

# **Early Childhood Curriculum Guide 2005**

**Archdiocese of Oklahoma City  
Department of Catholic Education**

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# Religion

Religion is to be labeled in Lesson plans as R1:1, R2:3, R5:2, ect.

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Standard 1:</b> The student will be introduced to the principals of Catholic Social Justice Teaching in a manner that is appropriate to their developmental ability.				
<b>Objective 1: Life and dignity of the human person</b> —The student will learn that all human life is precious, people are more important than things, and we must treat everyone with respect and kindness.				
<b>Objective 2: Call to family, community and participation</b> —Our family and community are important and we must share time together. When we are together, we must take care of each other, especially those who are poor and in need of our protection. Our Church teaches that our government and our churches must do everything to protect human life.				
<b>Objective 3: Rights and Responsibilities of Citizens</b> —We must be responsible and take care of other people and not only our property, but the property of other people. We have the right to expect other people will take care of our property and safety, but we must also do the same for others.				
<b>Objective 4: Option for the Poor and Vulnerable</b> —We must take care of the poor and the needy first.				
<b>Objective 5: The Dignity of Work and the Rights of Workers</b> —Our jobs are a way of protecting God's creation, and helping to make the world a better place. God and other people deserve our personal best. Not only should our best work be appreciated, but we should also be appreciated.				
<b>Objective 6: Solidarity</b> —We are our brother's and sister's keepers. We are one human family, and that means we take care of not only the people who are near us, but also those who live all over the world.				
<b>Objective 7: Care for God's Creation</b> —We show respect for God when we take care of the beautiful world He has given to us. We must protect the earth and all of God's creation.				
<b>Standard 2:</b> God loves me.				
<b>Objective 1:</b> The student will learn that God loves him/her, and that although all people have similarities, no one is exactly like him/her.				
<b>Skill A:</b> My name is a special gift from my parents.				
<b>Skill B:</b> My appearance, my smile, my body and my face are unique.				
<b>Skill C:</b> My talents and interest are gifts from God.				
<b>Objective 2:</b> God gives me special powers.				
<b>Skill A:</b> My five senses				
<b>Skill B:</b> Growing				
<b>Skill C:</b> Listening and speaking				
<b>Skill D:</b> Loving others				
<b>Skill E:</b> Creating and thinking				
<b>Skill F:</b> Feelings (happy, sad, angry, etc.)				
<b>Objective 3:</b> God gives me special people in my life to love and care for me.				
<b>Skill A:</b> my family				
<b>Skill B:</b> my friends				
<b>Objective 4:</b> God created a beautiful world for me to appreciate and enjoy (people, light, air, water, snow, earth, rocks, sand, seeds, flowers, fruits, vegetables, birds, bugs, fish, animals, and pets)				
<b>Standard 3:</b> Jesus is God's Son.				
<b>Objective 1:</b> Jesus was born on the first Christmas.				
<b>Objective 2:</b> Jesus had a family—Mary and Joseph.				
<b>Objective 3:</b> Jesus was a child like me who grew up to be a man.				
<b>Objective 4:</b> We learn about Jesus in the Bible.				
<b>Objective 5:</b> Jesus is my friend.				
<b>Standard 4:</b> I am part of a Church family.				
<b>Objective 1:</b> I become part of my Church family at Baptism.				
<b>Objective 2:</b> The members of my Church gather together in the Church building to celebrate God's love.				
<b>Objective 3:</b> The priest is like a father for my Church family.				
<b>Objective 4:</b> Celebrations are a part of belonging to my Church family.				
<b>Skill A:</b> learn about Advent—waiting for Jesus' birthday.				
<b>Skill B:</b> Christmas				

## Religion Continued

<b>Skill C:</b> Thanksgiving				
<b>Skill D:</b> Lent—preparing for Easter.				
<b>Skill E:</b> Easter—a celebration of Jesus' return to us.				
<b>Skill F:</b> special feast days appropriate to the parish and school.				
<b>Standard 5:</b> I can show my love for God.				
<b>Objective 1:</b> by my actions for others.				
<b>Skill A:</b> showing love for one another.				
<b>Skill B:</b> sharing with one another.				
<b>Skill C:</b> helping others.				
<b>Objective 2:</b> by talking to God in prayer.				
<b>Skill A:</b> prayer can be thinking, asking, praising and blessing				
<b>Skill B:</b> learn to make the Sign of the Cross.				
<b>Skill C:</b> learn simple blessings before meals and snacks and know that they are ways to thank God through prayer.				
<b>Skill D:</b> praying at the beginning and at the end of each school day is a way to ask for God's help and to thank him for each day we learn.				
<b>Skill E:</b> Learn bedtime prayers and understand they are a way to thank God and to ask him to be with us through the night.				
<b>Skill F:</b> learn and pray simple responsorial psalms, poems, or spontaneous prayers.				

## Social-Emotional Development

Social Emotional Development is to be labeled in lesson plans as SED 1:1a, 2:3c etc.

