

**NURSERY COMMUNICATION
LANGUAGE AND LITERACY CURRICULUM
Content Standard and Benchmarks**

Standard 1. Students listen and respond to oral communication and engage in reading and writing attempts.

Benchmarks

By the end of the school year, a pre-kindergarten should begin to:

1. English language oral communication	<ul style="list-style-type: none"> 1.1 Use words and/or gestures to communicate. 1.2 Listen to nursery rhymes and songs. 1.3 Listen and respond to others by paying attention to a speaker, enjoying a story, taking turns speaking within a group setting, and staying on a topic. 1.4 Follow simple one and two step directions and respond appropriately to familiar questions. 1.5 Use familiar words to express what they do/don't want. 1.6 Use vocabulary focused on important objects and persons. 1.7 Use expressions and gestures to communicate more effectively. 1.8 Begin to link cause and effect. 1.9 Begin to compare things around him/her.
2. Phonics	<ul style="list-style-type: none"> 3.1 Identify sound names and letter names aurally and visually. 3.2 Enjoy rhyming and rhythmic activities. 3.3 Distinguish one sound from another aurally and visually. 3.4 Make use of rebus writing (with letters and pictures). 3.5 Use some letters to stand for sounds in words. 3.6 Clap and count the number of syllables in a given word. 3.7 Identify the letters in his/her names and other words.
3. Reading	<ul style="list-style-type: none"> 4.1 Sort letters/words by visual cues. 4.2 Identify her/his first name among five classmate's names. 4.3 Discriminate between words that are the same or different. 4.4 Determine which of several letters are the same or different. 4.5 Begin to be aware of the way stories are structured.
4. Reading Schemes	<ul style="list-style-type: none"> 5.1 Use books without any words to develop picture reading. 5.2 Discriminate between pictures that are the same or different. 5.3 Show interest in illustration books.
5 Finger Painting	<ul style="list-style-type: none"> 5.1 Draw the objects found in the classroom in flour or sand. 5.2 Use paper, pens, pencils, etc. to practice emergent writing during free-play activities. 5.3 Color/paint, and give meaning to the objects/marks. 5.4 Engage in fabulous activity for learning color awareness, coordination, and a sense of cause and effect. 5.5 Follow directions to color objects.
5. Writing	<ul style="list-style-type: none"> 5.1 Explore the empty space of a sheet of paper for scribble/picture writing activity. 5.2 Use pictures to represent words or letter. 5.3 Draw squiggles and other shapes to represent letters for linear scribble writing activity. 5.4 Write forms that look like letters. 5.5 Engage in activities requiring hand-eye coordination. 5.2 Begin developing pencil control and hand-eye coordination through the use of tracing books. 5.3 Begin writing over the top of fluorescent writing to develop hand coordination. 5.5 Demonstrate organizational skills using arrangement of picture details, text, and position on page. 5.6 Demonstrate an established hand preference. 5.7 Demonstrate a correct pencil grip.

- 5.8 Print her/his name legibly.
- 5.9 Use knowledge of letters to write or copy letters or words legibly.
- 5.10 Use phonic knowledge to spell simple words.
- 5.11 Express ideas by describing pictures, dictating, drawing, or storytelling.
- 5.12 Use emergent forms of writing for a variety of purposes.

**NURSERY MATHEMATICAL DEVELOPMENT
CURRICULUM
Content Standard and Benchmarks**

Standard 1: Students perform in mathematical activities related to practical experiences using a wide range of resources for sensory-motor skill development and problem solving.

Benchmarks

By the end of the school year, a pre-kindergarten should begin to:

