

SOCIAL-EMOTIONAL DEVELOPMENT

1.0 Students will develop self-help skills.

- Eat with little assistance.
- Take care of toileting needs.
- Put on and take off garments.
- Manipulate zippers, buttons, and other fasteners.
- Care for own possessions (backpack, coat, etc.).
- Manage lunch or snack (including spreading with an object).
- Pour from one container to another.
- Help clean up after play.

2.0 Students will develop social skills.

2.1 Show Progress in Developmental Stages of Play.

- Play independently.
- Play near another child (parallel play).
- Play with one child.
- Play cooperatively with other children (in groups of three or more).

2.2 Use Appropriate Social Behaviors.

- Play in non-aggressive manner.
- Initiate interactions with peers (verbally, touching/pointing; no hitting, shouting, or pushing).
- Respect the property of self and others.
- Use polite terms or manners at appropriate times: (*hi, good-bye, thank you, please, you're welcome, and excuse me*).
- Take turns.
- Participate in group activities (including games).
- Engage in make-believe.
- Use appropriate expression to indicate feelings.
- Show awareness of the feelings of others.
- Exhibit impulse control and self-regulation.

2.3 Demonstrate Appropriate Classroom Behaviors.

- Attempt/explore new interests and/or centers.
- Seek assistance in solving own problems.
- Attempt to solve own problems.
- Handle transitions well.
- Stay with one activity for at least five (5) minutes.
- Show confidence in dealing with separation from family.
- Help adults with simple tasks (when asked).
- Show pride in performance or products created.
- Express choice and then follow through on the choice made.
- Respond to adult supervision.

PHYSICAL DEVELOPMENT

1.0 Students develop gross motor skills.

1.1 Develop basic gross motor/movement skills (climbing, walking, jumping, hopping).

- Jump forward with two feet together.
- Kick a large ball.
- Catch a large ball with two hands.
- Show rhythmic movement (march or move to music).

1.2 Demonstrate balance and control.

- Pedal a tricycle.
- Skip or gallop.
- Walk on balance beam.
- Speed up and slow down.
- Pump a swing.
- Stand and hop on one foot.

1.3 Follow directions in games and physical activities.

- Stand in line as directed.
- Stop and start activity/game on cue.

2.0 Students develop fine motor skills.

2.1 Demonstrate eye-hand coordination, strength, and control to perform fine motor skills.

- Grasp objects correctly (e.g., pencil, crayon, paintbrush, etc.).
- Manipulate two small objects at same time (e.g., string beads, sort small objects, block-building).
- Work puzzles.
- Use tools with increasing precision (e.g., hammer, hole punch, scissors).

2.2 Explore art materials.

- Draw a picture of a person with at least five parts.
- Draw/copy vertical and horizontal lines, cross, square, and circle.
- Manipulate molding materials.
- Tear paper into small pieces.

LISTENING/ SPEAKING

1.0 Listening Comprehension – Students listen and respond to oral communication. They focus on the message, follow directions, and behave respectfully.

1.1 Focus on the speaker’s message.

- ❑ Make some eye contact.
- ❑ Verbalize ideas with teacher prompts.
- ❑ Make comments on the topic.
- ❑ Focus attention on the speaker.
- ❑ Behave respectfully when others speak.
- ❑ Listen and respond appropriately when others speak.

1.2 Understand what is heard.

- ❑ Listen and make choices.
- ❑ Give physical response to indicate understanding (e.g., hands up).
- ❑ Answer who, what, when, where, why questions.

1.3 Follow oral directions.

- ❑ Listen and follow simple two-step directions.
- ❑ Ask for help when needed.

2.0 Speaking Strategies – Students begin to convey their ideas. They begin to use standard English. Students exchange ideas in discussions.

2.1 Use organization and delivery techniques.

- ❑ Speak to the class and the teacher.
- ❑ Use visual aids when sharing (e.g. sharing a favorite book).
- ❑ Begin to use appropriate volume and coherent, complete sentences.

2.2 Participate in discussions.

- ❑ Begin to stay on topic.

3.0 Speaking Applications – Students begin to deliver presentations employing narration and description.

3.1 Deliver narrative presentations.

- ❑ Identify self and family members.
- ❑ Describe pictures.
- ❑ Place three (3) pictures in sequential order.

3.2 Participate in recitations.

- ❑ Engage in group choral activities—songs, finger plays, chants, poetry, drama, and nursery rhymes.

READING READINESS

1.0 Word Analysis, Vocabulary, and Fluency – Students begin to develop vocabulary to demonstrate that they understand what they hear and see.

1.1 Begin to apply concepts about print.

- Begin to identify parts of a book, (e.g., the front cover, title, author, illustrator).
- Follow pictures from left to right.
- Distinguish between words and pictures.
- Identify, recognize, and name some letters.

1.2 Begin to develop some phonemic awareness.

- Begin to distinguish separate sounds.
- Begin to identify and produce some rhyming words.
- Begin to recognize some beginning sounds.