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Standard 1:</b> The child will participate in activities to develop the skills necessary for working and interacting with others.				
<b>Objective 1:</b> The child will play, work and interact easily with one or more children and/or adults. Engaging in the stages of play (solitary, parallel, and cooperative)				
<b>Skill A:</b> Demonstrate the development of relationships with others.				
<b>Skill B:</b> Recognize and acknowledge the feeling of others and respond appropriately.				
<b>Skill C:</b> Understand and stand up for the rights of others.				
<b>Skill D:</b> Recognize that others need help and help when they can.				
<b>Skill E:</b> Demonstrate respect for others and their property.				
<b>Skill F:</b> Demonstrate increasing abilities to give and take in interactions; to take turns, (share) in games or using materials; and to interact without being overly submissive or directive.				
<b>Skill G:</b> Participate in directed games with rules and limits.				
<b>Skill H:</b> Keep winning and losing in perspective.				
<b>Skill I:</b> Work independently and/or cooperative to solve problems or solve conflicts.				
<b>Skill J:</b> Participate in group decision-making.				
<b>Skill K:</b> Demonstrate emerging awareness and respect for culture, ethnicity, abilities and disabilities.				
<b>Objective 2:</b> The child will develop the skills necessary for participating in a variety of settings.				
<b>Skill A:</b> State his/her full name, age, and name of parents or guardian.				
<b>Skill B:</b> Demonstrate the ability to adjust to new situations				
<b>Skill C:</b> Separate from parents without reluctance				
<b>Skill D:</b> Follow and respect classroom rules and routines independently.				
<b>Skill E:</b> Stand in line appropriately.				
<b>Skill F:</b> Demonstrate the ability to stay on task during a developmentally appropriate task until it is completed.				
<b>Standard 2:</b> The child will participate in activities to develop the skills necessary for building their individual abilities and esteem.				
<b>Objective 1:</b> The child will begin to develop a positive self-image with confidence which is reflected in the increasing ability to stand up for his/her own rights.				
<b>Skill A:</b> experience success				
<b>Skill B:</b> reflect in body language and speech an acceptance of self				
<b>Skill C:</b> appropriately accept failure				
<b>Skill D:</b> exercise self-control, self respect and independence				
<b>Skill E:</b> accept help from others				
<b>Skill F:</b> recognize and express own feelings and respond appropriately				
<b>Skill G:</b> Demonstrate gratitude				
<b>Skill H:</b> Seek assistance from adults when appropriate.				
<b>Skill I:</b> demonstrates responsibility by cleaning up at clean up time, treating materials with care, and enjoying being the leader or special helper.				
<b>Objective 2:</b> The child will begin to develop self-care skills.				
<b>Skill A:</b> Recognize needs and develop appropriate strategies for fulfilling those needs.				
<b>Skill B:</b> Assume responsibility for belongings and class materials				
<b>Skill C:</b> Take care of personal needs (toileting, hand washing, dressing, etc.)				

## Language

Language is to be labeled in lesson plans as L1:2a or LLRR2:3f or LV1:2.

<b>Standard 1:</b> The student will develop listening skills for the purpose of gaining information or for pleasure.				
<b>Objective 1:</b> The child will develop listening, comprehension, oral expression, storytelling, drama, puppetry.				
<b>Objective 2:</b> The child is encouraged to use stories, poems, magazines, pictures, real-life experiences, visuals, flannel board stories, literature, videos, and big books when learning new concepts.				
<b>Skill A:</b> demonstrate attentive, courteous listening skills, without interrupting				
<b>Skill B:</b> maintain eye contact with speaker				
<b>Skill C:</b> Follow at least three step oral directions				
<b>Skill D:</b> listen and repeat words, phrases and sentences				
<b>Skill E:</b> identify common environmental sounds				
<b>Standard 2:</b> Students will develop language through speaking and expressing ideas or opinions in-group or individual settings.				
<b>Objective 1:</b> The child builds communication skills for life in an environment conducive to making choices, fostering creative thinking and relating to individual and group experiences.				
<b>Objective 2:</b> The student will develop listening, comprehension, oral expression, storytelling, drama, and puppetry skills.				
<b>Objective 3:</b> The student will be provided opportunities to express experiences about the world.				
<b>Objective 4:</b> The student will discover that spoken words help express needs, thoughts and feelings.				
<b>Skill A:</b> Ask and answer questions.				
<b>Skill B:</b> Give his/her first and last name.				
<b>Skill C:</b> Speak in clear and complete sentences.				
<b>Skill D:</b> Communicate basic needs appropriately.				
<b>Skill E:</b> Share and describe personal experiences.				
<b>Skill F:</b> Recite common nursery rhymes.				
<b>Skill G:</b> Recognize the main characters in common fairy tales.				
<b>Skill H:</b> Retell common stories, fairy tales, and nursery rhymes.				
<b>Skill I:</b> Participate in appropriate role play.				
<b>Skill J:</b> Take an active part in group activities.				
<b>Skill K:</b> Take turns in discussion.				
<b>Skill L:</b> Recognize, name, and describe simple objects and pictures.				
<b>Skill M:</b> Use appropriate complex sentences, (ex: correct pronouns, more than one subject, more than one adjective, etc).				
<b>Skill N:</b> Recite his/her home address, phone number, and birthday.				
<b>Skill O:</b> Ask and answer age appropriate questions				
<b>Skill P:</b> Speak with increasing independence, clarity, and fluidity				
<b>Skill Q:</b> Use different question words such as who, what, where, etc.				
<b>Skill R:</b> Communicate basic needs and feelings verbally.				
<b>Skill S:</b> Describe personal experiences using increasingly complex vocabulary and sentence, (ex: show-and-share, calendar time, etc.)				
<b>Skill T:</b> express time with appropriate verb tense (ex: yesterday, today and tomorrow).				
<b>Skill U:</b> retell the beginning middle and end of a story.				
<b>Skill V:</b> engage in group activities and discussion.				
<b>Skill W:</b> Respect the rights of others in discussions (ex: take turns, listen to others, follow established routines)				
<b>Skill X:</b> Describe the similarities and differences between two or more objects and pictures.				
<b>Skill Y:</b> Recite nursery rhymes, songs, prayers, and/or finger plays from memory.				
<b>Skill Z:</b> Sort objects according to use and categories.				

