

**OLMSTED FALLS CITY SCHOOLS**

**EARLY LEARNING  
PRE SCHOOL**

**COURSE OF STUDY**

**2006**

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**RECOMMENDATION FOR PROGRAM ADOPTION**

This course of study is recommended for approval by the following study committee members:

Elaine Atkinson  
Jean Cihlar  
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This course of study was approved by the Olmsted Falls Board of Education at its meeting on \_\_\_\_\_.

## **PHILOSOPHY OF THE OLMSTED FALLS PRESCHOOL**

We believe that learning is enhanced by the opportunity provided to all children to interact with their environment and others. The following assumptions founded through work of Piaget, Erikson, Maslow, Kohlberg and Katze are emphasized.

- Children learn best when activities are developmentally and individually appropriate.
- Children acquire the appreciation of differences in society through the interactions with diverse groups of children and adults.
- Children learn best through play, exploration and discovery.
- The inter-relationship between the child, family and community form the core for preschool planning.
- Children need to have their basic needs met in order to fully develop their potential.
- The dispositions that children need to acquire are learned primarily from being around people who exhibit them.

We further believe that preschool programming should encompass and integrate all aspects of a child's development including these domains:

### Adaptive (Self-Help/Independence) Domain:

The area of the curriculum that addresses self-help, independent functioning, and personal and social responsibility.

### Aesthetic Domain:

The area of the curriculum that addresses opportunities for creativity through such activities as art, music and movement.

Cognitive Domain:

The area of the curriculum that addresses the understanding of time, area, volume, number and classes.

Communication Domain:

The area of the curriculum that addresses the form, content and use of language.

Sensorimotor Domain:

The area of the curriculum that addresses sensory awareness, exploration and differentiation based on sensory input, and small- and large-muscle development.

Social-Emotional Domain:

The area of the curriculum that addresses management of self, as well as relationships with peers and adults.

Collaborative efforts between home, school, agencies and community enhance the preschool experience and together, they assist in preparing children for their next learning environment according to their own unique needs. These efforts must support skills in decision-making, self-confidence, problem-solving, acceptance of self and others.

## **OLMSTED FALLS BOARD OF EDUCATION**

### **PHILOSOPHY AND GOALS**

The Board of Education of the Olmsted Falls School District believes that each student should participate in a school program that provides learning experiences, which are intended to result in intellectual and personal growth.

The Board of education believes that each student should be provided with these opportunities to further the development of:

- A. Physical and mental health
- B. Moral and ethical values
- C. An appreciation of one's relation to the family, community, state, nation and world
- D. Individual abilities and the use of them to reach the individual's fullest potential
- E. Skills for participation in our democratic way of life
- F. Skills of communication
- G. Skills which will help in vocational endeavors
- H. Scientific and aesthetic skills and appreciation
- I. Constructive utilization of leisure time
- J. A desire for continued self-advancement
- K. A desire to excel
- L. Curiosity.

## INTRODUCTION

The Olmsted Falls Early Childhood curriculum reflects current principles and the Ohio Department of Education Early Learning Content Standards including all domains of early childhood development.

This preschool curriculum is an integrated program in which the child experiences learning in a holistic way, without the restrictions imposed by subject area boundaries. The curriculum incorporates the Ohio Early Learning Content Standards and developmentally appropriate learning experiences that are designed to be mutually reinforcing. The Early Learning Content Standards describe essential concepts and skills for young children. Based on research, these achievable indicators emerge as the result of quality early learning experiences regardless of the setting (e.g., nursery school, preschool, family care, etc.). In addition, the Early Learning Content indicators are aligned to the K-12 indicators, benchmarks and standards that result in a seamless educational framework for children pre-kindergarten through kindergarten and primary grades.

This course of study ensures that

- Each of the curriculum areas/developmental domains receives attention
- Learning experiences are derived from the learning dimensions (attitudes, skills, and knowledge) as well as from the interests of the children.

Key:

Standard Overarching Goal

Patterns, Functions and  
Algebra Indicator (#1) -  
PKPFAI #1 Pre School  
Indicator

## EARLY LEARNING PROGRAM CHARACTERISTICS and DOMAIN INTEGRATION

<b>Characteristics</b>	<b>Domains</b>
Creates an environment where children are encouraged to explore, ask questions, and seek solutions	all domains
Experiences that allow children to learn and practice social competence and communicative competence which are crucial in preschool	Communication & social-emotional domains
Provides time for discovery, practice and application of basic concepts	Sensory-motor, cognitive
Provides time for deeper understanding of concepts and how they can be applied to children's everyday lives	Cognitive domain
Provides experiences to develop attitudes, skills and knowledge and make connections across the curriculum	Cognitive and adaptive domains
Provides activities that are both teacher-initiated and directed and child-initiated and directed	all domains
Provides collaborative planning between adults and children	all domains
Provides for whole class, small group, and individual experiences	all domains
Provides opportunities for educators to scaffold learning to accommodate a diverse group of children	all domains
Provides opportunities for critical and creative thinking	Cognitive and aesthetic domains
Provides opportunities for teacher, peer, and self-assessment	all domains
Provides opportunities that begin from where the child is and builds on the child's interest and sense of wonder	Adaptive, cognitive, and aesthetic domains
Is engaging and is appropriate to the child's particular stage of development	all domains
Engages the child in meaningful activities and experiences that provide a context for the development of thinking processes	Cognitive domain
Invites children to cooperate and collaborate with each other and with adults	Social-emotional domain
Develops the attitudes, skills and knowledge of the fine arts, humanities, practical arts and sciences	Aesthetic domain

Important principles that are critical to the success of the classroom for young children and necessary for the curriculum to be effective:

- \* Learning requires the active participation of the learner.
- \* People learn in a variety of ways and at different rates.
- \* Learning is both an individual process and a social process.
- \* An active learning classroom is characterized by:

- Children choosing from available activities, materials and experiences for substantial portions of the day;
- Meaningful, learner-centered experiences;
- Opportunities to touch, manipulate, and experiment;
- Opportunities to ask questions, solve problems and think independently;
- A range of expectations for all children;
- Extensive talking, reading and writing;
- Opportunities to make decisions and to be creative;
- Respect and trust for the learner;
- Adults learning along with children;
- Opportunities to learn from mistakes;
- Integration of content areas; and
- Assessment as part of the daily routine.

