

Killingly Public Schools

Guide to Curriculum

Pre-Kindergarten



Dear Parents and Guardians,

Killingly Public Schools has constructed this Grade Pre-K Curriculum Guide as a means of providing parents with information about their child's learning in Killingly Public Schools. Each subject area is outlined in the guide with the grade-level learning targets for students in each grade.

In addition to the course progression, each section includes hyperlinks to additional materials that can further expand your understanding of our units. This document reflects an organized plan around a set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what KPS students should know and be able to do.

In Killingly Public Schools, all students encounter a learning pathway in which student proficiency is assessed by clearly defined standards and targets. As a reminder, these standards and targets are the same for all students, but individual lesson plans may vary from class to class. If you have questions at any time regarding units of study or materials used, please contact your child's teacher.

It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students. As a community we will; ensure graduates are college and career ready, provide students with the necessary foundations for learning, specifically in the area of literacy, engage the community in a 5-year strategic planning process, continue to improve school climate in each building, and strengthen community partnerships in order to increase community involvement within the school system.

We hope you find this guide helpful, as we work in partnership to make this a successful experience for your child.

Paul M. Brenton
Assistant Superintendent
Killingly Public Schools

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Mission Statement

It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students. It will do so by:

1. Creating and maintaining an enthusiastic education environment;
2. Challenging all students to achieve their highest potential;
3. Fostering respect for human differences;
4. Adjusting to an ever-changing world; and
5. Maintaining a partnership with the community.

Curriculum, Instruction, and Assessment

Standards

Educational standards are the learning goals for what students should know and be able to do at each grade level. Education standards, like the Common Core reference below, are not a curriculum. In Killingly we develop our proficiency based curriculum from prioritized educational standards. From this curriculum, teachers create unit plans which guide instruction. When reviewing this document, parents should note that standards and learning targets remain constant, but curriculum can be altered from year to year to ensure students are meeting the learning goals.

In Killingly Public Schools, the following standards drive our programming:



Curriculum

In Killingly Public Schools, the term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. This includes; the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

Learning Standards

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives and clarify what students should have learned by the end of a course, grade level, or grade span.

Learning objectives

Learning objectives are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive learning standards.

Assessments

What does "assessment" mean in KPS?

Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and IAB assessments.

Why do we need assessments?

Assessments are important tools that help educators set standards, create instructional goals, motivate performance, provide feedback to students, evaluate progress, and communicate progress to others.

How do we use universal assessments and screens like STAR?

Universal assessments are used to inform teaching and learning. Diagnostic screenings are administered prior to instruction, and help teachers identify students who might benefit from extra support.

Pre-Kindergarten

Cognition



Key Understandings

Cognition

- Cognitive Flexibility
- Initiative/Motivation
- Engagement in Learning
- Logic and Reasoning
- Symbolic Representation

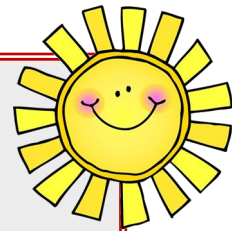
Cognition

Making sense of the world, staying with something and working hard to solve problems.

What Adults Can Do

Encourage

- Exploring
- Asking Questions and Making Choices
 - Pretending and Having Fun
 - Remembering
- Trying New and Difficult Things



Infants and Toddlers

Pretend with your child. Pretend a banana is a phone or feed a doll.

Give your child choices. Let your child choose a snack or what to wear.

Give your child lots of different experiences. Explore your neighborhood parks, libraries and museums. Play with things that are used in different ways (to make sounds, build, etc.)

Show your baby how things work. “Look at how the car rolls.”

Play games that involve back-and-forth. As your child gets older, help them wait for a short time.

Preschoolers

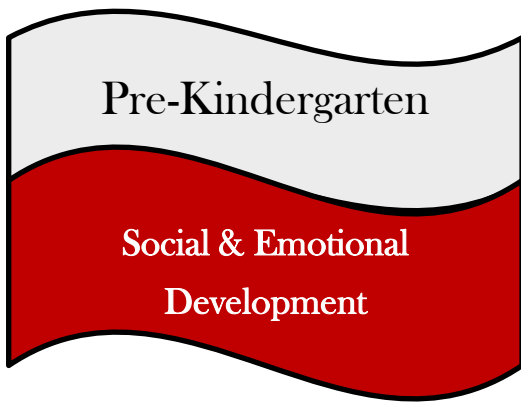
Use everyday routines to notice patterns. Point out familiar routines (first we wash hands, then we eat).

Sort and categorize throughout the day. Picking up toys and laundry are great sorting activities.

Wonder with our child. “I wonder if it’s going to rain today.” Encourage your child to ask questions.

Point out and use symbols. Encourage your child to recognize and name signs and symbols.

