

INTRODUCTION

The Cohoes School District in partnership with the Cohoes Community Center and Cohoes Head Start and in consultation with district specialists in the area of educational psychology, occupational and physical therapy, special education, speech and language development, reading and positive behavioral interventions will begin the process of guiding our students in the Universal Prekindergarten program (UPK) to become life-long learners.

Our curriculum is based on principles set forth in the NYS Prekindergarten Learning Standards (2011), the New York State Prekindergarten Foundation for the Common Core (2011), New York State Core Competencies for Early Childhood Educators (2012) and New York State's Early Learning Guidelines (2012). All children can learn, make developmental progress, and achieve. The Cohoes City School District Universal Prekindergarten differentiates strategies for all children and supplies supports and accommodations for achievement. The Cohoes City School District strives in their Cultural Competency, as each family brings heritage, tradition and language that enrich our community.

Students in our Universal Prekindergarten will be screened in September in the areas of cognition, language, motor and social-emotional development. This serves as a baseline to develop classroom instruction where teachers and children join to become partners in learning. During the school year, UPK teachers assist students in their awareness of academic and social emotional growth and share that information with parents. At the close of the school year, each child is an active learner ready for Kindergarten and the world.

APPROACHES TO LEARNING

When a child enters a UPK classroom, a new situation is acknowledged. With staff encouragement, the child will approach familiar and unfamiliar activities during the school day. The child may use prior knowledge to figure out a task or seek clarity. Through persistence the child will make connections and develop confidence, creativity, and curiosity. Each student's experience will broaden from their UPK community, to the community of Cohoes and the world.

PHYSICAL DEVELOPMENT

Sensory: The child will use his/her senses to inform, plan and carry out movements.

- Identifies and describes sights, smells, tastes, sounds and textures
- Compares and describes sights, smells, tastes, sounds and textures
- Recognizes and regulates their body movements
- Recognizes and regulates spatial boundaries

Motor: The child will use his/her motor movement to interact within their environment.

- Displays upright posture when seated or standing
- Demonstrates flexibility in movements
- Maintains balance during activity
- Jumps, walks in a straight line, hops, use alternate feet on stairs
- Dresses self, zips, snaps, hooks
- Participates in playground activities, dance, creative movement
- Uses a tripod grasp
- Manipulates small objects with ease

Monitored by:

Teacher observation for developmental progress

Trimester Update

PERSONAL HEALTH AND SAFETY

Hygiene: The child will communicate his/her knowledge of and demonstrate personal care and hygiene skills.

- Growing independence in washing hands, toileting
- Participates in cleaning up materials
- Demonstrate how to prevent germs from spreading
- Communicates symptoms of illness
- Demonstrates: good diet, rest, drinking water
- Describes role of doctors, and health care professionals for self

Safety: The child demonstrates an awareness and understanding of safety expectations.

- Verbalizes and demonstrates school expectations
- Verbalizes and demonstrates safety expectations outside the school environment
- Participates in fire drills using safety awareness skills

- Explains how to get help in an emergency

Monitored by:

Teacher observation for developmental progress

SOCIAL EMOTIONAL DEVELOPMENT

Self: The child will recognize, regulate and communicate his/her abilities, feelings and interests.

- Describes self (gender, culture, interests)
- Describes family (titles, culture, interests)
- Compares/Contrasts self to others
- Names and expresses feelings, needs, opinions and desires within social expectations
- Demonstrates an ability to self-regulate their behavior in different situations
- Demonstrates an ability to transition from one task to another

Others: The child will develop positive relationships with peers and significant adults.

- Interacts with other children and significant adults through play
- Interacts with other children and significant adults in daily school activities
- Sustains interactions through cooperation, self-regulation, and some adult prompting
- Communicates and effectively demonstrates strategies for problem solving
- Accepts compromise with assistance
- Communicates an understanding of the purpose of class and school-wide expectations for behavior (be safe, be respectful, be responsible)
- Applies class and school-wide expectations for positive behavior across settings
- Benefits from re-teaching of class and school-wide expectations

Monitored by:

Teacher observation for developmental progress

Trimester Update

COMMUNICATION, LANGUAGE AND LITERACY

Speaking: The child will speak for a variety of purposes, with content and mechanics of spoken language.