**GRADE: PRE SCHOOL**

**NUMBER, NUMBER SENSE AND OPERATIONS  
FOR EARLY CHILDHOOD**

**Number, Number Sense and operations for Early Childhood**

At the heart of mathematics is an understanding of numbers. Children need to be able to make sense of the ways numbers are used in their everyday world. Number sense and concepts develop gradually over time as young children explore, manipulate and organize materials and as they communicate their mathematical thinking with adults and peers. Counting is one of the earliest number concepts and begins with the development of oral counting skills or rote counting. One-to-one correspondence follows rote counting and means linking one, and only one, number with each item in a set of objects. As children have increasingly sophisticated experiences, they will count with understanding, knowing that when they use one-to-one correspondence to count three objects, three is the number of objects they have.

Other number concepts addressed within the early mathematics curriculum include quantity, comparisons, and number symbols. Children will begin to find ways of representing numbers. They may make marks or begin to recognize and write numerals. Quantity is the concept of an entire set; knowing that the last object counted represents the entire set of objects. For number symbols to have meaning, they should be introduced as labels for quantities. Through children's involvement in real-life experiences and under the guidance of early childhood educators, they begin to ask questions about number operations. Children come to understand the meanings of number operations and how they related to one another as they engage in experiences to explore and make comparisons using terms such as *more than*, *bigger than*, *less than* and *the same as*.

**Grade Level Indicators Gr. Pre-School**

**Numbers and Number Sense**

- |         |    |  |
|---------|----|--|
| PKNNSOI | 1. | Count to 10 in the context of daily activities and play (e.g., number songs).  |
| PKNNSOI | 2. | Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs). |
| PKNNSOI | 3. | Demonstrate one-to-one correspondence when counting objects (e.g., give one cookie to each child in group).  |
| PKNNSOI | 4. | Determine "how many" in sets of 5 or fewer objects.  |
| PKNNSOI | 5. | Construct two sets of objects, each containing the same number of objects (e.g., 5 crayons and 5 blocks).  |
| PKNNSOI | 6. | Compare sets of equal, more, and fewer and use the language of comparison (e.g., equal, more and fewer).   |
| PKNNSOI | 7. | Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).            |
| PKNNSOI | 8. | Represent quantity using invented forms (e.g., child's marks to represent a quantity of objects).  |

- PKNNSOI 9. Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).
- PKNNSOI 10. Identify and name numerals 0 – 9.
- PKNNSOI 11. Compare and order whole numbers up to 5.
- PKNNSOI 12. Identify penny, nickel, dime and quarter and recognize that coins have different values.

**Meaning of Operations**

- PKNNSOI 13. Construct sets with more or fewer objects than a given set.
- PKNNSOI 14. Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns (e.g., when selecting 5 apples from a bag, takes out two and continues counting 3, 4, 5).
- PKNNSOI 15. Join two sets of objects to make one large set in the context of daily routines and play (e.g. combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 bocks).
- PKNNSOI 16. Equally distribute a set of objects into 2 or more smaller sets (e.g., shares 6 crackers with 3 friends equally).

**GRADE: PRE SCHOOL**

**MEASUREMENT FOR EARLY CHILDHOOD**

**Measurement for Early Childhood**

The focus of measurement activities in preschool is on the development and understanding of the principles and uses of measuring. Children learn measurement from opportunities to use a variety of non-standard and standard materials for measurement through hands-on activities. Often as a first step, children make comparisons without any measurement tools. Using the materials provided in their play, children begin to use concepts such as longer, shorter, heavier and lighter. Next, children often demonstrate an interest in measurement through non-standard tools such as a shoe, their hand, a piece of string or ribbon to measure things and the spaces in their world. It is often through a variety of experiences that children will find the need for more conventional measurement tools. While formal instruction on the uses of standard measures such as clocks, rulers and scales comes typically toward the end of kindergarten and in the primary grades, if these measuring tools are made available to children, they will explore and use them in their play and investigations.

**Grade Level Indicators Gr. Pre-School**

**Measurement Units**

- PKMI      1.      Begin to identify and use the language of units of time. For example:
- a.      Day, night, week;
  - b.      Yesterday, today, tomorrow.

**Use Measurement Techniques and Tools**

- PKMI      2.      Recognize that various devices measure time (e.g., clock, timer, and calendar).
- PKMI      3.      Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who's next for the computer).
- PKMI      4.      Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more and less).
- PKMI      5.      Order a set of objects according to size, weight or length (e.g., cups of different sizes).
- PKMI      6.      Measure length and volume (capacity) using on-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers does it take to fill one big container using sane, rice or beans).

**GRADE: PRE SCHOOL**

**GEOMETRY AND SPATIAL SENSE  
FOR EARLY CHILDHOOD**

**Geometry and Spatial Sense for Early Childhood**

Geometry and spatial sense refers to the recognition of shapes and structures in the environment. Children learn about the use their knowledge of two- and three-dimensional shapes when given the opportunity to create designs with pattern blocks; draw, paint and cut shapes in their artwork; return blocks to the shelves by sorting them; and locate shapes in outdoor settings.

Geometry also involves spatial awareness and understanding. Children gain spatial sense as they investigate, experiment and explore everyday objects and physical materials and become aware of themselves in relation to the world around them. Children need to feel themselves in space, climbing high, swinging low, crawling in and out of objects, on top of and under other objects. Through these experiences, early childhood educators introduce children to the vocabulary of space, question them about their position in space and help them learn about location and position (on, off, on top of, under, in, out, behind, below), movement (backward, forward, around, through, across, up and down) and distance (near, far, next to).

**Grade Level Indicators Gr. Pre-School**

**Characteristics and Properties**

- PKGSSI 1. Match identical two- and three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs).
- PKGSSI 2. Sort and classify similar two- and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).
- PKGSSI 3. Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).
- PKGSSI 4. Identify, name and describe three-dimensional objects using the child's own vocabulary (e.g., sphere – “ball”, cube – “box”, cylinder – “can” or “tube” and cone – “ice cream cone”).

