

Catholic Diocese of Superior

Early Childhood Curricular Guidelines and Age Appropriate Goals

Ages 3-5



Let the little children
come to me....

LUKE 18:16

Adopted December 2007
Revised October 2017

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INTRODUCTION

The Diocese of Superior, Early Childhood Curricular Guide is written for 3-year-old, 4-year-old and 5-year-old programs in the schools. This guide follows the Wisconsin Model Early Learning Standards of 2013, but we do not limit them to the common core standards. Within the state of Wisconsin schools and day care centers, there are many titles that refer to the age group programs of this document.

The Lexicon of Learning (ASCD) defines Early Childhood Education as: The education of young children. Many educators think of early childhood education as including children ages 3 through 7. Recent research information about the brain development of infants is causing many specialists to think of this period of rapid learning as beginning at birth.

For the purposes of this document, the Diocese of Superior uses these definitions in correlation with the state of Wisconsin and national terms:

Early Childhood –

Diocese of Superior: education programs for children ages 3-5, consisting of grade 3K, 4K and Kindergarten. (Each school may choose their own title for each age level program)

Wisconsin: early learning programs from birth to first grade. Pre-kindergarten (PK) is defined as Pre-kindergarten level programs such as early childhood special education, Title I pre-school, district operated at-risk programs, and Head Start.

National: Preprimary are elementary education programs for children who are too young for first grade, includes center-based programs and kindergarten. Kindergarten includes transitional kindergarten, kindergarten and pre-first grade students.

3-year-old Kindergarten –

Diocese of Superior (3K or Pre-school): education program for children who are age 3 by September 1.

Wisconsin (3K or K3): education program for children who are age 3 by September 1.

4-year-old Kindergarten –

Diocese of Superior (4K or Pre-K): education program for children who are age 4 by September 1.

Wisconsin (4K or K4): education program for children who are age 4 by September 1.

5-year-old Kindergarten –

Diocese of Superior (5K or K): education program for children who are age 5 by September 1.

Wisconsin (KG): education program for children who are age 5 by September 1.

PHILOSOPHY

Within the Diocese of Superior Catholic Schools, Early Childhood programs are an integral component. We provide a Christ-centered education within the framework of a Catholic identity. Throughout the early childhood curriculum, we are mindful of honoring a relationship with God and the importance scriptural teachings. Children are encouraged to grow in their love for God by service to others. Social growth and character building are taught in the context of honoring God's teachings. Daily time for prayer and reflection are a valued part of the curriculum.

Children develop socially, emotionally, physically, and spiritually through purposeful play and age appropriate activities. Student's growth is fostered through meaningful interactions with caring professionals. Special care is given to ensure kindergarten readiness in the areas of: pre-math, early literacy and school routines.

RATIONALE

These Early Childhood Guidelines have been developed to ensure that there is a consistency within the Diocese of Superior Catholic Schools for spiritual, social, emotional and cognitive growth of pre-kindergarten and kindergarten children. ***This Curricular Guide respects the entity of the individual schools within the diocese. Rather than a mandate of what is to be learned and when, the Diocese of Superior Early Childhood Curricular Guide provides the overall content of what is recommended to be learned. Local schools are invited to use this curricular guide to create a school specific curriculum that is more comprehensive and sensitive to the needs of their students.***

ACKNOWLEDGEMENTS

All teachers in the schools during the review and implementation of this document are thanked and respected for their input, time and energy in helping to establish these standards and skills for each grade level. A special thank you to Jenny Oestreich, Early Childhood Teacher at St. Joseph School in Rice Lake, who helped with specific portions of the guide and final reviews.

READING THIS DOCUMENT

The first section lists Goals, Objectives and Outcomes in progression from 3-year-olds to 5-year-olds. The goals and objectives are from the Wisconsin Model Early Learning Standards and the outcomes include information from these same standards as well as standards pulled from the subject area Diocesan Curricular Guides for grades 4K-8. The Diocesan Curricular Guides are identified in brackets ([]) with the assigned standard.

The second section separates the Model Early Learning Standards and Diocesan Curricular standards by age level.

Goal – A goal is a broad definition of student competence.

Objective – An objective describes what a teacher will cover in a course.

Outcome – A detailed description of what a student should be able to do at the conclusion of a course/year/timeframe. This is not a mastery level.

The *Outcomes* are numerically written to identify the Goal set (i.e. A. Faith Formation) with the identifying letter and number of the *Goal* (i.e. A.1), the corresponding *Objective* (i.e. A.1.1) and the appropriate age level outcome (i.e. A.1.1(3)). The number in parenthesis identifies the age level.

Key to Diocesan Curricular Standards:

R = Religion standards	H = Health standards	LA = Language Arts standards
PE = Physical Education standards	Mu = Music standards	T = Technology standards
Sc = Science standards	SS = Social Studies standards	Ma = Math standards
A = Art standards	EC = Early Childhood	

HISTORY

Since 1898, the State of Wisconsin Legislature has permitted schools to establish 4 and 5-year-old programs. The very first Kindergarten program in the state was begun in 1856 in a private setting in Watertown. The very first public program was begun in 1873 in Manitowoc. It wasn't until 1973 that the state required public schools to provide 5K programs. By 1984, the state legislature reinstated financial support to public schools for 4K programs. By 1996, there was a spattering of public school 4K programs in the state and by 2006 the majority of public schools had established some type of 4K program.

