

# Curriculum Mapping

Grade: Pre-K Content : All (ELA, Math, STEAM) Teacher(s): Vianos

	Time period	Focus Standard	Assessment	Essential Question	Resources	Differentiation
Welcome to Pre-K	September	PK.SEL.6. Understands and follows routines and rules PK.SEL.6. Indicators: a. Displays an understanding of the purpose of rules b. Engages easily in routine activities (e.g., story time, snack time, circle time) c. Uses materials purposefully, safely and respectfully as set by group rules d. With assistance, understands that breaking rules has a consequence e. Applies rules in new, but similar situations f. Demonstrates the ability to create new rules for different situations	Formative: observation, sharing, discussion Baseline assessments: checklist Students learn how to navigate their time and manage interests in the classroom.	What is Pre-K?	NYS Pre-K Learning Standards <a href="http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf</a> NYC Pre-K For All <a href="https://infohub.nyced.org/docs/default-source/default-document-library/unit-1-welcome-to-pre-k.pdf">https://infohub.nyced.org/docs/default-source/default-document-library/unit-1-welcome-to-pre-k.pdf</a> <b>Scholastic News</b> <a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">https://mybigworld.scholastic.com/pages/archives/all-issues.html</a> <b>Great Body Shop</b> "We stay safe" "We follow the	Not all students will be ready for content and classroom routine. Students may need many supports such as 1:1 teacher help, time in the cozy corner (headphones, weighted blankets, calming sensory), teacher proximity, fidgets, gross motor breaks, etc. Classroom aides will assist with behavior needs, acclimating to the structure of school, and removing from overwhelming

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					<p>rules”          “We don’t get hurt”          “We get help”          “Meet my body”          “When to share”</p>	<p>stimulation as necessary.          Learning centers revolve around student choice and invitations and opportunities, etc.</p>
<p><b>My Five Senses</b></p>	<p>October</p>	<p>PK.AL.1 Actively engages in play as a means of exploration and learning          PK.PDH.1. Uses senses to assist and guide learning</p>	<p>Same as above....          Questioning and observation          “What happens when ___? How do you think that works? How could you change that? What does that remind you of? What would happen if ___? Tell me more.”</p>	<p>How do we use our senses to explore, investigate and understand the world around us?</p>	<p><b>NYS Pre-K Learning Standards</b>  <a href="http://www.p12.nysed.gov/earlylearning/docs/learning/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/earlylearning/docs/learning/new-york-state-prekindergarten-learning-standards.pdf</a>  <b>NYC Pre-K For All</b>  <a href="https://infohub.nyced.org/docs/default-source/default-document-library/unit-2-my-five-sense.s.pdf">https://infohub.nyced.org/docs/default-source/default-document-library/unit-2-my-five-sense.s.pdf</a>  <b>Scholastic News</b>  <a href="https://mybigworld">https://mybigworld</a></p>	<p>Same differentiation as above. Students are falling into routines and are provided multiple opportunities for modeling and practice with adults for appropriate and expected behaviors. Focus is on fostering and teaching social and emotional skills such as time management, problem solving, and using team</p>

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		<p>real-life opportunities to show what they have learned about their 5 senses through nature walks.</p>			<p><a href="http://d.scholastic.com/pages/archives/all-issues.html">d.scholastic.com/pages/archives/all-issues.html</a>  <b>Great Body Shop</b>          "See What My Body Can do"          "Look at my Great body"          "How Do I Feel?"          "Sharing Feelings"</p>	<p>work.</p>
<b>All About Us</b>	November	<p>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests          PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)</p>	<p>Students, parents, and teachers work together to create a classroom book with information and drawings/pictures of students and their families.</p>	<p>Who am I and who are the people in my life?</p>	<p><b>NYS Pre-K Learning Standards</b>  <a href="http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf</a>  <a href="https://infohub.nyced.org/docs/default-source/default-document-library/unit-3-all-about-us.pdf">https://infohub.nyced.org/docs/default-source/default-document-library/unit-3-all-about-us.pdf</a>  <a href="http://www.scholastic.com">www.scholastic.com</a></p>	<p>Same as above. Students are now comfortable in their school environment and will become more interested in learning their name, letters, numbers, etc. Regression may be noticed with breaks and holidays.</p>

