

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS**

**Art**

This curriculum area identifies a difference in art as a topic and art as the creation of crafts. Art is self-expression and craft work is teacher directed. Art is a process; craft is a product.

***Goal 1: The child will develop basic skills to draw, color, cut, glue, and paint.***

The child will:

- hold a crayon correctly.
- identify eight basic colors.
- draw using different colors.
- color in one direction and within the lines.
- hold scissors properly.
- use scissors to cut on a line, i.e. cut out a specific shape.
- use glue appropriately.
- use a paintbrush and other tools to paint.

***Goal 2: The child will show responsibility in the use of art media and tools.***

The child will:

- clean and take care of self and materials used in activities.
- identify tools needed for an art project.
- use tools in an appropriate manner.
- return materials to proper place.

***Goal 3: The child will be given the opportunity to develop creative self-expression by using a variety of media, tools, and methods.***

The child will:

- express ideas and feelings through lines, color, and design.
- expand upon open-ended suggestions given by the teacher.
- use common objects in a unique way.
- develop ability to work alone or in small groups.
- experience different mediums for self-expression, i.e. clay, chalk, etc.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS – CONTINUED**

**Art – continued**

**Goal 4:** *The child will show appreciation for his / her own artistic work and for the artistic work of others.*

The child will:

- show interest in the artworks of others.
- show pride of accomplishment.
- observe and talk about art works including those from other cultures.

**Goal 5:** *The child will begin to reproduce color, form, and textures.*

The child will:

- recognize basic shapes and colors.
- reproduce a given simple shape, i.e. circle, square, triangle, etc.
- identify smooth and rough textures.

**Goal 6:** *The child will explore and become confident using a variety of methods, textures, and media.*

The child will:

- experience and be familiar with finger paints using hands, fingers, arms, and feet.
- use play dough / clay, i.e. pat, pound, roll, pinch, shape.
- use materials with a variety of textures, i.e. chalk, sand, etc.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS**

**Art**

This curriculum area identifies a difference in art as a topic and art as the creation of crafts. Art is self-expression and craft work is teacher directed. Art is a process; craft is a product.

***Goal 1: The child will demonstrate basic skills to color, cut, glue, and paint.***

The child will:

- hold scissors properly.
- cut basic shapes with increasing control and accuracy.
- use appropriate grip for crayons, markers, and pencils.
- control tools when painting, drawing, gluing, etc.
- identify primary and secondary colors.
- draw a recognizable face.
- draw a whole body image.
- add detail to personal art.

***Goal 2: The child will show responsibility and greater independence in the use of art media and tools.***

The child will:

- clean and take care of self and materials used in activities.
- identify tools needed for an art project.
- use tools in an age appropriate manner.
- return materials to proper place.

***Goal 3: The child will be given the opportunity to develop creative self-expression by using a variety of media, tools, and methods.***

The child will:

- describe art in his / her own words.
- express personal preferences toward use of media and tools.
- expand upon open-ended suggestions given by the teacher.
- use common objects in a unique way.
- use drawing to express personal feelings.
- work alone or in small groups.
- initiate some projects.
- combine and use different mediums for self-expression.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Art – continued**

**Goal 4:** *The child will show appreciation for his / her own artistic work and for the artistic work of others.*

The child will:

- show interest in the artworks of others.
- show pride of accomplishment.
- observe and talk about art works including those from other cultures.

**Goal 5:** *The child will recognize and reproduce basic colors, forms, and textures.*

The child will:

- draw basic shapes, i.e. square, circle, triangle, and rectangle.
- make a cross including crossing the midline.
- trace around a pattern.
- identify types of lines, i.e. straight, zig-zag, curved.
- recognize simple shapes, lines, and forms within the world around him / her, i.e. train car has rectangles, circles, etc.
- identify degrees of different textures.

**Goal 6:** *The child will explore and become confident using a variety of methods, textures, and media.*

The child will:

- exercise imagination through use of a variety of art media and tools.
- distinguish between various media for desired outcome.
- compare art work to reality.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS**

**Literacy / Language Arts**

Language is the development of communication skills that enable a child to share his/her world with others. These skills include listening, speaking, and thinking. The child will develop awareness of the five senses. Visual discrimination and memory as well as auditory discrimination and memory are important readiness skills that can be taught through play activities. Listening to and sharing stories, poetry, and finger plays enhance facility and ease with language. Awareness of the written word is developed through alphabet activities, and writing of stories about shared experiences.

***Goal 1: Students develop language through speaking.***

The child will:

- ask and answer questions.
- give his / her first and last name.
- speak in clear and complete sentences.
- communicate basic needs appropriately.
- share and describe personal experiences.
- recite common nursery rhymes.
- recognize the main characters in common fairy tales.
- retell common stories, fairy tales, and nursery rhymes.
- participate in appropriate role play.
- take an active part in group activities.
- take turns in a discussion.
- recognize, name, and describe simple objects and pictures.

