Pre-K Scope and Sequence

This **Pre-K Scope and Sequence** shows a progression of interdisciplinary learning throughout the year in three sections. In order to ground children in their own experiences and expand their understanding of the people and world around them with increasing complexity, pre-K students start the year studying "My Community and Me," then move into "My Environment and Me," and finally, "Change and Growth All Around Me." To make the most of the pre-K year as the first step in a child's P-12 Common Core aligned learning path, the **development of inquiry and critical thinking** will be a consistent thread throughout all themes and units. The units provide opportunities for content exploration and skill building that are aligned with **the NYC DOE Kindergarten Social Studies and Science Scope and Sequence**. Units will assist teaching teams in nurturing inquiry, language and problem solving skills through their organization of the classroom environment, interactions with students, use of books and other texts, incorporation of new vocabulary, use of purposeful play, and family engagement practices.

All lessons and activities support the comprehensive state pre-K learning standards and guiding principles, known as the **Prekindergarten Foundation for the Common Core (PKFCC)**. The PKFCC standards are a comprehensive description of skills and knowledge that children should work towards with "increasing awareness and competence" (PKFCC p. 14) throughout the year. The **NYC Pre-K Learning Goals (LGs)** provide a summary of skills and knowledge children should develop by the end of the year based on the standards. Each unit incorporates focus standards from the PKFCC and Learning Goals (LGs). Although each unit emphasizes certain standards, children will continue to develop in all areas at varying rates. Rich classroom learning ensures that standards are revisited throughout the year. It is the responsibility of each teacher to get to know the strengths that the children bring into the classroom and differentiate materials, instructional components and activities to challenge and interest each child appropriately. In order to understand where children are and what they need, teachers use authentic assessment systems to continuously observe and document children's learning throughout the year, using that data to inform instruction. Items from the DOE's three approved authentic assessment systems for pre-K are included in order to help make connections between focus standards and the formative assessments used to individualize instruction and engage families. These assessments include Teaching Strategies GOLD (TSG), Work Sampling System (WSS), and High Scope COR (COR).

NYC DOE worked closely with several partners to develop the Pre-K Scope and Sequence and Interdisciplinary Units of Study. We appreciate the support of the Administration for Children's Services (ACS), New York University, Acelero Learning/Shine Early Learning, NYC cultural institutions such as the Children's Museum of Manhattan, the New York Public Library and the American Museum of Natural History, and others.

Pre-K Scope and Sequence

Themes	My Community and Me (September-November)	The Environment and Me (December-March)	Change and Growth All Around Me (April-June)
Unit Topics	Welcome to Pre-K 5 Senses All About Us	Homes Transportation Light Water	Plants Babies Transformation
Kindergarten Alignment These pre-K studies will provide important foundational knowledge for students and support their growing understanding of self and the world around them.	This pre-K theme occurs simultaneously to the Kindergarten (K) social studies unit on **School and Community**. It will introduce children to the practices of studying themselves and others, which lay the foundation for the Kindergarten unit **Self and Others**. In this theme, children begin seeing themselves as critical thinkers and observers of the environment and people around them, practicing key science skills that they will use in future pre-K and Kindergarten science-based units.	This pre-K theme will add depth to children's study of themselves which aligns with the Kindergarten social studies unit of **Self and Others**. Additionally, children will experience content that supports the K unit **Geography, People and the Environment**. Science content aligns to the K unit on light and water **(Trees Through the Seasons** as well as **Exploring Properties**).	In studying Plants and Babies, pre-K students will continue to learn about the physical environment (aligns to the K social studies unit **Geography, People and the Environment** as well as the Science unit on **Exploring Properties**). The study of transformation supports important concepts that are addressed while studying change in K (social studies unit **Families, Change and Time**). Also science content aligns to K units on plants and the environment (**Trees Through the Seasons**) and livings things (**Animals**).
Domain Approaches to Learning (AL)	AL.1 Actively and confidently engages in play as a means of exploration and learning.[1] **TSG 11d, WSS I.C.1* AL.4 Exhibits curiosity, interest, and willingness in learning new things and having new experiences.	AL.3 Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. AL.5 Demonstrates persistence. **TSG 11a, WSS I.C.2, COR B*	AL.2 Actively engages in problem solving.
	Children will demonstrate curiosity, creativity, flexibility, and a willingness to try new experiences.	Children will demonstrate persistence in play, activities, and problem solving.	Children will cooperate with peers to extend play and solve problems. Children will demonstrate use of music, movement, drama and visual art to express ideas and emotions.