1. Numeration	<ul style="list-style-type: none"> 1.1 Rote count by ones from 0-10 or higher. 1.2 Count objects to match numerals (1-10). 1.3 Establish a one-to-one correspondence by counting objects while saying aloud the number word. 1.5 Compare and identify sets that contain up to five objects 1.5 Count personal belongings. 1.6 Perform actions songs related to Mathematics.
2. Shapes	<ul style="list-style-type: none"> 2.1 Recognize and identify simple geometric shapes. 2.2 Compare and describe two-dimensional geometric shapes using common attributes. 2.3 Recognize and identify geometric shapes in the environment. 2.4 Develop skills in patterning, counting, and color and shape recognition as well as hand/eye coordination.
3. Ordering and Sorting	<ul style="list-style-type: none"> 3.1 Sort, classify, and order sets according to the attributes of shape, size, and color. 3.2 Order objects according to size. 3.3 Sequence three stages of development. 3.4 Compare pictures of objects using knowledge of opposites. 3.5 Identify, copy, and repeat simple patterns (e.g., ab, abc, aabb).
4. Measuring, Time, and Money	<ul style="list-style-type: none"> 4.1 Compare length, weight, and capacity using measurement terms such as shorter, longer, lighter, and heavier, more than, and less than. 4.2 Indicate an appropriate tool for the quantity or object being measured. 4.3 Demonstrate an understanding of the concept of time, including use of the terms: this morning, this afternoon, and this evening. 4.4 Sort and match coins, face up and face down.
5. Spatial Relationships and Terminology	<ul style="list-style-type: none"> 5.1 Identify relative positions using appropriate terminology. 5.2 Hold objects in different forms, colors and shapes for right parietal lobes development. 5.3 Engage in physical interaction while emphasizing spatial relationships. 5.4 Follow directions to find homes.
6. Operation and Place Value	<ul style="list-style-type: none"> 6.1 Respond to teacher-modeled questions and situations that involve addition of whole number using objects, pictures, or symbols.
7. Charts and Graphs	<ul style="list-style-type: none"> 7.1 Collect data by sorting counters using visual clues. 7.2 Use information on a graph to analyze data and answer questions.
8. Problem Solving	<ul style="list-style-type: none"> 8.1 Solve problem related to daily routines or as a response to mathematical situations identified in a story. 8.2 Solve problems that relate to classification, shape, or space (e.g., Which block will fit on the shelf? Which blocks do you need to model a giraffe? How many figures are alike and how many are different? Will this puzzle piece fit in the space that remains?). 8.3 Cut out a piece of picture and paste it in order to make the object alike to the object which appears in the picture.
9. Connections	<ul style="list-style-type: none"> 9.1 Connect the intuitive, informal mathematics that children have learned through their own experiences with the mathematics studied at school (e.g., A pre-kindergarten might up four fingers and ask, "Am I this many years old?", to connect the word four and the number it represent).

**NURSERY PERSONAL, SOCIAL, AND EMOTIONAL
DEVELOPMENT CURRICULUM
Content Standard and Benchmarks**

Standard 1. The students will develop positive sense of themselves and self confidence through the use of varied manipulative materials and teacher's reinforcement. They establish new relationships with the adults in the class.

Benchmarks	
In pre-kindergarten, the pupils should begin to:	
1. Develop good disposition and attitudes	1.1 Show curiosity of the things around them. 1.2 Demonstrate a positive approach to new experiences. 1.3 Demonstrate a strong exploratory spirit.
2. Develop self-confidence and self-esteem	2.1 Perform tasks in the classroom without the presence of any adults from the family. 2.2 Show ability to perform any given task. 2.3 Develop positive sense of them. 2.4 Develop self-confidence and independence through safe and stimulating classroom environment.
3. Establish relationships	3.1 Develop new relationships with the adults who care for them and the other pupils in the class. 3.2 Demonstrate a sense of trust to their classmates and the adults in the class. 3.3 Share experiences with others in the classroom. 3.4 Relate and make attachments to other children and teachers in the class. 3.5 Encounter valuable experiences to learn about different cultures through endless interactive role play activities.
4. Develop behavior and self-control	4.1 Begin to accept the needs of others with support. 4.2 Begin to show care and concern for others and their environment.
5. Develop self-care	5.1 Try to tackle a problem and enjoy a challenge they choose. 5.2 Show a sense of pride in one's achievement.

**NURSERY KNOWLEDGE AND UNDERSTANDING
OF THE WORLD CURRICULUM
Content Standard and Benchmarks**

Standard 1: The students will begin to explore and investigate the things around them through the use of manipulative materials and encounter a wide range of experiences while playing, working and studying with other kids coming from diverse culture.