***Goal 2: Students develop language through listening.***

The child will:

- demonstrate attentive listening skills without interrupting.
- follow simple oral directions.
- listen and repeat words, phrases, and simple sentences.
- identify common environmental sounds.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS – CONTINUED**

**Literacy / Language Arts – continued**

***Goal 3: Students develop reading readiness skills.***

The child will:

- recognize that individual letters have sounds.
- recognize some letters of the alphabet.
- recognize the difference between letters and numbers.
- recognize his / her first name.
- recognize some of the letters in his / her first name.
- follow patterns.
- predict the next item in a pattern.
- sequence from left to right.
- sequence three familiar, simple picture cards.
- hold a book properly.
- turn one page at a time when using a book.
- predict the outcome of a story.

***Goal 4: Students develop writing readiness skills.***

The child will:

- hold pencils and crayons appropriately.
- draw some letters using various media, i.e. sand, paint, etc.
- trace and follow dotted lines.
- use inventive symbols to “write” a story / picture.
- attempt to write part or whole first name.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS**

**Literacy / Language Arts**

Language is the development of communication skills that enable a child to share his/her world with others. These skills include listening, speaking, and thinking. The child will develop awareness of the five senses. Visual discrimination and memory as well as auditory discrimination and memory are important readiness skills that can be taught through play activities. Listening to and sharing stories, poetry, and finger plays enhance facility and ease with language. Awareness of the written word is developed through alphabet activities, and writing of stories about shared experiences.

***Goal 1: Students develop language through speaking.***

The child will:

- use appropriate complex sentences, i.e. correct pronouns, more than one subject, more than one adjective, etc.
- give his / her first and last name.
- recite his / her home address, phone number, and birthday.
- ask and answer age appropriate questions.
- speak with increasing independence, clarity, and fluidity.
- use different question words such as who, what, where, etc.
- communicate basic needs and feelings verbally.
- describe personal experiences using increasingly complex vocabulary and sentences, i.e. show-and-share, calendar time, etc.
- express time with appropriate verb tense, i.e. yesterday, today, tomorrow.
- retell the beginning, middle, and end of a story.
- engage in group activities and discussions.
- respect rights of others in discussions, i.e. take turns, listen to others, follow established routines.
- describe similarities and differences between two or more objects or pictures.
- recite nursery rhymes, songs, prayers, and/or finger plays from memory.
- sort objects according to use and categories.

***Goal 2: Students develop language through listening.***

The child will:

- demonstrate attentive, courteous listening skills.
- maintain eye contact with speaker.
- follow at least three-step oral directions.
- listen and repeat words, phrases, and sentences.
- identify common environmental sounds.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Literacy / Language Arts – continued**

***Goal 3: Students develop reading readiness skills.***

The child will:

- sit quietly and be attentive for a whole story.
- demonstrate an awareness of printed word by associating labels with objects and pictures.
- compose and expand on stories.
- recognize some letter sounds, i.e. hard consonant sounds.
- recognize at least half of the letters of the alphabet.
- recognize words that rhyme.
- name the opposite of a given word, i.e. night / day, inside / outside.
- recognize first and last name.
- recognize and write the letters of his / her first name.
- recite the alphabet.
- enjoy stories for fun.
- choose a variety of different types of literature (also see Media Literacy Curriculum).
- follow a sequence from left to right.
- sequence at least four familiar picture cards.
- demonstrate proper care and use of books.
- retell the plot of a story.

***Goal 4: Students develop writing readiness skills.***

The child will:

- hold writing utensils correctly.
- trace lines from left to right.
- make a cross including crossing the midline.
- trace a pattern.
- print first name.
- use letters or recognizable symbols in inventive writing.
- “read” their own inventive writing.
- copy words, numbers, and letters of the alphabet from examples.



**PRESCHOOL – THREE- AND FOUR-YEAR OLDS**

**Math**

Math readiness at the preschool level involves the development of cognitive skills. This comes from the understanding of colors; shapes; quantitative concepts such as size differences; basic counting skills; classifying; forming sets; and recognizing numerals. These concepts are taught through use of manipulative and play experiences. **The use of worksheets on a regular basis is discouraged.**

In all the areas of Mathematics, students should communicate, in age-appropriate terms, the mathematical reasoning behind solutions. They will explain why or how they made their selection or arrived at their solution.

***Goal 1: Numbers/Number Sense – Students will develop number sense (numeracy) and use number relationships to solve real world math problems and will communicate the reasoning used in solving these problems.***

The child will:

- count orally from 1 to 10.
- touch and count objects from 1 to 5.
- recognize numerals 1 to 5 in random order.
- recognize the difference between numbers and letters.

