

## **Phoenix Christian School PreK-8 Early Childhood Education Program Curriculum Scope**

We know and understand that children will enter PCS PreK-8 Preschool at a variety of levels, so we design our curriculum knowledge to move in a progression (→) according to each student's ability, exposures, and readiness. Every child will have the exposure; not every child will master the entire list, and that's perfectly normal. This scope of objectives shows where we will begin and where we will end. We know that each child was created to progress at his or her own rate so everything in between comes from knowing and understanding early childhood development. That's why it simply cannot be an exhaustive list of what we will be working to develop, because as we observe each child we will incorporate the right activities, materials, and guidance that will help him or her grow and develop in awareness, knowledge, and skill levels.

We will conference twice during the year, but regular communications will keep you up to date on the important matters. And if either you or the teacher has concerns, those will be discussed immediately.

This list includes important foundational elements for a child to be able to progress into Kindergarten at either age 5 (by September 1st) or when developmentally ready (still meeting the age 5 requirement). Everything is taught in a developmentally appropriate way. This means the children will be involved in doing, handling, manipulating, experimenting, creating, playing, and having lots of fun through the entire learning process.

### **Pre-reading, Pre-writing, and Language Development**

- Discriminate sounds and rhyming words → Invent own rhymes
- Identify source of common sounds → Verbalize what the source does or what it looks like
- Memorize and recite songs and nursery rhymes → Invent a rhyme or insert a missing rhyming word

- Discriminate between numbers and letters » Work toward learning letter names and sounds
- Engage in character/dramatic role playing » Assign or invent dramatic roles
- Expand vocabulary » Begin to define words
- Recall stories » Tell stories and “illustrate”
- Answer questions about a story » Invent a story or solve a problem when asked
- Follow two to three step directions » Move spatially from directions
- Participate in conversations » Explain an event from the past, present, or future, or a simple process from start to finish
- Recognize own name when printed » Identify print on classroom objects
- Identify and verbalize needs » Express a personal opinion
- “Read” book from pictures or memory » Understand that letters make words, that words make sentences, that sentences make story books
- Interpret events and their sequence from picture books or other media » Predict outcomes
- Know left from right » “Read” in a left to right progression following words » Know page positions: Upper L, Upper R, Lower L, Lower R
- Focus during circle/story up to 10 minutes
- Small motor proficiency with stenciling using pencil, cutting, painting objects, handling small manipulatives » Perform writing strokes with direction » Engage in inventive writing
- Identify familiar words in their world » Match spoken word to written word

### **Math, Reasoning, Time & Space**

- Sort by color or shape (ex: all reds or all squares) » Sort by 2–3 attributes (ex: red squares, blue circles, or red squares with one dot)
- Count numbers in sequence to 10 » Recognize, name and match numbers to 10 with corresponding quantities
- Copy and continue a repeating pattern of two » Create a repeating pattern of two attributes (ex: yellow square & green circle, yellow square & green circle)

- Name and locate 7 days of the week on calendar → Understand today, tomorrow, yesterday, month and major holidays
- Match pairs → Match shapes, halves, pieces/parts, textures
- Understand concepts: next to, big/bigger/biggest/, empty/full, around, bottom, over/under, small/big → Understand concepts: more/less, same/equal/different, part of/whole/half, small/medium/large, and beginning/middle/end
- Place object or person in first and last position → Understand and organize objects in ordinal positions of 1st-4th
- Name and trace shapes → Draw: circle, square, triangle, rectangle, cross, X
- Sequence photos according to passage of time (ex: baby, toddler, child, adult, elderly adult) → Place four story cards in order of the event (ex: She walked outside, she saw it was raining, she opened the umbrella, she went down the sidewalk)
- Understand the concept of what is “next” in the school day → Be able to “read” a classroom chart of activities for the day and tell the group what is next
- Read a simple (2 line) bar graph (ex: Which has more/which has less?) → Help create a simple bar graph with data from environment (ex: There are more girls than boys or 10 children have dogs, 6 have cats, and 4 have both)
- Compare two objects (ex: soft/smooth) → Compare and describe differences and similarities between two objects (ex: size, color, shape, use)
- Compare items by length and identify which is longer/shorter → Use a nonstandard form of measurement to determine length or height (ex: pieces of string, stacked blocks, chalk line, children’s bodies!)
- Use concepts of put together and take away with several objects → distinguish the totals after adding or subtracting numbers of objects to a group