In the Diocese of Superior, the very first 5K program began in 1952 in the City of Superior Catholic Schools. Not until 1974 and 1976, respectfully, St. Bridget, River Falls and St. Francis Solanus, Reserve began 5K. By 1997 the last of the Catholic Schools in the Diocese adopted the 5K program. Kindergarten Curriculum was first created, beginning in the 1990s along with all elementary and middle school curriculums.

In 1983, St. Anthony de Padua, Park Falls began the first 4K program in the Diocese. Following in 1986, Our Lady of the Lake, Ashland and Cathedral School, Superior began their 4K programs. Some of the programs to date even include 3 year old children. In 2006, Cathedral School, Superior adopted the Superior Community Preschool program which has provided financial and community benefits for the school. In 2007, St. Mary's, New Richmond adopted their community preschool program. Along with these two schools, currently St. Francis Xavier, Merrill, Our Lady of the Lake, Ashland and St. Patrick, Hudson also participate in the public school community preschool.

As of the 2016-2017 school year, Early Childhood students make up 24% of the Catholic school enrollment.

Diocese of Superior Early Childhood School Historical Beginnings			
	5K	4K	3K
Our Lady of the Lake, Ashland	1985	1986	2008
St. Patrick, Hudson	1982	1993	2012
Our Lady of Sorrows, Ladysmith	1987	1987-1992, 2012	
Holy Rosary, Medford	1989	1995	2006
St. Francis Xavier, Merrill	1997	1997	2009
St. Mary, New Richmond	1985	1994-1995, 2003	2006
St. Francis Solanus, Reserve	1976	1991	
Nativity of Our Lord, Rhinelander	1981	1996	2006
St. Joseph, Rice Lake	1980	1993	2006-2011, 2013
St. Bridget, River Falls	1974	1993	2006-2008, 2010
St. Anne, Somerset	1989	2000	
St. Francis de Sales, Spooner	1993	1998	2008
Cathedral School, Superior	1952	1986	2006
St. Mary, Tomahawk	1982	1991	2006
Diocese of Superior Parish Day Care			
	Birth-2 y.o.	3-4 y.o.	School Age
St. Anthony of Padua, Park Falls			
St. Louis, Washburn	2018	2018	

REFERENCES

ASCD –Association for Supervision and Curriculum Development

CCC – Catechism of the Catholic Church

CFCL – Catechetical Formation in Chaste Living

“Developmental Milestones: 3-5 Years.” Office of Child Development, University of Pittsburgh.

http://www.ocd.pitt.edu/Files/PDF/Foster/27758_ocd_DM_3-5.pdf. March 6, 2017.

Great Schools Staff. “Developmental Milestones: Ages 3 through 5.” <http://www.greatschools.org/gk/articles/developmental-milestones-ages-3-through-5/>. March 16, 2016.

Wood, Chip. Yardsticks: Children in the Classroom Ages 4-14. Northeast Foundation for Children, 2007.

EARLY CHILDHOOD CURRICULUM CONTENT AND SUBJECTS POLICIES

The state statutes, 121.02(1), define subject areas that should be addressed at each grade level. The statutes do not specify the amount of time needed to address these areas. Diocesan guidelines (6202G) for Kindergarten weekly instructional time allocations are:

Religion	10%
Reading/Language Arts	25%
Math	10%
Social Studies	10%
Science	10%
Health	5%
Physical Education	10%
Art	10%
Music	10%

For kindergarten there should be an integrated and developmentally appropriate curriculum – not a curriculum taught by subject area. Such a curriculum would incorporate the concepts from the required subject areas.

The Wisconsin Model Early Learning Standards provide a framework for the development of program, curriculum, and assessment practices. Resources on curriculum options are also referenced. Children who meet the developmental expectations outlined in the Wisconsin Model Early Learning Standards will be prepared to master Wisconsin’s Model Academic Standards.

When teachers in four-year-old kindergarten programs are looking for additional guidance, subject areas may be incorporated as follows:

Reading and Language Arts	30% of curriculum
Math, Social Studies, Science, Health, PE, Art and Music	10% of curriculum
Environmental Education and Computer Literacy	Integrated into curriculum
Student Self-directed Activities	1/3 of each day

TODAY'S PLAY . . . TOMORROW'S SUCCESS!

Play is valuable. It is an absolutely necessary component of any excellent preschool classroom. Each type of play works different areas of the brain to foster cognitive, social and emotional growth.

All types of play should be offered in early childhood classrooms. Fantasy/imaginative play, constructive play, games with rules, and physical play that allows for large muscle growth, are all vital to learning. As children grow through play, they move through different stages.

Stages of play include:

1. Onlooker Play: children observe but do not interact
2. Solitary Play: children play without interacting with others
3. Parallel Play: while playing near each other, children do not attempt to play together (usually between 2-3 years old)
4. Associative Play: children may share materials, but they do not assign roles or plan out play (usually between 3 ½ - 4 ½ years old)
5. Cooperative Play: children negotiate with each other to establish rules and roles (usually between 4-5 years old)

As a witness to children's growth during play, teachers should offer engaging questions and conversation to foster growth.

“No one has ever watched a child intent in his play without being made aware of the complete merging of playfulness and seriousness.” H. K. Cuffaro

Today's play in early childhood is the best foundation for success in school. Play develops many skills that are necessary for children to learn to read and write for success in math and science. Play also develops behaviors that help children learn all school subjects. This chart shows the skill that children are learning as they play and the ways that these skills help children develop into better students. *This does not mean that preschoolers are ready to be taught to read and write.* It means that they are learning many of the things that will lead to success in elementary school by spending their time playing today.

