

Hamilton Township School District Pre-Kindergarten Curriculum

SOCIAL/EMOTIONAL DEVELOPMENT

Teaching & Learning Expectation	Learning Outcome 1.1	Learning Outcome 1.2	Learning Outcome 1.3	Learning Outcome 1.4	Learning Outcome 1.5	Learning Outcome 1.6
1. Children demonstrate self-confidence	Makes independent decisions about materials to use in order to express individuality	Makes independent choices and plans from a broad range of diverse interests	Participates independently in using household and classroom materials	Expresses ideas for activities and initiates discussions	Participates in discussions with teachers and friends	Acknowledges actions and accomplishments verbally and nonverbally

Learning Activities

- **Students able to explore a variety of learning centers on a daily basis. For example: block center, dramatic play, small motor/manipulative, sensory table and writing center.**
- **Students have the opportunity to select a center to explore and work in.**
- **Students are given opportunities to verbally express thoughts and ideas to teachers and peers. For example, show and tell, talking stick, sharing time and discussions at snack time.**
- **Students give specific positive comments on peers actions and accomplishments.**
- **Students engage in natural and authentic conversation throughout the day.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

**Hamilton Township School District
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SOCIAL/EMOTIONAL DEVELOPMENT

Teaching & Learning Expectation	Learning Outcome 2.1	Learning Outcome 2.2	Learning Outcome 2.3
2. Children demonstrate self-direction.	Explores and experiments with a wide variety of developmentally appropriate, curriculum referenced materials and activities	Demonstrates self-help skills (e.g., puts blocks away, pours juice, uses soap when washing hands)	Moves through the classroom routines and activities with minimal teacher direction

Learning Activities

- **Students are provided with a consistent daily routine so that they understand classroom expectations.**
- **Students are able to independently put materials away when classroom materials are clearly labeled.**
- **Students learn how to be independent in activities of daily living. For example, opening milk carton, zippering jacket and putting on back pack.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

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SOCIAL/EMOTIONAL DEVELOPMENT

Teaching & Learning Expectation	Learning Outcome 3.1	Learning Outcome 3.2	Learning Outcome 3.3
3. Children express and identify feelings.	Labels and describes a wide range of feelings, including sadness, anger, fear and happiness	Empathizes with feelings of others (e.g., gets toys for friends and comforts them when they feel sad	Channels negative feelings such as anger and impulse through specific techniques (e.g., taking three deep breaths, using words, pulling self out of play to go to “safe spot” to relax, expressive activities)

Learning Activities

- Students engage in songs, books and photographs that describe feelings.
- Students will role play situations involving different emotions.
- Students are encouraged to verbalize their own feelings towards themselves and others.
- Students learn strategies to help channel negative feelings through character education.
- Students receive feedback and have their emotions acknowledged through adult interactions.

Assessment

- Intentional Teacher Observation
- Portfolios

**Hamilton Township School District
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SOCIAL/EMOTIONAL DEVELOPMENT

Teaching & Learning Expectation	Learning Outcome 4.1	Learning Outcome 4.2	Learning Outcome 4.3	Learning Outcome 4.4	Learning Outcome 4.5	Learning Outcome 4.6	Learning Outcome 4.7
4. Children exhibit positive interactions with other children and adults.	Participates appropriately in classroom activities	Demonstrates socially appropriate affection for teachers and friends (e.g., hugs, gets a tissue, sits next to, holds hands)	Says “thank you,” “please” and “excuse me”	Respects rights of others (e.g., “This painting belongs to Carlos.”)	Expresses needs verbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”)	Demonstrates verbal problem-solving skills without being aggressive (e.g., talks about problem, talks about feelings relating to problem And negotiates solutions)	Uses self-talk (thinking aloud) as a positive behavior strategy (e.g., after Paula’s friend asked her to play, Paula said, “I don’t feel like playing right now, so I am going to sit on the beanbag chair in the quiet area until I feel better.”)

Learning Activities

- **Students are provided with a nurturing environment to help them feel comfortable participating in activities at different levels.**
- **Students learn and engage in conflict resolution. For example: How to share or wait your turn.**
- **Students learn and practice appropriate positive verbal and interpersonal social skills.**

Assessment

- **Intentional Teacher Observation**

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SOCIAL/EMOTIONAL DEVELOPMENT

Teaching & Learning Expectation	Learning Outcome 5.1	Learning Outcome 5.2	Learning Outcome 5.3	Learning Outcome 5.4	Learning Outcome 5.5
5. Children exhibit pro-social behaviors.	Plays independently, in pairs and small groups.	Knows how to pretend play.	Knows how to enter into play when a group of children are already involved in play.	Takes turns.	Understands the concept of sharing, and at times, is able to share.

Learning Activities

- **Students participate in small group activities that teach sharing and turn taking. For example: Floor puzzle and board games.**
- **Students explore materials to encourage cooperative dramatic play and verbal interaction.**
- **Students engage in a variety of theme based role play centers. For example: Post office, doctor’s office and pizza shop.**
- **Students role play pro-active ways to join a group of children already engaged in an activity.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

**Hamilton Township School District
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SOCIAL/EMOTIONAL DEVELOPMENT

Teaching & Learning Expectation	Learning Outcome 6.1	Learning Outcome 6.2	Learning Outcome 6.3	Learning Outcome 6.4
6. Children exhibit attending and focusing skills.	Is relaxed and attentive with sufficient energy to meet challenges of the preschool day (i.e., quiet, and rest times are alternated with more active classroom and outdoor activities.	Attends to task for an average of 15 minutes.	Moves onto next activity without exhibiting signs of stress (i.e., transitions are anticipated by the children and cued by the teacher.	Demonstrates conversation skills (i.e., listening and waiting for turn to talk.)