## Language continued

<b>Standard 3:</b> The student will develop writing skills as well as experiment with the writing process.				
<b>Objective 1:</b> The student progresses from using scribbles shapes or pictures to represent ideas to using letter like symbols or writing familiar words.				
<b>Skill A:</b> Holds writing utensils correctly.				
<b>Skill B:</b> Draw some letters using various media (sand, paint, etc)				
<b>Skill C:</b> Trace and follow dotted lines.				
<b>Skill D:</b> Use inventive symbols to "write" a story/picture.				
<b>Skill E:</b> Attempt to write part or whole first name.				
<b>Skill F:</b> Trace lines from left to right.				
<b>Skill G:</b> Make a cross including crossing the midline.				
<b>Skill H:</b> Trace a pattern.				
<b>Skill I:</b> Print first name in upper and lower case letters.				
<b>Skill J:</b> Use letters or recognizable symbols in inventive writing.				
<b>Skill K:</b> Read their own inventive writing				
<b>Skill L:</b> Dictate stories.				
<b>Skill M:</b> Copy words, numbers, and letters of the alphabet from examples.				
<b>Standard 1: Literacy/Reading Readiness</b> —Students develop literacy and reading readiness skills through visual discrimination, print awareness, phonological awareness, phonemics awareness, phonics, vocabulary, and comprehension.				
<b>Objective 1:</b> The student will demonstrate increasing awareness of concepts of print.				
<b>Skill A:</b> Understand that printed materials provide information.				
<b>Skill B:</b> Increasing awareness of environmental print.				
<b>Skill C:</b> Increasing awareness of the functions of print.				
<b>Skill D:</b> identifies the front and back cover of a book.				
<b>Skill E:</b> Follows the book from left to right and from top to bottom on the printed page.				
<b>Skill F:</b> Shows increasing awareness of print in the classroom, the home and in community settings.				
<b>Skill G:</b> Begins to recognize the relationship or connection between spoken and the written words by following the print as it is read aloud.				
<b>Skill H:</b> Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.				
<b>Skill I:</b> Develops growing understanding of the different functions of forms of print (ex: signs, newspapers, lists, messages, and menus).				
<b>Skill J:</b> Begins to understand some basic print conventions (ex: the concept that letters are grouped to form words and that words are separated by spaces.)				
<b>Skill K:</b> Role plays reading.				
<b>Objective 2:</b> Phonological Awareness—The student will demonstrate an increasing ability to work with rhymes, words, and syllables.				
<b>Skill A:</b> Begins to hear identify and make oral rhymes				
<b>Skill B:</b> Shows increasing ability to hear identify and work with syllables in spoken words.				
<b>Objective 3: Phonemic Awareness</b> —The student will demonstrate the ability to hear identify and manipulate individual sounds in spoken words.				
<b>Skill A:</b> Shows increasing ability to discriminate identify and work with individual phonemes (sounds).				
<b>Skill B:</b> Recognizes which words in a set of words begin with the same sound.				
<b>Objective 4: Phonics</b> —The child will begin to demonstrate increasing ability to apply sound—symbol relationships.				
<b>Skill A:</b> Follows a sequence from left to right.				
<b>Skill B:</b> Recognize that individual letters have sounds.				
<b>Skill C:</b> Recognize some letters of the alphabet.				
<b>Skill D:</b> Recognize the difference between letters and numbers.				

## Language continued

<b>Standard 1: Vocabulary</b> —Students will grow and gain an increasing vocabulary and understanding of words.				
<b>Objective 1:</b> The child will develop and expand knowledge of words and word meanings to increase vocabulary.				
<b>Skill A:</b> Shows a steady increase in listening and speaking vocabulary.				
<b>Skill B:</b> Understands and follows oral directions (ex: use of position word: over, under, above, through).				
<b>Skill C:</b> Links new learning experiences and vocabulary to what is already known about a topic.				

## Mathematics

Mathematics to be labeled in lesson plans as M1:2a, M3:2c, etc.