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					<p><b>News</b></p> <p><a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">https://mybigworld.scholastic.com/pages/archives/all-issues.html</a></p> <p><b>Great Body Shop</b></p> <p>"Watch my Body grow"</p> <p>"Meet My Family"</p> <p>"Many Kinds of Families"</p> <p>"I help My family"</p> <p>"Special You, Special Me"</p>	
<b>Holidays and Cultures</b>	December	PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures	Students create different works of art and have in depth conversations about the holidays the students and cultures around the world celebrate with emphasis on	How do people celebrate special times and events of the year?	<p><b>NYS Pre-K-K Learning Standards</b></p> <p><a href="http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf</a></p> <p><b>Scholastic News</b></p> <p><a href="https://mybigworld.scholastic.com">https://mybigworld.scholastic.com</a></p>	Same as above

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			<p>Christmas, Hanukkah, and Kwanzaa.</p>		<p><a href="#">/pages/archives/all-issues.html</a>  <b>Great Body Shop</b>          "Family Fun"          "My healthy home"</p>	
<p><b>Community Helpers</b></p>	<p>January</p>	<p>PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community          PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities</p>	<p>Students create writings, works of art, and dramatic play scenarios of careers that help fulfill needs in our community.</p>	<p>What are the duties, responsibilities, and tools community helpers use?</p>	<p><b>NYS Pre-K Learning Standards</b>  <a href="http://www.p12.nysed.gov/learning/docu/ments/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/learning/docu/ments/new-york-state-prekindergarten-learning-standards.pdf</a>  <b>Scholastic News</b>  <a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">https://mybigworld.scholastic.com/pages/archives/all-issues.html</a>  <b>Great Body Shop</b>          "Health Helpers"          "I feel sick"          "My healthy body"</p>	<p>Same as above. Students are becoming more independent with their learning centers and are given more responsibilities in the classroom as appropriate with assistance as necessary.</p>

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<b>Transportation</b>	February (first 2 weeks)	PK.CKW.3: Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.	Students create writings, works of art, and participate in interactive read aloud discussions to prove their knowledge of modes of transportation and how it has evolved.	How do people get from one place to another?	<b>NYS Pre-K Learning Standards</b> <a href="http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf</a> <b>NYC Pre-K For All</b> <a href="https://infohub.nyced.org/docs/default-source/default-document-library/unit-5-transportation.pdf">https://infohub.nyced.org/docs/default-source/default-document-library/unit-5-transportation.pdf</a> <b>Scholastic News</b> <a href="https://mybigword.scholastic.com/pages/archives/all-issues.html">https://mybigword.scholastic.com/pages/archives/all-issues.html</a>	Same as above. Progression of independence and self-regulation continues with assistance.
<b>Winter Animals</b>	February (last week)	PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to	Students create writings, works of art, and dramatic	Why do animals adapt, hibernate, and migrate?	<b>NYS Pre-K Learning Standards</b> <a href="http://www.p12.nysed.gov/early">http://www.p12.nysed.gov/early</a>	Same as above.

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		survive	play scenarios to prove what they know about animal hibernation, migration, and adaptation.	What are some creatures in the ocean and their life/habitat?	<p><a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">Ylearning/documents/new-york-state-prekindergarten-learning-standards.pdf</a></p> <p><b>Scholastic News</b></p> <p><a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">https://mybigworld.scholastic.com/pages/archives/all-issues.html</a></p>	
<p><b>Ocean Animals</b></p>	<p>March (week 1)</p>	<p>PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive</p>	<p>Students create works of art and writings as well as participate in sensory play to prove what they know about emerging knowledge of oceanology and marine biology.</p>		<p><b>NYS Pre-K Learning Standards</b></p> <p><a href="http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf</a></p> <p><b>Scholastic News</b></p> <p><a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">https://mybigworld.scholastic.com/pages/archives/all-issues.html</a></p> <p><b>Great Body Shop</b></p>	<p>Same as above.</p>