PKFCC Standards
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Themes	My Community and Me (September-November)	The Environment and Me (December-March)	Change and Growth All Around Me (April-June)
Physical Development and Health (PDH)	PDH.1 Uses senses to assist and guide learning. PDH.6 Engages in a variety of physical fitness activities. PDH.9 Demonstrates awareness and understanding of safety rules. PDH.7 Demonstrates personal care and hygiene skills. **TSG 1c, WSS VII.C.1, COR D*	PDH.2 Uses sensory information to plan and carry out movements. PDH.3 Demonstrates coordination and control of large muscles. PDH.5 Demonstrates eye-hand coordination and dexterity needed to manipulate objects. PDH.8 Demonstrates awareness and understanding of healthy habits.	PDH.4 Combines a sequence of large motor skills with and without equipment.
	Children will demonstrate an understanding of safe and healthy habits.	Learning Goals addressed in other themes.	Children will demonstrate appropriate gross motor skills and fine motor skills in a variety of settings.
Social and Emotional Development (SED)	SED.1 Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests. SED.3 Demonstrates and continues to develop positive relationships with significant adults. SED.6 Understands and follows routines and rules.	SED.2 Regulates his/her responses to needs, feelings and events. SED.4 Develops positive relationships with their peers.	SED.5 Demonstrates pro-social problem solving skills in social interactions. **TSG 2a, WSS I.D.1, COR E* SED.7 Adapts to change.
	Children will demonstrate positive self-concept, confidence, and increasing autonomy. Children will develop and maintain positive relationships with children and adults.	Children will demonstrate self-regulation skills in response to needs, feelings, and events.	Learning Goals addressed in other themes.

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<u>Communication, Language and Literacy (CLL)</u> A. *Approaches to Communication*	CLL.1 Demonstrate that they are motivated to communicate.	CLL.4 Demonstrates his/her ability to express ideas using a variety of methods. CLL.5 Demonstrates a growing receptive vocabulary.	CLL.2 Demonstrates he/she is building background knowledge. CLL.3 Demonstrates that he/she understands what they observe. CLL.6 Demonstrates a growing expressive vocabulary.
B. *English Language Arts and Literacy*	**Reading Standards for Literature** CLL.3 With prompting and support, ask and answer questions about characters and major events in a story. <u>CLL.5 Students interact with a variety of common types of texts.</u> CLL.10 Actively engage in group reading activities with purpose and understanding. **Reading Standards for Informational Text** CLL.5 Identify the front cover, back cover; displays correct orientation of book, page turning skills. CLL.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). CLL.10 Actively engage in group reading activities with purpose and understanding.	**Reading Standards for Literature** CLL.1 With prompting and support ask and answer detail(s) about a text. CLL.4 Exhibit curiosity and interest in learning new vocabulary. CLL.7 With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. **Reading Standards for Informational Text** CLL.1 With prompting and support, ask and answer questions about details in a text. CLL.2 With prompting and support, retell detail(s) in a text. CLL.4 Exhibit curiosity and interest in learning new vocabulary. CLL.9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).	**Reading Standards for Literature** CLL.2 With prompting and support, retell familiar stories. CLL.6 With prompting and support, can describe the role of an author and illustrator. CLL.11 With prompting and support, make connections between self, text, and the world around them (text, media, social interaction). CLL.9 With prompting and support, students will compare and contrast two stories relating to the same topic. **Reading Standards for Informational Text** CLL.3 With prompting and support, describe the connection between two events or pieces of information in a text. CLL.6 With prompting and support, can describe the role of an author and illustrator.

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	Reading Standards: Foundational Skills CLL.4 Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading). **Writing Standards** CLL.1 With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like…. because…).	**Reading Standards: Foundational Skills** CLL.1 Demonstrate understanding of the organization and basic features of print. CLL.2 Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes). **Writing Standards** CLL.3 With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. CLL.5 With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	**Reading Standards: Foundational Skills** CLL.3 Demonstrate emergent phonics and word analysis skills. **Writing Standards** CLL.2 With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CLL.6 With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers. CLL.7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CLL.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CLL.11 Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.

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	Speaking and Listening CLL.3 With guidance and support, ask and answer questions in order to seek help, get information or clarify something that is not understood. <u>CLL.4: Describe familiar people, places, things and events, and with prompting and support, provide additional detail.</u> **Language Standards** CLL.6 With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**Speaking and Listening** CLL.1 With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups. CLL.6 Demonstrate an emergent ability to express thoughts, feelings and ideas. **Language Standards** CLL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CLL.5 With guidance and support, explore word relationships and nuances in word meanings.	**Speaking and Listening** CLL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. CLL.2 With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **Language Standards** CLL.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CLL.3 Use knowledge of language and how language functions in different contexts. CLL.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-kindergarten reading and content.
Language and Literacy	Children will express ideas and information through drawing, writing, and dictating. Children will understand and use an increasing complex and varied vocabulary. Children will understand and respond to literary and informational texts.	Children will recognize the names and sounds associated with some letters. Children will engage in extended conversations with peers and adults.	Children will understand that language can be broken into words, syllables, and smaller pieces of sound. Children whose home language is not English will engage in English language literacy activities including the use of literary and informational books.
<u>Cognition and Knowledge of the World (CKW)</u> *Mathematics* *Science*	**Mathematics** ***Counting and Cardinality*** PK.CKW.2 Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).	**Mathematics** ***Counting and Cardinality*** PK.CKW.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using	**Mathematics** ***Counting and Cardinality*** PK.CKW.1 Count to 20.

