

EARLY CHILDHOOD CURRICULUM STANDARDS

**PRESCHOOL
PRE-KINDERGARTEN**

**Catholic Schools Office
Diocese of Phoenix
August, 2017**

EARLY CHILDHOOD CURRICULUM STANDARDS

**Preschool
Pre-Kindergarten**

Diocese of Phoenix

August, 2017

**Harry Plummer
Superintendent of Schools**

**Colleen McCoy-Cejka
Assistant Superintendent**

**Domonic Salce
Assistant Superintendent**

**Catholic Schools Office
400 East Monroe Street
Phoenix, AZ 85004
(602) 354-2345**

www.catholicschoolphx.org

TABLE OF CONTENTS

MISSION STATEMENT	4
PHILOSOPHY	4
CURRICULUM STANDARDS COMMITTEE & RELIGION COMMITTEE.....	5
EARLY CHILDHOOD CURRICULUM STANDARDS DEVELOPMENT	6
EARLY CHILDHOOD EDUCATION GOALS	7
CURRICULUM STANDARDS FOR PRESCHOOL AND PRE-KINDERGARTEN.....	8
RELIGION	8
SOCIAL/EMOTIONAL	31
APPROACHES TO LEARNING	33
LANGUAGE AND LITERACY	36
MATHEMATICS	42
SCIENCE	46
SOCIAL STUDIES	48
PHYSICAL DEVELOPMENT, HEALTH AND SAFETY	50
FINE ARTS	52
SAMPLES & RESOURCES	54
STUDENT ASSESSMENT & EVALUATION FORMS.....	55
THREE'S DEVELOPMENTAL MILESTONES	63
RESOURCES.....	77

MISSION AND PHILOSOPHY

MISSION STATEMENT FOR CATHOLIC SCHOOLS Diocese of Phoenix

The Diocese of Phoenix engages in the faith formation of the young through Catholic schools by leading them to an encounter with the living Christ and by integrating faith throughout an educational process that promotes academic excellence, moral values and lifelong service.

Philosophy of Catholic Schools Diocese of Phoenix

Because our children are our hope and our joy, the future of the Church and society, the Church joins with parents, the primary educators, in placing the child at the center of the educational process, which promotes academic excellence and moral values, and fosters lifelong service.

Because each child needs the values and traditions of the faith community, the school will impart an understanding of the Catholic faith, doctrine and moral perspectives, afford participation in a worshipping faith community, and foster the responsibility for service.

Because each child is a part of the Church and society beyond the school and home, the school will support and foster participation in the parish, the Diocese, and the larger world community.

Because each child needs example in the school and in the home, teachers and parents must model their faith.

Because each child must be able to make informed decisions and to live according to Christian principles, the school must encourage self-discipline, self-respect and respect for others, and growth in learning to deal with issues in a real world.

Because each child needs a strong and caring environment for learning, the school, like the home, must be supportive not smothering, loving yet disciplined, encouraging yet challenging.

Because each child needs knowledge and skills for today's and tomorrow's world, the school will provide opportunity and high expectations for learning and will develop the potential of each child spiritually, academically, socially, and physically.

Early Childhood Curriculum Standards Committee 2016-2017

Kate Strohmeyer
St. Maria Goretti Preschool
and Kindergarten

Annemarie Mansour
St. Thomas the Apostle Catholic School

Catherine Chrisman
SS. Simon & Jude Cathedral School

Magdalena Taglienti
St. Gregory Catholic School

Letty Rodriguez
St. John Vianney Catholic School

Domonic Salce
Assistant Superintendent

Religion Committee (2016-2017)

Tricia Bolding
St. Vincent de Paul Catholic School

Sara Miller
Ss. Simon and Jude Catholic School

Beth Carbone
St. Gregory Catholic School

Barb Nichol
St. Matthew's Catholic School

Cheryl Casey
St. Mary Basha Catholic School

Debbie Riley
St. Theresa Catholic School

Mike Evans
St. Vincent de Paul Catholic School

Gracemarie Torzala
St. Jerome Catholic School

Kevin Finley
St. Agnes Catholic School

Gigette Webb
St. Thomas Aquinas Catholic School

Corina Medhus
St. John XXIII Catholic School

Deborah Westerfield
St. Francis Xavier Catholic School

Diane Mesa
St. Mary-Basha Catholic School

Leslie Wiseman
Christ the King Catholic School

Colleen McCoy-Cejka
Assistant Superintendent

Early Childhood Curriculum Standards Development

The Diocese of Phoenix assembled professional early childhood educators to develop the standards framework for our early childhood programs throughout the Diocese. Since several of our preschool programs are required to utilize the Arizona Department of Education's Early Learning Standards because of their participation in the state Quality First initiative and Federal Preschool Development Grants program, those standards are incorporated into our framework. In many cases, the Diocese of Phoenix Early Childhood Curriculum Standards are enhanced with higher expectations for our students. Our curriculum standards also incorporate religion standards, the most important component of being in a Catholic School. Our religion standards are woven throughout the Early Childhood Curriculum Standards framework.

Resources:

Arizona's Early Learning Standards, 3rd Edition

<https://cms.azed.gov/home/GetDocumentFile?id=585c4b55aadebe14288f2532>

Arizona Department of Education Early Childhood Preschool Information

<http://www.azed.gov/ece/preschool/>

Arizona Quality First Program

<http://www.qualityfirstaz.com>

US Department of Education Preschool Development Grant Information

<https://www2.ed.gov/programs/preschooldevelopmentgrants/index.html>

Arizona Preschool Development Grant Program

<https://cms.azed.gov/home/GetDocumentFile?id=5952e2a93217e108207241b8>

EARLY CHILDHOOD EDUCATION GOALS

Early childhood education provides the transition from home to a school atmosphere. The early learning years provide the basis for future learning.

Learning experiences and play activities encourage spiritual, intellectual, social, emotional, and physical growth in a spirit of gospel values.

The child should:

1. Become aware of the fact that he/she is a child of God and will develop and grow in a relationship with Him.
2. Come to understand that all people of all cultures are children of God, and as Catholics, our focus is to serve each other.
3. Develop basic social skills including increased independence.
4. Enjoy being part of a community and accept the need to share and cooperate.
5. Respect the rights of others and at the same time express his/her own rights and needs.
6. Develop confidence and acknowledge his/her self-worth.
7. Grow in their ability to trust in themselves and others.
8. Demonstrate the desire to learn.

Diocese of Phoenix Early Learning Standards

<u>Religion Standards and Concepts</u>		
		<u>Connection to Early Learning Standards</u>
<u>STRAND 1: KNOWLEDGE OF THE FAITH:</u>		
Concept 1: Revelation <u>Scripture:</u> Gen. 1:1-31, 2:1-25		
	a. Begin to understand that God created the world because he loves us. (<u>creation</u>)	Social Studies Standard Strand 3 (Historical Thinking) Concept 1 (Understand Time-Past, Present, Future): b. Understands that events happened in the past and how these events relate to one's self, family and community.
	c. Begin to understand that God created us, others, and all we see.	Social Emotion Standard Strand 1(Self) Concept 1 (Self Awareness) e. Comes to know him/herself as a child of God lovingly made in His image. Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family): c. With prompting and support, describes/discusses own family's cultural or family traditions. e. Develops an awareness of their personal & family history.

	<p>f. Begin to understand that <u>angels</u> have been created by God and that God has given each of us a <u>Guardian Angel</u> to watch over and protect us.</p>	<p>Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) c. With prompting and support, describes/discusses own family's cultural or family traditions. e. Develops an awareness of their personal & family history.</p>
<p>Concept 2: Sacred Scripture</p>		
	<p>a. Begin to understand the <u>Bible</u> is the <u>holy</u> book that talks about God and creation.</p>	<p>Language and Literacy Standard Strand 2 (Emergent Literacy) Concept 2 (Book Handling Skills) a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. b. Identifies where in the book to begin reading. Concept 5 (Comprehension) a. Takes an active role in reading activities. b. With prompting and support, identifies characters and major events in a story.</p>
	<p>b. Begin to understand the Bible as the book which contains the stories of God's creation and of <u>Jesus'</u> life.</p>	<p>Language and Literacy Standard Strand 2 Emergent Literacy Concept 5 (Comprehension) a. Takes an active role in reading activities. b. With prompting and support, identifies characters and major events in a story. Social Studies Standard Strand 3 (Historical Thinking) Concept 1 (Understand Time-Past, Present, Future) b. Understands that events happened in the past and how these events relate to one's self, family and community.</p>

Concept 3: Salvation History

a. Begin to understand that Jesus came to live on earth because He wanted to share God's love with us.

Social Studies Standard Strand 1 (Family)

Concept 1 (Understands Family)

- c. Describes/discusses own family's cultural or family traditions.
- e. Develops an awareness of their personal & family history.

Social Studies Standard

Strand 3 (Historical Thinking)

Concept 1 (Understand Time-Past, Present, Future)

- b. Understands that events happened in the past and how these events relate to one's self, family and community.

Concept 4: Christology

Lk 1:26-38; 2:1-20; 2:41-52

Mt. 1:18-2:15

Mk.15:16

a. Begin to understand that Jesus is God and man, Son of God and Son of Mary.

Social Studies Standard Strand 1 (Family)

Concept 1 (Understands Family)

- c. With prompting and support, describes/discusses own family's cultural or family traditions.
- e. Develops an awareness of their personal & family history.

Social Studies Standard

Strand 3 (Historical Thinking)

Concept 1 (Understand Time-Past, Present, Future)

- b. Understands that events happened in the past and how these events relate to one's self, family and community.

b. Listen to the stories of Jesus who died on the Cross for us, rose from the dead, and ascended into Heaven.