**Spatial Relationships**

- PKGSSI 5. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).

**GRADE: PRE SCHOOL**

**PATTERNS, FUNCTIONS AND ALGEBRA  
FOR EARLY CHILDHOOD**

**Patterns, Functions and Algebra for Early Childhood**

The creation of a pattern is the arrangements of shapes, objects and numbers in an organized manner. Pattern recognition allows children to recognize relationships among objects and then to make generalizations about number combinations and to count. As a component of algebra, the creation and use of patterns can be interesting and accessible to young children. Children can begin to notice patterns in the routine of the day, or patterns of colors, shapes or sizes through teacher guidance and comment. Recognizing patterns and relationships is not just an important objective in mathematics, but one that children will use in other content areas such as science and literacy. For preschoolers, the goal is to recognize and analyze simple patterns, copy them, create them and make predictions about them by extending them.

**Grade Level Indicators Gr. Pre-School**

**Use Patterns, Relations and Functions**

- PKPFAI 1. Sort, order and classify objects by one attribute (e.g., size, color, shape, use).
- PKPFAI 2. Identify, copy, extend and create simple patterns or sequences of sounds, shapes and motions in the context of daily activities and play (e.g., creates red, blue, red, blue pattern with blocks).

**Use Algebraic Representations**

- PKPFAI 3. Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?).

**GRADE: PRE SCHOOL**

**DATA ANALYSIS AND PROBABILITY  
FOR EARLY CHILDHOOD**

**Data Analysis and Probability Early Childhood**

Active children learn through active experiences. Data collection, organization, representation and analysis in preschool involves sorting, classifying, graphing, counting, measuring and comparing. Instruction in each of these areas can build on young learners' natural interest in making collections. As part of collecting, children first sort and make sets without any plan in mind and then sort more purposefully (i.e., by properties such as color, shape or size). As children develop and refine their sorting skills, they can sort by more than one attribute. Early childhood educators can strengthen this ability when young children are encouraged to talk about their sorting rules.

Graphing is a direct extension of sorting and classifying. A graph presents information in a visually organized way that helps children to see relationships. While the concept of graphing is an abstract concept for young children, simple graphs using concrete (real objects) and then later symbolic (pictures) representations can provide an appropriate and meaningful way to display findings and information. For example, a simple graph of the kinds of shoes children are wearing could develop from a concrete representation (shoes with ties, Velcro, buckles and slip-on shoes) to a symbolic one (pictures representing the types of shoes).

**Grade Level Indicators Gr. Pre-School**

**Data Collection**

- |        |    |   |
|--------|----|---|
| PKDAPI | 1. | Gather, sort and compare objects by similarities and differences in the context of daily activities and play (e.g., leaves, nuts, socks). |
| PKDAPI | 2. | Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).                 |

**Statistical Methods**

- |        |    |  |
|--------|----|--|
| PKDAPI | 3. | Select the category or categories that have the most or fewest objects in a floor or table graph (e.g., favorite ice cream). |
|--------|----|--|

**GRADE:     PRE SCHOOL**

**MATHEMATICAL PROCESSES  
FOR YOUNG CHILDREN**

**Mathematical Processes for Young Children**

Young children are problem-solvers. As they explore and examine their world – pulling, pushing, tasting and taking things apart – they are attempting to find out how things work. This natural drive to solve problems should be built upon in the mathematics curriculum. For example, children will need to count the number of cups of sugar to make cookies, the number of children they will need to play a game or the number of children who can work together in the block area at one time. Within these learning opportunities, real problems to solve are posed and children are guided to use the mathematical processes of reasoning, communication, representation and connections.

Within the six standards for mathematics, mathematical processes are specified through benchmark statements only. Mathematical process skills are addressed and embedded within the pre-kindergarten indicators. Young children should be guided to use these processes in problem-solving situations.

Note: There are no indicators for this standard. Mathematical processes are used in all content areas and should be incorporated within other curriculum content and as part of instructional strategies and assessment procedures as relevant.

**GRADE: PRE SCHOOL**

**PHONEMIC AWARENESS, WORD RECOGNITION & FLUENCY  
FOR EARLY CHILDHOOD**

**Phonemic Awareness, Word Recognition & Fluency**

A key finding in recent research has been the importance of developing phonological awareness in children during the preschool years. Phonological awareness is hearing and understanding the different sounds of spoken language. It includes the different ways oral language can be broken down into individual parts (for example, separate sounds and syllables). The skills that make up phonological awareness are on a continuum of complexity. The most basic level includes skills such as playing with rhymes, noticing how words begin with the same sounds or clapping out individual words or syllables of a song, rhyme or chant. Playing with sounds in speech helps children in their growing understanding of phonemic awareness – the ability to hear, identify and manipulate the individual sounds (phonemes) in spoken language. Although phonemic awareness is not an expectation for preschool, some preschool children demonstrate the ability to take words apart, sound-by-sound. Phonemic awareness is addressed in kindergarten curriculum.

Preschool-age children also begin to recognize some printed alphabet letters and words, especially the ones found in their own names. Knowing about letters involves understanding that a letter is a symbol that represents one or more sounds in the English language, that these symbols can be grouped together to form words and that these words have meaning. To support young learners, early childhood educators should draw children’s attention to letters and words in the environment as they come up in everyday activities and provide children easy access and opportunities for engagement with letters and words in many forms, such as alphabet blocks, letter and word cards, board games, ABC and word walls, alphabet books and books with repetitive words and phrases. Children who use magnetic letters or other alphabet materials to form their name or attempt to write a phone message in the dramatic play center provide examples of how young learners demonstrate their understanding of letters and words.