Learning Activities

- **Students are provided with a variety of individual, small and large group activities as well as active and reflective times.**
- **Students are presented with a variety of visual and auditory signals throughout the school day to help the children attend and/or transition. Students are given a few minutes warning before transition. For example: Clapping, finger plays, lights off and ring a bell.**
- **Students are engaged in activities for the appropriate length of time based on changing developmental levels of the children. For example: Increasing length of story as year progresses, give more multi-step directions as year goes on.**
- **Students are given verbal reminders to maintain the topic of conversation.**
- **Student’s ideas are restated using proper grammar and sentence structure.**

Assessment

- **Intentional Teacher Observation**

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SOCIAL/EMOTIONAL DEVELOPMENT

Teaching & Learning Expectation	Learning Outcome 7.1	Learning Outcome 7.2	Learning Outcome 7.3	Learning Outcome 7.4
7. Children participate in group routines.	Separates easily from parents.	Engages in purposeful activity for most of the time while moving independently from one activity to another.	Uses toys and materials with care and cleans up or puts them away when finished.	Moves through daily schedule and routines with ease.

Learning Activities

- **Students follow a consistent and predictable schedule.**
- **Students are provided with home/school activities to increase comfort level for parents and children and to reinforce home/school partnership. For example: literacy activities, family projects and buddy bear.**
- **Students practice routines and procedures daily.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

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CREATIVE ARTS

Teaching & Learning Expectation	Learning Outcome 1.1	Learning Outcome 1.2	Learning Outcome 1.3
1. Children express themselves and develop an appreciation for music.	Sings alone or with others.	Uses a variety of musical instruments (e.g., traditional instruments, homemade instruments, his/her body) to create music alone and/or with others.	Discusses his/her reactions/feelings to diverse musical genres and or styles (e.g., in reaction to listening to a classic lullaby a child might say, “This music makes me feel quiet inside.”).

Learning Activities

- **Students are exposed to music and rhythmic activities from varies genres throughout the daily routine and uses musical terminology as appropriate.**
- **Students are encouraged to sing at home with parents through song book.**
- **Students invite parents for sing along.**
- **Students are provided with opportunities to integrate music and musical instruments into classroom activities.**
- **Students are able to select instruments to explore at appropriate times.**
- **Students provided with songs that are repetitive to allow for greater participation.**
- **Students attend school based musical programs as appropriate.**

Assessment

- **Intentional Teacher Observation**
- **Portfolio**

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CREATIVE ARTS

Teaching & Learning Expectation	Learning Outcome 2.1	Learning Outcome 2.2	Learning Outcome 2.3
2. Children develop an appreciation for dance and movement.	Explores different ways of moving his/her body with and without music.	Attempts to move to the beat of music.	Responds to changes in tempo (e.g., moving slowly or quickly, on tiptoes to soft music, gliding to a waltz).

Learning Activities

- **Students are given opportunities to engage in a variety of dance activities. For example: gallop, tip toe, animal movements and skating.**
- **Students are given scarves and ribbons to express themselves freely through dance.**

Assessment

- **Intentional Teacher Observation**
- **Portfolio**

Hamilton Township School District Pre-Kindergarten Curriculum

CREATIVE ARTS

Teaching & Learning Expectation	Learning Outcome 3.1	Learning Outcome 3.2	Learning Outcome 3.3	Learning Outcome 3.4
3. Children develop an appreciation for dramatic play and storytelling.	Plays a role observed in his/her life experiences (eg., mom, baby, fire fighter, police officer, doctor, car mechanic).	Makes up new roles and acts them out, especially from familiar stories.	Participates with others in dramatic play, negotiating roles and setting up events.	Differentiates between pretend and real.

Learning Activities

- Students are provide props and materials to encourage dramatic play.
- Students are provided with a variety of theme based role play centers that encourage collaboration and cooperation. For example: Post office, doctor’s office and pizza shop.
- Students are provided with real life materials and experiences to help the children differentiate between real and pretend. For example: real coins and plastic coins
- Students are presented with activities or materials provided by a family or community member that would enable them role play. For example: fire fighters, doctors and bakery worker
- Students are exposed to authentically accurate (non-stereotypical) multicultural stories to acquire an appreciation for cultural diversity.

Assessment

- Intentional Teacher Observation
- Portfolio

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CREATIVE ARTS

Teaching & Learning Expectation	Learning Outcome 4.1	Learning Outcome 4.2	Learning Outcome 4.3
4. Children develop awareness and appreciation for visual arts (e.g., painting, sculpting, and drawing).	Plans and works independently to create own art representations.	Recognizes and describes various art forms (e.g., photographs, sculpture, paintings).	Explores and describes art choices (e.g., “I used red for my screaming mouth,” or “I made lots or little circles because it is snowing so hard.”).