Language and Literacy Standard Strand 1 (Language)

Concept 5 (Comprehension)

		<p>a. Takes an active role in reading activities.</p> <p>b. With prompting and support, identifies characters and major events in a story.</p> <p>Social Studies Standard</p> <p>Strand 3 (Historical Thinking)</p> <p>Concept 1 (Understand Time-Past, Present, Future)</p> <p>b. Understands that events happened in the past and how these events relate to one's self, family and community.</p>
<p>Concept 5: Trinity God the Creator Jesus the Redeemer, and Holy Spirit Sanctifier <u>Scripture:</u> Gen. 1:1-31, 2:1-25 Lk 1:26-38; 2:1-20; 2:41-52 Mt. 1:18-2:15; 3:13-1 Mk 14:32-36 Acts 2:1-42</p>		
	a. Repeat the <u>Sign of the Cross</u> .	<p>Language and Literacy Standard</p> <p>Strand 1 (Language)</p> <p>Concept 1 (Receptive Language Understanding)</p> <p>a. Demonstrates understanding a variety of finger-plays, rhymes, chants, poems, conversations, and stories.</p> <p>b. Actively engages in prayer, fingerplays, rhymes, chants, poems, conversations, and stories.</p> <p>c. Demonstrates understanding and follows directions that involve: 1 step, 2 steps, and a series of unrelated sequences of action.</p>
	d. Become familiar with and show reverence for the names of the three <u>Divine Persons</u> : God the Father, God the Son (Jesus Christ) and God the Holy Spirit.	<p>Language and Literacy Standard</p> <p>Strand 1 (Language)</p> <p>Concept 3 (Vocabulary)</p> <p>a. With modeling and support, uses age-appropriate vocabulary across many topic</p>

		<p>areas and demonstrates a wide variety of words and their meanings with each area; e.g., vocabulary of the Catholic church, world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs</p>
<p>Concept 6: The Creed: A Statement of Our Belief</p>		
	<p>a. Begin to understand that the word "<u>Creed</u>" means what we believe as Catholics.</p>	<p>Language and Literacy Standard Strand 1 (Language)</p> <p>Concept 3 (Vocabulary)</p> <p>a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., vocabulary of the Catholic church, world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs</p>

STRAND 2 – LITURGICAL EDUCATION:

Concept 1: Eucharist **Who, How, When, and Where the Mass is Celebrated**

Scripture:

Mt. 26:25-30

Mk. 14:12-26

Lk. 22:14-20

Jn. 6:32-58

Acts 2:42-47

	a. Experience Mass where we worship and thank God.	Social Emotional Standard Strand 1 (Self) Concept 3 (Self-regulation) c. Modifies behavior for various situations and settings. d. Chooses appropriate words and actions. Strand 2 (Attentiveness and Persistence) Concept 1. (Attentiveness) a. Displays ability to hold attention when engaged in an activity. c. Increases ability to focus attention,
	b. Associate the parish priest with the Mass and be able to identify his role in the Mass.	Social Studies Standard Strand 2 (Community) Concept 1 (Understands community) c. Describes some characteristics (e.g., clothing, jobs) of the people in their community.
	c. Begin to recite grade level Mass responses.	Language and Literacy Standard Strand 1 (Language) Concept 1 (Receptive Language Understanding) a. & b. Demonstrates understanding of, and actively engages in, a variety of finger-plays, rhymes, chants, poems, conversations, and stories. c. Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated

		sequences of action.
	d.Begin to identify the <u>altar</u> , <u>chalice</u> , <u>tabernacle</u> , <u>ciborium</u> , <u>pall</u> , priest's <u>vestments</u> , <u>crucifix</u> , and <u>ambo</u> in pictures or in person.	Language and Literacy Standard Strand 1 (Language) Concept 3 (Vocabulary) c. With modeling and support, uses category labels and names objects within a category
Concept 2: Celebration Of The Sacraments		
	a.Begin to understand the definition of a <u>Sacrament</u> .	Social Studies Standard Strand 3 (Historical Thinking) Concept 1 (Understanding Time-Past,Present,Future)
Concept 3: Sacraments of Initiation <u>Scripture:</u> Ex. 16:1-35 Mt. 3:13-17; 28:16-20 Mk. 1:9-11; 16:15-18 Lk. 3:21-22		
	a.Begin to understand that <u>Baptism</u> is a sacrament.	Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) describes/discusses own family's cultural or family traditions. e. Develops an awareness of their personal & family history. Social Studies Standard Strand 3 (Historical Thinking) Concept 1 (Understanding Time-Past,Present,Future)

<p align="center">Concept 4: Sacraments of Healing <u>Scripture:</u> Ps. 32 Mk. 2:1-12</p>		
	<p>a. Begin to understand that Jesus loves us always and forgives us.</p>	<p align="center">Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) e. Develops an awareness of their personal & family history. Social Emotional Standard Strand 1 (Self) Concept 2 (Recognizes and Expresses Feelings)</p>
<p align="center">Concept 5: Sacraments at the Service of Communion <u>Scripture:</u> Gen. 2:18-24 Mt. 19:4-6; 28:16-20</p>		
	<p>a. Begin to recognize that God has given us parents and a priest to show us how to love others.</p>	<p align="center">Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc. Social Emotional Standard Strand 1 (Self) Concept 2 (Recognizes and Expresses Feelings)</p>
<p align="center">Concept 6: Liturgical Calendar <u>Scripture:</u> Mk. 16:1-8 Lk. 24: 1-53 Jn . 20:1-10</p>		
	<p>a. Celebrate the special seasons in the Liturgical Calendar: <u>Advent</u>, <u>Christmas</u>, <u>Epiphany</u>, <u>Lent</u> and <u>Easter</u> and special feasts of Mary and the <u>saints</u>.</p>	<p align="center">Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family)</p>

		<p>c. Describe/discusses own family's cultural or family traditions.</p> <p>e. Develops an awareness of their personal & family history.</p> <p>Social Studies Standard Strand 3 (Historical Thinking) Concept 1(Understanding Time-Past, Present, Future)</p>
	<p>b. Begin to associate the different colors with the different seasons of the Church year.</p>	<p>Language and Literacy Standard Strand 1 (Language) Concept 3. (Vocabulary)</p> <p>a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., colors, words that describe: adjectives, verbs, and adverbs.</p>
Concept 7: Liturgical Symbols and Sacramentals		
	<p>a. Begin to recognize items in the classroom, church and at home that are "holy" and regard them with reverence.</p>	<p>Language and Literacy Standard Strand 1 (Language) Concept 3 (Vocabulary)</p> <p>a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area.</p> <p>Social Emotional Standard Strand 1 (Self) Concept 2(Recognizes and Expresses Feelings)</p>

Concept 8: Divine Office Liturgy of the Hours <u>Scripture:</u> Psalms 117, 150, 100		
	a. Prayerfully listen to Psalm 117 and respond "Alleluia!" and/or Psalm 23 is an option as well.	Language and Literacy Standard Strand 1 (Language) Concept 3 (Vocabulary) a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area. Social Emotional Standard Strand 1 (Self) Concept 2 (Recognizes and Expresses Feelings)
Concept 9: Liturgical Rites: Weddings, Funerals and Blessings		
	a. Bow their heads when blessed by the priest, their parents or teachers.	Social Emotional Standard Strand 1 (Self) Concept 2 (Recognizes and Expresses Feelings) Concept 3 (Self-regulation) c. Modifies behavior for various situations and settings. d. Chooses appropriate words and actions. Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) e. Develops an awareness of their personal & family history.
<u>STRAND 3: MORAL EDUCATION</u>		
Concept 1: The Human Person		
	a. Begin to understand that God made us to know and to love Him.	Social Emotional Standard Strand 1(Self) Concept 1 (Self-Awareness)

		<p>c. demonstrates knowledge of self-identity; d. Shows an awareness of similarities and differences between self and others.</p>
<p align="center">Concept 2: Made in the Image of God – Foundation of Human Dignity <u>Scripture</u> Gen. 1:1-2:3 Col. 1:15</p>		
	<p>a. Understand that saying a kind word to someone or doing a good deed is a way to show God's love.</p>	<p>SE S1 (Self) C2 (Recognizes and expresses feelings) a. Associates emotions with words, facial expressions and body language; c. identifies and describes the feelings of others; d. Expresses empathy for others; C3 (Self-Regulation) d. Chooses appropriate words and actions</p>
	<p>b. Practice saying kind words and doing good deeds as a way to show God's love.</p>	<p align="center">Social Emotional Standard Strand 1 (Self)</p> <p>Concept 2 (Recognizes and expresses feelings) a. Associates emotions with words, facial expressions and body language; c. identifies and describes the feelings of others; d. Expresses empathy for others; Concept 3 (Self-Regulation) d. Chooses appropriate words and actions</p>
<p align="center">Concept 3: Made for Happiness with God, Beatitudes <u>Scripture</u> 2 Cor. 4:4 Mt. 5: 1-12</p>		
	<p>a. Begin to associate happiness with loving and being close to God and other people.</p>	<p align="center">Social Emotional Standard Strand 2 (Relationships)</p> <p>Concept 1 (Attachment) a. Expresses affection for familiar adults; b. Seeks security and support from familiar adults;</p>

**Concept 4: Human
Freedom and
Conscience Formation**
Scripture
Gen. 6:9-9:17

a. Begin to name and distinguish right from wrong actions.

**Social Emotional Standard
Strand 2 (Relationships)**
Concept 3 (Self Regulation)
a. Understands and follows expectations in the learning environment;
c. modifies behavior for various situations and settings;
d. Chooses appropriate words and actions;
e. Maintains appropriate personal boundaries;
Concept 2 (Social Interactions)
c. demonstrates positive ways to resolve conflicts;
Concept 3 (Respect)
a. Respects the rights and property of others

b. Understand God can help us obey our parents and treat others with kindness.