**Grade Level Indicators Gr. Pre-School**

**Phonological and Phonemic Awareness**

- |       |    |  |
|-------|----|--|
| PKPAI | 1. | Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog).         |
| PKPAI | 2. | Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple). |
| PKPAI | 3. | Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).          |

**Word Recognition**

- |       |    |   |
|-------|----|---|
| PKPAI | 4. | Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in <i>Bob</i> , <i>ball</i> , <i>baby</i> ; /t/ as in <i>Matt</i> , <i>kite</i> , <i>boat</i> ). |
| PKPAI | 5. | Identify own name in print.   |

- |                |    |   |
|----------------|----|---|
| PKPAI          | 6. | Recognize and name some upper and lower case letters in addition to those in first name.  |
| <b>Fluency</b> |    |   |
| PKPAI          | 7. | Recognize that words are made up of letters (e.g., c-a-t).  |
| PFFPAI         | 8. | Recognize and “read” familiar words or environmental print (e.g., McDonald’s, Bob Evans).   |
| PFFPAI         | 9. | Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., <i>Brown Bear, Brown Bear</i> ). |

**GRADE: PRE SCHOOL**

**ACQUISITION OF VOCABULARY  
FOR EARLY CHILDHOOD**

**Acquisition of Vocabulary for Early Childhood**

The preschool years are a time of vocabulary explosion. Children who are exposed to sophisticated vocabulary in the course of interesting conversations learn the words they will later need to recognize and understand when reading. The particular vocabulary children acquire is related to their language experiences at home and school. Therefore, during the preschool years, early childhood educators must provide any opportunities for children to develop vocabulary and use these words as part of their growing ability to engage in conversations, ask for information and provide information. These opportunities include informal conversations with adults and peers through the day; engagement in songs, rhymes, finger plays or movement activities and first-hand experiences that involve sharing new words to describe what children are seeing and doing. In addition, read alouds using books with unique words – words that appear infrequently in everyday spoken language – allow children to listen, talk about and develop understandings about words they do not hear while listening to television or engaging in everyday conversations.

Trust with familiar adults, including the early childhood educator, must be developed and maintained for children to take risks using language, particularly in new and creative ways. Children need to play with familiar language, explore meanings and test uses of language in different settings. Using new words to describe familiar objects, inventing new ways to use well-known words and discovering additional ways to tell about events and dreams all happen in interactive settings with a devoted adult who listens and responds in positive ways to reinforce the vocabulary and language play so it will continue. These many and varied opportunities support the oral language and vocabulary development critical to future reading and writing success in school.

**Grade Level Indicators Gr. Pre-School**

**Contextual Understanding**

- |       |    |  |
|-------|----|--|
| PKAVI | 1. | Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects. |
| PKAVI | 2. | Recognize and demonstrate an understanding of environmental print (e.g., STOP on a stop sign).   |

**Conceptual Understanding**

- |       |    |  |
|-------|----|--|
| PKAVI | 3. | Name items in common categories (e.g., animals, food, clothing, transportation, etc.).                         |
| PKAVI | 4. | Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind). |

**Tools and Resources**

- |       |    |   |
|-------|----|---|
| PKAVI | 5. | Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison). |
|-------|----|---|

**GRADE: PRE SCHOOL**

**READING PROCESS: CONCEPTS OF PRINT, COMPREHENSION STRATEGIES AND SELF-MONITORING STRATEGIES FOR EARLY CHILDHOOD**

**Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies for Early Childhood**

A central goal during the preschool years is to enhance children’s exposure to and concepts about print. These concepts are related to the visual characteristics, features and properties of written language. Some early childhood educators use Big Books to help children distinguish many book and print features, including the fact that a book must be held right side up to read the words and view the illustrations; that print, rather than pictures, carries the meaning of the story; that print conveys not just any message, but a specific message; that the strings of letters between spaces are words that correspond to an oral version, and that reading progresses from left to right and top to bottom.

The process of gaining meaning from spoken language begins in infancy – as young children search for meaning through the context, gestures and facial cues. Children demonstrate their understanding or comprehension by asking questions and making comments throughout the day. They bring this curiosity to reading events and develop comprehension skills through the conversation around the story – by making predictions about story events or characters or commenting on the topic of a story being read to them. In addition, children take delight in retelling stories or acting out the events of a story in their play. Pausing at the end of a sentence to let children join in, asking open-ended questions and helping children make connections to prior experiences are all effective teaching strategies for developing comprehension skills.

**Grade Level Indicators Gr. Pre-School**

**Concepts of Print**

- PKRPI 1. Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play).
- PKRPI 2. Hold books right side up, know that people read pages from front to back, top to bottom and read words from left to right.

**Comprehension Strategies**

- PKRPI 3. Begin to distinguish print from pictures.
- PKRPI 4. Begin to visualize, represent, and sequence an understanding of text through a variety of media and play.
- PKRPI 5. Predict what might happen next during reading of text.
- PKRPI 6. Connect information or ideas in text to prior knowledge and experience (e.g., “I have a new puppy at home too.”).

PKRPI 7. Answer literal questions to demonstrate comprehension or orally read age-appropriate texts.

**Self-Monitoring Strategies**

PKRPI 8. Respond to oral reading by commenting or questioning (e.g., “that would taste yucky.”).

**Independent Reading**

PKRPI 9. Select favorite books and poems and participate in shared oral reading and discussions.

**GRADE: PRE SCHOOL**

**READING APPLICATIONS: INFORMATIONAL, TECHNICAL AND PERSUASIVE TEXT FOR EARLY CHILDHOOD**

**Reading Applications: Informational, Technical and Persuasive Text for Early Childhood**

During the preschool years, children learn that books contain different kinds of information – books that provide facts about a topic; books that help us understand general ideas or themes, such as numbers and the alphabet; books that tell us stories about real people and events and those that share fairy tales and make believe, such as *The Three Little Pigs*. Through multiple, varied and engaging experiences, children develop concepts about these texts, how they are organized and how they are useful tools in learning about the world.