***Goal 2: Algebraic Concepts – Students will use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, graphs, etc.***

The child will:

- separate groups of objects to form new groups, i.e. group animals as baby animals and adult animals; separate zoo animals from farm animals, separate plants from animals, etc.
- create and extend simple patterns, i.e. ABAB.
- sort and classify objects by size, i.e. little / big, small / large, short / tall, or by color or shape.
- sort and classify objects by graduated size, i.e. small, smaller, smallest
- identify an object that doesn't belong in a specific group.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS – CONTINUED**

**Math – continued**

**Goal 3:** *Geometric Concepts – Students will use geometric shapes, their properties, and relationships in one, two, and three dimensions to model and solve real world problems.*

The child will:

- identify location of an object, i.e. top – bottom; over – under; outside – inside.
- construct models with blocks and puzzles.
- identify basic shapes, i.e. circle, square, triangle.
- identify oval, rectangle, and diamond.
- match shapes.
- sort objects by size, weight.

**Goal 4:** *Measurement Concepts – Students will use a variety of tools and techniques to make and use measurement in problems and everyday situations.*

The child will:

- identify quantity and volume, i.e. more than – less than, full – empty.
- identify time, i.e. night – day, morning – afternoon.
- experiment with and manipulate dry and liquid substances.
- use the appropriate name for measuring tools.

**Goal 5:** *Concept of Ratio/Proportion/Percent – Students will understand, develop, and begin to use computational skills and techniques including guessing, estimation, proportion, mental mathematics and calculations, and computers to solve meaningful problems.*

The child will:

- guess the amount of objects before counting.
- guess the length of objects before measurement, i.e. longer, shorter.
- guess the relative weight of objects before weighing, i.e. heavier, lighter.

**Goal 6:** *Probability/Statistics/Data Analysis – Students will use data collection and analysis, statistics, and probability to solve real world problems and communicate the reasoning and process used in solving these problems.*

The child will:

- collect, discuss, and show classroom data.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS**

**Math**

Math readiness at the pre-Kindergarten level involves the development of cognitive skills. This comes from the understanding of colors; shapes; quantitative concepts such as size differences; basic counting skills; classifying; forming sets; and recognizing numerals. These concepts are taught through use of manipulative and play experiences. **The use of worksheets on a regular basis is discouraged.**

In all the areas of Mathematics, students should communicate, in age-appropriate terms, the mathematical reasoning behind solutions. They will explain why or how they made their selection or arrived at their solution.

***Goal 1: Numbers/Number Sense – Students will develop number sense (numeracy) and use number relationships to solve real world math problems and will communicate the reasoning used in solving these problems.***

The child will:

- equate “zero” to quantity of nothing.
- count orally from 1 to 20.
- touch and count objects from 1 to 10.
- recognize numerals 0 to 10 in random order.
- print some numerals 1 to 10.

***Goal 2: Algebraic Concepts – Students will use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, graphs, etc.***

The child will:

- sort and classify objects by two attributes: size, color or shape, etc.
- create and extend patterns, i.e. ABabABab.
- arrange objects in graduated order from smallest to largest, etc.
- separate groups of objects to form new groups, i.e. group animals as baby animals and adult animals; separate zoo animals from farm animals, separate plants from animals, etc.
- identify an object that doesn't belong in a specific group.

PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED

**Math – continued**

**Goal 3:** *Geometric Concepts – Students will use geometric shapes, their properties, and relationships in one-, two-, and three- dimensions to model and solve real world problems.*

The child will:

- identify and name geometric shapes, i.e. square, circle, triangle, diamond, oval, rectangle, heart, star.
- describe the qualities of geometric shapes, i.e. number of sides.
- identify location of an object, i.e. top – bottom; over – under; outside – inside.
- construct models with blocks and puzzles of at least 20 pieces.
- draw simple shapes without a pattern, i.e. circle, square, triangle, etc.

**Goal 4:** *Measurement – Students will use a variety of tools and techniques to make and use measurement in problems and everyday situations.*

The child will:

- identify and explore various measurements of quantity and volume, i.e. more than – less than – equal to, full – empty – equal to, temperature – weights.
- identify coins, i.e. penny, nickel, dime, quarter.
- identify time, i.e. night – day, morning – afternoon, today – tomorrow – yesterday, day – week – month.
- recognize a clock as a measurement of time.
- name tools used to measure, i.e. ruler, tape measure, cup, scales, measuring spoons, etc.

**Goal 5:** *Concept of Ratio/Proportion/Percent – Students will understand, develop, and begin to use computational skills and techniques including guessing, estimation, proportion, mental mathematics and calculations, and computers to solve meaningful problems.*

The child will:

- guess the amount of objects before counting, i.e. 1-10+.
- guess the length of objects before measurement, i.e. longer or shorter.
- guess the relative weight of objects before weighing, i.e. heavier and lighter.
- perform simple mathematical operations with manipulatives.
- use a computer for math activities with adult guidance.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Math – continued**

***Goal 6: Probability/Statistics/Data Analysis – Students will use data collection and analysis, statistics, and probability to solve real world problems and communicate the reasoning and process used in solving these problems.***

The child will:

- collect, discuss, and record classroom data.
- communicate the mathematical reasoning behind solutions.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS**

**Music**

Music is a channel for creative expression in two ways. One is the manner in which sounds are communicated by the music-maker. The other is the emotional and physical response that the sound evokes from the listener. Singing, listening to music, using and making rhythm instruments, dancing and other rhythmic activities are ways of developing a love and appreciation for music.