**Social Emotional Standard
Strand 2 (Relationships)**
Concept 3 (Self Regulation)
a. Understands and follows expectations in the learning environment;
c. modifies behavior for various situations and settings;
d. Chooses appropriate words and actions;
e. Maintains appropriate personal boundaries;

<p align="center">Concept 5: Covenant and Ten Commandments</p> <p align="center"><u>Scripture</u> Ex.2-24 Ex. 19:16-20:17 Mt. 22:34-40 Mk. 10: 17-20 Lk. 10:25-28</p>		
	<p>a. Introduce the Ten Commandments as God's rules for our life.</p>	<p align="center">Social Emotional Standard Strand 2 (Relationships)</p> <p>Concept 3 (Self Regulation)</p> <p>a. Understands and follows expectations in the learning environment; c. modifies behavior for various situations and settings; d. Chooses appropriate words and actions; e. Maintains appropriate personal boundaries;</p>
	<p>b. Associate the reason for and the purpose of the Ten Commandments with rules at home and at school.</p>	<p align="center">Social Emotional Standard Strand 2 (Relationships)</p> <p>Concept 3 (Self Regulation)</p> <p>a. Understands and follows expectations in the learning environment;</p>
<p align="center">Concept 6: Virtues Cardinal and Theological</p> <p align="center"><u>Scripture</u> Micah 6:8 Mt. 5: 1-12</p>		
	<p>PK-ME-HP-5 Begin to recognize the word virtue as a gift from God to do good things.</p>	<p align="center">Approaches to Learning Standard Strand 4 (Creativity)</p> <p>Concept 1 (Creativity)</p> <p>a. Uses imagination to generate a new idea; c. uses prior knowledge to build new knowledge and skills</p>

Concept 7: The Human Community		
	PK-ME-HC Demonstrate awareness of the needs and feelings of others.	Social Emotional Standard Strand 1 (Self) Concept 2 (Recognizes and expresses feelings) a. Associates emotions with words, facial expressions and body language; c. identifies and describes the feelings of others; d. Expresses empathy for others; Concept 3 (Self-Regulation) d. Chooses appropriate words and actions
Concept 8: Personal and Social Sin <u>Scripture:</u> Gen. 2:7-25; 3:1-24 Lk. 15: 11-32		
	a. Begin to understand our words and actions affect others.	Social Emotional Standard Strand 1 (Self) Concept 2 (Recognizes and expresses feelings) a. Associates emotions with words, facial expressions and body language; c. identifies and describes the feelings of others; d. Expresses empathy for others; Concept 3 (Self-Regulation) d. Chooses appropriate words and actions
Concept 9: Catholic Social Teaching – Consistent Ethic of Life, Love of Neighbor, and Corporal and Spiritual Works of Mercy <u>Scripture</u> Gen. 1:1-18; 2: 1-25		
	a. Begin to understand that God created all people, creatures and the world as a gift for us all.	Social Emotional Standard Strand 1 (Self) Concept 1 (Self-Awareness) c. demonstrates knowledge of self-identity; d. Shows an awareness of similarities and differences between self and others.

	b. Show the importance of sharing and respecting classroom materials and school resources.	<p>Social Emotional Standard Strand 2 (Relationships)</p> <p>Concept 3 (Self-Regulation)</p> <ul style="list-style-type: none"> a. Understands and follows expectations in the learning environment; c. modifies behavior for various situations and settings; d. Chooses appropriate words and actions; e. Maintains appropriate personal boundaries;
	c. Begin to understand, participate in and reflect on service to help care for all God's people, creatures and world.	<p>Social Emotional Standard Strand 1</p> <p>Concept 1 (Self-Awareness)</p> <ul style="list-style-type: none"> d. Shows an awareness of similarities and differences between self and others. <p>Social Studies Standard Strand (Family)</p> <p>Concept 1 (Understands Family)</p> <ul style="list-style-type: none"> a. Views self as a member of the family; f. Shows knowledge of family members roles and responsibilities in the home; <p>Strand 2 (Community)</p> <p>Concept 2 (Rights, Responsibilities and Roles within Community)</p> <ul style="list-style-type: none"> b. Shows an understanding of how to care for the environment; c. recognizes that people rely on others for goods and services; g. Describes their role at home, at school and in the community.

STRAND 4 – TEACHING TO PRAY:

Concept 1: The Universal Call To Prayer & Importance of Prayer

Scripture:
Mt. 6: 5-15

	a. Begin to understand that prayer is talking to God.	Social Emotional Standard Strand 1 (Self) Concept 3 (Self-Regulation) d. Choose appropriate words and actions.
	b.Listen to and participate in many and varied types of prayers and recognize that prayer is important	Language and Literacy Strand 1(Language) Concept 1 (Receptive Language Understanding) b. Actively engages in fingerplays, rhymes, chants, poems, conversations, and stories.
Concept 2: Forms of Prayer- Blessing, Adoration, Petition, Intercession Thanksgiving, Praise		
	a.Spend time with God in prayer.	Social Studies Standard Strand 3 (Historical thinking) Concept 1 (Understanding time - Past, present, and future) a. Demonstrates an understanding of time in the context of daily experiences.
	b.Know that through prayer we thank God for our many gifts, and we ask God to help us with our worries.	Language and Literacy Standard Strand 1 (Language) Concept 2 (Expressive language and communication skills) a. Communicates needs, wants, ideas, and feelings through 3-5-word sentences.
Concept 3: Expressions Of Prayer, Process Personal, Shared, Vocal, Singing, Meditation		

	a. Recognize that we pray at home, at school and at church.	Social Studies Standard Strand 2 (Community) Concept 2 (Rights, responsibilities, and Roles within the community) g. Describes their roles at home, at school, and in the community.
	b. Experience prayer with music and in short periods of silence.	Fine Arts Standard Strand 2 (Music and Creative Movement) Concept 1 (Creates and Understands Music, Movement, and Dance) b. Sings/moves to familiar rhymes, songs, and chants, d. Responds to different types of music
Concept 4: Our Father: Summary of the Gospel <u>Scripture:</u> Mt. 6:9-14 Lk. 1:28, 42, 11: 1-4		
	a. Begin to recognize the “Our Father” is a prayer we say at Mass and in our daily lives.	
Concept 5: Devotional Practices (e.g. Rosary, Stations of the Cross, Novenas, Simbang Gabi, etc.)		
	a. Know that there are prayers that the Church and families recite/pray together.	Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) c. Describes/Discusses own family’s cultural or family traditions.
Concept 6: Prayers We Know by Heart, Experience and Share at Mass		
	Prayers by Heart <ul style="list-style-type: none"> • Sign of the Cross • Guardian Angel Prayer • Grace before meals Prayers to Experience <ul style="list-style-type: none"> • Prayers of blessing, adoration, praise, intercession, thanksgiving, petition • Silent prayer • Prayer with music and gestures 	Language and Literacy Standard Strand 2 (Emergent Literacy) Concept 5 (Comprehension) j. Demonstrates reading fluency by use of phrasing, intonation, and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts, Language and Literacy Standard Strand 2 (Emergent Literacy)

	<ul style="list-style-type: none"> • Our Father • Hail Mary • Rosary • Invitation to Liturgy of the Hours • Psalm 117 and/or Psalm 23 <p>Shared at Mass - Mass Responses</p> <ul style="list-style-type: none"> • Amen • And with your spirit • Alleluia • Sign of Peace 	<p>Concept 3 (Phonological Awareness)</p> <p>e. Hears and shows awareness of separate words within spoken phrases or sentences</p>
<u>STRAND 5 – EDUCATING FOR THE LIFE, COMMUNITY, AND HISTORY OF THE CHURCH</u>		
Concept 1: The Church in God’s Plan Church History		
	a.Listen to stories about the parish patron saint.	<p>Language and Literacy Strand 2 (Emergent Literacy)</p> <p>Concept 5 (Comprehension)</p> <p>b. Identifies characters and major events in a story</p>
	b.Begin to understand the word history as the story of the past. Listen to stories about Padre Kino and the missions he founded in Sonora and Arizona. Hear the story of Our Lady of Guadalupe.	<p>Social Studies Standard Strand 3 (Historical Thinking)</p> <p>Concept 1(Understanding time - past, present, and future)</p> <p>b. Understand that events happened in the past and how these events relate to one’s self, family, and community</p>
Concept 2: Models of the Catholic Church		
	a. Identify church as a place where all people join together to worship, to thank God, to serve God, and to serve one another.	<p>Social Studies Standard Strand 2 (Community)</p> <p>Concept 1 (Understands Community)</p> <p>c. Describes some characteristics of the people in their community</p>

Concept 3: People of God

Scripture

1 Pet. 2:9

a. Associate the church as the place where community, God's family, joins in prayer together.

**Social Studies Standard
Strand 2 (Community)**

Concept 1 (Understands Community)

c. Describes some characteristics of the people in their community

Concept 4: Body of Christ

Scripture

1 Cor. 12:12-27

a. Associate that we are the "Body of Christ" when we pray together and use our hands to help others. **C-2**

Concept 5: Temple of the Holy Spirit

Scripture

1 Cor. 6:19

a. Recognize that God loves us so much that the Holy Spirit lives in each of us.

**Social Emotional Standard
Strand 1 (Self)**

Concept 1 (Self Awareness)

c. Demonstrates knowledge of self-identity,
e. Comes to know him/herself as a child of God lovingly made in His image

**Concept 6: The Mystery and Marks of the Church:
ONE, HOLY, CATHOLIC, APOSTOLIC**

a. Begin to understand "holy" in reference to the Church.