**Grade Level Indicators Gr. Pre-School**

**Reading Applications**

- |        |    |   |
|--------|----|---|
| PKRAII | 1. | Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book). |
| PKRAII | 2. | Retell information from informational text.   |
| PKRAII | 3. | Tell the topic of a selection that has been read aloud (e.g., What is the book about?).                         |
| PKRAII | 4. | Gain text information from pictures, photos, simple charts and labels.  |
| PKRAII | 5. | Follow simple directions.   |

**GRADE: PRE SCHOOL**

**READING APPLICATIONS: LITERARY TEXT  
FOR EARLY CHILDHOOD**

**Reading Applications: Literary Test for Early Childhood**

For the young learner, storybooks offer important learning opportunities about narrative text. By listening to many stories, children begin to build an awareness of the ways stories are organized. Children’s concept of story gradually includes the notion that stories have characters that are sustained throughout the story and that stories have actions or events that lead up to an ending. In addition, through read alouds and shared readings with adults, children learn that a story has a setting where it takes place and conversations might be taking place between characters. Preschoolers’ growing awareness and understanding of stories is often demonstrated when they attempt to retell or re-enact events from their favorite story with the support of their peers.

**Grade Level Indicators Gr. Pre-School**

**Reading Applications**

- |        |    |   |
|--------|----|---|
| PKRALI | 1. | Identify characters in favorite books and stories.  |
| PKRALI | 2. | Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).     |
| PKRALI | 3. | Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals). |
| PKRALI | 4. | Participate in shared reading of repetitious or predictable text.   |

**GRADE: PRE SCHOOL**

**WRITING PROCESSES  
FOR EARLY CHILDHOOD**

**Writing Processes for Early Childhood**

Children’s books and personal and shared experiences provide opportunities for early childhood educators to demonstrate and engage young children in the process of writing. Through small group discussion, or one-on-one dialogue, adults and children engage in modeled and shared writing experience where text is created, the relationship between the written and spoken word is modeled and the functions and purpose of writing are illustrated. Writing invitations, letters, morning messages and lists with children are a few meaningful contexts for educators to support children’s understanding that writing is a process – you can change your mind as you write, add new thoughts later and reread the thoughts you have recorded. It is through these meaningful modeled and shared experiences with writing that children will be motivated and find purpose to create “writing” on their own.

**Grade Level Indicators Gr. Pre-School**

**Prewriting**

- PKWPI 1. Generate ideas for a story or shared writing with assistance.
- PKWPI 2. Choose a topic for writing related to shared or personal experience.

**Drafting, Revising and Editing**

- PKWPI 3. Begin to determine purpose for writing (e.g., writing invitations to a birthday party).
- PKWPI 4. Generate related ideas with assistance.
- PKWPI 5. Dictate or produce “writing” to express thoughts.
- PKWPI 6. Repeat message conveyed through dictation or “writing” (e.g., retell what was written).

**Publishing**

- PKWPI 7. Begin to use resources (e.g., labels, books, adults, word walls, computer, etc.) to convey meaning.
- PKWPI 8. Display or share writing samples, illustrations and dictated stories with others.

**GRADE: PRE SCHOOL**

**WRITING APPLICATIONS  
FOR EARLY CHILDHOOD**

**Writing Applications for Early Childhood**

Preschool-age children who have had plenty of opportunities to express themselves on paper – scribbling, drawing and painting – are already on their way to becoming writers. They understand that print carries a different kind of message than pictures, and they begin to demonstrate their understanding of print as they incorporate it into drawing and paintings. This early application of writing often takes the form of asking for adult assistance or trying on their own to have their name, labels or a story written on their drawing and paintings. As children learn to form letters and develop phonological awareness, their writing takes on more conventional forms as they print their own name and write words using inventive spelling to express their ideas and thoughts.

Within preschool settings, children need access to a variety of paper, writing utensils and materials for bookmaking, as well as numerous opportunities to experiment and explore writing for authentic reasons. Purposes for young children to dictate their ideas and thoughts to adults or to create their own message might include writing to remember a phone number in the dramatic play area, to tell the steps used to build a tower of blocks or to invite a friend to their birthday party. Adults must celebrate all early writing attempts and approximations of writing. children should be viewed as they view themselves – young authors and writers.

**Grade Level Indicators Gr. Pre-School**

**Writing Applications**

- |       |    |   |
|-------|----|---|
| PKWAI | 1. | Dictate stories or produce simple stories using pictures, mock letters or words.  |
| PKWAI | 2. | Name objects and label with assistance from adult cues (e.g., table, door).   |
| PKWAI | 3. | Play at writing from top to bottom, horizontal rows as format.  |
| PKWAI | 4. | Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend). |

**GRADE: PRE SCHOOL**

**WRITING CONVENTIONS  
FOR EARLY CHILDHOOD**

**Writing Conventions for Early Childhood**

When children are surrounded by print and observe others around them reading and writing, they become aware of print and its function. The preschool curriculum supports children’s understanding and use of print. As children play at writing, they scribble, print letter-like shapes and form cursive-like markings, imitating the adults they see. These early scribbles or writing may or may not be intended to carry a message. Often writing is mixed in with a painting or drawing. However, through experiences with “writing”, children quickly learn to distinguish between drawing and writing. Their scribbling and pretend writing should be supported and encouraged as children move from these immature attempts at writing to more conventional forms, using letter-like marks, symbols and strings of actual letters and/or words.

**Grade Level Indicators Gr. Pre-School**

**Handwriting**

- |       |    |  |
|-------|----|--|
| PKWCI | 1. | Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print. |
| PKWCI | 2. | Begin to demonstrate letter formation in “writing”.  |

**Spelling**

- |       |    |  |
|-------|----|--|
| PKWCI | 3. | Scribble familiar words with mock letters and some actual letters (e.g., love, Mom, child’s name). |
|-------|----|--|

**Punctuation and Capitalization**

- |       |    |  |
|-------|----|--|
| PKWCI | 4. | Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks. |
|-------|----|--|

**GRADE: PRE SCHOOL**

**RESEARCH  
FOR EARLY CHILDHOOD**

**Research for Early Childhood**

Young children are naturally curious – asking questions about experiences and areas of interest to them. A preschool environment filled with informational books of many types, picture dictionaries and other resource materials provide numerous tools and opportunities for adults and children to capitalize on the young learners’ motivation and quest for information around their inquiries. With the support of the adult, young children then share their new findings with others through many and varied media, including drawing, dramatization and oral expressions.