### **Motor Skills and Movement**

- Join group in finger plays, clapping hands, moving to music
- Free hand paint using fingers or variety of objects → Paint or draw a recognizable object
- Trace objects

- Cut shapes that are drawn » Cut on the line with greater accuracy
- Jump on two feet, march » Hop on one foot 3–4 times
- Walk forward heel to toe on a balance beam » Walk backward on beam
- Navigate an obstacle course » Navigate following directional arrows
- Walk up or down stairs alternating feet
- Throw a large ball to a person » Throw a ball or bean bag through a large opening
- Catch a large ball » Catch a small ball or bean bag
- Ride a tricycle
- Hit a ball off a tee
- Use a pencil/crayon/marker with proper grip
- Button/zip clothing » Tie shoes
- Manipulate small objects (ex: thread beads, puzzles pieces, Legos)
- Build/construct an object or structure using play dough, blocks, boxes, and manipulatives
- Pantomime a song or rhyme

### **Social/Emotional Development and Creative Expression**

- Play group games with teacher direction » Verbalize rules to a game and play with minimal teacher direction
- Move into established group » Assign roles during group play
- Seek adult help to solve a problem » Solve most peer problems on own but know when to ask for help
- Play alongside others (parallel play) » Join in sharing toys or roles, willing to take turns (cooperative play)
- Follow class routine/take turns » Make plans for the day (ex: first I am going to paint and then I want to build a city with the blocks)
- Show feelings » Verbalize and/or display preferences, feeling, friendships, love
- Share answers in a group » Stand in front of class to illustrate something for teacher, show and tell, or lead group conversation
- Show creative expression to music » Follow a sequence of steps or choreographed movements, interpret tempo, rhythm

- Sing along with the group » Identify and mimic musical moods and themes
- Accompany a piece of music using rhythm instruments
- Paint, draw and create various art forms using a variety of mediums and materials
- Identify primary colors » Mix two colors to create a color (ex: red and yellow make orange)

### **God's World and Science**

- Begin experiments, observing and understanding elements of creation: land (mountains, deserts, soil), water (sink/float, ocean, river, lake), space (planets/heavens and dimension), animals (wild, habitat and pets), plants (beauty, food source, water and light to grow), day (sun), night (moon), people (growth, body parts, senses, feelings), weight (light/heavy), gravity (falling), air (breathing and floating), weather (seasons, hot/cold, rain, snow, clouds, how we dress)
- Use comparative language while observing/experimenting
- Join in construction of projects » Construct project by self
- Observation and beginning understanding for use of basic tools and machines
- Begin to predict outcomes for simple experiments

### **Spiritual Development and Growth**

- Begin understanding that God created everything, knows everything, and controls everything
- Know of Jesus' love for him or her
- Fold hands and bow head to pray
- Ask for prayer for someone or something they love
- Pray for others
- Know favorite Bible stories and one or two important spiritual points of story
- Being to understand and see sin
- Begin to comprehend that faith (by God's grace) in Jesus as our Savior and Lord cleanses our sin and gives eternal life

- Respond to teacher giving Biblical guidance and direction
- Be willing to apologize for doing something wrong
- May express a faith of own

PCS PreK-8 accepts enrollment without discrimination as to race, color, sex, or national origin. All rights and privileges are afforded to all students. Students with special needs are considered on an individual basis. Full details on other admissions requirements are available from the school office. Children must be at least 4 years of age by December and fully potty trained. Children who are age 3 by July and fully potty trained may be accepted only for the Tuesday/Thursday program, if space is available, and upon approval of the administrator.

**Phoenix Christian School PreK-8**

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**(edit 12/9/2020)**