**Language and Literacy Standard
Strand 1 (Language)**

Concept 3 (Vocabulary)

a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., colors, words that describe: adjectives, verbs, and adverbs.

	b. Demonstrate signs of reverence in church, as church is a holy place.	Social Emotional Standard Strand 1 (Self) Concept 3 (Self-Regulation) c. Modifies behavior for various situations and settings. d. Choose appropriate words and actions.
Concept 7: Church Order: The Hierarchy and Magisterium and Infallibility		
	a. Begin to identify the <u>bishop(s)</u> and recognize his role as the leader of our diocese, the local Church.	Social Studies Standard Strand 2 (Community) Concept 1 (Understands Community) c. Describes some characteristics of people in their community
Concept 8: The Laity: Rights and Responsibilities		
	a. Begin to understand that Sunday is an important day to be with God and to go to Church.	Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) c. Describes/discusses own family's cultural or family traditions. e. Develops an awareness of their personal & family history.
Concept 9: The Domestic Church <u>Scripture</u> Mt. 1:18-2:15		
	a. Understand that Jesus grew up in a loving family.	Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) d. Identifies similarities and differences in their family composition and the families of others.
	b. Begin to identify the <u>Holy Family</u> .	Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) b. Identifies family members

	c. Share ways that prayer happens in your family. {Share ways you pray with your family}	Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) c. Describes/discusses own families cultural or family traditions
Concept 10: The Universal Call to Holiness <u>Scripture</u> 1 Peter 1:15-16 Leviticus 11:44		
	a. Begin to understand that both priests and parents serve God by taking care of others.	Social Studies Standard Strand 1 (Family) Concept 1 (Understands Family) f. Shows knowledge of family members roles and responsibilities in the home, Social Studies Standard Strand 2 (Community) Concept 1 (Understands Community) c. Describes some characteristics of people in their community
Concept 11: Communion of Saints <u>Scripture</u> Jn. 3:1-21		
	a. Listen to stories of <u>saints</u> as heroes of our faith who are part of the family of the Church in <u>heaven</u> .	Language and Literacy Standard Strand 2 (Emergent Literacy) Concept 5 (Comprehension) b. With prompting and support, identifies characters and major events in a story. d. With prompting and support, draws connections between story events and personal experiences. e. With prompting and support, identifies events and details in the story and makes predictions i. With prompting and support, retells or reenacts a story in sequence with pictures or props.

<p align="center">Concept 12: Mary as Model of the Church <u>Scripture</u> Lk. 1:26-38</p>		
	<p>a.Begin to understand that Mary is the Mother of Jesus, Mother of God and our Mother.</p>	<p align="center">Social Studies Standard Strand 1 (Family)</p> <p>Concept 1(Understands Family) d. Identifies similarities and differences in their family composition and the families of others.</p>
<p align="center"><u>STRAND 6 – THE CHURCH’S MISSIONARY LIFE AND SERVICE</u></p>		
<p align="center">Concept 1: Baptismal Call and Discipleship (The Mandate To Go Forth) <u>Scripture</u> Mt. 28: 19-20</p>		
	<p>a.Relate that through <u>Baptism</u>, we are given new life as God’s children.</p>	<p align="center">Social Studies Standard Strand 1 (Family)</p> <p>Concept 1 (Understands Family) e. Develops an awareness of their personal and family history.</p>
	<p>b.Begin to understand that the Church has a <u>mission</u> given to her by Jesus Christ.</p>	<p align="center">Social Studies Standard Strand (Historical Thinking)</p> <p>Concept 1 (Understanding Time - past, present, and future) b. Understands how events happened in the past and how these events relate to one’s self, family, and community</p>
<p align="center">Concept 2: Call to Stewardship and Service: Catholic Social Teaching About the Common Good <u>Scripture</u> Mt. 5:3-12</p>		
	<p>a.Begin to name our unique gifts that God provides us to help others.</p>	<p align="center">Social Studies Standard Strand 2 (Community)</p> <p>Concept 2 (Rights, responsibilities and roles within the community) c. Recognize that people rely on others for goods</p>

		and services, e.g. farm goods, mail delivery, safety, healthcare
	d. Participate in and reflect on service and how we can be Jesus for others.	Social Emotional Standard Strand 1 (Self) Concept 2 (Recognizes and Expresses Feelings) d. Express empathy for others. Social Studies Standard Strand 2 (Community) Concept 2 (Rights, responsibilities and roles within the community) d. Seeks opportunities for leadership
Concept 3: Call to Ecumenism, Interfaith Dialogue and the New Evangelization		
	a. Know that God made all people, and we are called to be kind and loving to all people.	Social Emotional Standard Strand 1 (Self) Concept 1 (Self awareness) d. Shows an awareness of similarities and differences between self and others Social Emotional Standard Strand 1 (Self) Concept 2 (Recognizes and Expresses feelings) d. Express empathy for others.
	b. Recognize that Jesus calls us to serve God and all God's people.	Social Emotional Standard Strand 1 (Self) Concept 2 (Recognizes and Expresses feelings) d. Express empathy for others, e. Demonstrates a Christian response towards others, i.e. gratitude, forgiveness, and courtesy through daily opportunities
	c. Show God's love for all people through words and actions.	Social Emotional Standard Strand 1 (Self) Concept 2 (Recognizes and Expresses feelings) d. Express empathy for others, e. Demonstrates a Christian response towards others, i.e. gratitude, forgiveness, and courtesy through daily opportunities

Preschool Ages 3-4	AZ Early Learning Standards/Concepts	Pre-K Ages 4-5
Standard: SOCIAL/EMOTIONAL		
<u>STRAND 1: SELF</u>		
Concept 1: Self-Awareness		
a. Demonstrates self-confidence.	a. Demonstrates self-confidence.	a. Demonstrates self-confidence.
b. Makes personal preferences known to others.	b. Makes personal preferences known to others.	b. Makes personal preferences known to others.
c. Demonstrates knowledge of self identity.	c. Demonstrates knowledge of self identity.	c. Demonstrates knowledge of self identity.
d. Shows an awareness of similarities and differences between self and others	d. Shows an awareness of similarities and differences between self and others	d. Shows an awareness of similarities and differences between self and others
e. Comes to know him/herself as a child of God lovingly made in His image.		e. Comes to know him/herself as a child of God lovingly made in His image.
Concept 2: Recognizes and Expresses Feelings		
a. Associates emotions with words, facial expressions and body language.	a. Associates emotions with words, facial expressions and body language.	a. Associates emotions with words, facial expressions and body language.
b. Identifies, describes and expresses their own feelings.	b. Identifies, describes and expresses their own feelings.	b. Identifies, describes and expresses their own feelings.
c. Identifies and describes feelings of others.	c. Identifies and describes feelings of others.	c. Identifies and describes feelings of others.
d. Expresses empathy for others.	d. Expresses empathy for others.	d. Expresses empathy for others.
e. Demonstrates a Christian response towards others, i.e. gratitude, forgiveness, and courtesy, through daily opportunities.		e. Demonstrates a Christian response towards others, i.e. gratitude, forgiveness and courtesy through daily opportunities.

Concept 3: Self-Regulation		
a. Understands and follows expectations in the learning environment.	a. Understands and follows expectations in the learning environment.	a. Understands and follows expectations in the learning environment.
b. Manages transitions, daily routines and unexpected events.	b. Manages transitions, daily routines and unexpected events.	b. Manages transitions, daily routines and unexpected events.
c. Modifies behavior for various situations and settings.	c. Modifies behavior for various situations and settings.	c. Modifies behavior for various situations and settings.
d. Chooses appropriate words and actions.	d. Chooses appropriate words and actions.	d. Chooses appropriate words and actions.
e. Maintains appropriate personal boundaries		e. Maintains appropriate personal boundaries
<u>STRAND 2: RELATIONSHIPS</u>		
Concept 1: Attachment		
a. Expresses affection for familiar adults.	a. Expresses affection for familiar adults.	a. Expresses affection for familiar adults.
b. Seeks security and support from familiar adults.	b. Seeks security and support from familiar adults.	b. Seeks security and support from familiar adults.
c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.	c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.	c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.
d. Separates from familiar adult with minimal distress.	d. Separates from familiar adult with minimal distress.	d. Separates from familiar adult with minimal distress.
Concept 2: Social Interactions		
a. Responds when adults or other children initiate interactions.	a. Responds when adults or other children initiate interactions.	a. Responds when adults or other children initiate interactions.
b. Initiates and sustains positive interactions with adults and other children.	b. Initiates and sustains positive interactions with adults and other children.	b. Initiates and sustains positive interactions with adults and other children.
c. Demonstrates positive ways to resolve conflict.	c. Demonstrates positive ways to resolve conflict.	c. Demonstrates positive ways to resolve conflict.

Concept 3: Respect

a. Respects the rights and property of others.	a. Respects the rights and property of others.	a. Respects the rights and property of others.
b. Defends own rights and the rights of others.	b. Defends own rights and the rights of others.	b. Defends own rights and the rights of others.
c. Shows respect for learning materials in the learning environment.	c. Shows respect for learning materials in the learning environment.	c. Shows respect for learning materials in the learning environment.

STANDARD: APPROACHES TO LEARNING**STRAND 1: INITIATIVE AND CURIOSITY****Concept 1: Initiative**

a. Seeks interaction with others.	a. Seeks interaction with others.	a. Seeks interaction with others.
b. Develops independence during activities, routines, and play.	b. Develops independence during activities, routines, and play.	b. Develops independence during activities, routines, and play.
c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.	c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.	c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.

Concept 2: Curiosity

a. Shows interest in learning new things and trying new experiences.	a. Shows interest in learning new things and trying new experiences.	a. Shows interest in learning new things and trying new experiences.
b. Expresses interest in people.	b. Expresses interest in people.	b. Expresses interest in people.
c. Asks questions to get information.	c. Asks questions to get information.	c. Asks questions to get information.

STRAND 2: ATTENTIVENESS AND PERSISTENCE

Concept 1: Attentiveness

a. Displays ability to hold attention when engaged in an activity.	a. Displays ability to hold attention when engaged in an activity.	a. Displays ability to hold attention when engaged in an activity.
b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.	b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.	b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.
c. Increases ability to focus attention, and can return to activities after distractions and interruptions.	c. Increases ability to focus attention, and can return to activities after distractions and interruptions.	c. Increases ability to focus attention, and can return to activities after distractions and interruptions.

Concept 2: Persistence

a. Pursues challenges.	a. Pursues challenges.	a. Pursues challenges.
b. Copes with frustration or disappointment.	b. Copes with frustration or disappointment.	b. Copes with frustration or disappointment.
c. Establishes goals, generates plans and follows through to completion.	c. Establishes goals, generates plans and follows through to completion.	c. Establishes goals, generates plans and follows through to completion.