- Uses language to communicate wants, needs and viewpoint (At 3-6 words)
- Uses gestures to communicate wants, needs, and viewpoint
- Uses language, spoken or signed to develop and converse with others while expressing ideas and feelings (At least four exchanges to converse and 3-6 word sentences)
- Uses volume, clarity, vocabulary and mechanics

- Develops expressive vocabulary
- Answers questions with a complete thought and detail
- Asks questions to further own understanding

Listening: The child will demonstrate that he/she recognizes sounds, understands spoken language and listens purposefully.

- Listens attentively for different purposes
- Understands and follows 2 step oral directions
- Listens respectfully without interrupting others

Writing: The child will express his/her ideas in a variety of ways.

- Uses drawings and pictures to represent a word or concept
- Understands that writing conveys meaning
- Demonstrates that writing comes in different forms (list ,label, story)
- Dictates ideas to an adult to write down
- Writes first and last name
- Uses the alphabetic principle (sounds and spelling approximations)
- Pretends to read print
- Participates in shared writing experiences
- Uses technology to express ideas (tape recorder, computer)

***Monitored by:**

Volume Trimester Assessment
Trimester Update

Motivation to read: The child shows an interest in print and books.

- Seeks out print and books
- Brings a book to an adult to be read
- Discusses books or things in print
- Rereads print or books

***Monitored by:**

Classroom observations
Trimester Update

Phonological and Phonemic Awareness: The child listens to and identifies spoken language sounds in the environment.

Benchmark Indicators:

- Identifies words by initial sounds
- Identifies and produces spoken words that rhyme
- Blends individual sounds to form words
- Counts or taps the number of syllables in multi-syllabic words to show awareness of the syllable as a discreet unit
- Counts or taps the number of words in a spoken sentence to show awareness of the word as a discreet unit

- Identifies and recognizes alliteration (the beginning sounds in words)

***Monitored by:**

Progress monitoring sheets 1, 2, 3

Trimester Update form

Alphabet Recognition and Phonics: The child will demonstrate knowledge of the alphabetic principal (identifying letters and sounds).

Benchmark Indicators:

- Recites alphabet by song
- Makes voice to print match of letters in name and alphabet
- Recognizes and identifies at least ten letters of the alphabet, especially those in first name
- Demonstrate an understanding that letters in written words stand for sounds in spoken words
- Begins to make letter sound connections
- Uses letter/ sound correspondence to identify simple words (visually: cvc word; expressively: individual vocabulary)

***Monitored by:**

Progress monitoring sheet 1, 2, 3

Trimester update form

Book and Print Concepts: The child will demonstrate awareness and knowledge of book/print concepts.

- Identifies front, back, top, bottom and spine of books
- Shows an awareness of the location of the title, author, illustrator (purpose)
- Turns pages individually to follow the story
- Identifies where to begin reading and follows left to right and top to bottom
- Understands that the purpose of print is to communicate and convey meaning
- Distinguishes between letters and words
- Distinguishes between print and pictures to show awareness of printed words
- Understands that print is what is read in text
- Recognizes that a variety of print is used for different purposes (signs, magazines, newspapers, menu, lists, posters)
- Identifies that there are spaces between words
- Identifies reading material as informational or narrative (story books, songs, poetry, informational books, fairytales, folktales, nursery rhymes, finger plays)

***Monitored by:**

Progress monitoring sheet 1, 2, 3

Writing Center observations

Play Center props

Trimester Update Form

Vocabulary and Background Knowledge: The child uses known and new vocabulary to

discuss everyday items or make inferences about his/her environment.

- Identifies words related to pictures
- Makes connections with new words (receptively)
- Explains connections with new words (expressively)

***Monitored by:**

Boehm pre and post test

Trimester Update Form

Classroom observation

Comprehension: The child demonstrates an understanding through listening, viewing, and retelling.