**Grade Level Indicators Gr. Pre-School**

**Research**

- |      |    |   |
|------|----|---|
| PKRI | 1. | Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign in the grocery store). |
| PKRI | 2. | Use a variety of resources to gather information with assistance (e.g., picture dictionary, informational picture books).                 |
| PKRI | 3. | Recall information about a topic dictated or constructed by child.  |
| PKRI | 4. | Share findings of information through retelling, media and play (e.g., draw a picture of the desert).                                     |

**GRADE: PRE SCHOOL**

**COMMUNICATION: ORAL AND VISUAL  
FOR EARLY CHILDHOOD**

**Communication: Oral and Visual for Early Childhood**

The world is filled with sound and as children develop growing awareness of their environment, they begin to recognize and discriminate between the sounds of machines, music, street noise, the talk on television, people and animals. However, learning to listen should be considered part of a broader context that includes speaking, interpersonal relationships and information processing. For young children, learning to listen involves paying attention to adults and peers as they talk to share information and their ideas. Children begin to understand and appreciate another's point of view as they connect the new information heard with their own personal ideas and experiences.

Oral communication is developed through socialization. Through interaction with peers and adults, children learn to engage in social interaction and to use language for a variety of functions. When early childhood educators talk with children and give them opportunities to talk, language is being taught. Children need appropriate and effective language skills to think and learn; to share ideas, feelings and needs; and to make friends and enjoy each other. During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with interesting, exciting and pleasant experiences encourages children to talk. Children will talk when the environments where they live and play promote a natural need to communicate. Young children's oral language grows when environments encourage risk-taking, someone listens and there is a need to initiate, sustain and exchange language with others.

Oral communication plays an important role in all aspects of the preschool curriculum. It provides the foundation for reading and writing. Young children's proficiency in oral language – their sense of words and sentences, sensitivity to the sound system and understanding of word meanings – influences their beginning attempts to read and write. Although listening and oral communication (speaking) appear within this separate standard, their interdependence and influence on all other aspects of the language arts program must be recognized and understood.

**Grade Level Indicators Gr. Pre-School**

**Listening and Viewing**

- PKCOVI 1. Attend to speakers, stories, poems and songs.
- PKCOVI 2. Connect information and events to personal experiences by sharing or commenting.
- PKCOVI 3. Follow simple oral directions.

**Speaking Skills and Strategies**

- PKCOVI 4. Speak clearly and understandably to express ideas, feelings and needs.
- PKCOVI 5. Initiate and sustain a conversation through turn taking.

**Speaking Applications**

- PKCOVI 6. Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others).
- PKCOVI 7. Participate in recitation of books, poems, chants, songs and nursery rhymes (e.g., Little Miss Muffet).

**Earth and Space Sciences for Early Childhood**

Young children are naturally interested in everything they see around them – soil, rocks, streams, rain, sand and shells. Science should include experiences that provide for the study of Earth’s materials and the discovery of their patterns and changes over time. Since children cannot directly interact with sky or space, learning experiences with the sky or space are based on observing it. Preschool children learn about the earth and space when they play shadow tag, talk about things they do during the day and at night, add water to dirt while making mud pies and paint with water on the sidewalk and notice that the pictures soon disappear. Continuous opportunities to clean up their immediate space, the playground, and to collect and recycle materials support young learners’ understanding about their role in respecting, protecting, preserving and caring for the natural world and environment. Children are very interested in the outdoor environment, naturally use it as a laboratory for learning and enjoy drawing or charting what they see and think.

**Grade Level Indicators Gr. Pre-School****The Universe**

- PKESI 1. Begin to use terms such as night and day, sun and moon to describe personal observations.
- PKESI 2. Observe and represent the pattern of day and night through play, art materials or conversation.

**Processes That Shape the Earth**

- PKESI 3. Observe, explore and compare changes that animals and plants contribute to in their surrounding (e.g., falling leaves, holes left by worms or squirrels).
- PKESI 4. Explore and compare changes in the environment over time (e.g., leaves changing colors, outdoor temperature plants growing).
- PKESI 5. Explore how their actions may cause changes in the environment that are sometimes reversible (e.g., hand in flowing water changes the current) and sometimes irreversible (e.g., picked flowers wilt and die).
- PKESI 6. Demonstrate understanding of fast and slow relative to time, motion and phenomena (e.g., ice melting, plant growth).
- PKESI 7. Observe and use language or drawing to describe changes in the weather (e.g., sunny to cloudy day).

**Life Science for Early Childhood**

Life science is about living things. Young children should be provided direct experiences with living things, their life cycles and their habitats. Although understanding is emerging, children develop concepts of living and non-living things, the behavior and needs of living thing and respect for living things. Key ideas emerge from exploring the immediate environment. Therefore, a preschooler in Ohio might explore familiar plants and animals native to their area, studying how living things get food, their characteristics and how they change as they grow.

**Grade Level Indicators Gr. Pre-School**

**Characteristics and Structure of Life**

- PKLSI 1. Identify common needs (e.g., food, air, water) of familiar living things.
- PKLSI 2. Begin to differentiate between real and pretend through stories, illustrations, play and other media (e.g., talking flowers or animals).

**Diversity and Interdependence of Life**

- PKLSI 3. Observe and begin to recognize the ways that environments support life by meeting the unique needs of each organism (e.g., plant/soil, birds/air, fish/water).

**Heredity**

- PKLSI 4. Match familiar adult family members, plants and animals with their young (e.g., horse/colt, cow/calf).
- PKLSI 5. Recognize physical differences among the same class of people, plants or animals (e.g., dogs come in many sizes and colors).

**GRADE: PRE SCHOOL**

**PHYSICAL SCIENCES FOR EARLY CHILDOOD**

**Physical Sciences for Early Childhood**

Physical science is the study of the physical properties of materials and objects. Through exploration of materials, children learn about weight, shape, size, color and temperature. They explore how things move and change. Beginning concepts develop as young children act on objects to produce a desired effect, put objects together to form new constructions of various kinds and draw conclusions about how the desired effect was produced. When children make a block ramp to race cars, look through a kaleidoscope or pick up objects with magnets, they are learning about the physical properties of objects.