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Standard 1: Algebraic Methods/Patterns:</b> The student will sort and classify objects and analyze simple patterns.				
<b>Objective 1:</b> The student will understand patterns relations and functions.,				
<b>Objective 2:</b> The student will represent and analyze mathematical situations and structures using algebraic symbols.				
<b>Skill A:</b> Separate a group of objects to form new groups (plants/animals, zoo animals/farm animals, etc.)				
<b>Skill B:</b> Recognize, create, and extend simple patterns (i.e., ABAB).				
<b>Skill C:</b> Sort and classify objects by color, shape and size.				
<b>Skill D:</b> Sort and classify objects by graduated size (i.e. small, smaller, and smallest).				
<b>Skill E:</b> Identify an object that does not belong in a group				
<b>Skill F:</b> Sort and classify objects by two attributes (size, color, or shape)				
<b>Skill G:</b> Recognize create and extend patterns (i.e. ABabABab)				
<b>Skill H:</b> Arrange objects in order from smallest to largest.				
<b>Standard 2: Geometry and Spatial Sense</b> —The student will identify common geometric shapes and explore the relationship of objects in the environment.				
<b>Objective 1:</b> The student will use geometric shapes, their properties and relationships in one, two, and three dimensions.				
<b>Skill A:</b> Identify basic shapes (circles, square, triangle, rectangle, oval)				
<b>Skill B:</b> Identify the location of an objective (ex: top/bottom, over/under, outside/inside etc).				
<b>Skill C:</b> Match shapes				
<b>Skill D:</b> Sort objects by size or weight.				
<b>Skill E:</b> Construct models with blocks and puzzles.				
<b>Skill F:</b> Identify and name geometric shapes (circle, square, triangle, rectangle, oval, diamond, heart, star).				
<b>Skill G:</b> Identify basic shapes in everyday objects (circle clock, square cracker, etc.)				
<b>Skill H:</b> Describe and compare the qualities of geometric shapes (i.e. , number of sides).				
<b>Skill I:</b> Draw simple shapes without a pattern.				
<b>Skill J:</b> Construct models with blocks and puzzles of at least 20 pieces.				
<b>Standard 3: Problem Solving</b> - Instructional programs in Three, Four and Five year-old programs				
<b>Objective 1:</b> The student will build new mathematical knowledge through problem solving.				
<b>Objective 2:</b> The student will solve problems that arise in mathematics and other contexts..				
<b>Objective 3:</b> The student will apply and adapt a variety of appropriate strategies to solve problems;				
<b>Objective 4:</b> The student will monitor and reflect on the process of mathematical problem solving.				
<b>Standard 4: Number Sense</b> - The student will understand the relationship between numbers and quantities. Use number relationships to solve real world math problems and communicate the reasoning used to solve these problems.				
<b>Objective 1:</b> The student will understand numbers, ways of representing numbers, relationships among numbers and number systems.				
<b>Objective 2:</b> The student will understand the meanings of operations and how they relate to one another				
<b>Skill A:</b> Count orally from 1 to 10				
<b>Skill B:</b> Touch and count objects in a set one-by-one from 1 through 5				
<b>Skill C:</b> Create sets of objects 1 through 5.				
<b>Skill D:</b> Recognize numerals 1 to 5 in random order.				

## Mathematics

<b>Skill E:</b> Equate zero to a quantity of nothing.				
<b>Skill F:</b> Count orally from 1 to 20.				
<b>Skill G:</b> Touch and count objects in a set one-by-one from 1 though 10.				
<b>Skill H:</b> Create sets of objects 1 through 10.				
<b>Skill I:</b> Recognize numerals 0 to 10 in random order.				
<b>Skill J:</b> Print some numerals from 1 to 10.				
<b>Standard 5: Measurement</b> - The student will use a variety of tools and techniques to explore the concepts of nonstandard and standard measurement in problems and everyday situations.				
<b>Objective 1:</b> The student will understand measurable attributes of objects and the units, systems, and processes of measurement.				
<b>Objective 2:</b> The student will apply appropriate techniques, tools, and formulas to determine measurements.				
<b>Skill A:</b> Identify quantity and volume (more than/less than, full/empty).				
<b>Skill B:</b> Identify time based on morning, afternoon, day and night.				
<b>Skill C:</b> Experimentg with and manipulate dry and liquid substances.				
<b>Skill D:</b> Identify and explore various measurements of quantity and volume (more than/less than/equal to, full/empty/equal to, temperature, weights).				
<b>Skill E:</b> Measure objects using nonstandard units of measurement (i.e., pencil, paper clip, block, Unifex cubes).				
<b>Skill F:</b> Compare objects according to observable attributes (small, medium, large, long, longer, longest, etc.)				
<b>Skill G:</b> Compare and order objects in graduated order (shortest to tallest, thinnest to thickest).				
<b>Skill H:</b> Develop an awareness of time concepts within his/her daily life.				
<b>Skill I:</b> Identify coins (penny, nickel, dime, quarter).				
<b>Skill J:</b> Recognize the clock as a measurement of time.				
<b>Skill K:</b> Name tools used to measure (i.e., ruler, tape measure, cup, scale, measuring spoons etc. )				
<b>Standard 6: Concept of Ratio/Proportion/Percent</b> - The student will understand, develop, and begin to use computational skills and techniques including guessing, estimation, proportion, mental mathematics and calculations to solve meaningful problems.				
<b>Objective 1:</b> The student will make reasonable estimates.				
<b>Skill A:</b> Guess the amount of objects before counting.				
<b>Skill B:</b> Guess the length of objects before measurement (longer, shorter).				
<b>Skill C:</b> Guess the relative weight of objects before weighing (heavier, lighter).				
<b>Skill D:</b> Perform simple mathematical operations with manipulatives.				
<b>Skill E:</b> Use a computer for math activities with adult guidance.				
<b>Standard 7: Communication and Data Analysis</b> - The student will collect and analyze data in a group setting to solve real world problems and communicate the reasoning and process used in solving these problems.				
<b>Objective 1:</b> The student will organize and consolidate their mathematical thinking through communication.				
<b>Objective 2:</b> The student will communicate his/her mathematical thinking coherently and clearly to peers, teachers, and others.				
<b>Objective 3:</b> The student will analyze and evaluate the mathematical thinking and strategies to others.				
<b>Objective 4:</b> The student will use the language of mathematics to express ideas precisely.				
<b>Skill A:</b> Begin to use numbers and counting as a means for solving problems and measuring quantity.				
<b>Skill B:</b> Describe similarities and differences between objects.				
<b>Skill C:</b> Collect, discuss and show classroom data.				
<b>Skill D:</b> Demonstrate increasing ability to collect, describe and record information through a variety of means including discussion, drawings, maps, charts and graphs.				
<b>Skill E:</b> Communicate mathematical reasoning behind solutions.				

