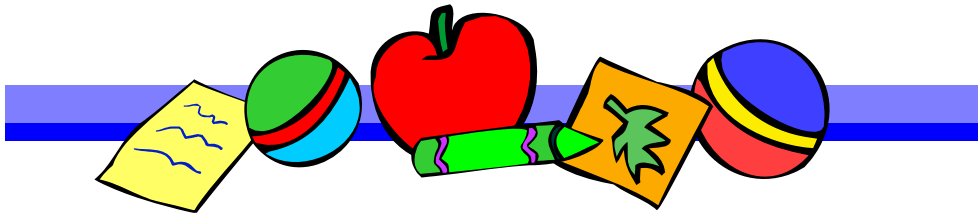


*KINGMAN  
ACADEMY  
OF  
LEARNING*



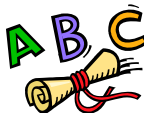
Preschool  
Curriculum

## **GOALS of KINGMAN ACADEMY OF LEARNING**

1. **Academic Excellence** – Students that meet or exceed their academic goals will be a success in the classroom, and will become college/career ready.
2. **Good Student Attendance** – Attending school every day is very important for academic growth, student achievement and high self-esteem.
3. **Parent Involvement** – Teachers and parents should be viewed by the student as a team, working together for the good of the student.
4. **High Standards for Student Behavior** – Students who learn they are responsible for their own behavior learn they are responsible for shaping their own lives. High standards for student behavior fosters an atmosphere of respect for fellow classmates and teachers, as well as creating a classroom environment where all students are able to learn without distractions and teachers are allowed to teach without disruptions.

### ***HOW TO HELP YOUR CHILD BE SUCCESSFUL . . . .***

- Read every day. This sets a good example.
- Encourage your child's creativity.
- Don't allow destructive behavior.
- Deal with inappropriate behaviors positively and quickly.
- Talk to your child.
- Listen attentively to your child.
- Encourage your children with their homework.
- Teach your child new words every day.
- Keep in touch with your child's teacher(s).
  - Help children to develop positive habits...socially, academically, and nutritionally.
- Give children responsibility they can successfully handle.
- Let your child experience the consequences of their choices.
- Let your child see that you are human too!



### **EXPECTATIONS OF STUDENTS**

1. Students will be respectful to every adult working at Kingman Academy of Learning.
2. Students will not disrupt the classroom in any way that keeps a teacher from teaching or that keeps another student from learning.
3. Students will keep their hands and feet to themselves and refrain from any physically aggressive behavior.

## **SOCIAL EMOTIONAL STANDARD**

### **Strand 1 – Self**

#### **Concept 1: Self Awareness**

Demonstrates self confidence.

Makes personal preferences known to others.

Demonstrates knowledge of self-identity.

Shows an awareness of similarities and differences between self and others.

#### **Concept 2: Recognizes and Expresses Feelings**

Associates emotions with words, facial expressions and body language.

Identifies, describes and expresses their own feelings.

Identifies and describes feelings of others.

Expresses empathy for others.

#### **Concept 3: Self Regulation**

Understands and follows expectations in the learning environment.

Manages transitions, daily routines and unexpected events.

Modifies behavior for various situations and settings.

Chooses appropriate words and actions.

### **Strand 2 – Relationships**

#### **Concept 1: Attachment**

Expresses affection for familiar adults.

Seeks security and support from familiar adults.

Demonstrates the ability to engage with new adults or children with the support of familiar adults.

Separates from familiar adult with minimal distress.

#### **Concept 2: Social Interactions**

Responds when adults or other children initiate interactions.

Initiates and sustains positive interactions with adults and other children.

Demonstrates positive ways to resolve conflict.

#### **Concept 3: Respect**

Respects the rights and property of others.

Defends own rights and the rights of others.

Shows respect for learning materials in the learning environment.

**Strand 1 – Initiative and Curiosity**

**Concept 1: Initiative**

Seeks interaction with others.

Develops independence during activities, routines and play.

Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.

**Concept 2: Curiosity**

Shows interest in learning new things and trying new experiences.

Expresses interest in people.

Asks questions to get information.

**Strand 2 – Attentiveness and Persistence**

**Concept 1: Attentiveness**

Displays ability to hold attention when engaged in an activity.

Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.

Increases ability to focus attention, and can return to activities after distractions and interruptions.

**Concept 2: Persistence**

Pursues challenges.

Copes with frustration or disappointment with support.

Establishes goals, generates plans and follows through to completion.

**Strand 3 - Confidence**

**Concept 1: Confidence**

Expresses opinions or ideas.

Views self as competent and skilled.

Is willing to take risks and consider a variety of alternatives.

**Strand 4 - Creativity**

**Concept 1: Creativity**

Uses imagination to generate new ideas.

Appreciates humor.

Engages in inventive social play.