Today's play <i>(examples of play)</i>	Helps preschool-age children learn	Leads to elementary school success
When children build with blocks, buildings, houses, cars, etc...	They are learning spatial relationships – learning to judge distance, space and size. They are improving their visual memory – remembering what they see. They are learning to achieve a self-selected goal – completing their own projects.	Understanding spatial relationships helps children to succeed in math and science. Visual memory is needed for learning to read. Independent completion of tasks is very important for success in all school subjects.
When children put blocks away onto labeled shelves...	They are learning to match, classify and sort by shape and size.	Matching, classifying and sorting are important underlying skills for many types of learning, especially math and science.
When children play with small interlocking blocks...	They are improving their small muscle control – picking up and moving objects.	Good small muscle control is needed for learning to write.
When children work a puzzle...	They learn to stick to a job and complete it, and feel good about completing it. They are learning to make figure-ground discriminations – noticing the difference between the background and the picture.	Children who are persistent learners do better in all school subjects. Children need to make these type of distinctions to learn to recognize letters and to learn to read.
When children string beads...	They are improving their eye-hand coordination – their ability to use their eyes and hands together.	Eye-hand coordination is needed for learning to write.
When children draw a picture of the sun...	They are learning to use pictures or symbols to represent their ideas.	Understanding that letters and words are symbols, and practice with using symbols is needed for children to learn to read and write.
Today's play	Helps preschool-age children learn	Leads to elementary school success

(examples of play)

When children pretend to write with markers and crayons...

They are learning directionality – the way that adults write across the page from left to right in English.

Understanding the directionality used in English gives children the background they need to make sense of reading and writing.

When children choose whatever they wish to do with art materials...

They are learning to make choices, to try out ideas, to plan and experiment.

Children who are independent learners and who can try out their own ideas are better learners in all school subjects.

When children play fireperson or adult roles...

They are developing perspective-taking skills – the ability to think about the way others act, think and feel, and develop empathy and feelings for others.

Children with perspective-taking skills understand that their teacher sees their work differently than they do. This skill is needed for children to make use of the feedback about their work from their teacher.

They are learning to use symbols to represent something else – a block can become a firetruck.

Learning to use symbols is what learning to read and write is all about.

When children play restaurant together or play grocery store together...

They are improving their language skills.

Language skills underlie all learning in school.

They are learning how to work together to overcome problems.

Problem-solving skills help children to learn in every school subject.

They are developing an understanding of social expectations and the attitude of others, and they develop the ability to anticipate how to act in real-life situations.

Children become better at figuring out what is expected of them, academically and socially.

When children play in water...

They are learning conservation of volume – that no matter what size or shape the container is, a specific amount of water will not change.

Conservation of volume is an important science concept.

They test, experiment and guess what will happen.

This is the same process scientists use in research.

When children play in wet and dry sand...

They observe first-hand the changes that water makes to sand, learning that combining things together can create new and different things.

Observing changes when things are combined is just like many types of scientific experiments.

DEVELOPMENTAL LEVELS

Faith Development

Children up to age 8 practice a conveyed faith.

- Copy what their parents speak about and act upon.
- Learn the difference between trust and mistrust
- Respond to experiences
- Are highly imaginative
- Believe in fantasy and make-believe
- Tend to believe stories they are told as literally true.
- Are not able to reflect on the meaning of stories
- Take symbols and myths literally
- Want to belong
- Primarily react with their “heart” before their “head”
- Are in awe and wonder
- Want to know how things really are
- Begin to make meaning of their parents’ faith/belief system.

Health and Physical Development

3-Year-Olds

- Able to climb stairs one foot at a time
- Have greater gross motor skills (e.g. stand briefly on one foot, kick a large ball, throw overhead, play catch with a large ball)
- Like activities like peddling a tricycle and swimming on a swing
- Have improved fine motor skills (e.g. better able to hold crayons and markers, can stack eight or more blocks)

4-Year-Olds

- Running is more controlled, can start, stop and turn
- Can turn somersaults, hop on one foot and gallop
- Can easily catch, throw and bounce a ball
- Can brush teeth, comb hair, wash and dress with little assistance
- Have improved fine motor skills (e.g. copy crosses and squares, print some letters, use utensils, cut on a line, thread beads on a string)
- Can use the bathroom by themselves

5-Year-Olds

- Have improved gross motor skills (e.g. run in an adult manner, walk on tiptoe, broadly jump, walk on a balance beam, walk backwards, skate jump rope, tumble skip changing feet, catch a ball)
- Will determine his/her hand preference
- Can lace shoes, but may not be able to tie
- Have improved fine motor skills (e.g. copy shapes and letters, cut with scissors, color within the lines, cuts and pastes)

Social and Emotional Development

3-Year-Olds

- Understanding idea of taking turns, but do not always do it
- May develop fears, especially at night
- May have conversations with themselves
- Play alongside other children and may join in other children’s play
- Begin to play make believe both with themselves and others
- Begins to recognize own limits – asks for help
- Able to make choices between two things
- Begins to notice other people’s moods and feelings

4-Year-Olds

- Can take turns, share and cooperate but may show increase self-centeredness and fail to wait their turn
- Expresses anger verbally rather than physically
- Can feel jealousy

- May sometimes lie to protect self, but understands the concept of lying
- Enjoys pretend and has a vivid imagination (e.g. like to pretend they are other people and play dress-up)
- Emotions can quickly swing from laughing to crying for example
- May boast a lot and stretch the truth about their abilities
- Have a strong desire to do things independently
- May develop a favorite friend

