

# WORLD BOOK

## Typical Course of Study: Preschool

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### APPROACHES TO LEARNING

- Approach activities with curiosity and imagination
- Engage in play as a means to explore and learn
- Ask questions and show eagerness to learn
- Show willingness to try new activities
- Keep focus on an activity and avoid distractions
- Follow a task through to completion
- Cooperate with peers in learning and play activities
- Identify and try to solve problems

### PHYSICAL DEVELOPMENT AND HEALTH

(NB: Contingent on physical or other limitations)

- Jump, walk in a straight line, and hop on one foot
- Throw, catch, bounce, and kick a lightweight ball
- Climb stairs using alternate feet
- Stand on one foot for 5-10 seconds
- Walk backwards for five feet
- Maintain balance while sitting, standing, and moving
- Put on clothing items independently; use buttons, zippers, and snaps successfully
- Build structures with blocks
- Navigate age-appropriate playground equipment
- Take part in large-motor movements, such as dancing or marching
- Peddle a tricycle
- Control a pencil, crayon, or paintbrush
- Complete simple puzzles
- Use blunt scissors and eating utensils successfully
- Paste objects
- Trace or copy simple shapes
- Participate regularly in physical activities
- Identify and compare sights, smells, sounds, tastes, and textures
- Identify body parts and their functions
- Show ways to prevent spreading germs
- Recognize and follow simple practices for health and hygiene
- Show growing independence in healthy practices (washing hands, brushing teeth, using tissues, taking care of toilet need, etc.)
- Learn, describe, and follow simple safety rules and emergency procedures
- Know how to get help in an emergency
- Know how to dial 9-1-1 and give name and address information

# SOCIAL-EMOTIONAL DEVELOPMENT

- Manage comfortably when apart from parents or primary care givers for 2-3 hours
- Meet visitors without excessive shyness
- Know full name, gender, age, and birthday
- Know parents' names, home address, and home phone number
- Is not afraid to go to school
- Describe own physical characteristics and abilities positively
- Recognize self as a unique individual
- Feel good about self
- Perform many routines and tasks independently
- Independently attempt new tasks
- Express own feelings, needs, and opinions appropriately
- Maintain self control
- Recognize and describe own and others' emotions and behavior
- Play with other children
- Develop friendships with peers
- Show empathy to peers
- Share, take turns, and help others
- Take part in pretend play
- Make age-appropriate decisions and choices
- Follow simple rules, routines, and directions
- Move from one task to another without delay or distress
- Cooperate with peers and family members
- Try to resolve peer conflict
- Take care of own belongings
- Talk comfortably with others
- Relate comfortably to teachers or primary caregivers
- Minimize disruptive or aggressive behavior
- Handle change and adapt to new situations appropriately
- Ask for help when needed
- Help family with chores

# LANGUAGE ARTS

## Speaking, Listening, and Viewing

- Speak clearly and audibly in complete sentences
- Speak to give a point of view or opinion, or to persuade
- Speak to describe, clarify, or negotiate
- Take part in conversations with adults and peers
- Describe relationships between objects, events, and people
- Speak clearly enough to be understood
- Tell a story
- Respond appropriately to questions

- Use language to describe events and tell stories
- Understand and use an increasing number and variety of words
- Learn and use age-appropriate rules of standard English grammar
- Use increasingly complex sentences
- Learn and follow rules for listening, speaking, and discussing
- Show understanding of spoken directions
- Learn new vocabulary through listening
- Retell a story or recount information gained through listening
- Sequence events after listening
- Show attentiveness to presentations
- Make sense of pictures, symbols, and other visual features
- Ask questions about visual presentations
- Draw conclusions based on information from visual media

### Writing and Representing

- Express ideas from a text by drawing, dictating, or writing
- Create drawings, signs, or designs to represent an idea or word
- Understand that writing is a way to communicate meaning
- Write letters or letter-like shapes to represent words
- Use pictures, designs, scribbles, and letters to represent events, objects, ideas, or stories
- Print own first name
- Write some uppercase and lowercase letters
- Use invented spelling to form words, phrases, or sentences

### Reading Readiness

- Look at pictures in books and pretend to read
- Show motivation to read and ask to be read to
- Is read to frequently
- Has own books
- Show an interest in many different kinds of texts
- Understand that print is something to be read and has meaning
- Connect written to spoken words
- Ask and answer questions about print materials
- Identify different kinds of texts
- Retell familiar stories
- Tell the meanings of simple words
- Discuss books and other texts
- Take care of books
- Recognize own name and common words in print
- Recognize and name most of the letters
- Recite the alphabet
- Match some uppercase with their corresponding lowercase letters
- Recognize that letters have sounds
- Pronounce words, one sound at a time
- Identify beginning, ending, and middle sounds in a word
- Match or produce words that rhyme
- Hear and say separate syllables in words

- Orally blend sounds and syllables into words
- Recognize that letters form words and words form sentences
- Identify words related to pictures
- Follow words from left to right and top to bottom of page

## MATHEMATICS

### Number Sense

- Understand that a number represents a quantity
- Recognize and name some written numerals
- Count objects in one-to-one correspondence
- Count to recognize how many objects are in a set
- Count numbers in order to 20 by ones
- Understand that the last counting word tells "how many"
- Recognize and describe the concept of zero
- Tell what number comes after a number (up to 10)
- Without counting, give number of objects in a set (up to four objects)
- Estimate the number of objects in a small set
- Compare quantities in two sets of objects

### Mathematical Operations and Algebra

- Compare number of objects using such words as *more, less, the same as, greater than, fewer, or equal*
- Understand that "adding more" increases the number of objects in a set
- Understand that putting two sets of objects together makes a bigger set
- Understand that subtracting ("taking away") items from a set makes a smaller set
- Solve simple addition and subtraction problems with a small number of objects
- Sort and classify objects according to one or more attributes into two or more groups
- Recognize simple repeating patterns
- Extend and create simple repeating patterns