Learning Activities

- **Students are provided with materials to create open-ended visual art. For example: collage materials, stickers, a variety of paper, glue, stamps and stamp pads, scissors, old catalogs, markers and crayons**
- **Students are encouraged to participate in small group activities that explore diverse art techniques: shaving cream, finger paint, flubber, playdoh and gluing activities.**
- **Students are exposed to and engaged in discussions of appropriate vocabulary to describe different art forms.**
- **Students are encouraged to talk about art work using open-ended questions. For example: Tell me about your drawing or painting.**
- **Students are introduced to art from different cultures.**

Assessment

- **Intentional Teacher Observation**
- **Portfolio**

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HEALTH, SAFETY, AND PHYSICAL EDUCATION

Teaching & Learning Expectation	Learning Outcome 1.1	Learning Outcome 1.2	Learning Outcome 1.3	Learning Outcome 1.4
1. Children develop the knowledge and skills necessary to make nutritious food choices.	Identifies and differentiates among foods and food groups (e.g., fruits vegetables, meats).	Describes taste, colors, textures, smells, and shapes of food.	Compares and contrasts foods that are representative of various cultures (e.g., matzo and naan, plantains and bananas).	Demonstrates and illustrates understandings of nutritious food choices (e.g., through dramatic play, art, and creating stories).

Learning Activities

- **Students sort foods by “healthy” and “unhealthy” by playing games or creating a class poster.**
- **Students are engaged in food texture discussions at snack time. For example: crunchy, soft and salty.**
- **Students are provided with cooking opportunities that allow the children to experience different types of foods. For example: noodles for Chinese New Year**

Assessment

- **Intentional Teacher Observation**
- **Portfolio**

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HEALTH, SAFETY, AND PHYSICAL EDUCATION

Teaching & Learning Expectation	Learning Outcome 2.1	Learning Outcome 2.2	Learning Outcome 2.3	Learning Outcome 2.4	Learning Outcome 2.5	Learning Outcome 2.6	Learning Outcome 2.7
2. Children develop self-help skills and personal hygiene skills.	Washes hands at appropriate times.	Demonstrates strategies that limit the spread of germs (e.g., covering mouth, using clean tissues, or throwing away food that drops on the floor).	Discusses, describes and demonstrates personal and oral hygiene skills (e.g., through dramatic play, conversations, story-telling).	Demonstrates brushing teeth, dressing and grooming techniques (e.g., dramatic play and putting on shoes).	Pours from small pitchers and serves themselves and others.	Uses utensils at meals to serve self and others.	Demonstrates appropriate behavior during meals (e.g., food handling, turn taking).

Learning Activities

- Students participate in a dental health assembly focusing on the importance of good oral hygiene.
- Students practice using utensils and opening food containers during snack time.
- Students set the table during snack.
- Students dress and undress themselves. For example: take jacket off and put it back on, put shoes on and take off
- Students remain seated and use good manners during snack time.
- Students practice personal hygiene skills that limit the spread of germs including hand washing, covering mouth and discarding used tissues.

Assessment

- Intentional Teacher Observation/Portfolios

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HEALTH, SAFETY, AND PHYSICAL EDUCATION

Teaching & Learning Expectation	Learning Outcome 3.1	Learning Outcome 3.2	Learning Outcome 3.3	Learning Outcome 3.4	Learning Outcome 3.5
3. Children develop an awareness of potential hazards to their health.	Recognizes, identifies and alerts adults to potentially harmful conditions/situations.	Identifies and recognizes warning symbols and communicates their meaning (e.g., red light, stop sign, poison symbol, etc.).	Behaves appropriately during emergency evacuation drills.	Identifies community helpers who assist in maintaining a safe environment.	Knows how to dial 911 for help.

Learning Activities

- **Students are taught and practice fire drill procedures.**
- **Students are taught and practice the procedures for a safety drill.**
- **Students are taught and practice the procedures for bus evacuations.**
- **Students learn to differentiate an emergency situation and a non-emergency situation.**
- **Students pretend to call 911 in a role play situation.**
- **Students learn how to identify potentially harmful or hazardous situations such as:**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

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HEALTH, SAFETY, PHYSICAL EDUCATION

Teaching & Learning Expectation	Learning Outcome 4.1	Learning Outcome 4.2	Learning Outcome 4.3	Learning Outcome 4.4
4. Children develop competence and confidence in activities that require gross motor skills.	Demonstrates large movements (e.g., hopping, galloping, jumping, running and marching).	Uses objects and props to demonstrate coordination and expands spatial and cognitive learning (e.g., balls, hula-hoops, Frisbees, balance beams).	Independently selects gross motor activities in which to participate.	Demonstrates safe behaviors while using playground equipment and participating in activities.

Learning Activities

- **Students learn the rules for safely playing on playground equipment.**
- **Students engage in large motor, free creative movement activities such as dancing, hopping and balancing.**
- **Students develop manipulative skills through activities utilizing balls, scarves, feathers and bean bags.**
- **Students participate in group games, exercises and physical activities.**
- **Students use outdoor gross motor equipment safely and appropriately.**
- **Students engage in adaptive physical activities as appropriate.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

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HEALTH, SAFETY, PHYSICAL EDUCATION

Teaching & Learning Expectation	Learning Outcome 5.1	Learning Outcome 5.2
5. Children develop competence and confidence in activities that require fine motor skills.	Demonstrates an increase in fine motor skills (i.e., hand movements that require control, dexterity, and eye-hand coordination).	Independently selects and engages in fine-motor activities of his/her choice.