STRAND 3: CONFIDENCE

Concept 1: Confidence

a. Expresses opinions or ideas.	a. Expresses opinions or ideas.	a. Expresses opinions or ideas.
b. Views self as competent and skilled.	b. Views self as competent and skilled.	b. Views self as competent and skilled.
c. Is willing to take risks and consider a variety of alternatives.	c. Is willing to take risks and consider a variety of alternatives.	c. Is willing to take risks and consider a variety of alternatives.

STRAND 4: CREATIVITY**Concept 1: Creativity**

a. Uses imagination to generate new idea.	a. Uses imagination to generate new idea.	a. Uses imagination to generate new idea.
b. Appreciates humor.	b. Appreciates humor.	b. Appreciates humor.
c. Engages in inventive social play.	c. Engages in inventive social play.	c. Engages in inventive social play.

STRAND 5: REASONING AND PROBLEM-SOLVING**Concept 1: Reasoning**

a. Gathers information and reaches a conclusion.	a. Gathers information and reaches a conclusion.	a. Gathers information and reaches a conclusion.
b. Recognizes relationships between cause and effect.	b. Recognizes relationships between cause and effect.	b. Recognizes relationships between cause and effect.
c. Uses prior knowledge to build new knowledge and skills.	c. Uses prior knowledge to build new knowledge and skills.	c. Uses prior knowledge to build new knowledge and skills.

Concept 2: Problem-Solving

a. Recognizes problems.	a. Recognizes problems.	a. Recognizes problems.
b. Seeks adult assistance when support is required.	b. Seeks adult assistance when support is required.	b. Seeks adult assistance when support is required.
c. Tries to solve problems.	c. Tries to solve problems.	c. Tries to solve problems.
d. Works to solve a problem independently.	d. Works to solve a problem independently.	d. Works to solve a problem independently.

STANDARD: LANGUAGE AND LITERACY

STRAND 1: LANGUAGE

Concept 1: Receptive Language Understanding

a. Demonstrates understanding a variety of finger-plays, rhymes, chants, poems, conversations, stories and prayers.	a. Demonstrates understanding a variety of finger-plays, rhymes, chants, poems, conversations, and stories.	a. Demonstrates understanding a variety of finger-plays, rhymes, chants, poems, conversations, stories and prayers.
b. Actively engages in prayer, fingerplays, rhymes, chants, poems, conversations, and stories.	b. Actively engages in fingerplays, rhymes, chants, poems, conversations, and stories.	b. Actively engages in prayer, fingerplays, rhymes, chants, poems, conversations, and stories.
c. Demonstrates understanding and follows directions that involve: 1 step, 2 steps, and a series of unrelated sequences of action.	c. Demonstrates understanding and follows directions that involve: 1 step, 2 steps, and a series of unrelated sequences of action.	c. Demonstrates understanding and follows directions that involve: 2-3 steps, and a series of unrelated sequences of action.

Concept 2: Expressive Language and Communication Skills

a. Communicates needs, wants, ideas, and feelings through 3-5 word sentences.	a. Communicates needs, wants, ideas, and feelings through 3-5 word sentences.	a. Communicates needs, wants, ideas, and feelings through 6-7 word sentences.
b. Speaks clearly and understandably to express ideas, feelings and needs.	b. Speaks clearly and understandably to express ideas, feelings and needs.	b. Speaks clearly and understandably to express ideas, feelings and needs.
c. Makes relevant responses to questions and comments from others.	c. Makes relevant responses to questions and comments from others.	c. Makes relevant responses to questions and comments from others.
d. Initiates, sustains, and expands conversations with peers and adults.	d. Initiates, sustains, and expands conversations with peers and adults.	d. Initiates, sustains, and expands conversations with peers and adults.
e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.	e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.	e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.
f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.	f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.	f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.

g. Recognizes when the listener does not understand and uses techniques to clarify the message.	g. Recognizes when the listener does not understand and uses techniques to clarify the message.	g. Recognizes when the listener does not understand and uses techniques to clarify the message.
h. With modeling and support, uses increasingly complex phrases and sentences.	h. With modeling and support, uses increasingly complex phrases and sentences.	h. With modeling and support, uses increasingly complex phrases and sentences.
Concept 3: Vocabulary		
a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., vocabulary of the Catholic church, world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.	a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.	a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., vocabulary of the Catholic church, world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.
b. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete objects.	b. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete objects.	b. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete objects.
c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.	c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.	c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.
d. Demonstrates understanding of 3 or more words that indicate position and direction; e.g., in, on, out, under, off, next to, behind, in front of, behind, above, below.	d. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.	d. Demonstrates understanding of 5 or more words that indicate position and direction; e.g., in, on, out, under, off, beside, in back of, in front of, behind, above, below.

<u>STRAND 2: EMERGENT LITERACY</u>		
Concept 1: Concepts of Print		
a. Identifies signs, symbols and labels in the environment.	a. Identifies signs, symbols and labels in the environment.	a. Identifies signs, symbols and labels in the environment.
b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.
c. With modeling and support, recognizes that letters are grouped to form words.	c. Recognizes that letters are grouped to form words.	c. Recognizes that letters are grouped to form words.
d. Recognizes own written name.	d. Recognizes own written name and the written names of friends and family.	d. Recognizes own written name and the written names of friends and family.
e. Seeks information in printed materials.	e. Seeks information in printed materials.	e. Seeks information in printed materials.
Concept 2: Book Handling Skills		
a. With modeling and support, holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.
b. Identifies where in the book to begin reading.	b. Identifies where in the book to begin reading.	b. Identifies where in the book to begin reading.
c. Is introduced to the concept that a book has a title, author, and/or illustrator.	c. Understands a book has a title, author, and/or illustrator.	c. Understands a book has a title, author, and/or illustrator.
Concept 3: Phonological Awareness		
a. Differentiates between sounds that are the same and different; e.g., environmental sounds, animal sounds, phonemes.	a. Differentiates between sounds that are the same and different; e.g., environmental sounds, animal sounds, phonemes.	a. Differentiates between sounds that are the same and different; e.g., environmental sounds, animal sounds, phonemes.
b. With modeling and support, identifies rhyming words.	b. With modeling and support, identifies rhyming words.	b. Identifies rhyming words.
c. With modeling and support, produces rhyming	c. With modeling and support, produces	c. With modeling and support, produces

words.	rhyming words.	rhyming words.
d. With modeling and support, recognizes spoken words that begin with the same sound.	d. With modeling and support, recognizes spoken words that begin with the same sound.	d. Recognizes spoken words that begin with the same sound.
e. With modeling and support, recognizes spoken words that begin with the same sound.	e. Hears and shows awareness of separate words within spoken phrases or sentences.	e. Hears and shows awareness of separate words within spoken phrases or sentences.
f. With modeling and support, identifies and discriminates syllables in words.	f. With modeling and support, identifies and discriminates syllables in words.	f. With modeling and support, identifies and discriminates syllables in words.
g. With modeling and support, combines onset and rime to form a familiar one-syllable word with pictorial support.	g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.	g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.
h. With modeling and support, recognizes that words have a beginning and ending sound.	h. With modeling and support, repeats words and identifies the common final sound.	h. With modeling and support, repeats words and identifies the common final sound.
Concept 4: Alphabet Knowledge		
a. Discriminates letters from other shapes and symbols.	a. Discriminates letters from other shapes and symbols.	a. Discriminates letters from numbers, shapes and other symbols.
b. Matches and recognizes similarities and differences in letters, with modeling and support.	b. Matches and recognizes similarities and differences in letters, with modeling and support.	b. Matches and recognizes similarities and differences in letters, with modeling and support.
c. Identify 5 or more letter names, especially those in own name, family and friends.	c. Recognizes as many as 10 letters, especially those in own name, family and friends.	c. Identify 13 or more letter names, especially those in own name, family and friends.
d. With modeling and support, uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as five letters.	d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as ten letters, with modeling and support.	d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as ten letters, with modeling and support.

Concept 5: Comprehension

a. Takes an active role in reading activities.	a. Takes an active role in reading activities.	a. Takes an active role in reading activities.
b. With prompting and support, identifies characters and major events in a story.	b. With prompting and support, identifies characters and major events in a story.	b. Identifies characters and major events in a story.
c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.	c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.	c. Asks and answers a variety of questions about books or stories told or read aloud.
d. With prompting and support, draws connections between story events and personal experiences.	d. With prompting and support, draws connections between story events and personal experiences.	d. With prompting and support, draws connections between story events and personal experiences.
e. With prompting and support, identifies events and details in the story and makes predictions.	e. With prompting and support, identifies events and details in the story and makes predictions.	e. With prompting and support, identifies events and details in the story and makes predictions.
f. With prompting and support, gives an opinion for liking or disliking a book or story.	f. With prompting and support, gives an opinion for liking or disliking a book or story.	f. Gives an opinion for liking or disliking a book or story.
g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.	g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.	g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.
h. With modeling and support, identifies the topic of informational text that has been read aloud.	h. With modeling and support, identifies the topic of informational text that has been read aloud.	h. With modeling and support, identifies the topic of informational text that has been read aloud.
i. With modeling and support, retells or reenacts a story in sequence with pictures or props.	i. With modeling and support, retells or reenacts a story in sequence with pictures or props.	i. Retells or reenacts a story in sequence with pictures or props.
j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, changes, songs, nursery rhymes or other repetitious or predictable texts.	j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, changes, songs, nursery rhymes or other repetitious or predictable texts.	j. Demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, changes, songs, nursery rhymes or other repetitious or predictable texts.