5-Year-Olds

- Can distinguish right from wrong, honest from dishonest, but does not recognize intent
- Plays make believe and dress up using roles, props and costumes
- Mimics adults and seeks praise
- Seeks to play rather than be alone, friends are important
- Plays with both boys and girls but prefers the same gender
- Wants to conform; may criticize those who do not
- Show a great deal of affection toward others, especially smaller children, animals or a child who is hurt
- Usually comply with requests and follow instructions
- Enjoy entertaining their caregivers and other children and making them laugh
- Are very proud of their achievements and are not shy about talking about them

Language Development and Communication

3-Year-Olds

- Have better conversational skills (e.g. respond properly to questions, continue a conversation with an appropriate comment, and ask questions that lead to conversations, example: “Why did he do that?”)
- Can speak 300-1,000 words
- Can sing songs, recite nursery rhymes and label many common objects
- 75% of speech is understandable
- Speaks in complete sentences of 3-5 words
- Matches pictures to objects

4-Year-Olds

- Use a 1,500 word vocabulary and speaks in relatively complex sentences
- Understand words that relate one idea to another – if, why, when
- Understands mostly the difference between fantasy and reality
- Understands number and space concepts – more, less, bigger, in, under, behind
- Begins to grasp that pictures and symbols can represent real objects
- Starts to recognize patterns among objects – round things, soft things, animals
- Grasps the concepts of past, present and future but does not understand the duration of time
- Can respond appropriately with solutions when asked about what to do if they are sleepy, thirsty or chilly
- Can give his/her name, gender and possibly telephone number
- Enjoy experimenting with language, delighting in big words, long explanations, bathroom language and swear words
- Love being read to

5-Year-Olds

- Speaks fluently; correctly using plurals, pronouns and tenses

- Very interested in words and languages; seeks knowledge
- Understands and names opposites
- Uses complex language
- Still confuses fantasy and reality at times
- Know about 1,500 words
- Can retell a story while following along with pictures in a book
- Can explain what things do according to their purpose (e.g. bike is to ride)
- Can identify their city, birth date and names of their parents
- Are able to answer the telephone properly
- Can use irregular verbs in past tense, such as went, caught and swam

- Often see only one way to do things
- Learn best through active play and hands-on activities
- Think intuitively rather than logically (e.g. it's windy when the trees shake, so it must be the shaking of the trees that makes the wind)

Cognition and General Knowledge

3-Year-Olds

- Understands the concepts of “now”, “soon”, and “later”
- Begins to recognize cause-and effect relationships
- Pay close attention to stories and make remarks related to the story
- Know and can identify basic shapes (e.g. square, circle and triangle)
- Able to sort things by color, size and shape
- Understand the concept of size (e.g. smallest or largest)
- Know the primary colors of red, yellow and blue
- Enjoy counting and can do it out loud
- Begin to understand dangerous situations (e.g. hot stove, cars driving along street)

4-Year-Olds

- Know whether words sound alike or not (e.g. sat and pat)
- Might be able to start reading basic books with a few words on each page
- Like to create nonsense words and sayings
- Know concepts such as largest, highest, and alike
- Can count up to 30
- Can name 18-20 letters and write them
- Can print their name and identify a few printed words

5-Year-Olds

- Know the names of 4-8 colors and can point them out
- Can count from at least 1-20 and identify numerals 1-10
- Begin to understand volume and can identify the container that holds the most
- Can understand night and day and their relation to time
- Begin to understand the concept of time, and some begin to tell time
- Understand what a calendar is
- Understand and can label the value of different coins
- May be able to identify all the letters in the alphabet
- Know what it means to divide something in half

Approaches to Learning

3-Year-Olds

- Learns by doing and through the senses
- Follows simple directions; enjoys helping with household tasks
- Transitions are difficult
- Rituals are important
- Attention span is about 3 minutes
- Learn best through active play and hands-on activities

4-Year-Olds

- Learns through experience and the senses
- Thinks literally, starting to develop logical thinking
- Crave adult approval
- Able to sit still only for short periods
- Need lots of physical activity; learn best by moving large muscles
- Have very short attention spans; move quickly from one thing to the next
- Enjoy activities that use music, rhythm, repeating patterns and other simple learning strategies
- Learn best through active play and hands-on activities

5-Year-Olds

- Thinking is still naïve; doesn't use adult logic
- Needs a lot of physical activity, including free play
- Need routines, along with consistent rules and discipline; respond well to clear and simple expectations
- Think out loud – they talk their thoughts

Sources: Wood, Chip. *Yardsticks: Children in the Classroom Ages 4-14*. Northeast Foundation for Children, 2007.
 Great Schools Staff. *Developmental Milestones: Ages 3 through 5*. <http://www.greatschools.org/gk/articles/developmental-milestones-ages-3-through-5/>, March 16, 2016.
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A. FAITH FORMATION

*Let the little children come to me, and do not stop them;
for it is to such as these that the kingdom of heaven belongs. – Matthew 19:14*

A.1 GOAL: Children will discover the Church through learning the concepts of the Creed. (Catholic Pillar: Creed)