Learning Activities

- **Students strengthen and control small muscles in their hands through the use of writing materials, paint brushes, blocks, scissors, puzzles and lacing**
- **Students use hands and fingers to act out finger plays and songs.**
- **Students fold and tear paper.**
- **Students prepare for writing skills by developing pincher grasp, coupling a zipper and buttoning.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

**Hamilton Township School District
Pre-Kindergarten Curriculum**

LANGUAGE ARTS LITERACY

Teaching & Learning Expectation	Learning Outcome 1.1	Learning Outcome 1.2	Learning Outcome 1.3	Learning Outcome 1.4
1. Children listen with understanding to environmental sounds, directions and conversations.	Follows oral directions that involve several actions.	Identifies sounds in the environment and distinguishes among them (e.g., a phone ringing, a truck passing by or blowing its horn, animal sounds, musical instruments, voices of peers in room, etc.).	Listens for various purposes (e.g., demonstrate that a response is expected when a question is asked; enter into dialogue after listening to others; repeat parts of stories, poems, or songs).	Shows interest, pleasure and enjoyment during listening activities by responding with appropriate eye contact, body language and facial expressions.

Learning Activities

- **Students are provided with a variety of listening activities and games.**
- **Students demonstrate understanding by following progressively complex oral directions. (i.e. one step, two step and three step)**
- **Students listen attentively to stories, rhymes and poems.**
- **Students answer a variety of questions to ensure comprehension and recall.**
- **Students demonstrate purposeful listening by engaging in appropriate, timely conversation (i.e. responding to a question, expressing an opinion)**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

**Hamilton Township School District
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LANGUAGE ARTS LITERACY

Teaching & Learning Expectation	Learning Outcome 2.1	Learning Outcome 2.2	Learning Outcome 2.3	Learning Outcome 2.4	Learning Outcome 2.5
2. Children converse effectively in their home language, English or sign languages for a variety of purposes relating to real experiences and different audiences.	Describes previous experiences and relates them to new experiences or ideas.	Ask questions to obtain information.	Uses language to express relationships, make connections, describe similarities and differences, express feelings and initiate play with others.	Listens and responds appropriately in conversations and group interactions by taking turns and generally staying on topic.	Joins in singing, finger plays, chanting, retelling and inventing stories.

Learning Activities

- **Students are asked to express themselves verbally throughout the day.**
- **Students are encouraged to use complex sentence structure that elaborates and explains their ideas. For example: My show and tell is a big dinosaur with sharp horns.**
- **Students give responses to numerous teacher questions. For example: How? Why? What do you think?**
- **Students are exposed to high quality literature, hands on experiences and literate conversation to expand their vocabulary.**
- **Students expand their knowledge and use of descriptive words such as adverbs, adjectives and positional words.**
- **Students are encouraged to use verbal language and/or other communication systems such as pictures or sign language to communicate needs.**
- **Students are encouraged to communicate with each other in teacher directed activities and social choice settings.**

Assessment

- **Intentional Teacher Observation**

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LANGUAGE ARTS LITERACY

Teaching & Learning Expectation	Learning Outcome 2.6	Learning Outcome 2.7	Learning Outcome 2.8	Learning Outcome 2.9	Learning Outcome 2.10
<p>2. Continued.....Children converse effectively in their home language, English or sign languages for a variety or purposes relating to real experiences and different audiences.</p>	<p>Uses language and imitates sounds appropriate to roles in dramatic play and sets the stage by describing actions and events.</p>	<p>Uses language to communicate and negotiate ideas and plans for activities.</p>	<p>Uses new vocabulary and asks questions to extend understanding of words.</p>	<p>Connects new meanings of words to vocabulary already known (e.g., “It’s called bookend because the books end.”).</p>	<p>Uses complex sentence structure such as compound sentences, if-then statements, and explanations (e.g., “I wanted to make a long snake but Mimi has the scarf.” “If I set the table, then you can eat.” “Pigs wouldn’t like it on the moon because there isn’t any mud.”).</p>

Learning Activities

- **Students are engaged in a language experience story based on a common activity. For example: Science experiment, assembly and going for a nature walk.**

Assessment

- **Intentional Teacher Observation**

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LANGUAGE ARTS LITERACY

Print Awareness

Teaching & Learning Expectation	Learning Outcome 3.1	Learning Outcome 3.2	Learning Outcome 3.3	Learning Outcome 3.4	Learning Outcome 3.5	Learning Outcome 3.6	Learning Outcome 3.7
3a. Children demonstrate emergent reading skills.	Identifies the meaning of common signs and symbols (e.g., pictures, recipes, icons on computers or rebuses).	Recognizes print in the local environment (e.g., exit sign, area labels, written directions such as the steps for hand-washing).	Recognizes that a variety of print letter formations and text forms are used for different functions (e.g., grocery list, menu, store sign, telephone book, newspaper and magazine).	Identifies some alphabet letters by their shapes, especially those in his/her own name.	Recognizes own name in a variety of contexts.	Recognizes that letters form words.	Recognizes that it is the print that is read in stories.

Learning Activities

- Students are provided with literacy props such as phone books, menus, maps, newspapers, date books and magazines to use in the dramatic play center.
- Students are provided with familiar environmental signs in the block center. For example: McDonald's, Toys R' Us, and wooden street signs.
- Students are provided with an environment that is labeled by print and pictures.
- Students are encouraged to identify their names in print throughout the school day. For example: job charts, on their cubbies, attendance chart and snack time.
- Students are exposed to the alphabet through the daily routine, songs, books and games.