## Cultural and Environmental Studies

Scientific Method	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Standard 1:</b> In approaching the study of social studies and science students will be introduced to the scientific method through the use of terminology and lesson design.				
<b>Objective 1: Observe</b> —The student will learn the skill of observation through experiences will all five senses				
<b>Skill A:</b> noticing and gathering information about the world.				
<b>Objective 2: Identify</b> —The student will understand as use the skill of identifying through experiences and references.				
<b>Skill A:</b> labeling the information with a name that has a meaning shared with others.				
<b>Objective 3: Compare</b> —Students will engage in activities which teach them the skill of comparing past and current experiences.				
<b>Skill A:</b> point out similarities and differences between objects and events.				
<b>Objective 4: Classify</b> —The student will learn to classify information and objects through experiences and references.				
<b>Skill A:</b> organizing information into meaningful units based upon comparisons.				
<b>Objective 5: communicate</b> —The students will develop communication skills through sharing experiences and ideas with others.				
<b>Skill A:</b> Sharing information with others and explaining information to others.				
<b>Objective 6: Utilization</b> —Students will develop the skill of utilization through concepts learned in similar situations.				
<b>Skill A:</b> generalizing information from one experience to another.				

Cultural Studies	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Standard 1:</b> Cultural Studies (social studies) is a daily part of the early childhood environment. A secure environment supervised by caring adults allows the child to learn and practice appropriate behaviors and the acquired skills of sharing, turn-taking, playing, and respect for others. The preschool social studies experience is broadened through exploration of holidays, tradition, season, historical event, and cultural differences.				
<b>Objective 1: History</b> —Students till use inquiry based experiences to understand the past, have a sense of the present, and have a prospective of the future.				
<b>Skill A:</b> The child will use vocabulary such as before and after.				
<b>Skill B:</b> The child will demonstrate the ability to sequences events using 3 pictures.				
<b>Skill C:</b> The child will explore vocabulary associated with days, weeks, months, and years through song and rhyme.				
<b>Skill D:</b> The child will discuss personal life events with concepts of past and present.				
<b>Skill E:</b> Develop an understanding of growth and change form baby to preschooler.				
<b>Skill F:</b> Recognize holidays and celebrations.				
<b>Objective 2: Geography</b> —Students will develop and use geographic knowledge to understand relationships between humans and their world.				
<b>Skill A:</b> Demonstrate an awareness of location and directions by using directional vocabulary.				
<b>Skill B:</b> Describe the purposes for the various places (you go to the grocery store to buy groceries).				
<b>Skill C:</b> Discover the relationship between weather and dress.				

## Cultural and Environmental Studies (continued)

<b>Objective 3: Citizenship</b> —Students will become aware of political systems and how people govern themselves.				
<b>Skill A:</b> Recognize the American flag.				
<b>Skill B:</b> Recognize and describe the importance of rules and laws.				
<b>Skill C:</b> Develop an understanding of actions and consequences.				
<b>Skill D:</b> Brainstorm and record some characteristics of appropriate behavior and good citizenship. (cooperation, kindness, responsibility, respect)				
<b>Skill F:</b> Take an active role in the class.				
<b>Skill G:</b> show self-confidence.				
<b>Skill H:</b> stand up for self.				
<b>Objective 4: Cultural Awareness</b> —Students will develop and awareness of the larger world around them.				
<b>Skill A:</b> Identify and describe the family unit.				
<b>Skill B:</b> Develop an awareness of community helpers and a variety of occupations.				
<b>Skill C:</b> identify and name modes of transportation.				
<b>Skill D:</b> Explore similarities and differences between countries (such as language, customs, traditions, homes, jobs, food, dress)				