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
A.1.1 Define the Trinity – God the Father, God the Son (Jesus) and God the Holy Spirit (CCC 178, 988, 233)	A.1.1(3) Recite the Trinity in praying the Sign of the Cross	A.1.1(4) Recite the Trinity in praying the Sign of the Cross	A.1.1(5) Recite the Trinity in praying the Sign of the Cross
A.1.2 Identify that there is one God and there is a special loving relationship between God the Father, God the Son and God the Holy Spirit (CCC 254)			A.1.2(5) Identify the Trinity as God the Father, God the Son and God the Holy Spirit
A.1.3 Recognize that God created all life. (CCC 279, 324-325, 327, 337-338)	A.1.3(3) Recall that all God made is good	A.1.3(4) Recall that all God made is good	A.1.3(5) Name God's creations and know that it was good [A E.1.7]
A.1.4 Understand that God loves us and we love him (CCC 736, 1832, 2658, 2086)	A.1.4(3) Recall that God loves us	A.1.4(4) Recall that God loves us and made us each unique	A.1.4(5a) Identify his/her own uniqueness A.1.4(5b) Identify ways we can show God we love Him
A.1.5 Recognize that we are made in the image of God (CCC1700, CFCL A1)			A.1.5(5a) Describe him/herself as a child of God A.1.5(5b) Explain that God made people in His image and likeness
A.1.6 Explain that Creation is a gift from God given out of Divine love (CCC 290ff)			A.1.6(5a) Describe the sun, moon, stars and universe as created by God A.1.6(5b) Classify and sort God's creation [A E.1.7] A.1.6(5c) Express wonder and awe at the gifts of God's creation [A E.1.7]
A.1.7 Illustrate that Creation is a bible story (Genesis 1-2)	A.1.7(3) Hear the story of Creation and reproduce it by coloring or other project	A.1.7(4) Recall the story of Creation and reproduce it by coloring or other project	A.1.7(5) Retell the story of Creation and reproduce it through play, art or drama [A E.1.7]
A.1.8 Recognize that Creation is a sign of God's presence (CCC 257, 280, 315, 759, 1066)			A.1.8(5a) Identify actions of individual people as signs of God's love A.1.8(5b) Describe animals as signs of God's love
A.1.9 Recognize that Creation is something to be grateful for (CCC 299, 2402, 2452)			A.1.9(5a) Celebrate the Feast of St. Francis A.1.9(5b) Participate in a service to clean the earth such as picking up litter or recycling A.1.9(5c) Celebrate Earth Day
A.1.10 Recognize authority of God in life and in parents (CCC 156, 239, 668, 1295, 1381 CFCL A3, A12)			A.1.10(5a) Identify God as giving us parents/guardians to help us grow in faith A.1.10(5b) Recite the 4 th Commandment: Honor your father and your mother

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
A.1.11 Identify Jesus as God's Son (CCC 422, 441-445, 153)	A.1.11(3) Identify that Jesus was born on Christmas	A.1.11(4) Identify Jesus as God's Son who was born on Christmas	A.1.11(5) Explain that Jesus is the Son of God who was born on Christmas
A.1.12 Explain that Jesus is much like us; He was born to Mary and grew up in a family (CCC 532, 564)			A.1.12(5a) Recall that God called Mary to be Jesus' mother A.1.12(5b) Recall that Mary is our mother as well
A.1.13 Identify Mary as Jesus' mother (CCC 411)	A.1.13(3) Name Mary as Jesus' Mother	A.1.13(4) Identify Mary as the Mother of Jesus	A.1.13(5a) Identify Mary as the Mother of Jesus A.1.13(5b) Celebrate the Immaculate Conception on December 8
A.1.14 Identify Joseph as Jesus' foster father (CCC 532, 564)	A.1.14(3) Identify Joseph as Jesus' father on earth	A.1.14(4) Identify Joseph as Jesus' foster father	A.1.14(5) Identify the Holy Family as Jesus, Mary and Joseph
A.1.15 Identify Saints as friends of Jesus (CCC 2030)			A.1.15(5a) Recognize that saints are special people who followed God's golden rule A.1.15(5b) Discuss how all of God's children are called to be saints
A.1.16 Learn and reflect on saints (CCC 2030)	A.1.16(3) Identify St. Patrick, St. Nicholas, St. Valentine and St. Mary	A.1.16(4) Identify the Parish Patron Saint, St. Patrick, St. Nicholas, St. Valentine, St. Mary, and St. Francis of Assisi	A.1.16(5) Describe the Parish Patron Saint, St. John the Baptist, St. Joseph, Mary, St. Francis of Assisi, St. Peter, St. Kateri Tekakwitha, and St. Teresa of Calcutta

A.2 GOAL: Children will discover God's Word in the Bible. (Catholic Pillar: Scripture)

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
A.2.1 Discover and discuss Bible stories (CCC 131-133, 104-105, 108)	Listen to and discuss any of these stories: Noah's Ark (Gen. 7-8) Creation (Gen. 1:1-31) The Good Samaritan (Lk. 10:30-37) Adam and Eve (Gen. 2-3) Joseph and Coat of Many Colors (Gen. 37) Moses (Exodus 2-3, 20) The Prodigal Son (Lk 15:11-32) Joshua – Walls Come Falling Down (Josh. 6) Daniel and the Lions (Dan. 6:16-28) The Last Supper (Lk. 22:1-38)	Jonah and the Whale (Jonah 1-3) David and Goliath (1 Sam. 17) Annunciation (Lk. 1:26-38) Birth of Christ (Lk. 2:1-18) Presentation of Jesus (Lk 2:22-33) Jesus and His Friends (Mk. 1:14-20) Jesus Blesses the Children (Lk. 18:15-17) Jesus the Good Shepherd (Jn. 10:1-6, 14) Passion (Lk. 23:1-56) Easter/Resurrection (Lk. 24:1-12)	
A.2.2 Recognize and show reverence for the Bible (CCC 101-104, 131-133)	A.2.2(3) Introduce the Bible	A.2.2(4) Identify the Bible as the Church's holy book and treat it with respect	A.2.2(5) Identify the Bible as the Church's holy book and treat it with respect
A.2.3 Explain that the Bible is God's Word to us (CCC 105, 136)			A.2.3(5) Identify the stories in the Bible as God's Word to us
A.2.4 Recognize that the scripture stories come from the Bible (CCC 105, 106, 136)		A.2.4(4) Recognize that we hear stories from the Bible at church, at school and at home	A.2.4(5) Recognize that we hear stories from the Bible at church, at school and at home