STRAND 3: EMERGENT WRITING

Concept 1: Early Writing, Writing Processes, and Writing Applications

a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.
b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.	b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.	b. Uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.
c. Dictates to and shares thoughts, ideas, and stories with adults.	c. Dictates to and shares thoughts, ideas, and stories with adults.	c. Dictates to and shares thoughts, ideas, and stories with adults.
d. With modeling and support, writes own name using, symbols, letter- like forms or conventional print.	d. Writes own name using letter- like forms or conventional print.	d. Writes own name using conventional print.
e. With modeling and support, intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.
f. With prompting and support, forms letters starting with large motor (skywriting, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).	f. With prompting and support, forms letters starting with large motor (skywriting, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).	f. With prompting and support, forms letters starting with large motor (skywriting, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).
g. With modeling and support, organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

STANDARD: MATHEMATICS		
<u>STRAND 1: COUNTING AND CARDINALITY</u>		
Concept 1: Counts Out Loud		
a. Shows interest in and awareness of counting.	a. Shows interest in and awareness of counting.	a. Shows interest in and awareness of counting.
b. Counts out loud to 10.	b. Counts out loud to 10.	b. Counts out loud to 20 or beyond.
Concept 2: Knows Number Names and Symbols		
a. Uses numerals and number symbols in the context of daily routines, activities, and play.	a. Uses numerals and number symbols in the context of daily routines, activities, and play.	a. Uses numerals and number symbols in the context of daily routines, activities, and play.
b. Uses and creates symbols to represent numbers.	b. Uses and creates symbols to represent numbers.	b. Uses and creates symbols to represent numbers.
c. Identifies and names numerals 1-10.	c. Identifies numerals 1-20.	c. Identifies and names numerals 0-20.
Concept 3: Count to Tell Number of Objects		
a. Counts groups of objects using one-to-one correspondence (1 object for each number word).	a. Counts groups of objects using one-to-one correspondence (1 object for each number word).	a. Counts groups of objects using one-to-one correspondence (1 object for each number word).
b. Counts a collection of up to 10 items using the last counting word to tell, "How many?"	b. Counts a collection of up to 10 items using the last counting word to tell, "How many?"	b. Counts a collection of up to 20 items using the last counting word to tell, "How many?"
c. Matches numerals to quantities they represent using physical models and representations.	c. Matches numerals to quantities they represent using physical models and representations.	c. Matches numerals to quantities they represent using physical models and representations.
d. Identifies quantity of 3-6 objects without counting (subitize).	d. Identifies quantity of 3-5 objects without counting (subitize).	d. Identifies quantity of 3-6 objects without counting (subitize).

Concept 4: Compare Numbers and Quantities		
a. Compares 2 sets of objects using terms such as more, fewer, or the same.	a. Compares 2 sets of objects using terms such as more, fewer, or the same.	a. Compares 2 sets of objects using terms such as more, fewer, or the same.
<u>STRAND 2: OPERATIONS AND ALGEBRAIC THINKING</u>		
Concept 1: Explores Addition and Subtraction		
a. Demonstrates an understanding that adding increases the number of objects in a group.	a. Demonstrates an understanding that adding increases the number of objects in a group.	a. Demonstrates an understanding that adding increases the number of objects in a group.
b. With modeling and support, describes changes in 2 or more sets of objects when they are combined.	b. Describes changes in 2 or more sets of objects when they are combined.	b. Describes changes in 2 or more sets of objects when they are combined.
c. Demonstrates an understanding that taking away decreases the number of objects in a group.	c. Demonstrates an understanding that taking away decreases the number of objects in a group.	c. Demonstrates an understanding that taking away decreases the number of objects in a group.
d. With modeling and support, describes changes in a set of objects when they are separated into parts.	d. Describes changes in a set of objects when they are separated into parts.	d. Describes changes in a set of objects when they are separated into parts.
Concept 2: Patterning		
a. With modeling and support, recognizes patterns in the real world.	a. Recognizes patterns in the real world.	a. Recognizes patterns in the real world.
b. With modeling and support, copies simple patterns.	b. Copies simple patterns.	b. Copies simple patterns.
c. With modeling and support, extends simple patterns.	c. Extends simple patterns.	c. Extends simple patterns.
d. With modeling and support, creates simple patterns.	d. Creates simple patterns.	d. Creates simple patterns.

e. With modeling and support, describes similarities and differences in patterns.	e. Describes similarities and differences in patterns.	e. Describes similarities and differences in patterns.
<u>STRAND 3: MEASUREMENTS AND DATA</u>		
Concept 1: Sorts and Classifies		
a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).
b. With prompting and support, explains how items were sorted into groups.	b. Explains how items were sorted into groups.	b. Explains how items were sorted into groups.
Concept 2: Data Analysis		
a. With modeling and support, asks questions to gather information.	a. Asks questions to gather information.	a. Asks questions to gather information.
b. With modeling and support, displays data to answer simple questions about themselves or the environment.	b. Displays data to answer simple questions about themselves or the environment.	b. Displays data to answer simple questions about themselves or the environment.
c. With modeling and support, uses descriptive language to compare data in picture graphs or other concrete representations.	c. Uses descriptive language to compare data in picture graphs or other concrete representations.	c. Uses descriptive language to compare data in picture graphs or other concrete representations.
d. With modeling and support, uses charts and graphs to analyze information or answer questions	d. Uses charts and graphs to analyze information or answer questions	d. Uses charts and graphs to analyze information or answer questions
Concept 3: Measures		
a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.
b. Uses nonstandard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	b. Uses nonstandard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	b. Uses nonstandard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.

c. With modeling and support, uses various standard measuring tools for simple measuring tasks.	c. Uses various standard measuring tools for simple measuring tasks.	c. Uses various standard measuring tools for simple measuring tasks.
d. With modeling and support, orders objects by measurable attributes.	d. Orders objects by measurable attributes.	d. Orders objects by measurable attributes.
e. With modeling and support, uses appropriate vocabulary to describe time and sequence related to daily routines.	e. Uses appropriate vocabulary to describe time and sequence related to daily routines.	e. Uses appropriate vocabulary to describe time and sequence related to daily routines.
<u>STRAND 4: GEOMETRY</u>		
Concept 1: Spatial Reasoning		
a. Uses and responds to positional terms (e.g. under, between, inside, outside, above, below, behind, first, last).	a. Uses and responds to positional terms (e.g. between, inside, under, above, behind).	a. Uses and responds to positional terms (e.g. under, between, inside, outside, above, below, behind, first, last).
b. Describes the position or location of objects in relation to self or to other objects.	b. Describes the position or location of objects in relation to self or to other objects.	b. Describes the position or location of objects in relation to self or to other objects.
Concept 2: Shapes		
a. Identify and name basic two-dimensional shapes.	a. Recognizes basic two-dimensional shapes.	a. Identify and name basic two-dimensional shapes and some three-dimensional shapes
b. Uses the names of geometric shapes when describing objects found in the environment.	b. Uses the names of geometric shapes when describing objects found in the environment.	b. Uses the names of geometric shapes when describing objects found in the environment.
c. Creates two- and three-dimensional shapes during play.	c. Creates two- and three-dimensional shapes during play.	c. Creates two- and three-dimensional shapes during play.
d. Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary.	d. Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary.	d. Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary.

STANDARD: SCIENCE

STRAND 1: INQUIRY AND APPLICATION

Concept 1: Exploration, Observations, and Hypotheses

a. Exhibits curiosity about objects, living things, and other natural events in the environment by using 1 or more senses.	a. Exhibits curiosity about objects, living things, and other natural events in the environment by using 1 or more senses.	a. Exhibits curiosity about objects, living things, and other natural events in the environment by using 1 or more senses.
b. Identifies attributes of objects, living things, and natural events in the environment.	b. Identifies attributes of objects, living things, and natural events in the environment.	b. Identifies attributes of objects, living things, and natural events in the environment.
c. Describes changes in objects, living things, and the natural events in the environment.	c. Describes changes in objects, living things, and the natural events in the environment.	c. Describes changes in objects, living things, and the natural events in the environment.
d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.	d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.	d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.
e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.

Concept 2: Investigation

a. Uses a variety of tools and materials to investigate.	a. Uses a variety of tools and materials to investigate.	a. Uses a variety of tools and materials to investigate.
b. With prompting and support, makes predictions and checks them through hands-on investigation with adult support.	b. Makes predictions and checks them through hands-on investigation with adult support.	b. Makes predictions and checks them through hands-on investigation with adult support.
c. With prompting and support, adjusts the experiment if results are different than expected and continues testing.	c. Adjusts the experiment if results are different than expected and continues testing.	c. Adjusts the experiment if results are different than expected and continues testing.
d. Persists with an investigation.	d. Persists with an investigation.	d. Persists with an investigation.

Concept 3: Analysis and Conclusions		
a. With modeling and support, uses a variety of materials to record and organize data.	a. Uses a variety of materials to record and organize data.	a. Uses a variety of materials to record and organize data.
b. With modeling and support, identifies cause and effect relationships.	b. Identifies cause and effect relationships.	b. Identifies cause and effect relationships.
c. With modeling and support, constructs explanation about investigations.	c. Constructs explanation about investigations.	c. Constructs explanation about investigations.
Concept 4: Communication		
a. With modeling and support, communicate observations with pictographs, pictures, models or words.	a. Communicate observations with pictographs, pictures, models or words.	a. Communicate observations with pictographs, pictures, models or words.
b. With modeling and support, communicate with other groups to describe the results of an investigation.	b. Communicate with other groups to describe the results of an investigation.	b. Communicate with other groups to describe the results of an investigation.
c. With modeling and support, conducts further investigation based on prior experience and information gained.	c. Conducts further investigation based on prior experience and information gained.	c. Conducts further investigation based on prior experience and information gained.