Environmental Studies	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Objective 1: Environmental Impact</b> —Students will develop an awareness of the impact of choices on themselves and their environment.				
<b>Skill A:</b> Develop a realization that living things depend on one another.				
<b>Skill B:</b> Discover basic human needs (shelter, food, love, etc)				
<b>Skill C:</b> Develop an understanding that resources are limited and should not be wasted.				
<b>Skill D:</b> Develop an understanding that we must respect our Earth by keeping it clean and safe.				
<b>Standard 1: Nature of Science</b> —the child will investigate and experiment with objects to discover information.				
<b>Objective 1:</b> The students will develop an increasing awareness of scientific process and materials used in science. (observing, identifying, comparing, classifying, communicating, utilizing).				
<b>Objective 2:</b> Students will show an increasing ability to communicate knowledge about science.				
<b>Skill A:</b> Develop an increasing ability to classify, compare object, events, and experiences.				
<b>Skill B:</b> Selects and become familiar with simple scientific tools. (magnifying glass, magnets, etc)				
<b>Skill C:</b> Participate in simple experiments to discover information.				
<b>Skill D:</b> Show developing ability to make predictions, ask questions, and communicates observations orally and/or in drawings.				
<b>Skill E:</b> Explore cause and effect.				
<b>Skill F:</b> Explore measuring with a variety of materials both standard (ruler, scale, etc) and non standard materials. (paper clips, Unifix cubes, etc)				
<b>Skill G:</b> Demonstrate a developing ability to group of objects based on common attributes.				

## Cultural and Environmental Studies (continued)

<b>Standard 2: Life Science</b> —The child will develop an awareness of creation, living and non-living things, growth and change and the individuality of all things.				
<b>Objective 1:</b> Students will demonstrate an increasing awareness of life.				
<b>Skill A:</b> Develop an understanding of the characteristics of living and non-living.				
<b>Skill B:</b> Classify between living and non-living.				
<b>Skill C:</b> Become aware that living things need, air, water, and food.				
<b>Skill D:</b> Identify the major body parts.				
<b>Skill E:</b> Become familiar with the organs, bones, and muscles as parts of the body.				
<b>Skill F:</b> Become familiar with the five senses.				
<b>Skill G:</b> Become aware of how to care for plants and animals.				
<b>Skill H:</b> Classifying between plants and animals.				
<b>Skill I:</b> Become aware of how to care for plants and animals.				
<b>Skill J:</b> Explore the parts of familiar animals (head, trunk, legs, paws, eyes, mouth, nose).				
<b>Skill K:</b> Explore the parts of common plants. (stem, roots, leaf)				
<b>Skill L:</b> Discuss and when possible observe and care for familiar animals and plants (class pets, zoo animals)				
<b>Skill M:</b> Develop an understanding of animal habitats.				
<b>Skill N:</b> Explore the life cycles of plants and animals, and understanding all living things grow and change.				
<b>Standard 3: Earth and Space</b> —The children will develop an awareness of the Earth and the science of space.				
<b>Objective 1:</b> Students will demonstrate an increasing awareness of the earth and the science of space.				
<b>Skill A:</b> Become aware of planets, sun, moon and stars.				
<b>Skill B:</b> Observe the difference between day and night.				
<b>Skill C:</b> Develop and awareness of the properties of common earth materials. (rocks, water, soil)				
<b>Skill D:</b> Explore the water cycle.				
<b>Skill E:</b> Become aware of the major land forms of the earth (mountains, rivers, lakes, oceans, continents, ect.)				
<b>Skill F:</b> Use a map to locate the various land forms.				
<b>Skill G:</b> Observe changes in the weather.				
<b>Skill H:</b> Discuss appropriate dress for various weather conditions.				
<b>Skill I:</b> Identify and characterize the seasons.				
<b>Skill J:</b> Observe the changes in the seasons.				
<b>Skill K:</b> Begin to develop a sense of responsibility for the care of Gods creation (recycling, good use of resources) (see Catholic social justice)				
<b>Standard 4: Physical Science</b> —The children will investigate and describe objects that can be sorted in terms of physical properties.				
<b>Objective 1:</b> The student will investigate and explore matter, physical properties of objects, changes in properties and movement of objects.				
<b>Skill A:</b> Investigate and recognize the states of matter (solid, liquid, gas) using the five senses.				
<b>Skill B:</b> Develop an awareness of the properties of some object (float/sink, heavy/light, rough/smooth, hard/soft, magnetic/non-magnetic, solid/liquid, wet/dry).				
<b>Skill C:</b> Observe and discuss changes in the properties of matter (freezing/thawing).				
<b>Skill D:</b> Observe and classify how objects move (slide, turn, swirl, roll).				