A.3 GOAL: Children will discover that God loves each one of them through His Son, Jesus Christ. (Catholic Pillar: Life in Christ)

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
A.3.1 Recognize that we are members of God's family, called Christians, and the family of the Catholic Church, through baptism and faith (CCC 959, 759)		A.3.1(4a) Identify that we become friends of Jesus through our Baptism A.3.1(4b) Recognize the Church as the family of God A.3.1(4c) Identify special people in the Church family: priest, deacon, lectors, altar servers	A.3.1(5a) Identify that we become friends of Jesus through our Baptism A.3.1(5b) Recognize the Church as the family of God A.3.1(5c) Identify special people in the Church family: priest, deacon, ministers of communion, lectors, altar servers
A.3.2 Identify Christian lifestyle as valuing: simplicity, respect for life (CCC 2859-2883), rights (CCC 1956, 1978, 2070, 2273), property, truth/honesty (CCC 2465-2470, 2504-2505), compassion (CCC 466, 496, 198, 505), unselfish love, self-discipline, peace and justice (CCC 2302, 1805, 1807, 2479, 2848), and prayerful reflection (CCC 2708, 2447, CFCL A1, A18)			A.3.2(5) Explain and identify ways to live like a Christian (e.g. respecting others, showing kindness, being truthful, caring for others and creation, controlling own behaviors, praying)
A.3.3 Show kindness to others (CCC 459, 1337, 182, CFCL A1, A15)	A.3.3(3) Describe and practice acts of kindness	A.3.3(4) Describe and practice acts of kindness	A.3.3(5) Describe and practice acts of kindness
A.3.4 Identify that God tells us to love each other (CCC 1823-1825, 953, CFCL A2)			A.3.4(5) Recite the Bible verse: <i>Love one another, as I have loved you (John 15:12)</i>
A.3.5 Recognize that God will help us be loving, fair and kind (CCC 2658, 1996, 2013)			A.3.5(5) Practice ways to ask God to help us be kinder to others
A.3.6 Follow Jesus' word and example by: sharing feelings, sharing things, being truthful, being honest, helping others, making people happy, forgiving, making sacrifices, and living in peace (CCC 2038, 1825, 2384, 2862-2865, 2740, 1477, 896, 564, CFCL A5, A9, A10, A13, A18)			A.3.6(5) Practice sharing, telling the truth, helping others, smiling and forgiving
A.3.7 Participate in religious activities (CCC 1882, 1897-1917)	A.3.7(3) Practice various activities such as: blessing self with holy water, singing religious songs, praying with a group, visit the church	A.3.7(4) Practice various activities such as: blessing self with holy water, genuflecting, reciting and singing Mass parts, attending Mass, praying with a group	A.3.7(5) Practice various activities such as: blessing self with holy water, genuflecting, reciting and singing Mass parts, attending Mass, praying with a group, praying a decade of the rosary, praying the stations of the cross
A.3.8 Recognize, identify, and create religious pictures (CCC 1146, 1148, 1152, 1159-1162)	A.3.8(3) Recognize and color religious pictures	A.3.8(4) Recognize, create and color religious pictures	A.3.8(5) Recognize, create and color religious pictures
A.3.9 Learn basic Christian songs, finger plays, etc. (CCC 1153-1158)	A.3.9(3) Sing Christian songs	A.3.9(4) Sing Christian songs, act out finger plays and other religious skits	A.3.9(5) Sing Christian songs, learn Mass responses, act out finger plays and other religious skits
A.3.10 Role play (i.e. nativity, Mass)	A.3.10(3) Free play Bible stories	A.3.10(4) Free play Bible stories and Sacraments	A.3.10(5) Free play Bible stories and Sacraments

A.4 GOAL: Children will develop a sense of spirituality and experience prayer and liturgy. (Catholic Pillar: Liturgy and Prayer)