STANDARD: SOCIAL STUDIES

STRAND 1: FAMILY

Concept 1: Understands Family

a. Views self as a member of the family unit.	a. Views self as a member of the family unit.	a. Views self as a member of the family unit.
b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.	b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.	b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.
c. With prompting and support, describes/discusses own family's cultural or family traditions.	c. Describes/discusses own family's cultural or family traditions.	c. Describes/discusses own family's cultural or family traditions.
d. With prompting and support, identifies similarities and differences in their family composition and the families of others.	d. Identifies similarities and differences in their family composition and the families of others.	d. Identifies similarities and differences in their family composition and the families of others.
e. With prompting and support, develops an awareness of their personal & family history.	e. Develops an awareness of their personal & family history.	e. Develops an awareness of their personal & family history.
f. With prompting and support, shows knowledge of family members' roles and responsibilities in the home.	f. Shows knowledge of family members' roles and responsibilities in the home.	f. Shows knowledge of family members' roles and responsibilities in the home.

STRAND 2: COMMUNITY

Concept 1: Understands Community

a. Begin to recognize that places where people live are made up of individuals from different cultures and who speak different languages.	a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.
b. Displays an awareness of similarities and differences in other people in their community.	b. Identifies, discusses and asks questions about similarities and differences in other people in their community.	b. Identifies, discusses and asks questions about similarities and differences in other people in their community.
c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community	c. Describes some characteristics (e.g., clothing, food, jobs) of the people in her	c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their

	community	community
Concept 2: Rights, Responsibilities and Roles within Community		
a. Demonstrates responsible behaviors.	a. Demonstrates responsible behaviors.	a. Demonstrates responsible behaviors.
b. Shows an understanding of how to care for the environment.	b. Shows an understanding of how to care for the environment.	b. Shows an understanding of how to care for the environment.
c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.	c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.	c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.
d. Seeks opportunities for leadership.	d. Seeks opportunities for leadership.	d. Seeks opportunities for leadership.
e. Describes the purpose of rules.	e. Describes the purpose of rules.	e. Describes the purpose of rules.
f. Begins to recognize that people have wants and must make choices because resources and materials are limited.	f. Recognizes that people have wants and must make choices because resources and materials are limited.	f. Recognizes that people have wants and must make choices because resources and materials are limited.
g. Describes their role at home, at school, and in the community.	g. Describes their role at home, at school, and in the community.	g. Describes their role at home, at school, and in the community.
Concept 3: Geography		
a. Begins to use words to describe directionality and/or location within the community.	a. Uses words to describe directionality and/or location within the community.	a. Uses words to describe directionality and/or location within the community.
b. Describes some physical features of the environment in which he/she lives; e.g., bodies of water, mountains, weather.	b. Describes some physical features of the environment in which he/she lives; e.g., bodies of water, mountains, weather.	b. Describes some physical features of the environment in which he/she lives; e.g., bodies of water, mountains, weather.

<u>STRAND 3: HISTORICAL THINKING</u>		
Concept 1: Understanding Time – Past, Present and Future		
a. Demonstrates an understanding of time in the context of daily experiences.	a. Demonstrates an understanding of time in the context of daily experiences.	a. Demonstrates an understanding of time in the context of daily experiences.
b. Begins to understand that events happened in the past and how these events relate to one's self, family and community.	b. Understands that events happened in the past and how these events relate to one's self, family and community.	b. Understands that events happened in the past and how these events relate to one's self, family and community.
STANDARD: PHYSICAL DEVELOPMENT, HEALTH AND SAFETY		
<u>STRAND 2: PHYSICAL AND GROSS MOTOR DEVELOPMENT</u>		
Concept 1: Gross Motor Development		
a. Moves with balance.	a. Moves with balance.	a. Moves with balance.
b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).	b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).	b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).
c. Moves with coordination.	c. Moves with coordination.	c. Moves with coordination.
d. Demonstrates spatial awareness in physical activity.	d. Demonstrates spatial awareness in physical activity.	d. Demonstrates spatial awareness in physical activity.
e. Demonstrates the ability to cross the midline (bilateral skills).		e. Demonstrates the ability to cross the midline (bilateral skills).
Concept 2: Fine Motor Development		
a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).
b. Uses eye-hand coordination to perform simple tasks.	b. Uses eye-hand coordination to perform simple tasks.	b. Uses eye-hand coordination to perform simple tasks.

c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.
d. Uses fine motor skills in daily living.	d. Uses fine motor skills in daily living.	d. Uses fine motor skills in daily living.
e. With modeling and support, utilizes or demonstrates appropriate pencil grip.		e. With modeling and support, utilizes or demonstrates appropriate pencil grip.
<u>STRAND 2: HEALTH</u>		
Concept 1: Personal Health and Hygiene Practices		
a. Demonstrates hygiene practices.	a. Demonstrates hygiene practices.	a. Demonstrates hygiene practices.
b. Demonstrates healthy practices: 1) Nutrition; 2) Physical Activity and Rest	b. Demonstrates healthy practices: 1) Nutrition; 2) Physical Activity and Rest	b. Demonstrates healthy practices: 1) Nutrition; 2) Physical Activity and Rest
c. Awareness of the functions of body parts.	c. Awareness of the functions of body parts.	c. Awareness of the functions of body parts.
<u>STRAND 3: SAFETY</u>		
Concept 1: Safety and Injury Prevention		
a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.
b. Demonstrates Transportation and Street Safety Practices.	b. Demonstrates Transportation and Street Safety Practices.	b. Demonstrates Transportation and Street Safety Practices.
c. Enforces personal boundaries (Safety, Self - Advocacy and Boundary Awareness).	c. Enforces personal boundaries (Safety, Self-Advocacy and Boundary Awareness).	c. Enforces personal boundaries (Safety, Self-Advocacy and Boundary Awareness).
d. Knows personal information (first and last name, age, parent's names)	d. Knows personal information.	d. Knows personal information (first and last name, age, parent's names, phone number).
e. Demonstrates Emergency Safety Practices.	e. Demonstrates Emergency Safety Practices.	e. Demonstrates Emergency Safety Practices.

f. Identifies how adults help to keep us safe.	f. Identifies how adults help to keep us safe.	f. Identifies how adults help to keep us safe.
STANDARD: FINE ARTS		
<u>STRAND 3: VISUAL ARTS</u>		
Concept 1: Creates and Understands Visual Arts		
a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting)	a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting)	a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting)
b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.	b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.	b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.
c. Creates art in two and three dimensions.	c. Creates art in two and three dimensions.	c. Creates art in two and three dimensions.
d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.	d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.	d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.
<u>STRAND 2: MUSIC AND CREATIVE MOVEMENT</u>		
Concept 1: Creates and Understands Music, Movement and Dance		
a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.
b. Sings/moves to familiar rhymes, songs, and chants.	b. Sings/moves to familiar rhymes, songs, and chants.	b. Sings/moves to familiar rhymes, songs, and chants.
c. Uses familiar songs, rhymes or chants to create his/her own musical/movement	c. Uses familiar songs, rhymes or chants to create his/her own musical/movement	c. Uses familiar songs, rhymes or chants to create his/her own musical/movement

improvisations.	improvisations.	improvisations.
d. Responds to different types of music, (e.g., sacred music, praise and worship, rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	d. Responds to different types of music, (e.g., sacred music, praise and worship, rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).
e. Uses creative movement and dance to interpret the mood of various types of music and stories.	e. Uses creative movement and dance to interpret the mood of various types of music and stories.	e. Uses creative movement and dance to interpret the mood of various types of music and stories.
<u>STRAND 3: DRAMA</u>		
Concept 1: Creates Dramatic Activities		
a. Assumes roles from daily activities using a variety of props.	a. Assumes roles from daily activities using a variety of props.	a. Assumes roles from daily activities using a variety of props.
b. Takes on more than one dramatic play role at a time.	b. Takes on more than one dramatic play role at a time.	b. Takes on more than one dramatic play role at a time.
c. Pretends an object exists without using a prop.	c. Pretends an object exists without using a prop.	c. Pretends an object exists without using a prop.
d. Dramatizes familiar stories.	d. Dramatizes familiar stories.	d. Dramatizes familiar stories.
e. Adds details and new elements to dramatic play situations.	e. Adds details and new elements to dramatic play situations.	e. Adds details and new elements to dramatic play situations.

Samples & Resources

Early Childhood

Preschool & Pre Kindergarten

Insert School Logo and School Name

STUDENT ASSESSMENT FORM

Name of School

Address

City, State, Zip

Child's Name _____

Teacher _____

Assessment Period _____

Assessment Areas:

Social Emotional (Knowledge of Self, Interactions, Responsibility)

☐ Not Observed

0 1 2 3 4 5 6 7
Not Achieved Fully Achieved

Comments:

Language and Literacy (Oral Language, Pre-reading, Pre-writing)

Not Observed

0 1 2 3 4 5 6 7
Not Achieved Fully Achieved

Comments:

Mathematics (Number Sense, Data Analysis, Patterns, Geometry/Measurement, Logic)

☐ Not Observed

0 1 2 3 4 5 6 7
Not Achieved Fully Achieved

Comments:

Science (Inquiry)

☐ Not Observed

0 1 2 3 4 5 6 7
Not Achieved Fully Achieved

Comments:

Social Science (American History, World History, Civics, Geography, Economics)

☐ Not Observed

0 1 2 3 4 5 6 7

Not Achieved Fully Achieved

Comments:

Physical Development (Physical and Motor, Personal Health/Hygiene)

☐ Not Observed

0 1 2 3 4 5 6 7
Not Achieved Fully Achieved

Comments:

Fine Arts (Visual Arts, Music, Dramatic Play)

☐ Not Observed

0 1 2 3 4 5 6 7
Not Achieved Fully Achieved

Comments:

SAMPLE EVALUATION FORM

Your LOGO

Name of School
Address
City, State, Zip
Phone #

Early Childhood Progress Report

Grading Codes:

4 = performs consistently
3 = understands, but not always consistently
2 = developing skills and concepts
1 = not yet demonstrating
N = not formally introduced/not evaluated at this
..