**Grade Level Indicators Gr. Pre-School**

**Nature of Matter**

- PKPSI 1. Explore and identify parts and wholes of familiar objects (e.g., books, toys, furniture).
- PKPSI 2. Explore and compare materials that provide many different sensory experiences (e.g., sand, water, wood).
- PKPSI 3. Sort familiar objects by one or more property (e.g., size, shape, function).

**Forces and Motion**

- PKPSI 4. Demonstrate understanding of motion related words (e.g., up, down, fast, slow, rolling, jumping, backward, forward).
- PKPSI 5. Explore ways of moving objects in different ways (e.g., pushing, pulling, kicking, rolling, throwing, dropping).

**Nature of Energy**

- PKPSI 6. Explore musical instruments and objects and manipulate one's own voice to recognize the changes in the quality of sound (e.g., talks about loud, soft, high, low, fast, and slow).
- PKPSI 7. Explore familiar sources of the range of colors and the quality of light in the environment (e.g., prism, rainbow, sun, shadow).

**GRADE: PRE SCHOOL**

**SCIENCE AND TECHNOLOGY FOR EARLY CHILDHOOD**

**Science and Technology for Early Childhood**

For young children, central ideas and skills related to science technology include: identifying simple and familiar tools such as a magnifying glass or hammer; using appropriate tools to explore objects and phenomena or solve a problem; and exploring creative uses for materials or objects. When preschool children appropriately use a hammer and a magnifying glass or use a paper towel roll as a telescope, they are learning about the importance and use of science technology.

**Grade Level Indicators Gr. Pre-School**

**Understanding Technology**

- PKSTI 1. Identify the intended purpose of familiar tools (e.g., scissors, hammer, paintbrush, cookie cutter).
- PKSTI 2. Explore new uses for familiar materials through play, art or drama (e.g., paper towel rolls as kazoos, pan for a hat).

**Abilities to do Technological Design**

- PKSTI 3. Use familiar objects to accomplish a purpose, complete a task or solve a problem (e.g., using scissors to create paper tickets for a puppet show, creating a ramp for a toy truck).
- PKSTI 4. Demonstrate the safe use of tools, such as scissors, hammers, writing utensils, with adult guidance.

**GRADE: PRE SCHOOL**

**SCIENTIFIC INQUIRY FOR EARLY CHILDHOOD**

**Scientific Inquiry for Early Childhood**

Preschool children learn science by exploring the world around them. They develop an understanding of science as they investigate and interact with real objects and phenomena. Children should be provided with a variety of simple equipment/materials and opportunities for laying, questioning, exploring, demonstrating, investigating and experimenting. Through scientific processes of inquiry or seeking answers based on their curiosities, young children predict, observe, collect or chart information over time, represent and formulate conclusions. Sharing books and stories, engaging in conversations and play provide varied opportunities for exploration, discovery, and communication of findings.

**Grade Level Indicators Gr. Pre-School**

**Doing Scientific Inquiry**

- |       |    |   |
|-------|----|---|
| PKSII | 1. | Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g., ask about how worms eat).                       |
| PKSII | 2. | Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., “Where does hail come from”).               |
| PKSII | 3. | Predict what will happen next based on previous experiences (e.g., when a glass falls off the table and hits the tile floor, it most likely will break).                    |
| PKSII | 4. | Investigate natural laws acting upon objects, events and organisms (e.g., repeatedly dropping objects to observe the laws of gravity, observing the life cycle of insects). |
| PKSII | 5. | Use one or more of the sense to observe and learn about objects, organisms and phenomena for a purpose (e.g., to record, classify, compare, talk about).                    |
| PKSII | 6. | Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools).                                     |
| PKSII | 7. | Begin to make comparisons between objects or organisms based on their characteristics (e.g., animals with four legs, smooth and rough rocks).                               |
| PKSII | 8. | Record or represent and communicate observations and findings through a variety of methods (e.g., pictures, words, graphs, dramatizations) with assistance.                 |

**GRADE: PRE SCHOOL**

**SCIENTIFIC WAYS OF KNOWING FOR EARLY CHILDHOOD**

**Scientific Ways of Knowing for Early Childhood**

Early impressions about who learns and does science appear to be persistent and lasting. For young children, science should be experienced in ways that actively engage young learners in the construction of ideas and explanations of doing science. Children’s ideas for explanations, whether accurate or not, should be valued and serve as a basis for further investigation and discovery. Science should be modeled as an activity for all learners, where they individually and collectively contribute to a growing understanding of the natural world.

**Grade Level Indicators Gr. Pre-School**

**Nature of Science**

- PKSWKI 1. Offer ideas and explanations (through drawings, emergent writing, conversation, movement) of objects, organisms and phenomena, which may be correct or incorrect.

**Ethical Practices**

- PKSWKI 2. Recognize the difference between helpful and harmful actions toward living things (e.g., watering or not watering plants).

**Science and Society**

- PKSWKI 3. Participate in simple, spontaneous scientific explorations with others (e.g., digging to the bottom of the sandbox, testing materials that sink or float).

**History for Early Childhood**

History is the study of the past – a study of people and the events that influenced behavior. Preschool children focus on the here and now and are developing their understanding of chronological time that is essential to understand history. They learn about time in relation to themselves including the sequence and order of their daily routines and schedule, what they did yesterday and what they will do tomorrow. Preschool children love to consider what they can do now that they couldn't do when they were "babies". They enjoy listening to stories of the recent past as well as of times and places of long ago – if the topics are relevant to their own experiences.

**Grade Level Indicators Gr. Pre-School**

**Chronology**

- PKHI 1. Begin to use the language of time (e.g., day, night, yesterday, today, and tomorrow).
- PKHI 2. Label days by function (e.g., school day, stay home day, swim day, field trip day).
- PKHI 3. Begin to use or respond to the language of time such as next, before, soon, after, now and later as related to daily schedules and routines.

**Daily Life**

- PKHI 4. Share episodes of personal history from birth to present through personal memorabilia or connected to stories.

- PKHI 5. Arrange sequences of personal and shared events through pictures, growth charts and other media.