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
A.4.1 Pray and worship with others (CCC 2659-2660, 2623ff, 1140, 1136)	A.4.1(3) Participate in class prayer times	A.4.1(4) Participate in class prayer times and attend all school prayer services and Mass	A.4.1(5) Participate in class prayer times and attend all school prayer services and Mass
A.4.2 Show respect for parish worship space (CCC 752, 756)	A.4.2(3) Identify places in the school and church where proper behavior and respect need to be shown	A.4.2(4a) Practice showing respect and reverence while in the church or other designated prayer areas A.4.2(4b) Identify tabernacle, altar, baptismal font, stations of the cross, stained glass windows, and sanctuary	A.4.2(5a) Practice showing respect and reverence while in the church or other designated prayer areas A.4.2(5b) Describe the tabernacle, altar, baptismal font, stations of the cross, stained glass windows, and sanctuary
A.4.3 Experience prayer as: talking with God, listening to God, gesture/movement, spontaneous, individual, group, para-liturgies and liturgies (CCC 2559, 2664, 2663, 2674, CFCL A17)	A.4.3(3a) Experience prayer as a conversation with God and as group recitation A.4.3(3b) Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving	A.4.3(4a) Experience prayer as a conversation with God, as group recitation and as individual prayer [A E.1.8] A.4.3(4b) Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving [A E.1.8]	A.4.3(5a) Experience prayer as a conversation with God, as group recitation and as individual prayer [A E.1.8] A.4.3(5b) Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving [A E.1.8] A.4.3(5c) Make a prayer book
A.4.4 Learn and practice prayers (CCC 2626-2638, 2659-2660, 2700ff)	A.4.4(3a) Recite the Sign of the Cross, Meal Prayer as a group A.4.4(3b) Pray in his/her own words	A.4.4(4a) Recite the Sign of the Cross, The Our Father, Angel of God, Meal Prayer as a group A.4.4(4b) Pray in his/her own words	A.4.4(5a) Recite the Sign of the Cross, The Our Father, Angel of God, Hail Mary, Meal Prayer, Glory Be as a group and individually A.4.4(5b) Pray in his/her own words A.4.4(5c) Pray spontaneously A.4.4(5d) Know that Jesus taught us the Our Father A.4.4(5e) Know that the Hail Mary is a prayer asking Mary to help us pray
A.4.5 Identify and celebrate liturgical seasons (CCC 1163ff)	A.4.5(3a) Identify Advent, Christmas, Lent and Easter A.4.5(3b) Recognize that Jesus was born on Christmas A.4.5(3c) Recognize that Jesus rose from the dead on Easter Sunday	A.4.5(4a) Identify Advent as a time of waiting for Jesus to come A.4.5(4b) Identify the Advent wreath as a symbol of the four weeks before Christmas A.4.5(4c) Retell the Christmas story A.4.5(4d) Identify the Magi A.4.5(4e) Describe Lent as a time to grow in love for God and others A.4.5(4f) Identify symbols of new life in preparation for Easter A.4.5(4g) Identify that Easter is a time for new life A.4.5(4h) Recognize Jesus rose from the dead on Easter Sunday A.4.5(4i) Identify Church celebrations and feasts during the liturgical year such as Oct. 12 – Feast St. Francis of Assisi, Dec. 6 – Feast of St. Nicholas, Feb. 14 – Feast of St. Valentine and March 17	A.4.5(5a) Identify Advent as a time of waiting for Jesus to come A.4.5(5b) Identify the Advent wreath as a symbol of the four weeks before Christmas A.4.5(5c) Retell the Christmas story A.4.5(5d) Identify the Magi A.4.5(5e) Describe Lent as a time to grow in love for God and others A.4.5(5f) Explain what happened on Palm Sunday A.4.5(5g) Identify Holy Thursday, Good Friday and Holy Saturday as three special days A.4.5(5h) Identify symbols of new life in preparation for Easter A.4.5(5i) Identify that Easter is a time for new life A.4.5(5j) Recognize Jesus rose from the dead on Easter Sunday A.4.5(5k) Identify Church

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
		- Feast of St. Patrick	celebrations and feasts during the liturgical year such as Oct. 12 – Feast St. Francis of Assisi, Dec. 6 – Feast of St. Nicholas, Feb. 14 – Feast of St. Valentine and March 17 – Feast of St. Patrick

A.5 GOAL: Children will learn and experience the sacraments. (Catholic Pillar: Sacraments)

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
A.5.1 Describe and celebrate sacraments (CCC 1266, 1347, 2623ff)		A.5.1(4a) Recognize the symbol of the sacrament of Baptism is water A.5.1(4b) Identify that at his/her Baptism he/she became a member of the Church A.5.1(4c) Participate in Mass	A.5.1(5a) Recognize the symbol of the sacrament of Baptism is water A.5.1(5b) Recall that at his/her Baptism he/she became a member of the Church A.5.1(5c) Identify the Sacrament of Reconciliation as the sacrament of peace A.5.1(5d) Identify that love is the foundation for the Sacrament of the Eucharist A.5.1(5e) Participate in Mass

A.6 GOAL: Children come to understand what it means to respect life. (Catholic Pillar: Family Life)

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
A.6.1 Discuss, as the need and circumstances arise, with full communication with the parent(s), Church doctrine on divorce (CCC 1676, CFCL B4), cohabitation (CCC 2350, 2353, 2390-2391, CFCL B5) and sexual abuse (CCC 2388-2389, CFCL B6)		<i>Safe Environment:</i> A.6.1(4a) Name personal and physical safety A.6.1(4b) Recognize fear and feelings A.6.1(4c) Identify that God created all of us as special	A.6.1(5a) Recall that God created all of us in His likeness and loves all of us <i>Safe Environment:</i> A.6.1(5b) Recognize touches and experiences that are unwanted, harmful and unsafe A.6.1(5c) Identify harmful situations for self and others A.6.1(5d) Know how to communicate to a trusted adult when experiencing or witnessing harmful behavior or actions

Provide opportunities to educate parent(s)/guardian(s) on their responsibility as a Catholic parent/guardian in:

- Celebrating Sundays and Church Holy Days with their child by worshiping with their parish community. (CCC 1656, 2042, 2180, 2176)
- Praying with their child at home. (CCC 2590, 2599)
- Sharing with their child stories of their family, its faith and its ethnic and religious traditions. (CCC 533, 1652-1657, 2204-2206, 2599)
- Modeling forgiveness in the family. (CCC 1434-1435, 1439)
- Taking a walk with their child and pointing out the wonders of God's creation. (CCC 290-294, 299)

B. HEALTH AND PHYSICAL DEVELOPMENT

Children smile on the average of 400 times per day; Adults: 15 times per day. Every wonder why? --Unknown

B.1 GOAL: Children will recognize and care for their physical well-being.