## Safety and Physical Education

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Objective 1: Locomotor Skills</b> —The child will participate in activities which promote the development of locomotor skills.				
<b>Skill A:</b> Demonstrate the ability to walk on a straight line on the floor or balance beam with assistance forward.				
<b>Skill B:</b> walk on the floor backwards.				
<b>Skill C:</b> Walk on tip toes.				
<b>Skill D:</b> Stand on one foot, alternate feet.				
<b>Skill E:</b> Jump up and down in place five times.				
<b>Skill F:</b> Jump from a height of at least eight inches.				
<b>Skill G:</b> Step over a rope 4 inches off the floor.				
<b>Skill H:</b> Climb up stairs using alternate feet.				
<b>Skill I:</b> Run, changing directions.				
<b>Skill J:</b> Gallop.				
<b>Skill K:</b> use playground equipment appropriately.				
<b>Objective 1: Non-locomotor Skills</b> —The child will demonstrate increased non-locomotor skills.				
<b>Skill A:</b> bend and stretch.				
<b>Skill B:</b> Pulling and pushing				
<b>Skill C:</b> Twist and turn.				
<b>Skill D:</b> Correct posture while standing, sitting, and kneeling.				
<b>Skill E:</b> Body-space awareness and personal control.				
<b>Objective1: Eye-Hand and Eye-Foot Coordination</b> —The child will demonstrate increasing coordination through participation in activities which build eye-hand and eye-foot coordination.				
<b>Skill A:</b> Place pegs in a pegboard.				
<b>Skill B:</b> Throw a bean bag up and catch it with both hands.				
<b>Skill C:</b> Kick a stationary ball.				
<b>Skill D:</b> Roll a ball at a target.				
<b>Skill E:</b> Throw a ball underhand and overhand.				
<b>Skill F:</b> Use lacing cards.				
<b>Objective 1: Fine Motor Skills</b> —Through participation in activities that promote fine motor skills, the child will demonstrate increasing manual dexterity.				
<b>Skill A:</b> Work a puzzle with 8 to 12 large pieces.				
<b>Skill B:</b> Build a tower of at least six blocks.				
<b>Skill C:</b> String one-inch beads.				
<b>Skill D:</b> Arrange dominos.				
<b>Skill E:</b> Use an eye dropper.				
<b>Skill F:</b> Use scissors.				
<b>Skill G:</b> Painting and coloring with a variety of materials.				
<b>Skill H:</b> Use stencils.				
<b>Skill I:</b> Hole punching with push pins, decorative hand hole punches.				
<b>Skill J:</b> Use sewing cards.				
<b>Skill K:</b> Geo boards without patterns.				
<b>Skill L:</b> Spoon materials from one container to another.				
<b>Skill M:</b> Play and create with duplos and connectors.				
<b>Skill N:</b> Develop pincer control skills.				
<b>Skill O:</b> Fold paper.				
<b>Skill P:</b> Tear paper.				
<b>Skill Q:</b> Screw and unscrew				
<b>Skill R:</b> Work with clothespin.				
<b>Skill S:</b> Use tongs and tweezers.				
<b>Skill T:</b> Develop self-help skills.				
<b>Skill U:</b> Dressing with minimal help.				
<b>Skill V:</b> pouring.				
<b>Skill W:</b> snapping with assistance.				
<b>Skill X:</b> Zippering with assistance.				
<b>Skill Y:</b> organize backpacks and personal belongings.				

## Safety and Physical Education (continued)

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Objective 1: Personal Hygiene</b> —The student will develop age appropriate personal hygiene skills.				
<b>Skill A:</b> Wash hands before eating, after toilet, after outside playtime, after coughing, sneezing, nose blowing or when asked.				
<b>Skill B:</b> Use toilet facilities appropriately.				
<b>Skill C:</b> Use tissue to blow nose, and dispose of it properly.				
<b>Skill D:</b> Clean up personal space after lunch, snack time, etc.				
<b>Skill E:</b> Recognize limits in lay, rest when tired, get a drink when thirsty, etc.				
<b>Skill F:</b> Respect privacy of others in bathroom.				
<b>Objective 1: Cooperative Group Skills</b> —The child will develop cooperative group skills.				
<b>Skill A:</b> Stand in line appropriately.				
<b>Skill B:</b> Take turns with guidance when playing games.				
<b>Skill C:</b> Respect the abilities of others.				
<b>Skill D:</b> Walk with a partner.				
<b>Objective 1: Personal Health and Safety</b> —The child will participate in and demonstrate personal health and safety skills.				
<b>Skill A:</b> Recite his/her first and last name.				
<b>Skill B:</b> Recite the first and last names of his/her parents.				
<b>Skill C:</b> Follow personal safety rules when in an unfamiliar situation or in contact with an unfamiliar person.				
<b>Skill D:</b> Follow school rules.				
<b>Skill E:</b> Demonstrate emergency procedure (call 911)				
<b>Skill F:</b> Discuss appropriate dress for various types of weather.				
<b>Skill G:</b> Discuss ways identify and express anger and other feelings in an appropriate way.				
<b>Skill H:</b> Discuss some healthy foods and good nutrition habits.				
<b>Skill I:</b> Discuss some safety rules and basic traffic symbols.				
<b>Skill J:</b> Describe the appropriate use of medications, and the difference between healthy and unhealthy substances.				