**Heritage**

- PKHI 6. Share personal family stories and traditions (e.g., photo album put together by family members).

**GRADE: PRE SCHOOL**

**PEOPLE IN SOCIETIES FOR EARLY CHILDHOOD**

**People in Societies for Early Childhood**

A social unit can be defined as a group of members who have an ongoing relationship with one another. Examples of social units are the family, school, neighborhood, community, state and nation. Understanding people and how they live within a social unit is the component that includes physical characteristics of people; similarities and differences in habits, traditions, homes and work; family structures and roles. In preschool, exploration of social units should focus on the family, neighborhood and community with all learning related to the child's own experiences.

Supporting children in understanding the value of diversity requires experiences through a multifaceted, diverse curriculum. Racial/ethnic awareness starts with the identification of physical characteristics and ethnic values, customs and language styles and ends with respect for others. Through story, art, music and games of diverse cultures, children come to learn about others who differ from them and respect the uniqueness of each individual. Culture is expressed daily through story, music, new foods and sharing of family traditions through the year within the general curriculum.

**Grade Level Indicators Gr. Pre-School**

**Cultures**

- |       |    |   |
|-------|----|---|
| PKPSI | 1. | Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).  |
| PKPSI | 2. | Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g, exploration of music, food, games, language, dress). |

**GRADE: PRE SCHOOL**

**GEOGRAPHY FOR EARLY CHILDHOOD**

**Geography for Early Childhood**

Geography is the study of characteristics of the place where one lives and the relationships between and among places and people. For preschool children, geography is about the physical world of their homes, playgrounds, schools, the homes of friends and places to shop and visit. The materials for teaching this content area are the slides, swings and grassy areas on the playground; and the rug, centers and furniture within the classroom. The strategies are talking about familiar environments and demonstrating how to navigate these areas. Mapping can be addressed by discussing directions – how to get to the playground, the bathroom, the library within a school. Children can be encouraged to recreate their neighborhood in the block area and draw or paint maps of places they go. Young learners draw up immediate personal experiences as a basis for exploring graphic concepts and skills.

**Grade Level Indicators Gr. Pre-School**

**Location**

- PKGI 1. Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there).
- PKGI 2. Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses).
- PKGI 3. Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit).

**Places and Regions**

- PKGI 4. Navigate within familiar environments, such as home, neighborhood or school, under supervision.
- PKGI 5. Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground).
- PKGI 6. Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations.

**Human Environmental Interaction**

- PKGI 7. Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).

**GRADE: PRE SCHOOL**

**ECONOMICS FOR EARLY CHILDHOOD**

**Economics for Early Childhood**

Economics is the study of how people organize for the production, distribution and consumption of goods and services. For young children, exploration and understanding of these concepts is often through authentic or play experiences. For example, as young learners take on the jobs and the life of a farmer through dramatic play, the concepts of growing, harvesting and selling of crops may be explored. Their understanding may be deepened with a class field trip to a peer's family farm. Also, young children can begin to differentiate between wants and needs and explore economic decisions as they learn the importance of sharing and begin to consider the wider consequences of their decision-making on peers within the classroom.

**Grade Level Indicators Gr. Pre-School**

**Scarcity and Resource Allocation**

- PKEI 1. Recognize that people have many wants within the context of family and classroom.
- PKEI 2. Understand how sharing classroom materials will meet everyone's wants (e.g., turn taking at the water table, distributing crayons equitably).

**Production, Distribution**

- PKEI 3. Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home).
- PKEI 4. Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).

**GRADE: PRE SCHOOL**

**GOVERNMENT FOR EARLY CHILDHOOD**

**Government for Early Childhood**

For preschoolers, social studies should include experiences that provide for the study of roles, responsibilities, principles and practices in a democratic society. Children are introduced to democratic ideals and practices by helping set and follow classroom expectations, taking on roles and responsibilities as a member of the group, accepting leadership and guidance from familiar adults and demonstrating how to balance their needs, as well as the needs of their peers and adults within a group.

**Grade Level Indicators Gr. Pre-School**

**Role of Government**

- PKGOVI 1. Interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play).
- PKGOVI 2. Interact with familiar and appropriate adults for assistance when needed (e.g., family member, teacher, police, firefighter).
- PKGOVI 3. Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).
- PKGOVI 4. Recognize the flag of the United States as a symbol of our government.

**Rules and Laws**

- PKGOVI 5. Participate in creating and following classroom rules and routines.

**GRADE: PRE SCHOOL**

**CITIZENSHIP RIGHTS AND RESPONSIBILITIES  
FOR EARLY CHILDHOOD**

**Citizenship Rights and Responsibilities For Early Childhood**

Through social interactions with peers and adults, young children learn about civics as they engage in the practices of cooperation and the resolving of differences, and being able to accept responsibility for their independent choices. It is important that young children be offered many opportunities to make choices and to experience the consequences of their choices. It is the process of choosing and contributing to the classroom community that counts in the early years, not the particular choice that children make.

**Grade Level Indicators Gr. Pre-School**

**Role of Government**

- PKCRRRI 1. Interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play).
- PKCRRRI 2. Interact with familiar and appropriate adults for assistance when needed (e.g., family member, teacher, police, firefighter).

**Rights and Responsibilities**

- PKCRRRI 3. Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity).
- PKCRRRI 4. Demonstrate awareness of the outcomes of one's own choices (e.g., picking up toys helps create a safe environment).

**GRADE: PRE SCHOOL**

**SOCIAL SKILLS AND METHODS  
FOR EARLY CHILDHOOD**

**Social Studies Skills and Methods For Early Childhood**

Young children gather information about people and their environments through multiple sources. These sources include observation, questioning, sharing of books and conversation. They then make predictions, evaluate information and draw conclusions. Finally, children use a variety of methods, such as drawing, dramatic play and language to communicate what they have learned about the social world around them.

**Grade Level Indicators Gr. Pre-School**

**Role of Government**

PKSSMI 1. Gain information through participating in experiences with objects, media, books and engaging in conversations with peers. Thinking and Organizing

PKSSMI 2. Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).

**Communicating Information**

PKSSMI 3. Represent ideas though multiple forms of language expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing).