



*Everest Academy*

# Developmental Kindergarten Curriculum Guidelines

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Curricular Framework for Four Year Old Students at Everest Academy

*Ascending to Excellence*

# DEVELOPMENTAL KINDERGARTEN CURRICULUM GUIDELINES

## **Introduction**

The purpose of this document is to help educators make informed decisions about curriculum content for children entering kindergarten program. The guidelines are based on knowledge of theory and research about how children develop and learn; they reflect the growing consensus among early childhood professional organizations that a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences. The guidelines also delineate the content that children are to learn and what they should be able to achieve. Finally, the guidelines provide a means to align our Developmental Kindergarten curriculum with the Texas Essential Knowledge and Skills (TEKS) as well as the guidelines established by Montessori Educators.

The guidelines describe specific goals for four year old children in each content area. Due to age differences and previous experiences, however, children will have a great diversity of knowledge. Some children, regardless of their age level, will be at the beginning of the learning continuum, while others will be further along. With the help of Allah SWT, the educators at Everest Academy seek to develop the following skills among our four year old students:

## **Listening and Speaking Skills**

- Comprehending conversation and stories with increasing accuracy
- Understanding simple verbal directions
- Listening for different purposes to educators, and audio aids (tapes, records, etc.) and showing understanding through gestures, actions and/ or language
- Speech discrimination- perceiving differences between similar sounding words
- Responding appropriately- in single words or brief phrases to some 'why', 'how', and 'when' questions
- Building vocabulary- acquiring new words and concepts and applying them in communication
- Developing a vocabulary of object names and common phrases in English (ESL)
- Using language for a variety of purposes
- Using sentences of increasing length
- Engagement in meaningful conversation and following conversational rules
- Expressing ideas with clarity
- Contributing to group discussions
- Reading Comprehension: Engaging in developmentally appropriate pre and post reading activities such as predicting, listening for enjoyment or to gather information, retelling, connecting to real life experiences, making comments and evaluation
- Enunciating clearly

- Refraining from ‘baby talk’

### **Social and Emotional Skills**

- Respecting rules and authority
- Exerting self-control
- Getting along with peers
- Cooperativeness
- Transition in orderly manner
- Being polite and helpful
- Coping with disappointment

### **Self Reliance and Independence**

- Being secure in environment
- Choosing activities independently
- Working independently
- Cleaning own area
- Being responsible for personal hygiene

### **Work Habits and Learning Skills**

- Observing, exploring, and investigating
- Being self-motivated
- Using time efficiently
- Focusing on group lesson
- Organizing tasks and following sequence
- Completing assigned tasks
- Being attentive to detail
- Assuming responsibility
- Refraining from distracting
- Displaying pride in work

### **Fine and Gross Motor Skills**

- Walking, running, hopping
- Walking in a straight line
- Being able to stand on one foot for 5-10 seconds
- Throwing ball
- Holding crayons, pencils
- Using coloring pencils

- Holding and using scissors
- Using paints, glue

### **Sensorial Exercises**

- Pink tower
- Broad stairs
- Color tablets
- Touch boards
- Smelling jars, Sound boxes

### **Practical Exercises**

- Folding mat
- Stringing beads
- Pouring exercises
- Spooning exercises
- Assembling simple puzzles
- Dressing frames

### **Reading Readiness**

- Print Awareness – Understanding functions and purposes of print, directionality, distinguishing letters from numbers, basic print conventions ( e.g. the concept that letters are grouped to form words, and that words are separated by spaces)
- Story time activities
- Phonemic Awareness- Beginning Consonants
- Phonemic Awareness- Ending Consonants
- Phonemic Awareness- Vowel Sounds
- Phonological Awareness- Identifying rhymes and rhyming sounds, breaking words into syllables, Opposites
- Phonic Awareness- ability to identify some alphabets (10 or more) and associating them with corresponding sound
- Developmentally Appropriate Vocabulary Building Activities
- Identifying some high- frequency words
- Motivation to read- demonstrating an interest in books, attempting to read and write independently.
- Written Expression- Understanding functions and purposes of writing, directionality, engaging in LEA (Language Experience Approach) lessons

### **Math Readiness**

- Pre and Early Math Skills- Identifying and understanding variations in number, size, shape, position, and dimension.
- Making sets- combining, separating, and identifying the numbers of concrete objects using language (e.g., same, equal, one more, less than etc.)
- Patterns- recognition, continuation, and reproduction of developmentally appropriate patterns
- Geometry and Spatial Sense- Identification of basic two and three dimensional shapes; recognizing a shape's position and orientation using words such as beside, inside, behind, above, below etc.
- Measurement- covering an area with shapes, beginning to use simple tools to imitate measuring such as inch ruler, thermometer, simple balance
- Classification and Data Collection- matching objects that are alike, sorting, using real and pictorial graphs
- Developing Mathematical Vocabulary
- Linear Counting by ones to 10 or higher
- Number Concepts- Identifying and associating quantity and symbol ( 10 or higher) through numerous activities and manipulatives
- Introduction to Time- Using words such as morning, evening, night; telling time to hour
- Introduction to Money- Identifying penny, quarter.

### **Preparation for Hand Writing**

- Pre Writing Exercises
- Developing Proper Pencil Grip
- Coloring within lines
- Sand paper letters
- Sand paper numbers

### **Scientific Readiness**

- Demonstrating safe practices and appropriate use of materials
- Asking questions about objects, events, and organisms
- Developing an interest in investigating unfamiliar objects, organisms, and phenomena
- Using one or more senses to observe and learn about objects, events, and organisms
- Describing observations
- Performing simple investigations
- Gathering information using simple tools
- Beginning to offer explanations using his or her own words

- Introduction to the Six Step Scientific Process- making an observation, formulating hypothesis, conducting simple experiment, observing data, recording data, drawing conclusion
- Learning about safety and hygiene during experimentation ( Laboratory safety)
- Preliminary concepts regarding:
  - Living and Non-living Objects
  - Identifying animals and plants as living things
  - Understanding that living things have similar needs
  - Awareness and appreciation of the five senses
  - Simple investigations involving magnets
  - Introduction to the concept of sinking and floating
  - Basic concepts pertaining to weather
  - Basic concepts pertaining to air and water

### **Social Studies Readiness**

- Social Studies Skills- Working as a classroom community, being part of a group, problem solving
- Participation in classroom jobs and contributes to classroom community
- Identifying similarities and differences among himself/ herself and classmates
- Beginning to examine a situation from another person’s perspective
- Preliminary understanding of cause and effect relationship
- Connecting past events to current events
- Identifying common events and routines
- Introduction to time intervals such as “today”, “tomorrow”, “next time”
- Identifying and creating simple representations of common features in the home and school environment
- Using words to indicate relative location such as “front,” “back,” “near,” “far”
- Understanding the basic human needs of all people for food, clothing, and shelter
- Understanding the roles, responsibilities, and services provided by community workers
- Becoming aware of what it means to be a consumer
- Preliminary concepts regarding:
  - Globe
  - My Family
  - My Community
  - My Country and State
  - People around the World
  - Festivals
  - Landforms
  - Transportation

## **Fine Arts**

- Using a variety of materials to create original artwork
- Using various colors, surface textures, and shapes to create form and meaning
- Beginning to use art as a form of self expression, sharing ideas about personal artwork and showing interest in artwork of others
- Participation in classroom music activities and beginning to sing a variety of simple songs
- Expressing feelings through movement
- Beginning to engage in dramatic play with others

## **Health and Safety**

- Awareness of routine healthy behaviors such as brushing teeth and washing hands
- Understanding need for exercise and rest
- Using eating utensils
- Beginning to recognize and select healthy food
- Recognizing the danger of fire and learning to treat fire with caution
- Responding appropriately during a fire drill
- Seeking help in an emergency
- Learning how to cross a street safely
- Recognizing the symbol for poison
- Learning never to eat substances that are not food
- Learning not to talk to, accept rides, or take treats from strangers

## **Arabic**

- Exchanging greetings
- Using polite formulas in communication
- Identifying objects common in their daily life: food, drinks, clothes, animals, objects in the classroom and at home
- Expressing possession and association
- Talking about self and others simply
- Describing people, things and dislikes as well as desires
- Answering simple questions and responding to simple commands
- Identifying colors
- Recognition of Arabic Alphabets
- Recognition of Arabic Numbers
- Tracing and Coloring
- Pronunciation and Reading
- Pre Writing of Arabic Alphabets, Numbers

- Tracing and Coloring
- Pronunciation
- Vocabulary development

### **Islamic Studies and Quran**

- Islamic History, Seerah Unnabawiyah
- Basic understanding of Imaan, Ikhlaq, Ibadaah
- Understanding the significance of, appreciating and celebrating Islamic festivals
- Introduction to Qaida: letters, their joining, vowels
- Memorization of duaas for greeting, basic etiquettes (before after sleeping, eating, leaving home, masjid etc.)
- Memorization of Surahs: Al-Fatiha, An-Naas, Al-Falaq, Al-Ikhlal, Al-Asar, Al-Kauther, Al-Massad, Al-Nasser, Al-Feel, Al-Quraysh, Al-Kaferoon, Al-Maon, Al-Qadar