**Strand 5 – Reasoning and Problem-Solving**

**Concept 1: Reasoning**

Gathers information and reaches a conclusion.

Recognizes relationships between cause and effect.

Uses prior knowledge to build new knowledge and skills.

**Concept 2: Problem-solving**

Recognizes problems.

Seeks adult assistance when support is required.

Tries to solve problems.

Works to solve a problem independently.

**Strand 1 – Language****Concept 1: Receptive Language Understanding**

Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.

Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.

Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.

**Concept 2: Expressive Language and Communication Skills**

Communicates needs, wants, ideas and feelings through three to five word sentences.

Speaks clearly and understandably to express ideas, feelings and needs.

Makes relevant responses to questions and comments from others.

Initiates, sustains, and expands conversations with peers and adults.

With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.

Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.

Recognizes when the listener does not understand and uses techniques to clarify the message.

With modeling and support, uses increasingly complex phrases and sentences.

**Concept 3: Vocabulary**

With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meaning with each area, (e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods).

With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.

With modeling and support, uses category labels and names objects within a category, (e.g., fruit, vegetable, animal, transportation, etc.).

With modeling and support, demonstrates understanding of and uses words that indicate position and direction, (e.g., in, on, out, under, off, beside, behind).

**Strand 2 – Emergent Literacy****Concept 1: Concepts of Print**

Identifies signs, symbols and labels in the environment.

Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.

Recognizes that letters are grouped to form words.

Recognizes own written name and the written names of friends and family.

Seeks information in printed material.

**Concept 2: Book Handling Skills**

Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.

Identifies where in the book to begin reading.

Understands a book has a title, author and/or illustrator.

**Concept 3: Phonological Awareness**

Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).

With modeling and support, identifies rhyming words.

With modeling and support, produces rhyming words.

With modeling and support, recognizes spoken words that begin with the same sound.

Hears and shows awareness of separate words within spoken phrases or sentences.

With modeling and support, identifies and discriminates syllables in words.

With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.

With modeling and support, repeats words and identifies the common final sound.

**Concept 4: Alphabet Knowledge**

Discriminates letters from other shapes and symbols.

Matches and recognizes similarities and differences in letters, with modeling and support.

Recognizes as many as 10 letters, especially those in own name, family and friends.

Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.

**Concept 5: Comprehension**

Takes an active role in reading activities.

With prompting and support, identifies characters and major events in a story.

With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.

With prompting and support, draws connections between story events and personal experiences.

With prompting and support, identifies events and details in the story and makes predictions.

With prompting and support, gives an opinion for liking or disliking a book or story.

With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.

With modeling and support, identifies the topic of informational text that has been read aloud.

With modeling and support, retells or reenacts a story in sequence with pictures or props.

With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.

**Strand 3 – Emergent Writing****Concept 1: Early Writing, Writing Processes, and Writing Applications**

Early Writing - Uses a variety of writing tools, materials and surfaces to create drawings or symbols.

Writing Processes - With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.

Writing Applications –

Dictates to and shares thoughts, ideas, and stories with adults.

Writes own name using letter-like forms or conventional print.

Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story, (e.g., signing artwork, captioning, labeling, creating lists, making notes).

With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).

Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

**Strand 1 – Counting and Cardinality**

**Concept 1: Counts Out Loud**

Shows interest in and awareness of counting.  
Counts out loud to 10.

**Concept 2: Knows Number Names and Symbols**

Uses numerals and number symbols in the context of daily routines, activities, and play.  
Uses and creates symbols to represent numbers.  
Identifies numerals one to 10.

**Concept 3: Counts to Tell Number of Objects**

Counts groups of objects using one-to-one correspondence (one object for each number word).  
Counts a collection of up to 10 items using the last counting word to tell, “How many?”  
Matches numerals to quantities they represent using physical models and representations.  
Identifies quantity of three to five objects without counting (subitize).

**Concept 4: Compares Numbers and Quantities**

Compares two sets of objects using terms such as more, fewer, or the same.

**Strand 2 – Operations and Algebraic Thinking**

**Concept 1: Explores Addition and Subtraction**

Demonstrates an understanding that adding increases the number of objects in a group.  
Describes changes in two or more sets of objects when they are combined.  
Demonstrates an understanding that taking away decreases the number of objects in a group.  
Describes changes in a set of objects when they are separated into parts.

**Concept 2: Patterning**

Recognizes patterns in the real world.  
Copies simple patterns.  
Extends simple patterns.  
Creates simple patterns.  
Describes similarities and differences in patterns.

**Strand 3 – Measurement and Data**

**Concept 1: Sorts and Classifies**

Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).  
Explains how items were sorted into groups.

**Concept 2: Data Analysis**

Asks questions to gather information.  
Displays data to answer simple questions about themselves or the environment.  
Uses descriptive language to compare data in picture graphs or other concrete representations.  
Uses charts and graphs to analyze information or answer questions.

