



# Pre - Kindergarten --- Curriculum

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September 7, 2017

Presentation to the Board of Education



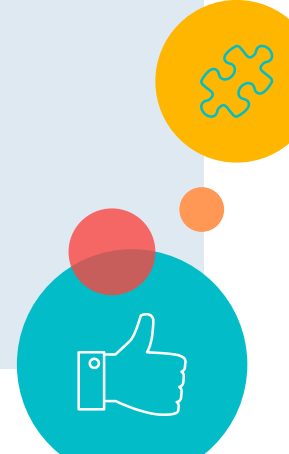
## Special Acknowledgement

### Pre-Kindergarten Teachers

Lisa Abrams  
Kristen Olyha  
Kelly Rich  
Ann Tortora  
Kelly Vedovato

### And

Dr. Jason McKinnon  
Karen Gruetzner  
Barbara Winstrom  
Laurie Hudson





1.  
**Overview of  
Pre-K**



*The goal of early childhood education should be to activate the child's own natural desire to learn.*



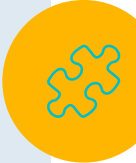



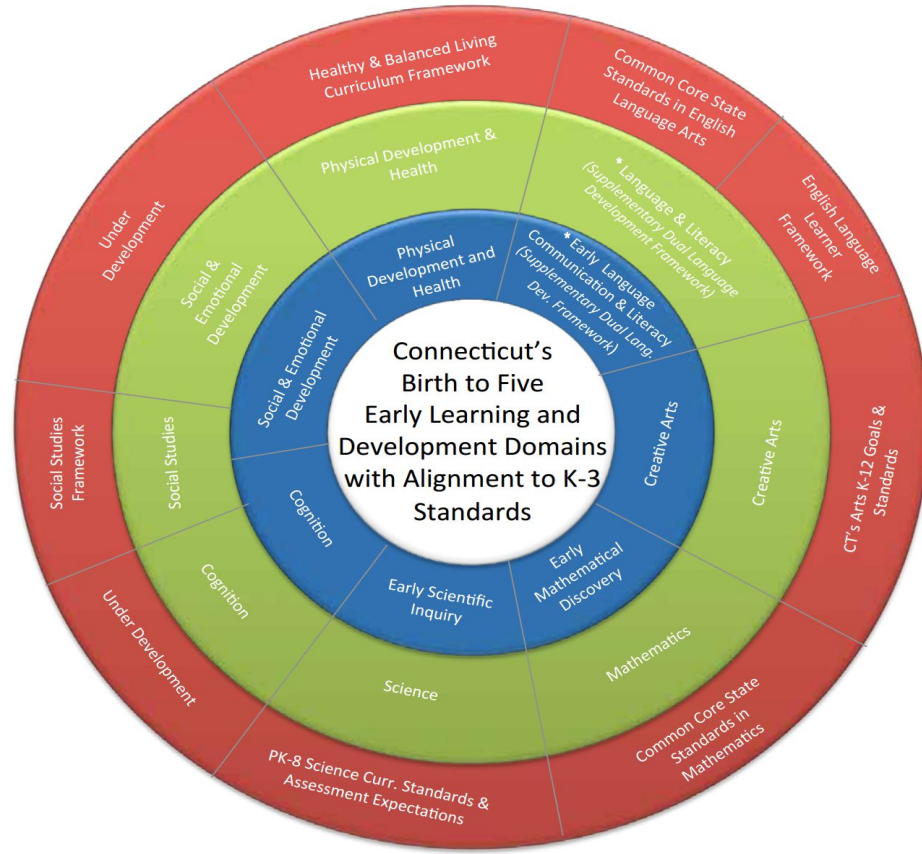


2.  
**Curriculum  
Development**



**Based on  
standards  
and  
Research**

1. Development of the Pre-K Curriculum
  2. Standards and Domains
  3. Curriculum Units
  4. Guiding Principles
  5. Essential Dispositions
- 
- 



\*The supplemental Dual Language Development Framework applies to children learning multiple languages. Early learning environments must respect family language preference and honor children's development in their primary language and promote continued bi-lingual development.



## Strand C: Early learning experiences will support children to strengthen executive function.

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Choosing and Planning		C.12.8 Indicate preferences nonverbally	C.18.10 Indicate preferences by pointing and using one or two words	C.24.10 Indicate preferences using simple language	C.36.10 Make choices based on preferences	C.48.13 With adult assistance, choose activities and plan what to do	C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan
Task Persistence	C.6.7 Repeat actions to obtain similar results	C.12.9 Practice an activity many times until successful	C.18.11 Complete simple activities	C.24.11 Complete simple activities despite frustration	C.36.11 Complete self-selected short-term activities many times to gain mastery	C.48.14 Continue working through moderately difficult activities, despite some frustration	C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration
Cognitive Flexibility			C.18.12 Use objects in new and unexpected ways	C.24.12 Purposefully try multiple ways of using the same objects	C.36.12 Realize when something is not working and with adult assistance can try another approach	C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	C.60.17 Generate or seek out multiple solutions to a problem

# Guiding Principles

All children benefit from a rich learning environment, which is influenced by our guiding principles.