Benchmarks	
In pre-kindergarten, the pupils should begin to:	
1. Exploration and investigation	1.1 Show curiosity and interest in their surroundings and in different events. 1.2 Explore objects around them. 1.3 Show interest in why things happen and how things work.
2. Designing and making skills	2.1 Use/investigate construction material. 2.2 Recognize tools used for a certain purpose. 2.3 Develop creativity and fine motor skills using manipulative materials.
3. Information and communication technology	3.1 Show an interest in computers, and programmable toys. 3.2 Develop early perceptual, fine motor and cognitive skills.
4. A sense of time and place	4.1 Remember and talk about significant things that have happened to them. 4.2 Show an interest in the world they live in. 4.3 Name days of the week and identify the weather.

6. Cultures and beliefs	6.1 Express feelings about a special and personal events. 6.2 Encounter a range of valuable experiences from which they learn about different cultures.
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NURSERY PHYSICAL DEVELOPMENT CURRICULUM
Content Standard and Benchmarks

Standard 1: The students will develop fine motor skills, eye-hand coordination, balance and self confidence through group activities using varied manipulatives.

Benchmarks	
In pre-kindergarten, the pupils should begin to:	
1. Movement	1.1 Manage body, combine and repeat movements. 1.2 Involve in the activities for balance and coordination development. 1.3 Engage in the activities to gain confidence and enhance motor skills, balance and coordination. 1.4 Involve in the activities for stimulation of young minds, development of balance and coordination, and self-confidence. 1.5 Engage in the activities that help them remove their fears and gain confidence to develop physical and social skills. 1.6 Develop sense of space in relation to spaces available. 1.7 Follow directions to put away things and safety rules.
3. Health, personal hygiene and bodily awareness	3.1 Awareness of own needs with regard to eating, sleeping and hygiene. 3.2 Demonstrate the activities on basic hygiene activities.
4. Using equipment	4.1 Operate equipment usually by pushing and pulling movements.
5. Using tools and materials	5.1 Engage in activities requiring hand-eye coordination. 5.2 Use one handed tools. 5.3 Develop manipulative skills, logical thinking and eye coordination. 5.4 Manipulate toys and other objects for cognitive and fine motor development.

NURSERY CREATIVE DEVELOPMENT CURRICULUM
Content Standard and Benchmarks

Standard 1: Students use their imagination through sensorial and language activities, role-play in the home corner, dressing up or playing with world toys for fine motor skills development and body coordination.

Benchmarks	
In pre-kindergarten, the pupils should begin to:	
1. Exploring media and materials	1.1 Begin to classify things according to size, shape, weight, color and kind. 1.2 Use their bodies to explore texture and space. 1.3 Make dimensional structures using different manipulatives.
2. Music	2.1 Sing action songs. 2.2 Show interest in musical instruments. 2.3 Express themselves through action songs and finger plays. 2.4 Use percussion instruments, rhymes and songs on a regular basis. 2.5 Identify by ears different sounds e.g. instruments, animals, and objects. 2.6 Clap/March the beat of the songs.
3. Imagination	3.1. Pretend and play in the home corner and role play. 3.2 Observe and imitate later adult behavior. 3.3 Express imagination though using blocks, art, and music. 3.4 Use imagination through role-play in the home corner/play house (e.g., dressing up or playing with small world toys, dolls house or the farmyard.).
4. Responding to	4.1 Show interest in what they see, feel, touch, smell and hear.

experiences and expressing and communicating ideas	4.2 Use facial expressions, words to express satisfaction and frustration to respond to different situations.
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NURSERY SPIRITUAL ASPECT DEVELOPMENT CURRICULUM
Content Standard and Benchmarks

Standard 1: Students begin to know about God and develop Christian values through listening to Bible stories and singing religious songs.

Benchmarks	
In pre-kindergarten, the pupils should begin to:	
1. Knowing the Holy Scripture	1.1 See and know God through His word. 1.2 Memorize short Bible texts. 1.3 Sing and act out religious songs. 1.4 Begin to know Biblical characters to learn Christian values.
2. The Almighty God	2.1 Know that God created the world. 2.2 Begin to know that the "Fruit of the Spirit" comes from God. 2.3 Begin to know that God provides everything for them.
3. Living in abundant life	3.1 Treasure the Bible as the word of God. 3.2 Begin to trust God and obey His word. 3.3 Offer a prayer for their family, classmates and friends.