### Geometry and Spatial Relationships

- Identify and name a square, circle, triangle, and rectangle
- Describe parts and characteristics of shapes
- Sort items according to their shapes (regardless of size)
- Find shapes in the environment
- Combine and separate different shapes to create a picture or design
- Describe positions of objects or people (*in, on, under, up, down, inside, outside, behind, in front, between, beside, etc.*)

### Measurement

- Compare objects in shape and size
- Compare objects by length, weight, or capacity, using such words as *longer, shorter, bigger, smaller, heavier, lighter, taller, and shorter*
- Put 3-10 objects in order by size
- Know that units are used to measure (*pounds, inches, cups, meters, minutes, feet, etc.*)
- Measure length with such units as toy blocks or or similar objects safe for age range
- Estimate simple measurements
- Discuss units of time (*seconds, minutes, hours, days, weeks, and years*)

# SCIENCE

## Science Processes and Skills

- Show curiosity about the world
- Use senses and tools to observe, investigate, ask questions, solve problems, and draw conclusions
- Describe what he or she wants to learn from a science investigation
- Ask “Why?” “How?” and “What if?” questions
- Try to answer “How?” and “Why?” about science events
- Collect, describe, and record (write or draw) information
- Explain, predict, and generalize about an event or experience

## Life Science

- Describe the differences between living and nonliving things
- Describe basic needs of living things
- Understand that living things grow and change
- Observe, describe, compare, and discuss living things
- Match plants and animals to their habitats
- Describe how animals resemble their parents
- Identify ways living things change as they grow
- Recognize seasonal changes in plants and animals
- Name external parts of plants and animals
- Describe simple life cycles (*butterfly or frog*)
- Show respect for living things

## Physical Science

- Observe, describe, and compare physical properties of objects
- (*size, texture, shape, weight, color, freezing and melting, or sinking or floating*)
- Compare and sort objects according to physical attributes
- Identify such sources of energy as light, heat, and electricity
- Identify and compare solids and liquids
- Understand that liquids take the shape of their containers
- Describe effects of common forces (*pushing and pulling, kicking, wind, gravity, or magnetism*)

## Earth and Space Science

- Describe physical properties of soil and rocks
- Describe characteristics of soil, water, and air
- Observe and describe objects in space
- Observe and describe movements of objects in space
- Describe changes in weather and seasons
- Discuss ways the environment provides resources for people
- Discuss some ways to protect the environment

# SOCIAL SCIENCE

## Self, Family, and Community

- Identify personal family and community
- Understand that each person belongs to a family

- Recognize similarities and differences in people and families
- Describe own community
- Identify cultural traditions of own family and community
- Recognize jobs in the community and the work people do

### Geography

- Describe or draw maps of own home, school, community
- Name street, neighborhood, city where he or she lives
- Locate objects and places in familiar environments
- Describe topographical features in his or her neighborhood or state (or province, territory)
- Discuss ways people can take care of their environment

### History

- Tell the difference between past, present, future events
- Show a basic awareness of personal and family history
- Identify events that happened in the past
- Describe common events and routines using such words as *today, tomorrow, yesterday, last week, or next week*
- Describe how things change over time
- Put events in sequential order

### Economics

- Understand that people need food, clothing, and shelter
- Distinguish between wants and needs
- Understand the idea of limited resources and choices about resources
- Understand that money or trade is used to get goods or services
- Understand that money comes in different forms
- Participate in role-play involving creating and selling of goods and services
- Identify some of the ways families get money
- Understand the need for rules at home or school
- Understand the need for laws in the community

### Citizenship

- Describe classroom rules and their purposes; follow classroom rules
- Identify own country, state (or province, territory), and symbols (*flag, state seal, Statue of Liberty, etc.*)
- Suggest simple solutions to conflict
- Discuss some actions and responsibilities of good citizens
- Work and play cooperatively with other children
- Experience opportunities to vote to make simple decisions
- Understand roles of leaders; show interest in leadership

## ARTS

(NB: Contingent on physical or other limitations)

- Participate in group movement activities
- Move to different musical beats and rhythms
- Dance to different types of music

- Experiment with musical instruments
- Act out events or stories using language and props
- Participate in group music activities
- Sing familiar songs, chants, and finger plays
- Initiate and select music and movement activities
- Sing familiar songs from memory and learn new songs
- Improvise songs and rhythmic patterns
- Use props to enhance movement captivities
- Represent fantasy and real-life experiences through pretend play
- Create and use props and costumes during dramatic play
- Demonstrate understanding of color, shape, and line
- Participate in teacher-guided visual arts activities
- Use a variety of art materials and techniques to make various art creations (*child-safe chalk, pencils, crayons, markers, clay, play dough, paint, wood, etc.*)
- Manipulate materials with pounding, squeezing, rolling, and cutting
- Explore ideas and themes independently with art materials
- Use art for self-expression of ideas, personality, or thoughts
- Show imagination and creativity in creation of visual arts
- Draw a self-portrait
- Use age-appropriate digital media applications to create works of art
- Use art tools and processes as intended
- Show appropriate audience behavior when viewing art performances
- Describe and respond to creative works

## TECHNOLOGY

- Follow directions to operate software programs
- Listen to texts presented in electronic forms
- Use basic computer skills (*turn on computer, use keyboard and mouse*)
- Operates sound recording device
- Create songs, drawings, or stories through interaction with available technology
- Communicate digitally with available technology
- Use basic skills of other digital devices (*mp3 player, cell phone, tablet, etc.*)
- Know age-appropriate practices for safe use of technology