1.3 Begin to recognize words.

- Begin to understand that words are made up of sounds.
- Begin to recognize print in the environment.
- Recognize own name in print.

1.4 Begin to learn and use new words.

- Identify and sort pictures from within basic categories (e.g., colors, shapes, foods).
- Name common objects, events, and pictures.

1.5 Begin to develop fluency.

- Begin to participate in shared reading.

2.0 Comprehension – Students begin to understand and discuss what is read to them, what they hear, and what they see.

2.1 Begin to use strategies when listening to stories.

- Begin to use pictures and context to discuss story content.
- Begin to use picture clues to gain meaning.
- Recognize sequence of events (beginning and end).
- Begin to understand that there is a purpose for reading.

2.2 Analyze and evaluate information.

- Answer questions and recall details about stories.
- Begin to connect prior experiences to events and information in stories.
- Begin to distinguish between real and make-believe.
- Begin to classify and categorize special groups.

3.0 Life-Long Reading Habits – Both at school and at home, students listen to a variety of reading materials, genres, and works of literature for different purposes (to learn, to access information, and for enjoyment).

3.1 Begin to recognize and listen extensively to texts from a wide variety of genres (functional, narrative, and expository text).

- Recognize functional text (e.g., signs, cereal boxes, calendars, advertisements, simple graphs, and charts).
- Listen to narrative text (e.g., classic and contemporary fiction and nonfiction).
- Listen to stories and books at school and beyond school, for enjoyment (goal of 20 books per month).

3.2 Listen to children’s literature.

- Listen to stories from emergent readers, pattern books, big books, picture books, poetry, and familiar stories.
- Act out parts of stories read aloud.
- Make predictions of story outcomes.

WRITING

1.0 Writing Strategies – Students begin to organize and develop their ideas in ways that reflect an awareness of topic. They dictate text and begin to write.

1.1 Begin to organize and focus writing.

- Begin to write name on paper.
- Begin to participate in pre-writing activities as a group – brainstorming, discussions, and listing.
- Follow directions for using paper when drawing, printing, pasting, etc.

1.2 Begin to dictate brief sentences.

- Dictate information about pictures they have drawn, colored, or painted.
- Dictate simple stories, notes, cards, and letters.
- Write scribbles and some letters to tell about experiences or stories.

1.3 Write legibly.

- Print some upper- and lower-case letters and numbers.

2.0 Writing Applications and Genres – Students begin to dictate writing for a variety of purposes and audiences.

2.1 Begin to dictate text.

- Begin to verbalize descriptive words to label drawings.
- Begin to share information about an event or special interest.

3.0 Study and Research Skills – Students begin to use information.

3.1 Begin to gather and interpret information.

- Begin to understand the library is a source for books.

4.0 Language Expressions – Students begin to dictate using standard English.

4.1 Begin to use correct grammar.

- Begin to use complete sentences and acceptable grammar when dictating.

MATHEMATICS

1.0 Number Sense and Operations – Students begin to understand numbers and number relationships.

1.1 Begin to explore numbers to 20.

- Begin to count to 20.
- Begin to write numerals 0-10.
- Begin to use ordinal numbers (first, second, last).

1.2 Begin to understand the relationship between numbers and quantities.

- Using objects, begin to count, recognize, represent, name, and order numbers to 10.
- Begin to compare quantities of up to 10 objects and identify which are larger or smaller.

1.3 Begin to understand that numbers can describe money.

- Begin to identify a penny and dollar bill.
- Begin to identify a whole and parts of a whole.

1.4 Begin to understand simple addition and subtraction.

- Begin to use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 5).

2.0 Patterns and Functions – Students begin to recognize and use simple patterns and relationships.

2.1 Sort and classify objects.

- Begin to identify, sort, and classify objects by attribute (colors, shapes, sizes) and identify objects that do not belong to a particular group.

2.2 Begin to identify, describe, and extend simple patterns.

- Begin to make and describe two-part patterns.
- Begin to identify patterns that involve shape, size, and color.

3.0 Measurement – Students begin to measure using a variety of techniques and tools.

3.1 Begin to understand that items can be used for comparison.

- Begin to measure.
- Begin to compare objects.
- Begin to use non-standard units of measure.

3.2 Begin to understand the concept of time.

- Begin to name the days of the week.
- Begin to identify morning, night, day, yesterday, tomorrow, faster, and slower.

4.0 Geometry and Spatial Sense – Students begin to recognize two-dimensional objects. They begin to graph and use spatial reasoning to solve problems.

4.1 Begin to identify common objects in the environment and describe their features.

- Begin to identify, name, classify, draw, and/or construct simple geometric figures (e.g. circle, triangle, square, rectangle, diamond, and heart).

4.2 Begin to use spatial organization.

- Begin to use geometric representations (e.g., pattern blocks, unifix cubes, color tiles, and building blocks).

5.0 Data Analysis, Prediction, and Estimation – Students begin to pose questions and participate in collecting and organizing information in order to answer questions.