Support your child to finish things they start. Help them plan and stick with things for longer periods of time.



Key Understandings

Social & Emotional Development

- Regulation
- Emotional Expression
- Sense of Self
- Relationships with Adults
- Relationships with Peers

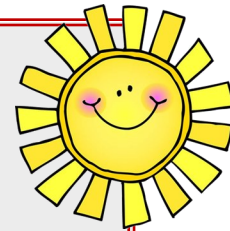
Social & Emotional Development

Understanding yourself, your feelings
and how to play with other people.

What Adults Can Do

Encourage

- Caring
- Affection
- Relationships
- Safety and Security



Infants and Toddlers

Spend time holding, talking and playing with your baby. Caring contact builds a strong relationship.

Comfort your baby when he cries. This helps your baby feel secure and learn how to calm down.

Talk about your baby's actions, feelings and body. This will help your baby learn about themselves.

Have family routines. Routines help babies feel safe.

Preschoolers

Let your child do some things on their own. Support them to do new things and solve problems.

Talk to your child about feelings. Help them find ways to calm themselves.

Help your child understand routines. Be sure to say goodbye when you leave your child.

Make time to play with other children. Go to the park, have playdates or join a playgroup.

Pre-Kindergarten

Physical Health & Development



Key Understandings

Physical Health & Development

- Gross Motor
- Fine Motor
- Self-Help
- Physical Health

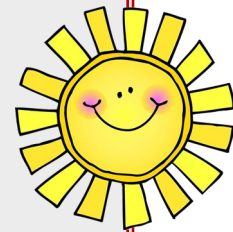
Physical Health & Development

Learning to take care of yourself and to do things with your body and hands so that you grow strong and healthy.

What Adults Can Do

Encourage

- Healthy Eating
- Physical Activity
- Helping with Self-care



Infants and Toddlers

Lay your baby on their tummy while they are awake. "Tummy time" helps build strong muscles.

Talk while out take care of them. Have them be a part of healthy routines such as waking up, eating and dressing.

Encourage exploring objects with their hands. Give them small, but safe, items to use with their hands.

Make sure they are healthy. Children who get enough rest and healthy food learn better.

Preschoolers

Find a time and place for your child to run and play. Running, jumping and climbing help build strong muscles and bones.

Have your child take part in self-care. Talk to them about why being clean is important; show them how to use buttons and zippers, etc.

Offer your child healthy food choices. Talk about healthy food and eating a variety of good things.

Make sure they get enough rest. Preschoolers need 11-13 hours of sleep each day to stay healthy and learn.



Key Understandings

Language & Literacy

- Receptive Language
- Expressive Language
- Literacy
- Print Concepts
- Phonological Awareness
- Drawing & Writing

Language & Literacy

Communicating using your body, language, signs
and written communication.

What Adults Can Do

Encourage

- Interacting with people
- Gesturing, making noise and talking
 - Enjoying books, songs and writing
 - Expressing ideas, needs and feelings
 - Writing



Infants and Toddlers

Share books everyday. Read stories at bedtime or when riding on the bus.

Talk and sing with your baby. Encourage them to 'sing' and 'talk' too.

Respond to your baby's noises. Repeat the noises they make or comment, "You sound happy."

Help them learn new words by naming and describing what you see. "I see a shiny, silver mirror."

Read books to your child EVERY DAY!

Preschoolers

Show interest in what your child is saying. Look at them when they talk and comment on what they're saying.

Ask questions that make them think. When reading a story ask, "What do you think will happen next?"

Talk to your child about what happened during the day. Talk about what you do together and ask about what happened when you are apart.

Let them practice "writing." Ask them to draw a picture or make a list, even if they use shapes instead of letters.

Read books to your child EVERY DAY!



Key Understandings

Creative Arts

- Appreciation & Engagement in the Arts

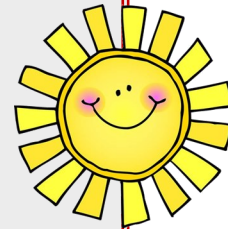
Creative Arts

Enjoying music, dance and art and expressing yourself in these ways.

What Adults Can Do

Encourage

- Listening and dancing to music
- Describing art and music
- Looking at pictures
 - Being creative
- Making music and art



Infants and Toddlers

Play music for your child. Describe the music and how it makes you feel.

Sing to your child. Move to the music while you're singing.

Show your child pictures. Talk about the picture, what's in it, its colors, the shapes...

Encourage your child to create. Give children art supplies that are appropriate and safe.

Preschoolers

Display your child's art work. Talk about what they did to make it.

Give your child space to move to music. Play music with different beats and styles.

Encourage your child to be creative. Don't worry about what the project looks like.