## Art

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Objective 1:</b> The child will develop basic skills to draw, color, cut, glue, and paint.				
<b>Skill A:</b> Use appropriate grip for crayons, markers, and pencils.				
<b>Skill B:</b> Identify eight basic colors.				
<b>Skill C:</b> Draw using different colors.				
<b>Skill D:</b> Color in one direction and within the lines.				
<b>Skill E:</b> Hold scissors properly.				
<b>Skill F:</b> Use scissors to cut on a line.				
<b>Skill G:</b> Use glue appropriately.				
<b>Skill H:</b> Use a paintbrush and other tools with control.				
<b>Skill I:</b> Identify primary and secondary colors.				
<b>Skill J:</b> Draw a recognizable face.				
<b>Skill K:</b> Draw a whole body image.				
<b>Skill L:</b> Add detail to personal art.				
<b>Objective 2:</b> The child will show responsibility in the use of art media and tools.				
<b>Skill A:</b> Clean and take care of self and materials used in activities.				
<b>Skill B:</b> Identify tools needed for an art project.				
<b>Skill C:</b> Use tools in an appropriate manner.				
<b>Skill D:</b> Return materials to proper place.				
<b>Objective 3:</b> The child will be given the opportunity to develop creative self-expression by using a variety of media, tools, and methods.				
<b>Skill A:</b> Express ideas and feelings through lines, color, and design.				
<b>Skill B:</b> Expand upon open-ended suggestions given by the teacher.				
<b>Skill C:</b> Use common objects in a unique way.				
<b>Skill D:</b> Develop ability to work alone or in groups.				
<b>Skill E:</b> Experience different mediums for self-expression				
<b>Skill F:</b> Describe art in his/her own words.				
<b>Skill G:</b> Express personal preferences toward use of media and tools.				
<b>Skill H:</b> Use drawing to express personal feelings.				
<b>Skill I:</b> Work alone or in small groups.				
<b>Skill J:</b> Initiate some projects.				
<b>Skill K:</b> Combine and use different mediums for self-expression.				
<b>Objective 4:</b> The child will show appreciation for his/her artistic work and for the artistic work of others.				
<b>Skill A:</b> show interest in the artwork of others.				
<b>Skill B:</b> Show pride of accomplishment				
<b>Skill C:</b> Observe and talk about art works including those from other cultures				
<b>Skill D:</b> Expose to great works of art (great masters: Rembrandt, VanGough, Monet,)				
<b>Objective 5:</b> The child will begin to reproduce color, form, and textures.				
<b>Skill A:</b> Recognize basic shapes and colors.				
<b>Skill B:</b> draw and/or reproduce a given simple shape (circle, square, triangle)				
<b>Skill C:</b> Identify smooth and rough textures.				
<b>Skill D:</b> Make a cross including crossing the midline.				
<b>Skill E:</b> Trace around a pattern.				
<b>Skill F:</b> Identify types of lines (straight, zigzag, curved)				
<b>Skill G:</b> Recognize simple shapes, lines, and forms within the world around him/her (train car has rectangles, circles, etc)				
<b>Skill H:</b> Identify degrees of different textures.				
<b>Objective 6:</b> The child will explore and become confident using a variety of methods, textures, media.				
<b>Skill A:</b> Experience and be familiar with finger paints using hands, fingers, arms, and feet.				
<b>Skill B:</b> Use playdough/clay (pat, pound, roll, pinch, shape)				
<b>Skill C:</b> Use materials with a variety of textures (chalk, sand, etc)				
<b>Skill D:</b> Exercise imagination through use of a variety of art media and tools.				
<b>Skill E:</b> Distinguish between various media for desired outcome.				
<b>Skill F:</b> Compare artwork and reality.				

## Music and Movement

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Standard 1: Music Appreciation</b> —the student will develop an appreciation and enjoyment of music.				
<b>Objective 1:</b> The student will sing throughout the day.				
<b>Objective 2:</b> The student will listen to various types of music from various cultures, genres, and music with a storyline (ragtime, blues, classical, children's religious, country, jazz, nature, etc)				
<b>Standard 2: Rhythm and Movement</b> —The student will develop control, balance, and grace by using their large muscles.				
<b>Objective 1:</b> The student will participate in guided rhythmic activities.				
<b>Objective 2:</b> The student will participate in free expressive movement activities.				
<b>Skill A:</b> Move freely to a beat				
<b>Skill B:</b> Move to a beat. (Walk and clap, walk fast and slow, run fast and slow, march, swing arms, swing one leg, gallop, and hop).				
<b>Objective 3:</b> The student will exhibit original responses to different kinds of music.				
<b>Objective 4:</b> The student will use a variety of props to explore music. (hoola-hoops, steamers, scarves, parachute, etc).				
<b>Objective 5:</b> The student will experiment with a variety of musical instruments. (rhythm sticks, drums, bells, common objects etc.)				
<b>Objective 6:</b> The student will imitate animal movements.				
<b>Objective 7:</b> The student will develop awareness of personal and body space.				
<b>Standard 3: Relaxation</b> —The student will demonstrate the ability to rest and relax their body.				