Assessment

- Intentional Teacher Observation/Portfolios

**Hamilton Township School District
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LANGUAGE ARTS LITERACY

Developing Knowledge and Enjoyment of Books

Teaching & Learning Expectation	Learning Outcome 3.8	Learning Outcome 3.9	Learning Outcome 3.10	Learning Outcome 3.11	Learning Outcome 3.12
3b. Continued..... Children demonstrate emergent reading skills.	Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	Exhibits reading-like behavior (e.g., pretend to read to self and others and read own writing).	Uses a familiar book as a cue to retell their version of the story.	Shows an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions and act out familiar stories).	Asks questions and makes comments pertinent to the story being read and connects information in books to his/her personal life experiences.

Learning Activities

- **Students are provided with a reading area in classroom.**
- **Students are encouraged to read at home by using the classroom lending library.**
- **Students are engaged in individual, large and small group story reading on a daily basis.**
- **Students are encouraged to participate in repetitive and rebus style books.**
- **Students are encouraged to use picture cues to create their own version of a story.**
- **Students respond to open-ended thought provoking questions to encourage predictions, comments and experiences.**
- **Students are provided with books to use as resources to extend play in interest areas.**
- **Students are exposed to multicultural literature that is reflective of diverse cultures as a regular component of instruction (i.e. not reserved for special occasions)**

Assessment

- **Intentional Teacher Observation/Portfolios**

Hamilton Township School District Pre-Kindergarten Curriculum

LANGUAGE ARTS LITERACY

Phonological Awareness

Teaching & Learning Expectation	Learning Outcome 3.13	Learning Outcome 3.14	Learning Outcome 3.15
3c. Continued..... Children demonstrate emergent reading skills.	Engages in language play (e.g., manipulate separable and repeating sounds).	Makes up and chants own rhymes (e.g. when playing in the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, children are conversing and say, “A light is for night).	Plays with alliterative language (e.g., “Peter, Peter Pumpkin Eater”).

Learning Activities

- Students increase phonological awareness through nursery rhymes, rhyming books, chants and songs.
- Students play word games that encourage children to recognize and manipulate sounds in words.

Assessment

- Intentional Teacher Observation
- Portfolios

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LANGUAGE ARTS LITERACY

Teaching & Learning Expectation	Learning Outcome 4.1	Learning Outcome 4.2	Learning Outcome 4.3	Learning Outcome 4.4
4. Children demonstrate emergent writing skills.	“Writes” messages as part of play and other activities (e.g., drawing, scribbling, making letter-like forms, using invented spelling and conventional letter forms).	Attempts to write own name on work.	Attempts to make own names using different materials, such as magnetic letters, play dough, rubber stamps, alphabet blocks or a computer.	Asks adults to write (e.g., asks for labels on block structures, dictation of stories and list of materials needed for a project).

Learning Activities

- **Students are presented with a variety of activities to practice writing letters and their names throughout the school day. For example: sand, crayons, markers, shaving cream and finger paint.**
- **Students are exposed to the Kid Writing program and encouraged to “write” at their level. For example: scribbling, letter like formation, beginning sounds and sentences**
- **Students dictate stories about their artwork and experiences to the teacher.**
- **Students are provided with writing materials in dramatic play center. For example: list pads, date books, ordering pads and writing utensils**
- **Students create language experience stories to demonstrate the connection between the spoken and written words.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

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MATHEMATICS

Teaching & Learning Expectation	Learning Outcome 1.1	Learning Outcome 1.2	Learning Outcome 1.3	Learning Outcome 1.4	Learning Outcome 1.5
1. Children demonstrate an understanding of number and numerical operations.	Demonstrates understanding of one-to-one correspondence (e.g., places one placement at each place, gives each child one cookie, places one animal in each truck, hands out manipulatives to be shared with a friend saying “One for you, one for me.”).	Spontaneously counts for own purposes (e.g., counting blocks or cars, counting beads while stringing them, handing out napkins).	Learns to say the counting numbers.	Discriminates numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock, etc.).	Recognizes and names some written numerals.

Learning Activities

- **Students participate in a number of counting activities throughout the day. For example: songs, question of the day, books, games and calendar**
- **Students count objects found in various centers in the room when appropriate.**
- **Students count classroom materials and distribute to peers.**
- **Students count snack and distribute to peers.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

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MATHEMATICS

Teaching & Learning Expectation	Learning Outcome 1.6	Learning Outcome 1.7	Learning Outcome 1.8	Learning Outcome 1.9
1. Continued.....Children demonstrate an understanding of number and numerical operations.	Compares numbers in different contexts (e.g., using words such as more and less).	Uses estimation as a method for approximating an appropriate amount (e.g., at snack time, deciding how many napkins to take from a large pile for the group, determining number of blocks to use when building structures).	Adds two groups of concrete objects by counting the total (e.g., three blue pegs, three yellow pegs, six pegs altogether).	Subtracts one group of objects from another by taking some away and then counting the remainder (e.g., “I have four carrot sticks. I’m eating one! Now I have 3!”).