Expose them to the arts. Watch dancing, look at paintings, listen to music, read books about art, theater and music.



Mathematics

- Counting and Cardinality
- Number Operations
- Measurement
- Geometry

Mathematics

Understanding numbers and how to use them,
counting, patterns, measuring and shapes.

What Adults Can Do

Encourage

- Counting
- Measuring
- Comparing



Infants and Toddlers

Use words that describe how much. Talk about wanting more or having one or two of something.

Talk about shapes. Describe everyday things such as food, toys, or household items, saying things like, "Your plate is a circle."

Compare sizes. Use words such as big, little, long and short.

Use math words. Talk about adding one, taking away, dividing something.

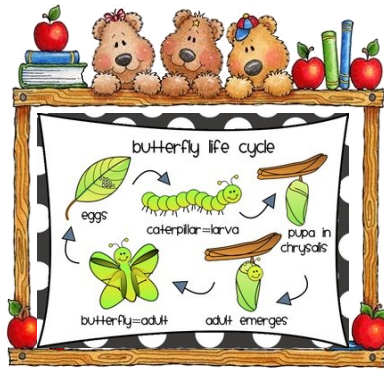
Preschoolers

Count things. Count how many steps it takes to get somewhere, how many pieces of fruit you buy at the store, etc.

Cook together. Let your child help measure and count what goes into the recipe.

Sort and match. Match clothes, sort silverware, play with shape sorters.

Compare size, shape and position. Talk to your child about where things are, measure and compare sizes and talk about the shape of everyday items.



Science

- Scientific Practices

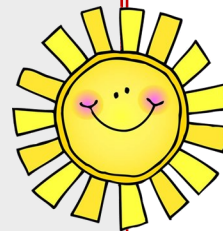
Science

Understanding the world around us,
including living things, the earth and space and energy.

What Adults Can Do

Encourage

- Exploring
- Experimenting
- Investigating
- Learning about Living Things



Infants and Toddlers

Be excited about their discoveries. Point out the things they see, hear, or feel. “You saw the bird fly down from the nest to get food for its babies! Wasn’t that exciting?”

Answer their questions. Encourage them to ask about things they want to know.

Make sure they have many different kinds of experiences. Find opportunities to explore new places, see nature and investigate.

Preschoolers

Give them toys that they can use to explore. Boxes, balls ramps, bubbles, magnets, containers, magnifying glasses, etc.

Grow things. Plant seeds and talk about what will happen and what seeds need to grow.

Go outside. Look at the sky, trees, plants, animals...collect things and talk about them.

Ask questions. “What do you think will happen next?” “What do you see?”



Social Studies

- Social Studies

Social Studies

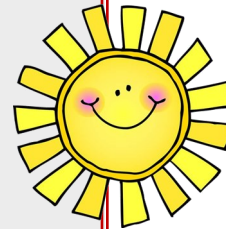
Understanding the world and knowing about the people in it.

This starts with knowing about your family,
then the community and world.

What Adults Can Do

Encourage

- Understanding family
- Hearing stories about the past
- Recognizing how people are the same and different



Infants and Toddlers

Help them learn about themselves. Children need to learn about their own bodies, their family and their feelings so they can learn about others.

Talk about family. Talk about who is a part of your family and about other people's families.

Talk about the places you go. Children will learn about the community when you talk about the store, the library, the park, etc.

Preschoolers

Point out where things are in the community.
Draw maps of your home or school.

Talk about how people are the same and different.
Help your child to appreciate people who are different from them.

Talk about when you were little. Children love to hear stories and can begin to learn about time and history.

Play "store." Children can learn about buying and selling through play.

KPS Assessment Calendar

KPS STAR Testing Windows Grades 2-10

Test #1	Test #2	Test #3
September	January	May

Summative Assessment Calendar			
Content Area(s)	Assessment	Grade(s)	Testing Window
English Language Proficiency: Speaking, Listening, Reading, and Writing	LAS-Links	K - 12	January – April
English Language Arts & Mathematics	Connecticut Smarter Balanced	3–8	End of March—Early June
	PSAT (KHS)	9-11	Mid October
	CT SAT School Day	11	March or April
	Interim Assessment Blocks IABs	3-8	3 for Math (November, February, March) 2 for Reading (October & December)
	Connecticut Alternate Assessment	3-8 & 11	End of March—Early June
Science	Next Generation Science Standards (NGSS) Assessment	11	Early February—Early June
		5 & 8	End of March—Early June
	CT Alternate Science Assessment	5, 8 & 11	End of March—Early June
Physical Fitness	CT Physical Fitness Assessment	4,6,8 & HS	Anytime during the school year
Early Childhood	Ages & Stages	Pre-K	Start of school—Early October
Early Childhood	CT DOTS	Pre-K	November, March, June