# Guiding Principles

1. All children are capable of learning
2. Maslow's Hierarchy of Needs
3. Pre-K students are unique in how they develop
4. Young children learn in the context of relationships
5. Young children benefit from hands-on learning
6. We provide meaning inclusion for all students
7. Curriculum Implementation
8. Multit-sensory, language based environment
9. Family Engagement
10. Play

# Essential Dispositions

1. Creativity
2. Inquisitiveness
3. Flexibility
4. Socialization





# The CT ELDS

A Valuable Tool for  
Supporting Young Children



# Key Features of our curriculum



## Curriculum Units

We have developed 12 curriculum units that include standards, focus areas, essential questions, and assessments. Units are designed based on a year 1 and year 2 schedule. (View table 3 for a complete scope and sequence.)

## Assessment

End of unit assessments are used as checklist to determine if students meet standards. ESGI is a one-on-one assessment platform that is used to provide baseline, mid-year, and final benchmarks on critical foundational skills in the areas of mathematics and literacy.

## Differentiation

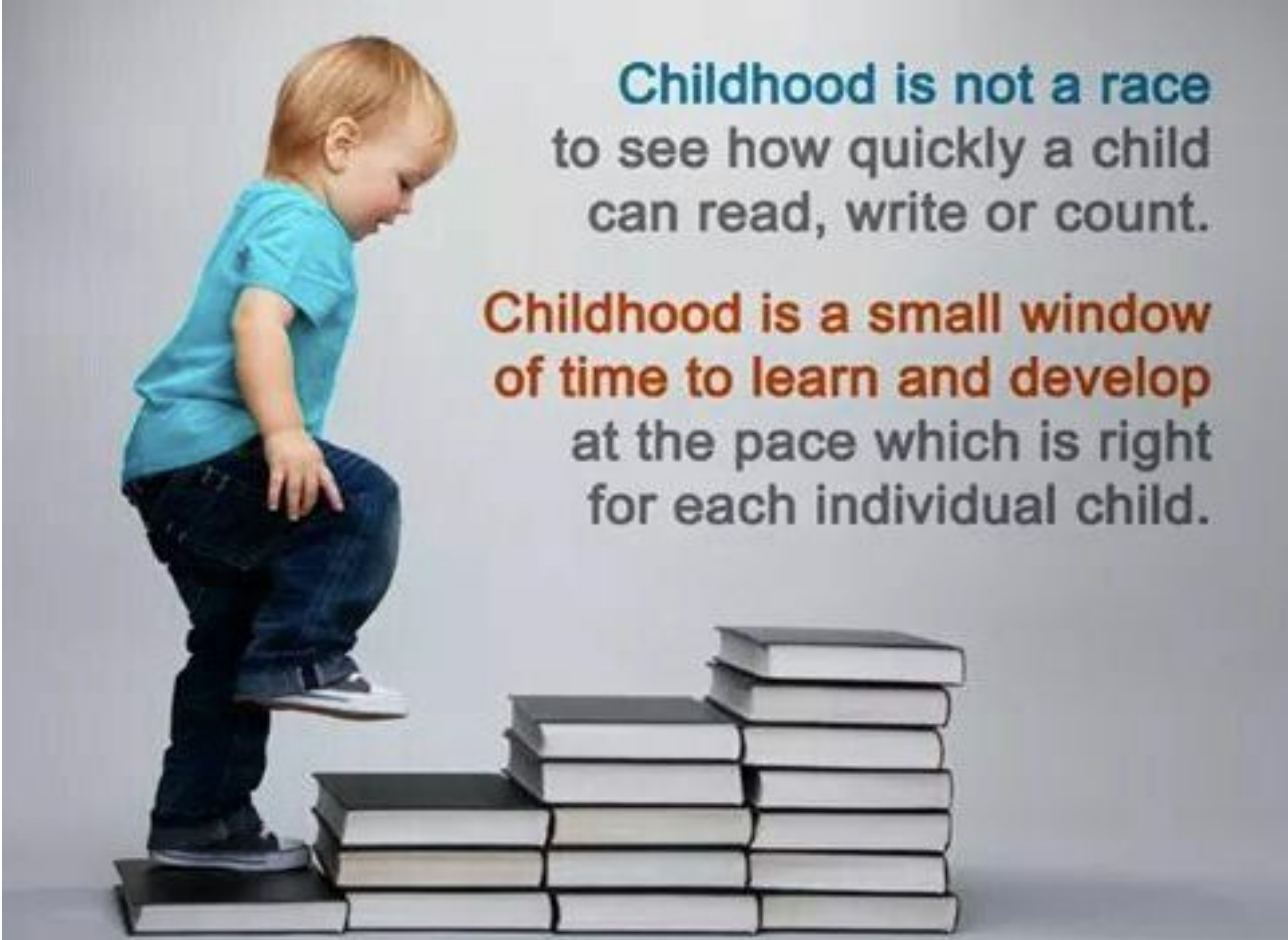
Each unit clearly articulates how teachers can meet individual student's needs. For instance, the curriculum details specific strategies for our ESL and special education students.





Pre-K Curriculum  
Link

Winter Unit



**Childhood is not a race**  
to see how quickly a child  
can read, write or count.

**Childhood is a small window**  
of time to learn and develop  
at the pace which is right  
for each individual child.







# Thank you

Any questions?