***Goal 1: Music production and performance***

The child will:

- listen and respond to music.
- sing alone and with others.
- develop a repertoire of songs to be sung from memory.
- identify a favorite song.
- recognize familiar songs when played or sung.
- identify and distinguish differences in sound.
- explore with rhythm instrument.
- use instruments to accompany movement.

***Goal 2: Expressing rhythm through various movement to music***

The child will:

- move to music with scarves, ribbons, etc.
- move freely to music.
- move to a beat
  - walk and clap
  - walk fast and slow
  - run fast and slow
  - march
  - swing arms
  - swing one leg
  - gallop
  - hop
- keep time to music with body movements.
- reproduce simple patterns.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS – CONTINUED**

**Music – continued**

***Goal 3: Familiarity with musical instruments***

The child will:

- use rhythm instruments alone or to accompany music.
- use instruments to accompany movement.
- identify some instruments.
- recognize sounds of different instruments.

***Goal 4: Music from various cultures, genres, and music with a storyline***

The child will:

- retell a story told in a song.
- listen to music from various cultures.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS**

**Music**

Music is a channel for creative expression in two ways. One is the manner in which sounds are communicated by the music-maker. The other is the emotional and physical response that the sound evokes from the listener. Singing, listening to music, using and making rhythm instruments, dancing and other rhythmic activities are ways of developing a love and appreciation for music.

***Goal 1: Music production and performance***

The child will:

- listen and respond to music.
- sing alone and with others.
- develop a repertoire of songs from memory.
- identify a favorite song.
- recognize familiar songs when played or sung.
- recognize familiar tunes.
- identify and distinguish differences in sound.
- explore with rhythm instrument.
- use instruments to accompany movement.
- listen quietly and relax with appropriate music.
- establish good listening habits.
- use music creatively for self-expression, i.e. draw with music, create a song, make up a dance, etc.

***Goal 2: Expressing rhythm through various movement to music***

The child will:

- move to music with scarves, ribbons, etc.
- move freely to music.
- keep time to music with body movements.
- reproduce simple patterns.
- move to music through participation in singing, folk games, free and directed rhythmic responses such as clapping, marching, running, skipping, swaying, etc.



**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Music – continued**

***Goal 3: Familiarity with musical instruments***

The child will:

- use rhythm instruments alone or to accompany music.
- use instruments to accompany movement.
- identify some instruments.
- recognize sounds of different instruments.
- demonstrate appropriate use and care of instruments.
- recognize some musical symbols.

***Goal 4: Music from various cultures, genres, and music with a storyline.***

The child will:

- retell a story told in a song.
- listen to music from various cultures.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS**

**Health, Safety, and Physical Education**

Motor skills are a vital part of the young child’s development and are crucial to the learning skills he/she will need in the future. The preschool child learns with his / her body. These motor skills are not overlooked in favor of cognitive skills.

Gross motor skills are those skills that involve body coordination as appropriate to the child’s developmental age and physical maturity. These skills are advanced through large muscle activities such as walking, running, jumping, hopping, skipping, etc. Arm-eye coordination is developed by throwing a large ball or bean-bag, catching, and aiming at a target. Rhythm and movement provide an outlet for creative expression and the joy of using the body in dance, games, and organized play.

Fine motor skills are developed through manipulating clay, stringing beads, hammering, pasting, coloring with crayons, painting, pouring, lacing, and using scissors. Dexterity and strength of the small muscles are developing skills that enhance reading readiness. Use of natural hand preference is encouraged, but hand dominance is not yet achieved. Eye tracking promotes left-to-right progression skill required for reading readiness.

***Goal 1: Develop locomotor skills***

The child will:

- walk on a straight line on the floor or balance beam with assistance forwards.
- walk on the floor backwards.
- walk on tip toes.
- stand on one foot, alternate feet.
- jump up and down in place 5 times.
- jump from a height of at least 8 inches.
- step over a rope 4 inches off the floor.
- climb up stairs using alternate feet.
- run, changing directions.
- gallop.
- use playground equipment appropriately.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS – CONTINUED**

**Health, Safety, and Physical Education – continued**

***Goal 2: Develop non-locomotor skills***

The child will:

- demonstrate bending and stretching.
- demonstrate pulling and pushing.
- demonstrate the ability to twist and turn.
- demonstrate correct posture while standing, sitting, and kneeling.
- demonstrate body-space awareness and personal control.

***Goal 3: Develop eye-hand and eye-foot coordination***

The child will:

- place pegs in a pegboard.
- throw a bean bag up and catch it with both hands.
- kick a stationary ball.
- roll a ball at a target.
- throw a ball underhand and overhand.
- use lacing card.

***Goal 4: Develop fine motor skills***

The child will:

- work a puzzle with 8 to 12 large pieces.
- build a tower of at least 6 blocks.
- string one-inch beads.
- develop pincer control skills.
- fold paper.
- tear paper.
- screw and unscrew.
- work with clothespins.
- use tongs and tweezers.
- develop self-help skills.
- dressing self with minimal help.
- pouring.
- snapping with assistance.
- zippering with assistance.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS – CONTINUED**

**Health, Safety, and Physical Education – continued**

***Goal 5: Develop age-appropriate personal hygiene skills***

The child will:

- wash hands before eating, after toilet, after outside playtime, after coughing, sneezing, nose blowing, or when asked.
- use toilet facilities appropriately.
- use tissue to blow nose, and dispose of it properly.
- clean up personal space after lunch, snack time, etc.

***Goal 6: Develop cooperative group skills***

The child will:

- stand in line appropriately.
- take turns with guidance when playing games.
- respect the abilities of others.
- walk with a partner.

***Goal 7: Personal health and safety***

The child will:

- recite his / her first and last name.
- recite the first and last names of his / her parents.
- follow personal safety rules when in an unfamiliar situation or in contact with an unfamiliar person.
- follow school rules.
- demonstrate emergency procedures, i.e. call 911.
- discuss appropriate dress for various types of weather.
- discuss ways to identify and express anger and other feelings in an appropriate way.
- discuss some healthy foods and good nutrition habits.
- discuss some safety rules and basic traffic symbols.
- describe the appropriate use of medications, and the difference between healthy and unhealthy substances.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS**

**Health, Safety, and Physical Education**

Motor skills are a vital part of the young child's development and are crucial to the learning skills he/she will need in the future. The pre-Kindergarten child learns with his / her body. These motor skills are not overlooked in favor of cognitive skills.

Gross motor skills are those skills that involve body coordination as appropriate to the child's developmental age and physical maturity. These skills are advanced through large muscle activities such as walking, running, jumping, hopping, skipping, etc. Arm-eye coordination is developed by throwing a large ball or bean-bag, catching, and aiming at a target. Rhythm and movement provide an outlet for creative expression and the joy of using the body in dance, games, and organized play.

Fine motor skills are developed through manipulating clay, stringing beads, hammering, pasting, coloring with crayons, painting, pouring, lacing, and using scissors. Dexterity and strength of the small muscles are developing skills that enhance reading readiness. Use of natural hand preference is encouraged, but hand dominance is not yet achieved. Eye tracking promotes left-to-right progression skill required for reading readiness.

***Goal 1: Develop locomotor skills***

The child will:

- walk on a straight line on a balance beam or other raised object forwards and sideways.
- walk backwards on the floor.
- walk on tip toes.
- stand on one foot, alternate feet.
- hop on one foot with both left and right foot.
- jump up and down in place 10 times.
- jump from a height of at least 12 inches.
- step over a rope 6 inches off the floor.
- climb up and down stairs using alternate feet.
- run, changing directions.
- gallop, leap, slide.
- skip.
- use playground equipment appropriately.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Health, Safety, and Physical Education – continued**

***Goal 2: Develop non-locomotor skills***

The child will:

- demonstrate bending and stretching.
- demonstrate pulling and pushing.
- demonstrate the ability to twist and turn.
- demonstrate correct posture while standing, sitting, and kneeling.
- demonstrate body-space awareness and personal control.

***Goal 3: Develop eye-hand and eye-foot coordination***

The child will:

- place pegs in a pegboard.
- use a hammer with nails, tool bench, etc.
- throw a bean bag up and catch it with both hands.
- kick a stationary and rolling ball using dominant and non-dominant foot.
- toss a ball at a target.
- throw a ball underhand and overhand.
- catch a ball thrown by someone else.
- use lacing and sewing cards.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Health, Safety, and Physical Education – continued**

***Goal 4: Develop fine muscle skills***

The child will:

- work a large 20 piece puzzle without a frame.
- build a tower of at least 10 blocks.
- string beads.
- develop pincer control skills.
- fold paper.
- tear paper.
- screw and unscrew.
- work with clothespins.
- use tongs and tweezers.
- use eyedroppers.
- punch holes.
- develop self-help skills.
- dressing self including shoes, boots, coats, hats, mittens, etc.
- pouring.
- snapping.
- zippering.
- buckling.
- buttoning.
- organizing backpacks and personal belongings.

***Goal 5: Develop age-appropriate personal hygiene and safety skills***

The child will:

- wash hands before eating, after toilet, after outside playtime, after coughing, sneezing, nose blowing, or when asked.
- use toilet facilities appropriately.
- use tissue to blow nose, and dispose of it properly.
- clean up personal space after lunch, snack time, etc.
- recognize limits in play, rest when tired, get a drink when thirsty, etc.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Health, Safety, and Physical Education – continued**

***Goal 6: Develop cooperative group skills***

The child will:

- stand in line appropriately.
- demonstrate willingness to participate as an individual and as a member of a team.
- demonstrate effective participation skills such as taking turns, sharing, getting along with others, keep winning and losing in perspective.
- participate in directed games with rules and limits.
- apply safety practices.

***Goal 7: Personal health and safety***

The child will:

- recite his / her first and last name.
- recite the first and last names of his / her parents.
- recite address, phone number, and birthday.
- follow personal safety rules when in an unfamiliar situation or in contact with an unfamiliar person.
- follow school rules.
- demonstrate emergency procedures, i.e. call 911.
- discuss appropriate dress for various types of weather.
- identify feelings and exhibit appropriate ways to express them.
- discuss the relationship between behaviors and their consequences.
- identify some healthy foods and good nutrition habits.
- identify some safety rules and basic traffic symbols.
- describe the appropriate use of medications, compare and contrast healthy and unhealthy substances.



**PRESCHOOL – THREE- AND FOUR-YEAR OLDS**

**Religion**

Religion is an integral part of the Catholic School early childhood program. It begins the preparation for further formal instruction. Religious readiness is the development of a positive self-image in relation to a loving God. A deep love of God comes from examples set by the family and the spiritual life of the parish community. A child's sense of God comes from the warm atmosphere of love and acceptance in the preschool environment where the child learns about God's wonderful world. Prayer and simple paraliturgies prepare the child to participate in the worship and prayer life of the local church.

***Goal 1: Developing a relationship with our loving God and learning about God's gifts***

The child will:

- recognize his / her own goodness.
- recognize Jesus as friend and teacher.
- exhibit the ability to share, care for, love, and forgive others.
- recognize the love others have for her/him.
- discuss that God's love makes him/her special.
- list some of the people who love him/her.
- use Jesus as a role model.
- recognize that all God's creation is good.
- acknowledge that everything/everyone is created by God.
- begin to accept responsibility for their world and all living things.

***Goal 2: Awareness of church as being family of God***

The child will:

- participate in faith experiences such as extended prayer services in classroom and/or in church. Mass participation may be included where appropriate.
- discuss that he/she belongs to a human family, God's family, and the world.
- identify the priest (and religious sisters and brothers) and discuss his (their) special role in the local church.
- experience signs and symbols of church, i.e. Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with holy water.
- acknowledge that Jesus is with us in a special way at Mass.
- acknowledge that Mary is the Mother of Jesus.
- identify the patron saint of the school or the event after which the church is named.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS – CONTINUED**

**Religion – continued**

**Goal 3: *The importance of prayer (spoken, sung, spontaneous, rote, etc.) and God’s Word in one’s life***

The child will:

- experience that God speaks to us through the Bible and its stories.
- discuss the difference between Old Testament and New Testament.
- know that prayer is talking and listening to God.
- recite simple prayers, i.e. The Sign of the Cross, meal blessing, Angel of God, Hail Mary, etc.
- know that God listens to our prayers.
- use singing and creative movement as a form of prayer.
- listen respectfully to God’s word.
- verbalize spontaneous, personal prayers.
- discuss that he/she may pray at any time or in any place.

**Goal 4: *Developing a sense of right and wrong behavior***

The child will:

- discuss that each person has feelings.
- discuss ways to express sorrow, anger, happiness, and love.
- identify own feelings.
- express feelings and emotions in a developmentally appropriate manner.
- respect the feelings of others.
- realize that God loves us and forgives us.
- practice ways to forgive others.
- discuss consequences of inappropriate behavior.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS**

**Religion**

Religion is an integral part of the Catholic School early childhood program. It begins the preparation for further formal instruction. Religious readiness is the development of a positive self-image in relation to a loving God. A deep love of God comes from examples set by the family and the spiritual life of the parish community. A child's sense of God comes from the warm atmosphere of love and acceptance in the pre-Kindergarten environment where the child learns about God's wonderful world. Prayer and simple paraliturgies prepare the child to participate in the worship and prayer life of the local church.

***Goal 1: Developing a relationship with our loving God and learning about God's gifts***

The child will:

- recognize self-worth and build positive self-esteem through recognition of his / her own gifts and talents.
- recognize five senses as gifts from God and appreciate God's creation through use of the senses.
- identify ways to care for creation, i.e. picking up trash and not littering, not being wasteful of resources, discussing pollution prevention, caring for pre-kindergarten environment.
- use Jesus as a role model.
- experience God as always loving and knowing each one by name.
- recognize the gifts and talents of others.
- discuss and demonstrate ways of caring for others, i.e. being nice to siblings and classmates, outreach to nursing homes, making cards for sick classmates, collecting food for food bank, etc.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Religion – continued**

***Goal 2: Awareness of church as the family of God***

The child will:

- develop a sense of membership in community of people loved by God.
- identify self as a member of the Catholic community.
- discuss the saints and the Blessed Virgin Mary as members of God's family.
- identify the patron saint of the school or the event after which the church / school is named and his / her personal patron saint.
- participate in faith experiences.
- identify religious holidays and liturgical seasons.
- discuss the sacraments.
- experience signs and symbols of church, i.e. Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with holy water, crucifix, Rosary, statues.
- acknowledge that Jesus is with us in a special way at Mass.
- discuss the responsibilities of the members of the church with special ministries.

***Goal 3: Importance of prayer (spoken, sung, spontaneous, rote, etc.) and God's Word in one's life***

The child will:

- recite simple prayers, i.e. The Sign of the Cross, meal blessing, Angel of God, Hail Mary, Our Father, Glory Be, etc.
- experience that the Bible and its stories are God's word.
- identify some of the people of the bible stories in both Old and New Testament.
- know that prayer is talking and listening to God.
- use singing and creative movement as a form of prayer.
- verbalize spontaneous, personal prayers.
- discuss that he/she may pray at any time or in any place.
- listen respectfully to God's word.
- demonstrate reverent behavior during prayer and in church.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Religion – continued**

***Goal 4: Developing a sense of right and wrong behavior***

The child will:

- discuss that each person has feelings.
- discuss ways to express sorrow, anger, happiness, and love.
- identify own feelings.
- demonstrate respect for the authority of parents, teachers, and community workers.
- demonstrate Christian attitudes of sharing, taking turns, listening, helping, celebrating, thanking, apologizing, changing inappropriate behavior, and forgiving.
- respect others' feelings, property, opinions, space, etc.
- realize that God loves us and forgives us.
- discuss and practice making appropriate behavioral choices.
- discuss and take responsibility for the consequences of inappropriate behavior.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS**

**Science**

Science readiness encourages the preschool child to be aware of God’s world. This awareness is heightened by encouraging the use of the five senses in science activities. Both guided and creative experiences provide the foundation for scientific reasoning. The child begins to question, experience, discover, and project results based on given experiences.

***Strand 1: Life Science***

The child will:

- identify major parts of the body, i.e. face, parts of the face, hands, feet, head, back, shoulders, knees, toes, etc.
- discuss the five senses.
- experience and identify various sounds, smells, textures, and flavors.
- recognize physical differences and similarities in human beings.
- discuss skill development / stages of development, i.e. crawling to walking; drinking, holding a pencil / crayon appropriately, etc.
- become familiar with plant growth.
- become familiar with the ways plants and animals are used by people.
- become aware that living things need air, water, sun, and food.
- discuss familiar animals.
- discuss prehistoric animals.

***Strand 2: Earth and Space Science***

The child will:

- discover that air surrounds us.
- observe changes in weather.
- discuss appropriate dress for various weather.
- observe the changes in the seasons.
- observe the difference between day and night.
- discuss sun, moon, and stars.
- name major land forms, i.e. mountains, rivers, lakes, oceans, etc.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS – CONTINUED**

**Science – continued**

***Strand 3: Physical Science***

The child will:

- discuss basic physical properties of matter, i.e., soft, hard, heavy, light, etc.
- experience change in properties of matter, i.e. ice / snow melts.

***Strand 4: Nature of Science***

The child will:

- make predictions.
- come to conclusions based on observations.
- measure things relative to other things, i.e. larger-smaller, higher-lower, etc.
- group objects based on common attributes.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS**

**Science**

Science readiness encourages the pre-Kindergarten child to be aware of God's world. This awareness is heightened by encouraging the use of the five senses in science activities. Both guided and creative experiences provide the foundation for scientific reasoning. The child begins to question, experience, discover, and project results based on given experiences.

***Strand 1: Life Science***

The child will:

- identify parts of the body.
- discuss organs, bones and muscles as components of the body.
- list five senses.
- experience and identify various sounds, smells, textures, and flavors.
- distinguish between living things and non-living things.
- explore the parts of common plants.
- identify mature animals and offspring.
- discuss animal habitats.
- discuss life cycles of plants and animals.
- discuss pre-historic animals and their habitats.

***Strand 2: Earth and Space Science***

The child will:

- identify characteristics of the seasons.
- identify the weather of the day.
- discuss appropriate dress for the weather.
- discuss the difference between day and night.
- discuss the planets, sun, moon, and stars.
- use a map to locate various land forms.
- discuss the water cycle.
- discuss recycling as good use of resources.

***Strand 3: Physical Science***

The child will:

- use five senses to investigate states of matter.
- recognize liquids and solids.
- discuss changes in the properties of matter, i.e. cooking an egg, freezing / thawing.



**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Science – continued**

*Strand 4: Nature of Science*

The child will:

- make predictions.
- collect data concerning an experience.
- graph data collected.
- form conclusion based on observations.
- communicate the findings of an observation.
- measure using non-traditional means, i.e. manipulatives, footsteps, etc.
- identify similar and different attributes.
- group items with similar attributes.
- identify the use of common tools and machines, i.e. broom, vacuum cleaner, silverware, dump trucks, etc.
- use appropriate technology tools, such as computers, CD players, etc.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS**

**Social Studies**

Social Studies is experienced in the everyday early childhood environment. The child learns the patterns of appropriate behavior. A secure environment supervised by caring adults, allows the child to practice the acquired skills of playing, sharing, turn-taking, and respect for others. Holidays, traditions, seasons, historical events, and cultural differences broaden the preschool Social Studies experience.

**Goal 1:** *Historical Perspective – Students will use the process of historical inquiry to understand the past, develop a sense of the present, and build perspectives on the future. These studies contribute to the development of the student’s historical self.*

The child will:

- use vocabulary such as before and after.
- place three pictures in a simple story in sequence.
- sing and rhyme to explore vocabulary associated with calendar, i.e. day, week, month, year.
- describe personal life events with concepts of past and present.
- discuss growth and change from baby to preschooler.
- recognize various holidays and celebrations.

**Goal 2:** *Geographic Perspective – Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography.*

The child will:

- demonstrate awareness of location and direction by using vocabulary like up, down, far, close, above, inside, outside, next to, over, and under.
- describe the purpose for various places, i.e. school, church, hospital, etc.
- discuss the relationship between weather and dress.

**PRESCHOOL – THREE- AND FOUR-YEAR OLDS – CONTINUED**

**Social Studies – continued**

**Goal 3: *Civic Perspective – Students will become aware of political systems and how people govern themselves.***

The child will:

- recognize the flags of the United States and Colorado.
- recognize the importance of rules and laws.
- state reasons for some rules and laws.
- discuss the relationship of actions and consequences.
- list some characteristics of appropriate behavior, i.e. good citizenship.
- be responsible for personal items.
- respect others and their property.
- cooperate with others.
- show kindness toward others.
- take an active role in class i.e. standing up for self.

**Goal 4: *Economic Perspective – Students will examine choices, the impact on themselves, and the consequences of their choices for their environment.***

The child will:

- identify needs, i.e. shelter, food, parents, etc.
- realize that resources are limited.
- realize that we must not waste.
- realize that we must keep our Earth safe and clean.
- accept responsibility for classroom jobs and assignments.

**Goal 5: *Social, Cultural, and World Perspective – Students will develop an awareness of the larger world around them.***

The child will:

- identify and describe the family unit.
- become aware of community helpers and a variety of occupations.
- realize that people depend on each other.
- identify methods of transportation.
- explore similarities and differences between countries, i.e. customs, traditions, homes, jobs, food, dress, etc.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS**

**Social Studies**

Social Studies is experienced in the everyday early childhood environment. The child learns the patterns of appropriate behavior. A secure environment supervised by caring adults, allows the child to practice the acquired skills of playing, sharing, turn-taking, and respect for others. Holidays, traditions, seasons, historical events, and cultural differences broaden the preschool Social Studies experience.

**Goal 1:** *Historical Perspective – Students will use the process of historical inquiry to understand the past, develop a sense of the present, and build perspectives on the future. These studies contribute to the development of the student’s historical self.*

The child will:

- use vocabulary such as before, after, yesterday, today, tomorrow.
- place up to six pictures in a simple story in the correct sequence.
- sing and rhyme to explore vocabulary associated with calendar, i.e. day, week, month, year, yesterday, today, tomorrow.
- describe own life events with concepts of past and present.
- discuss growth and change from baby to pre-kindergartener.
- recognize various state and national holidays and celebrations.
- recognize the difference in others and celebrate diversity.

**Goal 2:** *Geographic Perspective – Students will develop and use geographic knowledge and concepts to understand the relationships between human and physical geography.*

The child will:

- demonstrate awareness of location and direction by using vocabulary like right, left, far, near, above, below, across, between, inside, outside, next to, over, and under.
- design a map of the classroom or their house.
- describe the purpose for various places, i.e. school, church, hospital, etc.
- discuss the weather of various parts of the world.
- discuss the relationship between weather and dress.
- observe and explore ways of adapting to the natural environment (dress, housing).
- recognize the names and locations of some states.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Social Studies – continued**

**Goal 3:** *Civic Perspective – Students will become aware of political systems and how people govern themselves.*

The child will:

- recognize the flags of the United States and Colorado.
- identify other symbols of the United States, i.e. Eagle, Statue of Liberty, Liberty Bell, etc.
- recite the Pledge of Allegiance.
- recognize the importance of rules and laws.
- state reasons for some rules and laws.
- discuss the relationship of actions and consequences.
- list some characteristics of appropriate behavior, i.e. good citizenship.
- be responsible for personal items.
- respect others and their property.
- cooperate with others.
- show kindness toward others.

**Goal 4:** *Economic Perspective – Students will examine choices, the impact on themselves, and the consequences of their choices for their environment.*

The child will:

- label needs and wants.
- realize that resources are limited.
- realize that we must not waste.
- realize that we must keep our Earth safe and clean.
- use toys, materials, and tools appropriately.
- accept responsibility for classroom jobs and assignments.

**PRE-KINDERGARTEN FOUR- AND FIVE-YEAR OLDS – CONTINUED**

**Social Studies – continued**

***Goal 5: Social, Cultural, and World Perspective – Students will develop an awareness of the larger world around them.***

The child will:

- identify and describe the family unit.
- become aware of community helpers and a variety of occupations.
- realize that people depend on each other.
- identify methods of transportation.
- explore similarities and differences between countries, i.e. customs, traditions, homes, jobs, food, dress, etc.
- explore various cultures through dance, music, stories, using various media.
- identify the various communities to which he / she belongs, i.e. family, class, school, parish.