- Makes predictions and confirms them
- Retells from the text (main idea and at least 5-10 details; for example: boy, girl, red ball, green grass, blue shirt (8facts))
- Makes connections to their life and other books they have read
- Asks and answers questions about the content of books (who, what, when, where , why and how)
- Sequences the events of a story or experience
- Listens attentively and follows directions

***Monitored by:**

Trimester Update Form

Classroom observation

Progress Monitoring sheet 1, 2, 3

COGNITION AND KNOWLEDGE OF THE WORLD

Number Concepts : The child will understand numbers, ways of representing numbers, relationships among numbers and the number system.

- Distinguishes between numbers and letters
- Understands that a number represents a quantity
- Understands quantities can be represented by a graph
- Counts to 20 by ones
- Uses 1:1 correspondence counting to 10
- Estimates the amount in a set
- Recognizes a set , counts items and tells amount (manipulatives)
- Recognizes and describes the concept of zero

***Monitored by:**

Progress Monitoring sheet #1, #2, #3

Trimester Update Form

Beginning Principles of Addition and Subtraction: The child will understand beginning

principles of addition and subtraction.

- Uses vocabulary such as , more, less, greater than, fewer, and or equal when comparing objects
- Understands “adding more” and “subtracting to a set
- Uses words such as, add, subtract, plus, and minus, when related to addition and subtraction

***Monitored by: (Need to add to trimester report)**

Classroom observation

Boehm Pre and Post Test

Geometric and Spatial Relations: The child will use visualization and spatial reasoning to describe properties of geometric shapes.

- Points to square, triangle, rectangle, and circle (may include other shapes) when asked
- Names square, triangle, rectangle, and circle(may include other shapes)
- Finds shapes within the environment
- Matches two items of the same shape regardless of size
- Sorts objects by shape
- Builds draws, compares, and contrasts two and three dimensional shapes
- Describes whether two shapes are the same
- Notices, creates and recreates simple and complex patterns with objects and different shapes
- Decides which piece will fit into a space in a puzzle

***Monitored by:**

Progress monitoring Sheet 1, 2, 3

Trimester Update Form

Classroom Observation

Directionality, Order and Position: The child will understand directionality, order, and position in space.

- Identifies and uses basic positional words and concepts (first/last, next, second, before/after, right/left, in front of/behind)
- Describes object locations with spatial words such as top/bottom, up/down, in front of/behind, over/under, right/left
- Shows understanding that positional relationships vary with one’s perspective

***Monitored by:**

Boehm pre and post test

Classroom Observation

Trimester update

Classifies and Arranges Objects: The child will recognize, sort, classify and organize objects by size, number, and other properties (patterns).

- Sorts objects by one property such as size, shape, color or use

- Sorts a group of objects by two properties
- Explains how objects are organized
- Notices when one object in a series is out of place
- Figures out a logical order for a group of objects
- Arranges objects according to two or more physical features through trial and error

***Monitored by:**

Classroom Observation
Trimester Update Form

Measurement: The child will use and demonstrate knowledge of measurement.

- Notices similarities and differences(long/short, tall/short, heavy/light, empty/full)
- Uses correct vocabulary to describe length, height, weight, volume and size such as : big, small, long, short, tall, empty, full, heavy and light
- Uses standard and non-standard methods to measure and make comparisons
- Demonstrates an understanding of the past, present and future through time words (yesterday, today, tomorrow)

***Monitored by:**

Classroom Observation
Graphs

SCIENCE

Physical Properties: The child will acquire knowledge about the physical properties of the world.

- Describes, classifies, compares and categorizes objects based on their properties
- Uses senses to explore their environments (classroom, playground, field trips)
- Uses simple tools to gather and describe their function (magnifying lens, balance scales)
- Explores common interactions between matter and energy

Living Things: The child will observe and describe characteristics of living things.

- Observes and discusses similarities, differences, and categories of living things
- Compares living and non-living things
- Explains why living things need food and water
- Names, describes and compares habitats of living things
- Names, compares and describes human and animal bodies and their function
- Names and describes plants and their parts
- Describes life cycles

- Describes producers, consumers and decomposers

Earth and Space: The child will observe and describe earth and space.