5.1 Begin to collect and analyze information about objects and events in the environment.

- Begin to collect data and record the results using objects, pictures, and pictographs.
- Begin to use graphs to determine more than, less than, or equal to; and to predict an outcome based on interpretation of a graph.

6.0 Problem Solving– Students begin to solve problems in and out of school by drawing from a variety of strategies, including technology.

6.1 Begin to use tools and strategies to solve problems.

- Begin to use manipulatives, act out the problem, and look for patterns.
- Begin to use technology to practice skills.
- Begin to use concrete objects and pictures to solve problems.
- Begin to identify possible answers.

6.2 Begin to express math ideas orally and graphically.

- Begin to verbally state the problem.
- Begin to express ideas using pictures or objects.

SCIENCE

1.0 Students begin to learn about the earth (Earth Science).

- ❑ Begin to identify and recognize the seasons.
- ❑ Identify weather daily.
- ❑ Begin to identify how weather changes affect plants, animals, and people.
- ❑ Begin to recognize mountains, rivers, oceans, deserts, and some local landforms.
- ❑ Begin to identify some earth resources used in everyday life and ways to conserve these resources.

2.0 Students begin to observe and describe plant and animal life and how they change over time (Life Science).

- ❑ Begin to observe and describe plants and animals (e.g. seed-bearing plants, birds, fish, insects).
- ❑ Begin to distinguish real and make believe plants and animals in stories.
- ❑ Begin to identify major structures of common plants and animals (e.g. stems, leaves, roots).
- ❑ Begin to observe growth in plants and animals.

3.0 Students begin to observe the properties of water, light, and matter (Physical Science).

- ❑ Begin to observe how water can change to another form and back again.
- ❑ Begin to recognize night/day, light/dark, shadows, and light sources.
- ❑ Begin to describe objects in terms of physical properties (color, size, shape).

4.0 Students learn and begin to communicate about the natural world (Natural Science).

- ❑ Begin to use the five senses to observe common objects and gather information.
- ❑ Begin to describe properties of common objects (e.g., hard/soft, rough/smooth).
- ❑ Begin to use science vocabulary encountered during classroom discussions.

HISTORY/SOCIAL SCIENCE

1.0 Students begin to understand history, various backgrounds/cultures, and community responsibility.
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- 1.1 Begin to understand and demonstrate how events can be ordered and sequenced.**
 - Begin to use a calendar; learn days of the week.

- 1.2 Begin to understand that history is about events, people, and places from the past.**
 - Begin to explore holidays.

- 1.3 Begin to recognize that people come from various backgrounds and cultures.**
 - Begin to recognize the similarities between people from different cultures.

- 1.4 Begin to understand the relationships between place and location.**
 - Begin to explore maps.
 - Begin to determine locations (e.g., left/right and behind/in front of).
 - Begin to identify basic traffic symbols.
 - Begin to identify various locations at school and jobs that some of the people do.

- 1.5 Begin to understand that people work in jobs.**
 - Begin to recognize and identify community helpers.

- 1.6 Begin to understand that there are behaviors of good citizenship in our community.**
 - Begin to follow rules such as sharing and taking turns.
 - From stories, begin to point out examples of honesty and courage.
 - Begin to recognize examples of historical characters in stories.
 - Begin to recognize symbols that represent our nation, like the American flag.

**TECHNOLOGY STRANDS
(OPERATION, ISSUES, AND CURRICULUM INTEGRATION)**

1.0 Basic Operations and Concepts – With teacher assistance, students begin to use technology systems.

- 1.1 Use keyboard** – Begin to identify letter and number keys; begin to use proper mouse techniques.
- 1.2 Use input devices** – Begin to use correct terminology when using input and output devices (e.g., mouse, keyboard, remote control, printer, monitor, scanner); begin to use VCR and tape recorders.
- 1.3 Access files** – Begin to insert disks and CD-ROMs properly.

2.0 Social, Ethical, and Human Issues – With teacher assistance, students begin to demonstrate positive attitudes about using technology. They begin to practice responsible use of technology systems, information, and software.

- 2.1 Identify technologies** – Begin to identify technologies in daily life.
- 2.2 Work collaboratively** – Begin to use technology as a communication and collaboration tool.

3.0 Technology Productivity Tools – With teacher assistance, students begin to use technology tools to enhance learning, increase productivity, and promote creativity.

- 3.1 Use subject specific applications** – Begin to use subject specific software to assist in learning; create original artwork using age-appropriate software.
- 3.2 Safely use Internet-based tools** – Begin to use pre-selected children’s sites to interact with Web pages; tell parent or teacher about any uncomfortable online experiences.
- 3.3 Apply communication tools** – Begin to participate in teacher-directed classroom and distant collaboration projects (e.g., email, facsimile, and other Internet-based tools).

4.0 Technology Problem-Solving and Decision-Making Tools –With teacher assistance, students begin to use technology in solving problems.

- 4.1 Use technology resources** – Begin to use puzzles and logical thinking programs; begin to use writing and drawing tools to illustrate thoughts, ideas, and stories.