**Concept 3: Measures**

Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.  
Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.  
Uses various standard measuring tools for simple measuring tasks.  
Orders objects by measurable attributes.  
Uses appropriate vocabulary to describe time and sequence related to daily routines.

**Strand 4 – Geometry**

**Concept 1: Spatial Reasoning**

Uses and responds to positional terms (e.g., between, inside, under, above, behind).  
Describes the position or location of objects in relation to self or to other objects.

**Concept 2: Shapes**

Recognizes basic two-dimensional shapes.  
Uses the names of geometric shapes when describing objects found in the environment.  
Creates two- and three-dimensional shapes during play.  
Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.

**SCIENCE STANDARD**

**Strand 1 – Inquiry and Application**

**Concept 1: Exploration, Observations, and Hypotheses**

Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.  
Identifies attributes of objects, living things, and natural events in the environment.  
Describes changes in objects, living things, and the natural events in the environment.  
Begins to describe the similarities, differences and relationships between objects, living things and natural events.  
Asks and responds to questions about relationships of objects, living things, and events in the natural environment.

**Concept 2: Investigation**

Uses a variety of tools and materials to investigate.  
Makes predictions and checks them through hands-on investigation with adult support.  
Adjusts the experiment if results are different than expected and continues testing.  
Persists with an investigation.

**Concept 3: Analysis and Conclusions**

Uses a variety of materials to record and organize data.  
Identifies cause and effect relationships.  
Constructs explanation about investigations.

**Concept 4: Communication**

Displays and interprets data.  
Presents their scientific ideas in a variety of ways.  
Conducts further investigation based on prior experience and information gained.



**Strand 1 – Family**

**Concept 1: Understands Family**

- Views self as a member of the family unit.
- Identifies family members, (e.g., mother, father, sister, brother, grandparents, cousins, etc.).
- Describes/discusses own family's cultural or family traditions.
- Identifies similarities and differences in their family composition and the families of others.
- Develops an awareness of their personal and family history.
- Shows knowledge of family members' roles and responsibilities in the home.

**Strand 2 – Community**

**Concept 1: Understands Community**

- Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.
- Identifies, discusses and asks questions about similarities and differences in other people in their community.
- Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.

**Concept 2: Rights, Responsibilities and Roles within Community**

- Demonstrates responsible behaviors.
- Shows an understanding of how to care for the environment.
- Recognizes that people rely on others for goods and services, (e.g., farm goods, mail delivery, safety or health care).
- Seeks opportunities for leadership.
- Describes the purpose of rules.
- Recognizes that people have wants and must make choices because resources and materials are limited.
- Describes their role at home, at school, and in the community.

**Concept 3: Geography**

- Uses words to describe directionality and/or location with the community.
- Describes some physical features of the environment in which the child lives (e.g., bodies of water, mountains, weather).

**Strand 3 – Historical Thinking**

**Concept 1: Understands Time – Past, Present and Future**

- Demonstrates an understanding of time in the context of daily experiences.
- Understands that events happened in the past and how these events relate to one's self, family and community.

**Strand 1 - Physical and Motor Development**

**Concept 1: Gross Motor Development**

Moves with balance.

Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).

Moves with coordination.

Demonstrates spatial awareness in physical activity.

**Concept 2: Fine Motor Development**

Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).

Uses eye-hand coordination to perform simple tasks.

Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.

Uses fine motor skills in daily living.

**Strand 2 - Health**

**Concept 1: Personal Health and Hygiene Practices**

Demonstrates hygiene practices.

Demonstrates healthy practices, including nutrition, physical activity, and rest.

Awareness of the functions of body parts.

**Strand 3 - Safety**

**Concept 1: Safety and Injury Prevention**

Identifies and follows basic safety rules with guidance and support (e.g., sun safety, animal and plant safety, outdoor and indoor safety).

Demonstrates transportation and street safety practices.

Enforces personal boundaries (safety, self-advocacy and boundary awareness).

Knows personal information.

Demonstrates emergency safety practices.

Identifies how adults help to keep us safe.

**Strand 1 - Visual Art**

**Concept 1: Creates and Understands Visual Arts**

Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).

Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.

Creates art in two and three dimensions.

Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.

**Strand 2 - Music and Creative Movement**

**Concept 1: Creates and Understands Music, Movement and Dance**

Experiments with a variety of instruments, vocalizations, sounds or creative movements.

Sings and moves to familiar rhymes, songs, and chants.

Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.

Responds to different types of music (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).

Uses creative movement and dance to interpret the mood of various types of music and stories.

**Strand 3 - Drama**

**Concept 1: Creates Dramatic Activities**

Assumes roles from daily activities using a variety of props.

Takes on more than one dramatic play role at a time.

Pretends an object exists without using a prop.

Dramatizes familiar stories.

Adds details and new elements to dramatic play situations.