Learning Activities

- **Students sort objects by color and shape and determine more or less.**
- **Students estimate days until a special event.**
- **Students estimate how many cups will fill a container.**
- **Students practice addition by combining groups of manipulatives.**
- **Students add or subtract the number of boys and girls at circle time.**
- **Students eat snack and count how many snack items are left.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

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MATHEMATICS

Teaching & Learning Expectation	Learning Outcome 2.1	Learning Outcome 2.2	Learning Outcome 2.3	Learning Outcome 2.4
2. Children develop knowledge of spatial concepts, e.g., shapes and measurement.	Identifies basic shapes in the environment (e.g., circle, square, triangle, cube, sphere).	Uses standard and nonstandard measurement units (e.g., measuring body length with unifix cubes, using a tape measure to gauge height of block construction, counting the number of cups it takes to fill a bucket with water).	Uses vocabulary to describe distances (e.g., “It was a really long walk to the playground.”).	Uses vocabulary to describe directional concept (e.g., “Watch me climb up the ladder and slide down.”).

Learning Activities

- **Students identify shapes in the environment by playing “I Spy”.**
- **Students engage in activities that demonstrate comparative measurement words such as: heavier/lighter.**
- **Students create art projects using different shape materials. For example: foam shapes, tracing shapes and stencils**
- **Students experience and describe the relative positions, directions and distances of objects and people in their environment. For example: on, under, behind, near and far**
- **Students play games using spatial or directional words. For example: bean bags, obstacle course and rhythm sticks.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

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MATHEMATICS

Teaching & Learning Expectation	Learning Outcome 2.5	Learning Outcome 2.6	Learning Outcome 2.7
2. Continued..... Children develop knowledge of spatial concepts, e.g., shapes and measurement.	Uses positional words in a functional way (e.g., “I put the red block on top of the cabinet.”).	Makes three-dimensional constructions and models (e.g., sculptures that have height, depth and width).	Makes connections between two dimensional and three dimensional forms (e.g., circle-sphere, square-cube, triangle-pyramid).

Learning Activities

- **Students are provided with materials, indoors and outdoors, to develop a spatial and geometric sense.**
- **Students practice appropriate use of positional and directional words and concepts throughout the day. For example: put your folder in the tray and walk around the table.**
- **Students answer questions to elicit their knowledge about spatial and positional concepts such as : Where is the book? It is behind the chair.**
- **Students are provided with a variety of blocks and interlocking manipulatives to build three dimensional constructions.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

Hamilton Township School District Pre-Kindergarten Curriculum

MATHEMATICS

Teaching & Learning Expectation	Learning Outcome 3.1	Learning Outcome 3.2	Learning Outcome 3.3
3. Children understand patterns, relationships and classification.	Sorts objects into groups (e.g., separate basket of collected items into piles of pinecones, acorns, and twigs).	Classifies objects by sorting them into subgroups by one or more attributes (e.g., sorting counting bears by color into trays, separating a mixture of beans by individual size and shape).	Describes an object by characteristics it does or does not possess (e.g., “This button doesn’t have holes.”).

Learning Activities

- **Students are given a variety of materials to sort, classify and order.**
- **Students comment on similarities and differences of materials to be sorted.**
- **Students classify items based on characteristics based on living/nonliving.**
- **Students make transitions based on a characteristic such as: buttoned jacket versus a zipper jacket.**
- **Students respond to questions about the characteristics something does not possess or does not belong to.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

**Hamilton Township School District
Pre-Kindergarten Curriculum**

MATHEMATICS

Teaching & Learning Expectation	Learning Outcome 3.4	Learning Outcome 3.5	Learning Outcome 3.6
3. Continued... Children understand patterns, relationships and classification.	Seriates objects according to various properties including size, number, length, heaviness, texture (rough to smooth) or loudness.	Identifies patterns in the environment (e.g., “Look at the rug. It has a circle, then a number, then a letter....”).	Represents patterns in a variety of ways (e.g., stringing beads red/green/red/green/red/green, arranging buttons big/bigger/biggest, or singing songs that follow a simple pattern).

Learning Activities

- **Students create patterns using materials in the classroom environment.**
- **Students create patterns using classroom manipulatives. For example: chain links, teddy bears, attribute blocks and cubes.**
- **Students arrange several things in order and describe their properties.**
- **Students fit one ordered set of objects to another by trial and error. For example: Nuts and bolts game**
- **Students identify patterns in the environment.**
- **Students extend pattern found on classroom calendar each day.**
- **Students use art materials to create simple patterns.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

Hamilton Township School District Pre-Kindergarten Curriculum

MATHEMATICS

Teaching & Learning Expectation	Learning Outcome 4.1	Learning Outcome 4.2	Learning Outcome 4.3
4. Children develop knowledge of sequence and temporal awareness.	Starts and stops on a signal (e.g., freezing in position when the music stops).	Describes the sequence of the daily routine and demonstrates understanding of basic temporal relations (e.g., “We will go outside after snack time.”).	Arranges pictures of events in temporal order (e.g., first, a photo of the child eating breakfast; second, a photo of the child getting on the bus; third, a photo of the child in the classroom).

Learning Activities

- Students play start and stop games such as: the freeze game and red light, green light.
- Students follow the routine of the day by looking at a picture schedule.
- Students participate in sequencing games such as sequencing pictures of events and orally describing the events in temporal sequence.
- Students anticipate future events and discuss making preparations.
- Students describe past home or school events.

Assessment

- Intentional Teacher Observation
- Portfolios

**Hamilton Township School District
Pre-Kindergarten Curriculum**

MATHEMATICS

Teaching & Learning Expectation	Learning Outcome 5.1	Learning Outcome 5.2	Learning Outcome 5.3
5. Children use mathematical knowledge to represent, communicate and solve problems in their environment.	Uses mathematical terms when conversing with others (e.g., “Which car is faster?” My building is taller than yours.” “I have more sand in my bucket.”).	Uses emergent mathematical knowledge as a problem-solving tool (e.g., Maritza notices that Juan has more carrot sticks than she does. She says, “May I have some of yours? Then we will have the same amount.” Jorge decides to fill his bucket by using small cups of water when he realizes that he cannot fit the bucket under the faucet).	Describes how he/she solved mathematical problems in his/her own way.

Learning Activities

- **Students use mathematical vocabulary to make observations throughout the school day.**
- **Students are encouraged to make mathematical observations as they play in centers. For example: fitting things together and taking them apart.**
- **Students engage in problem-solving to address everyday dilemmas, e.g., explain their thinking.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

Hamilton Township School District Pre-Kindergarten Curriculum

SCIENCE

Teaching & Learning Expectation	Learning Outcome 1.1	Learning Outcome 1.2	Learning Outcome 1.3	Learning Outcome 1.4	Learning Outcome 1.5
1. Children develop inquiry skills, including problem-solving and decision-making.	Asks questions relating to own interests and current classroom activities (e.g., “What do you think the inside of this nut looks like?”).	Makes observations (e.g., “Look, this tree has big, green leaves. That one has needles.”).	Makes predictions (e.g., “This car is really heavy. I’ll bet it sinks to the bottom of the water.”).	Answers questions or tests predictions using simple experiments or research media (e.g., cracking a nut to look inside, putting a toy car in water to determine whether it sinks or using a book or Web site to find out about different types of leaves).	Discusses, shares and records findings (e.g., drawing and “writing” in journals, making rubbings, charting the growth of plants).

Learning Activities

- Students will ask questions based on new and exciting stimulus provided by the teacher.
- Students make observations through science experiments and natural materials.
- Students make predictions about which objects will sink or float.
- Students make predictions about what will happen to natural materials in different conditions and environments.
- Students use hands on materials to test their scientific hypothesis.
- Students are provided opportunities to record their findings through discussion and visual representation.

Assessment

- Intentional Teacher Observation/Portfolios

Hamilton Township School District Pre-Kindergarten Curriculum

SCIENCE

Teaching & Learning Expectation	Learning Outcome 2.1	Learning Outcome 2.2	Learning Outcome 2.3	Learning Outcome 2.4
2. Children observe and investigate the properties of objects, both living and nonliving.	Acquires and uses basic vocabulary for plants, animals and humans, as well as their parts and characteristics.	Explains that living things have specific needs (e.g., water, air, food, light).	Demonstrates knowledge that living things exist in different environments (e.g., “Fish can live in the ocean because they can breathe under water.”).	Explains the differences between nonliving and living things (e.g., “The bunny is alive. He needs to eat.” “The shell isn’t alive. The hermit crab is!”).

Learning Activities

- **Students are introduced to scientific vocabulary through music, literature, hands on exploration and computer games.**
- **Students learn the needs of living things by growing plants.**
- **Students observe differences between living and non-living things through interactions and observations.**
- **Students become familiar with common animals and their habitats.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

Hamilton Township School District Pre-Kindergarten Curriculum

SCIENCE

Teaching & Learning Expectation	Learning Outcome 3.1	Learning Outcome 3.2	Learning Outcome 3.3	Learning Outcome 3.4	Learning Outcome 3.5
3. Children explore the concept of change in both living and nonliving entities and in the environment	Uses language to demonstrate knowledge of physical change (e.g., “When I add the red paint to the white paint, it is going to change.”).	Describes how matter can change form (e.g., snow melting in the water table, water left in the watering can, making cookies, gelatin, etc.).	Demonstrates understanding that living things change as they grow (life cycle) (e.g., “When we first got our fish, they were small. Now they are big and have spots.”).	Uses words related to weather and environmental phenomena and change (sunny, clouds, rain, snow lightening, temperature, wind, thunder) and night and sky objects (sun, moon, stars).	Associates the seasons with changes in the climate and environment.

Learning Activities

- **Students observe and identify basic life cycles of plants and animals. For example: caterpillar to butterfly**
- **Students experiment and experience changes with matter through cooking, melting and mixing.**
- **Students observe, identify and record weather characteristics.**
- **Students observe, identify and record changes in seasons.**
- **Students describe differences between day and night.**
- **Students participate in literature, music and art related to seasons, weather and sky objects.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

**Hamilton Township School District
Pre-Kindergarten Curriculum**

SCIENCE

Teaching & Learning Expectation	Learning Outcome 4.1	Learning Outcome 4.2	Learning Outcome 4.3
4. Children develop an awareness of the environment and participate in its care.	Demonstrates care of the environment (e.g., cleaning up after snack outside).	Participates in sorting materials for recycling (e.g., items for the trash can, yogurt containers and cups to be used in the art area).	Discusses in simple terms how humans can care for or harm the environment (e.g., “If you throw garbage in the ocean it can hurt fish. The water gets too dirty.”).