Student: _____

Age: _____

Session: _____

School Year: _____

Group Life (Social/behavior and work habits)	1	2	3
Demonstrates age appropriate skills			
Accepts responsibility			
Relates well to adults (accepts correction readily, follows directions)			
Listens attentively during group			
Participates in age appropriate activities			
Works independently			
Demonstrates ability to concentrate			
Completes work cycle			
Organizes work			
Demonstrates ability to choose challenging activities			
Shows respect for classroom environment			
Expresses needs and feelings			

Fine Motor Skills	1	2	3
Ability to pour			
Independent with self-help skills			
Uses hands and fingers to manipulate a variety of tools and materials			

Gross Motor Skills	1	2	3
Moves with balance and control			
Demonstrates coordination of body movement			

Sensory Awareness	1	2	3
Can sort, classify and pattern			
Knows primary and secondary colors			
Recognizes basic shapes			

Language Skills (reading and writing)	1	2	3
Speaks in complete and intelligible sentences			
Able to rhyme words			
Identifies sounds in isolation			
Identifies initial sounds			
Identifies ending sounds			
Short vowels			
Fluently blends sounds into words			
Penmanship			
Letter formation			
Prints name legibly			
Writes numerals 0-20 legibly			

Math Skills	1	2	3
Identifies and counts: 0-10 0-20			
Understands relationship of quantities to written symbol			
Operations:			
Addition			
Subtraction			

The Catechesis of the Good Shepard (Atrium)			
Geography/Science			
Art Music			

First Quarter – Comments:
Second Quarter – Comments:
Third Quarter – Comments:

Teaching Team:

SAMPLE PRE-KINDERGARTEN EVALUATION

It is recommended that the Gessell Test be used for Pre-Kindergarten Evaluation

Pupil _____

Teacher _____

Principal _____

KEY: Y = YES

S = SOMETIMES

N = NEEDS MORE TIME

A NOTE TO PARENTS: This evaluation is designed for Pre-Kindergarten age children. Your child has been evaluated for those goals desired to be reached by the time a child enters Kindergarten.

	Y	S	N
RELIGIOUS DEVELOPMENT			
Respects the rights of others and takes turns			
Demonstrates Christian values			
Understands prayers are talking to God			
SOCIAL DEVELOPMENT			
Actively participates in class activities			
Works and plays well with others			
Accepts and respects authority in school			
MOTOR SKILLS			
Can run, jump, balance, and swing			
Can color, cut, and paste neatly			
MUSIC			
Enjoys and responds to music and musical games			
LANGUAGE DEVELOPMENT			
Can sit and listen quietly			
Speaks in clear and complete sentences			
Has an adequate attention span			

	Y	S	N
WORK HABITS			
Works independently			
Takes care of toys and equipment			
Does work carefully, and finishes what he/she starts			
READINESS			
Can print first name			
Knows colors			
Knows shapes			
Can follow 3 verbal directions			
Can recite the alphabet			
Can recognize letters in the alphabet			
Can count 1-20 by rote			
Can recognize numerals 1-10			
ATTENDANCE			
Days Absent			
Days Tardy			
MEASUREMENT			
Height	Sept.	May	

	Y	S	N

	Y	S	N
Weight	Sept.	May	

Promote to _Date:_

Teacher's Signature _____ Principal's Signature _____

SAMPLE STUDENT ACHIEVEMENT PROGRESS FORM FOR PRE-KINDERGARTEN

Pupil: _____

Good

Teacher: _____

Satisfactory

Difficulty

Principal: _____

Enrollment: _____ 5 day

_____ 3 day

_____ 2 day

_____ Other

KEY: VG = Very

G = Good

S =

HD = Having

A blank indicates that the skill does not apply

	V G	G	S	H D
PERSONAL & SOCIAL DEVELOPMENT				
Plays well with other children				
Shares and takes turns				
Makes good use of materials and centers				
Takes care of equipment				
Follows routine well				
Uses time wisely				
Works well in group activities				
Is developing self confidence				
Follows directions				
Works independently				
Treats others with respect				
Always puts forth best effort				
Dresses self				
LANGUAGE DEVELOPMENT & Readiness				

	V G	G	S	HD
Retells stories in sequence				
Left to right discrimination				
Knows initial consonant sounds				
Identifies rhyming words				
Identifies colors				
Identifies sight words taught in class				
MATHEMATICS READINESS				
Rote counting to 10				
Counting objects to 20				
Recognizes numerals to 10				
Prints numeral to 10				
Number concepts to 1				
Identifies shapes				

Adequate attention span				
Listens attentively				
Expresses ideas well orally				
Participates in class discussions				
Shows interest in books & stories				
Copies name				
Prints name				
Recognizes alphabet letters, upper case and lower case				
Recognizes colors				
Distinguishes similarities and differences				

Matches numerals and number words				
Simple addition				
Discriminates size differences				
THE ARTS				
Completes handwork well				
Able to use scissors effectively				
Cuts and pastes neatly				
Developing large muscle coordination				
Enjoys & responds to music				
Participates in singing & games				

Parent/Guardian signature:	Date
December	
March:	
May:	

Teacher's signature:	Date
December	
March:	
May:	

Director's signature:	Date
December	
March:	
May:	

RECOMMENDATION	
Has been recommended for:	
Comments:	
Teacher	Date
Director	Date

8

School Name Preschool & Kindergarten

insert school Logo here

School Address
City, State, Zip
Phone:

THREE'S Developmental Milestones School Year

Student Name

Teacher: _____ Teacher Assistant: _____
Director: _____

Grading Codes:
3 =Understands concept or skill
2 =Developing Understanding of concept or skill
1 = Not yet demonstrating skill or understanding of concept
N =Not Applicable or not assessed

1

Key code for grading the following-circle/Dec, square/March, triangle/May		
Understands position words:		
Over / Under	Top / Bottom	First / Middle / End
Up / Down	Between / Beside	Before / After

Key code for grading the following-circle/Dec, square/March, triangle/May												
Recognizes the following letters - Upper case:												
A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
= <i>Knows Letter Sound</i>												

COMPUTER	Dec	March	May
Demonstrates mouse control			
Demonstrates a desire to use computer			

2

Student: _____
Progress Report 2010/2011

COMMENTS

December

March:

May:

7

Student: _____

PERSONAL/CHARACTER DEVELOPMENT	Dec	March	May
Emotional Development			
Has learned manners (please, thank you, etc.)			
Able to express feelings			
Follows classroom rules/ and routines			
Keeps hands to self			
Listens without interrupting			
Begins to share and take turns			
Has learned that his/her actions have consequences			
Is able to perform leadership tasks such as clean-up, line leader			

Social Development	Dec	March	May
Works and plays cooperatively with others in the classroom			
Has made friends at school			
Separated from family with ease			
Plays well with others on the playground			
Accepts and responds to teacher authority			

LANGUAGE ARTS DEVELOPMENT	Dec	March	May
Speech			
Uses sentences			
Asks questions: Who? What? Why? Where?			
Can say first name			
Recognizes written first name			
Identifies self by name			
Understands and follows oral directions			
Says (sings) alphabet			
Knows the days of the week			

6

MATHEMATICAL DEVELOPMENT	Dec	March	May
Math Concepts			
Counts by rote to (#)			
Counts objects to (#)			
Counts objects to (#) (putting into container)			
Understands greater than/less than			
Makes sets with objects to (#)			
Sort/Classifies objects by color			
Sort/Classifies objects by shape			
Sort/Classifies objects by size			
Sort/Classifies objects by numeral			
Identifies patterns			
Familiar with time (calendar)			
Able to reproduce patterns			
Recognizes like objects (same/different)			

Key code for grading the following—circle/Dec, square/March triangle/May										
Recognizes numerals:										
0	1	2	3	4	5	6	7	8	9	10

Key code for grading the following—circle/Dec, square/March triangle/May										
Identifies colors:										
red	yellow	blue	green	orange	purple	black	pink	brown		

3


SPIRITUAL DEVELOPMENT	Dec	March	May
Participates in faith experiences			
Displays knowledge of required prayers (for example "Angel of God")			
Respects Religious Environment			
Can properly make the sign of the cross			


PHYSICAL DEVELOPMENT	Dec	March	May
Can manipulate equipment (bike, swing, etc.)			
Stands on one foot			
Imitates simple body movements & positions			
Moves to music			
Jumps on two feet			
Walks easily and skillfully while changing directions			
Runs easily and skillfully while changing directions			


<i>Fine Motor Skills</i>	Dec	March	May
Grabbing with tweezers			
Scooping			
Holds scissors correctly			
Uses scissors to cut along a straight line			
Forms shapes and objects with play dough			
Strings a set of beads (6-10 beads)			
Uses glue properly			
Puts together a 5 piece puzzle			
Controls brush and paint			
Holds writing utensil correctly			
Scribbles and draws with ease			
Draws straight lines : and —			
Draws a small curve, large curve (
Identifies right and left hand			
Dominant hand : Right Left			

4

Student: _____

Key code for grading the following-circle/Dec, square/March,triangle/May Recognizes: 

Names: 

Reproduces: 
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5

RESOURCES

Catechesis of the Good Shepherd – Program

<http://www.cgsusa.org>

Website contains:

History of/publications/membership information/how to get started

Mary Mirrione (located here in Phoenix is now the National Director)

Website has contact information

NAEYC National Association for the Education of Young Children - Program

<http://www.naeyc.org>

T.E.A.C.H. Arizona: A Program of Association for Supportive Child Care - Program

<http://www.asccaz.org>

First Things First

Is a comprehensive scholarship program that provides the early childhood workforce with access to educational opportunities.

Angelina Escobedo – Program Specialist

(480) 829-0500 X1162

aescobedo@asccaz.org

Handwriting Without Tears - Program

Manipulatives and Workbooks

(also has a new Math program – I Know My Numbers)

<http://www.hwtears.com>

(301) 263-2700

Websites

<http://catholicicing.blogspot.com/>

<http://mymontessorijourney.typepad.com/>

<http://teachertombsblog.blogspot.com>

<http://www.letthechildrenplay.net/>