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						<p>"How I keep clean"</p>	
<p><b>Ornithology</b></p>	<p>March (week 2)</p>	<p>PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive</p>	<p>Students participate in writings, drawings, and acts of service (designing and creating bird feeders) to prove what they know about different species of birds and what they need to survive.</p>	<p>What are some characteristics of birds and their life/habitat?</p>	<p><b>NYS Pre-K Learning Standards</b>  <a href="http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf</a>  <b>Scholastic News</b>  <a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">https://mybigworld.scholastic.com/pages/archives/all-issues.html</a>  <b>Great Body Shop</b>            "I help keep things clean"</p>	<p>Same as above.</p>	
<p><b>On the Farm</b></p>	<p>March (week 3 and 4)</p>	<p>PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive</p>	<p>Students participate in writings, drawings, and sensory play opportunities to prove their knowledge</p>	<p>What are some characteristics of farms and the plants and animals that live there?</p>	<p><b>NYS Pre-K Learning Standards</b>  <a href="http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekind">http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekind</a></p>	<p>Same as above.</p>	



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			and importance of the workings on a farm.		<p><a href="#">ergarten-learnimg-standards.pdf</a></p> <p>Scholastic News</p> <p><a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">https://mybigworld.scholastic.com/pages/archives/all-issues.html</a></p> <p><b>Great Body Shop</b></p> <p>"We Try New Food"</p> <p>"Clean and dirty"</p>	
<b>Our Earth and Environment</b>	April	<p>PK.SCI.7. [P-ESS1-1.] Observes and describes the apparent motions of the sun, moon, and stars to recognize predictable patterns</p> <p>PK.SCI.8. [P-ESS2-1.] Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.</p>	<p>Students participate in drawings, writings, discussions, and acts of service to protect our communities' environment and observe how our world works.</p>	<p>What are the characteristics of Earth and space and how can I help protect them?</p>	<p><b>NYS Pre-K Learning Standards</b></p> <p><a href="http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf</a></p> <p><b>Scholastic News</b></p> <p><a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">https://mybigworld.scholastic.com/pages/archives/all-issues.html</a></p> <p><b>Great Body</b></p>	Same as above.

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						<p><b>Shop</b>          "My healthy city"          "My healthy World"</p>	
<b>Change and Growth</b>	May	<p>PK.SCI.6. [P-LS3-1.] Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents.          PK.SCI.5. [P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</p>	<p>Plants and cares for seeds to see real life growth of root vegetables through a root vue system.          Draws and creates works of art to demonstrate understanding of the survival needs of living things.</p>	<p>How do plants grow and why are they important?</p>	<p><b>NYS Pre-K Learning Standards</b>  <a href="http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf</a>  <b>NYC Pre-K for All</b>  <a href="https://infohub.nyced.org/docs/default-source/default-document-library/unit-8-plants.pdf">https://infohub.nyced.org/docs/default-source/default-document-library/unit-8-plants.pdf</a> and <a href="https://infohub.nyced.org/docs/default-source/default-document-library/unit-10-transformation.pdf">https://infohub.nyced.org/docs/default-source/default-document-library/unit-10-transformation.pdf</a>  <b>Scholastic News</b></p>	<p>Same as above.</p>	

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					<p><a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">https://mybigworld.scholastic.com/pages/archives/all-issues.html</a></p> <p><b>Great Body Shop</b></p> <p>"I am fit"</p> <p>"I have fun"</p> <p>"I play safe"</p> <p>"I am a good sport"</p>	
<p><b>Health and Safety</b></p>	<p>June</p>	<p>PK.PDH.8. Demonstrates awareness and understanding of healthy habits.</p>	<p>Students participate in dramatic play, discussions, and real-life situations to demonstrate health and safety rules.</p>	<p>How can I be more responsible for my choices as I grow?</p>	<p><b>NYS Pre-K Learning Standards</b></p> <p><a href="http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf">http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf</a></p> <p><b>Scholastic News</b></p> <p><a href="https://mybigworld.scholastic.com/pages/archives/all-issues.html">https://mybigworld.scholastic.com/pages/archives/all-issues.html</a></p> <p><b>Great Body Shop</b></p> <p>"Food For My Body"</p>	<p>Same as above. In real life situations, assistance is given as necessary. (Teacher proximity/hand holding during walking field trips, reminders of safety rules ie: look both ways before crossing the street)</p>

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					<p>"We Eat Healthy Food" "Getting Ready to Eat" "Safe Touches" "Sick and Well" "I stay Healthy" "Things that hurt my body" "I don't want your medicine" "Things that go in my body" "I can say no"</p>	
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