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Social Studies *The Arts* *Technology*	<u>PK.CKW.3 Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</u> PK.CKW.4 Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects. ***Measurement and Data*** PK.CKW.2 Sort objects and count the numbers of objects in each category (limit category counts to be less than or equal to 10). ***Geometry*** ***Identify and describe shapes (squares, circles, triangles and rectangles).*** PK.CKW.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. PK.CKW.2 Correctly name shapes regardless of size. **TSG 21b*	matching and counting strategies (up to 5 objects). PK.CKW.6 Identify "first" and "last" related to order or position. ***Operations and Algebraic Thinking*** PK.CKW.2 Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects. ***Measurement and Data*** PK.CKW.1 Identify measurable attributes of objects, such as length, and width. Describe them using correct vocabulary (e.g. small, big, short, tall, empty, full, heavy and light). ***Geometry*** ***Analyze, compare and sort objects.*** PK.CKW.1 Analyze, compare and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g. color, size and shape). PK.CKW.2 Create and build shapes from components (e.g., sticks and clay balls).	***Operations and Algebraic Thinking*** PK.CKW.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).

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	Science PK.CKW.1 Asks questions and makes predictions based on observations and manipulation of things and events in the environment. PK.CKW.2 Tests predictions through exploration and experimentation. **Social Studies** <u>PK.CKW.1 Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.</u> PK.CKW.2 Demonstrates awareness and appreciation of their own culture and other cultures. <u>PK.CKW.5 Demonstrates an understanding of roles, rights and responsibilities.</u> PK.CKW. 8 Demonstrates interest and awareness about a wide variety of careers and work environments. **The Arts** PK.CKW.1 Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts. PK.CKW.3 Expresses oneself by engaging in musical activities.	**Science** PK.CKW.5 Observes and describes characteristics of living things. **TSG 24* PK.CKW.6 Acquires knowledge about the physical properties of the world. **Social Studies** PK.CKW.3 Demonstrates knowledge of the relationship between people, places, and regions. PK.CKW.6 Begins to learn the basic civic and democratic principles. **The Arts** PK.CKW.5 Participates in a variety of dramatic play activities to represent fantasy and real life experiences. PK.CKW.7 Expresses what he/she knows, thinks, feels and believes through dance and creative movement.	**Science** PK.CKW.3 Generates explanations and communicates conclusions regarding experiments and explorations. PK.CKW.4 Observes and describes characteristics of earth and space. **Social Studies** PK.CKW.4 Develops an understanding of how people and things change over time and how to relate past events to their present and future activities. PK.CKW.7 Develops a basic understanding of economic concepts within a community. **The Arts** PK.CKW.2 Responds and reacts to visual arts created by themselves and others. PK.CKW.4 Responds and reacts during musical activities. PK.CKW.6 Responds and reacts to theater and drama presentations.

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	Technology PK.CKW.1 Describes types of materials and how they're used.	**Technology** PK.CKW.2 Explores and uses various types of tools appropriately. PK.CKW.4 Understands the operation of technology systems.	PK.CKW.8 Responds and reacts to dance and creative movement. PK.CKW.9 Expresses an understanding of artistic difference among cultures. **Technology** PK.CKW.3 Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems. PK.CKW.5 Uses the knowledge of technology to increase learning.
Cognition and General Knowledge *Mathematics* *Science* *Social Studies*	**Mathematics** Learning Goals addressed in other themes. **Science** Children will demonstrate basic use of scientific method and basic conceptual knowledge of the natural and physical world. **Social Studies** Children will demonstrate an understanding of one's relationship to the family and the community, roles in the family and community and will demonstrate respect for diversity.	**Mathematics** Children will understand measurement and concepts such as "longer/shorter," and "heavier/lighter." Children will describe and compare features of objects and shapes. Children will demonstrate an awareness of spatial relationships, patterns, and sequences. **Science** Children will demonstrate the ability to think through problems and apply strategies for solving them. **Social Studies** Learning Goals addressed in other themes.	**Mathematics** Children will understand and intentionally manipulate quantities. **Science** Learning Goals addressed in other themes. **Social Studies** Learning Goals addressed in other themes.

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