Learning Activities

- **Students develop awareness and opportunities to recycle and reuse classroom consumable materials.**
- **Students will demonstrate care of the environment by cleaning up after themselves throughout the day.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

Hamilton Township School District Pre-Kindergarten Curriculum

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Teaching & Learning Expectation	Learning Outcome 1.1	Learning Outcome 1.2	Learning Outcome 1.3	Learning Outcome 1.4	Learning Outcome 1.5	Learning Outcome 1.6
1. Children identify unique characteristics of themselves and others.	Describes characteristics of self.	Compares characteristics of self with others.	Creates visual displays of individual characteristics and those of others.	Expresses individuality and diversity through dress-ups, dolls, puppets, etc.	Discusses characteristics of children and adults in multicultural literature and photos.	Selects materials and activities based on choice and not limited by bias.

Learning Activities

- **Students identify physical and personal characteristics of self by looking in a mirror.**
- **Students will compare characteristics of self and peers through graphing physical attributes.**
- **Students are provided with literature, clothing, photographs and puppets representing multicultural diversity.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

Hamilton Township School District Pre-Kindergarten Curriculum

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Teaching & Learning Expectation	Learning Outcome 2.1	Learning Outcome 2.2	Learning Outcome 2.3	Learning Outcome 2.4	Learning Outcome 2.5
2. Children communicate about their family, family roles and family traditions.	Talks with classmates and teachers about his/her family.	Identifies, compares and contrasts family members from a photograph (e.g., “This is my mommy and she has brown hair.”).	Talks about family routines and activities (e.g., languages, foods, celebrations, music, meals, etc.)	Dramatizes roles and responsibilities of different family members.	Illustrates representations of families, roles and traditions through different media (e.g., paints, crayons, play dough, collage, cut-outs, etc.).

Learning Activities

- **Students understand and describe the roles of their family members. For examples: classroom family tree**
- **Students discuss and participate in family celebrations, activities, customs and music.**
- **Students dramatize roles and family relationships in learning centers.**
- **Students explore customs and traditions of their family and/or cultures through literature, art, music and cooking.**
- **Students create representations of their families and traditions through collage, 3-Dimensional art work and cut-outs.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

**Hamilton Township School District
Pre-Kindergarten Curriculum**

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Teaching & Learning Expectation	Learning Outcome 3.1	Learning Outcome 3.2	Learning Outcome 3.3	Learning Outcome 3.4	Learning Outcome 3.5
3. Children become contributing active members of the classroom community.	Understands rules and will follow most classroom rules.	Performs assigned jobs and responsibilities	Takes responsibility for simple classroom tasks.	Identifies other children in the classroom and uses names in conversations.	Works together (e.g., pair, triads and small groups) to complete projects and activities.

Learning Activities

- **Students practice and model the classroom rules on a daily basis.**
- **Students are given jobs and responsibilities as part of fostering the classroom community.**
- **Students engage in songs, games and hands-on activities that encourage children to identify each other.**
- **Students participate in small group activities that encourage cooperation.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

Hamilton Township School District Pre-Kindergarten Curriculum

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Teaching & Learning Expectation	Learning Outcome 4.1	Learning Outcome 4.2	Learning Outcome 4.3	Learning Outcome 4.4	Learning Outcome 4.5
4. Children will demonstrate knowledge of neighborhood and community.	Differentiates among types of homes.	Creates representations of different homes (e.g., draw, build block structure, use boxes, make 3-D structures).	Identifies and discusses the duties of a variety of common community occupations (e.g., nurse, postmaster, secretary, clerk).	Dramatizes community roles and activities.	Identifies tools used for different occupations (e.g., cash register, adding machines, stethoscope, etc.).

Learning Activities

- **Students make models of communities and homes with play materials.**
- **Students identify community workers and their responsibilities.**
- **Students engage in dramatic roles representing community helpers in learning centers.**
- **Students play games and are presented with occupational tools depicting various community helpers. For example: a rolling pin for a baker.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

**Hamilton Township School District
Pre-Kindergarten Curriculum**

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Teaching & Learning Expectation	Learning Outcome 5.1	Learning Outcome 5.2
5. Children participate in activities that reflect the cultures within their classroom and their community.	Identifies characteristics of other cultures in discussions and play (e.g., “Either a man or a woman can be the president.”).	Participates in cultural activities.

Learning Activities

- **Students explore foods and customs of other cultures through literature, art, music and cooking.**
- **Students have opportunities to listen to family and community members tell stories and provide activities about their cultures and traditions.**

Assessment

- **Intentional Teacher Observation**
- **Portfolios**

Hamilton Township School District Pre-Kindergarten Curriculum

WORLD LANGUAGES

Teaching & Learning Expectation	Learning Outcome 1.1	Learning Outcome 1.2	Learning Outcome 1.3
1. Children know that others may use different languages (including sign) to communicate and will express simple greetings, words and phrases in a language other than their own.	Acknowledges that a language other than his/her own is being spoken.	Responds appropriately to commands or instructions given in a language other than English.	Says simple greetings, words and phrases in a language other than his/her own.

Learning Activities

- Students listen to and participate in simple songs, rhymes and poems in another language.
- Students use greeting and simple social phrases in a natural context.
- Students participate in celebrations and activities to develop awareness of other cultures.

Assessment

- Intentional Teacher Observation

