (student, family member, peer, consumer) Understand making charts/graphs/voting as a way for groups to record information and indicate choices 	
Social Organization and Culture	<ul style="list-style-type: none"> Understand and follow classroom routines Understand rules and responsibilities to a family, peer and school class Participate in clean up routines with other children Recognize and accept cultural similarities and differences 	

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Continuity and Change Through Time	<ul style="list-style-type: none"> • Understands events as a past, present, future, long ago 	
Human and Natural Environments	<ul style="list-style-type: none"> • Recognize interactions between people and environments • Identify causes and possible solutions to real world issues (pollutions and endangered animals) • 	
Resources and Environments	<ul style="list-style-type: none"> • Understand concepts of geography in familiar context • Distinguishes between needs and wants 	
Social and Emotional Development	<p><u>Personal Initiative</u></p> <ul style="list-style-type: none"> • Demonstrate a desire for independence • Show interest in many different activities • Demonstrate positive self-esteem • Demonstrate self-care skills like putting coat on, zipping lunch box, packing up backpack <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Separate from caregiver without stress • Manage emotions through negotiation and cooperation • Respond to difficulty without harming self or others • Manage and handle transitions well and without incident • Treat property with respect • Take responsibility for the consequences of inappropriate behavior <p><u>Emotional Understanding</u></p> <ul style="list-style-type: none"> • Name feelings he or she is experiencing • Name emotions displayed by others • Show empathy to others by offering comfort and help when appropriate <p><u>Relationships with Adults</u></p> <ul style="list-style-type: none"> • Interact easily with familiar adults • Ask for help when needed • Participate in conflict resolution activities <p><u>Relationships with Peers</u></p> <ul style="list-style-type: none"> • Cooperate with other children • Participate in imaginary and dramatic play • Take turns with peers • Work with others to solve problems 	

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Sensory Motor

Category	Skills	Unit(s)
Fine Motor	<ul style="list-style-type: none"> • Use same hand consistently for holding crayons, toothbrush, utensils and for performing skilled tasks • Use fingers to open and close fasteners, hold crayons, scissors, cars, beads, etc. • Move an object in one hand to position it for use, placement, or release • Use index finger to trace letters or numbers on cards or in the air • Move fingers to show age/number and for finger plays 	
Gross Motor	<ul style="list-style-type: none"> • Use large muscle groups to maintain posture/position • Use large muscle groups to maintain mobility (walk, run, hop, skip, jump, climb stairs) 	
Body Awareness	<p><u>Movement Perception and Coordination</u></p> <ul style="list-style-type: none"> • Imitate teacher’s body movements • Move naturally and place body to perform task • Know where the body is in relation to space • Tolerate motion in activities • Use right amount of pressure when holding and using tools • Reach across midline to get object from other side • Play with body awareness, balance and regard for people and equipment <p><u>Bilateral Motor Coordination</u></p> <ul style="list-style-type: none"> • Use helping hand to stabilize objects and papers • Use both sides of the body in activities (using instruments, dancing) <p><u>Touch Perception</u></p> <ul style="list-style-type: none"> • Handle play and art materials without an avoidance response • Perceive the size, shape, or identity of an object by sense of touch <p><u>Visual Motor Control and Perception</u></p> <ul style="list-style-type: none"> • Look at hands and use visual cues to guide reaching for, grasping and moving objects • Notice and attach meaning to visual information 	

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Religion

Category	Skills	Unit(s)
Bible Stories	<ul style="list-style-type: none"> • Read various Bible stories and discuss their meaning. • Identify different characters within the Bible (God, Jesus, Mary) 	
God	<ul style="list-style-type: none"> • Acknowledge that everything and everyone was created by God • Understand that God loves us • Introduce the meaning of the Holy Trinity 	
Jesus	<ul style="list-style-type: none"> • Recognize Jesus is the son of God • Discuss and examine Jesus' life (Birth/Resurrection) • Recognize Jesus as a role model (love, care, help, and forgive others) 	
Mary	<ul style="list-style-type: none"> • Recognize Mary as the Mother of Jesus • Determine the attributes of Mary and how we can follow her example • Discuss the five pillars of the Marist Way (Prayer, Community, Education, Service, Vocation) and create age appropriate ways of living out each pillar • Discuss the school mission and what it means to be a "Good Christian Person" 	
Mass	<ul style="list-style-type: none"> • Recognize that prayer is talking and listening to God • Practice simple prayers (The Sign of the Cross, Hail Mary, Our Father) • Demonstrate reverent behavior during prayer and in in church 	