- Observes and identifies soils, rocks and minerals
- Observes and identifies physical properties and characteristics of water (solid, liquid, gas)
- Observes and discusses characteristics of the sun, moon, stars and clouds
- Observes and discusses changes in weather
- Discusses ecology and protection of our planet

Scientific Thinking: The child will question, predict, conduct basic experiments, discuss, and record results.

- Uses senses to inform and question
- Discusses experiments in all stages
- Records and draws conclusions from graphs, charts

***Monitored by:** Teacher observation for student participation, communication of ideas, observations, conclusions; visual presentation through drawing or technology

SOCIAL STUDIES

Myself: The child will develop a basic awareness of self as an individual.

- Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture
- Discusses that each person has likes and dislikes
- Describes how each person is unique and important

***Monitored by:**

- Classroom discussions

My Family and Other Families: The child will demonstrate an awareness and appreciation of self within the context of their family culture and other family's cultures.

- Identifies as a member of a family
- Identifies family members, family characteristics and functions
- Adopts the roles and functions of family members
- Talks about and/or shows items related to their family and cultural traditions to others
- Describes some of the holidays, dances, foods, costumes and special events related to his/her own culture
- Demonstrates an understanding of similarities and differences between and among individual people and families

***Monitored by:**

Classroom discussions

My Community: The child will develop an understanding of self within the context of their community.

- Describes his/her own community and/or cultural group
- Describes how people within a community are alike and different
- Recognizes some community workers and describes what they do
- Understands that communities are similar and different
- Demonstrates and describes that all people need others

***Monitored By:**

Classroom discussions

Spatial and Geographic Thinking: The child will demonstrate knowledge of the relationship between people, places and regions.

- Identifies features of own home and familiar places
- Names the street, neighborhood, city where he/she lives
- Uses words that indicate direction, position and relative distance
- Describes topographical features of familiar places (hill, river, roads, mountains, etc.)
- Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials
- Is aware of his/her surroundings
- Identifies that people use various forms of transportation to move from place to place

***Monitored by:**

Classroom discussions

Trimester update

Civics, Citizenship and Government: The child will demonstrate and understanding of roles, rights and responsibilities through the basic civic and democratic principles.

- Recognizes that all children and adults have roles, rights and responsibilities at home, school, in the classroom and in the community
- Expresses that rules are for everyone
- Identifies rules that protect him/herself and others
- Explains that rules affect children and adults
- Describes possible consequences when rules are not followed

- Participates in making group rules and/or rules for daily routines and transitions
- Follows rules and may remind others of the rules
- Applies the skills of communication, cooperation, respect and empathy with others
- Demonstrates preferences and choices by participating when the class votes to make simple decisions

***Monitored by:**

Classroom discussions

Classroom observations

PBIS school-wide and classroom expectations (oral and visual presentation) and supportive activities

Trimester update

Social emotional screening

Community field trips

THE ARTS

The child will engage in activities related to creative movement, dance, drama, theatre and visual arts.

- Expresses an opinion about art creations, drawing, models, paintings and sculptures
- Participates in a variety of activities in relation to the arts
- Explores the arts through traditional and non-traditional sources
- Reacts to the arts through oral, physical, written or visual expression
- Participates in teacher-guided, assemblies or spontaneous reaction to the arts
- Relates the time, setting or characters related to an activity
- The child will express an understanding of artistic differences among cultures.
- Compares and contrasts representations of the Arts with those from other cultures

***Monitored by:**

Observations at school presentations, field trips

Classroom discussion

Classroom activities

Cultural Competency Checklist

TECHNOLOGY

Systems : The child will identify, communicate and demonstrate the use of technology.

- Describes characteristics and functions of a computer, cell phone, microwave or other digital media
- Uses technology to write, draw, communicate and explore with adult oversight
- Describes and provides examples of how technology affects our daily living at home and school

***Monitored by:**

Teacher observation

Trimester update

Participants in development of revisions:

Tammy DiCocco, Cohoes Community Center Day Care Director/UPK Coordinator

Colleen Forlani, Assistant Director of Special Programs, Cohoes School District

Megan Helmrath, UPK Teacher

Kathy Mann, Teacher, Cohoes Community Center Four Year Old Teacher

Irlene Mayo, UPK Teacher

Alyssa Roberts, UPK Teacher