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
B.1.1 Demonstrate behaviors to meet self-help and physical needs	B.1.1(3a) Rests for periods throughout the day B.1.1(3b) Undresses/dresses self with assistance B.1.1(3c) Takes responsibility for toileting B.1.1(3d) Feeds self with proficiency	B.1.1(4a) Recognizes physical need for rest/sleep B.1.1(4b) Dresses self with minimal assistance B.1.1(4c) Takes responsibility for toileting B.1.1(4d) Feeds self with proficiency B.1.1(4e) Identify healthful behaviors that impact personal health [H A.4K2.1]	B.1.1(5a) Recognizes physical need for rest/sleep B.1.1(5b) Dresses self with minimal assistance B.1.1(5c) Takes full responsibility for toileting B.1.1(5d) Uses appropriate manners during mealtime B.1.1(5e) Identify healthful behaviors that impact personal health [H A.4K2.1] B.1.2(5f) Identify and practice health-enhancing practices and behaviors which may include but are not limited to: proper hygiene, healthy eating and physical activity [H G.4K2.2] B.1.2(5g) Demonstrate respectful posture when listening to others [LA 5KC.3.2.1]
B.1.2 Demonstrate behaviors to meet safety needs	B.1.2(3a) Shows awareness of danger in harmful situations and begins to recognize simple rules B.1.2(3b) Express needs, wants and feelings [H D.4K2.2] B.1.2(3c) Practice refusal skills that avoid or reduce health risks [H D.4K2.3] B.1.2(3d) Practice how to ask for assistance [H D.4K2.4] B.1.2(3e) Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations [H G.4K2.3]	B.1.2(4a) Shows awareness of danger in harmful situations and begins to recognize simple rules B.1.2(4b) Identify ways to prevent common childhood accidents and injuries [H A.4K2.4] B.1.2(4c) Explain how to communicate to a trusted adult if threatened or harmed [H D.4K2.1] B.1.2(4d) Express needs, wants and feelings [H D.4K2.2, A E.1.1, A E.1.2, A E.1.4] B.1.2(4e) Practice refusal skills that avoid or reduce health risks [H D.4K2.3] B.1.2(4f) Practice how to ask for assistance [H D.4K2.4] B.1.2(4g) Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations [H G.4K2.3] B.1.2(4h) Recognize appropriate safety practices with and without physical education equipment [PE B.4K2.2]	B.1.2(5a) Follows rules with little supervision B.1.2(5b) Identify ways to prevent common childhood accidents and injuries [H A.4K2.4] B.1.2(5c) Explain how to communicate to a trusted adult if threatened or harmed [H D.4K2.1] B.1.2(5d) Identify ways to express needs, wants and feelings [H D.4K2.2, A E.1.1, A E.1.2, A E.1.4, A E.1.6] B.1.2(5e) Identify refusal skills that avoid or reduce health risks [H D.4K2.3] B.1.2(5f) Demonstrate how to ask for assistance [H D.4K2.4] B.1.2(5g) Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations [H G.4K2.3] B.1.2(5h) Recognize appropriate safety practices with and without physical education equipment [PE B.4K2.2]

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
B.1.3 Demonstrate a healthy life style	<p>B.1.3(3a) Begins to take responsibility for personal hygiene and needs</p> <p>B.1.3(3b) Engage in moderate to vigorous physical activity on an intermittent basis [PE C.4K2.1]</p> <p>B.1.3(3c) Participate in a variety of non-structured and minimally organized physical activities outside of physical education, such as at recess time [PE C.4K2.3]</p>	<p>B.1.3(4a) Begins to take responsibility for personal hygiene and needs</p> <p>B.1.3(4b) Describe why it is important to participate in healthy behaviors [H A.4K2.5]</p> <p>B.1.3(4c) Engage in moderate to vigorous physical activity on an intermittent basis [PE C.4K2.1]</p> <p>B.1.3(4d) Participate in a variety of non-structured and minimally organized physical activities outside of physical education, such as at recess time [PE C.4K2.3]</p>	<p>B.1.3(5a) Cares for personal health, hygiene and exercise needs independently</p> <p>B.1.3(5b) Recognize multiple dimensions of health (e.g. physical, social, spiritual, environmental, mental and emotional) in everyday life [H A.4K2.2]</p> <p>B.1.3(5c) Describe why it is important to participate in healthy behaviors [H A.4K2.5]</p> <p>B.1.3(5d) Identify Catholic values and virtues [H B.4K2.2]</p> <p>B.1.3(5e) Identify trusted adults and professionals who can help promote health [H C.4K2.1]</p> <p>B.1.3(5f) Identify health behaviors [H G.4K2.1]</p> <p>B.1.3(5g) Engage in moderate to vigorous physical activity on an intermittent basis [PE C.4K2.1]</p> <p>B.1.3(5h) Participate in a variety of non-structured and minimally organized physical activities outside of physical education, such as at recess time [PE C.4K2.3]</p>

B.2 GOAL: Children will develop their fine and gross motor skills.

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
B.2.1 Move with strength, control, balance, coordination, locomotion and endurance for the purpose of coordination	<p>B.2.1(3b) Demonstrate periods of activity and rest in music through physical activity [Mu A.3.1]</p> <p>B.2.1(3c) Attempt new movements and skills willingly [PE F.4K2.2]</p>	<p>B.2.1(4a) Walks up and down stairs with alternating steps</p> <p>B.2.1(4b) Demonstrate periods of activity and rest in music through physical activity [Mu A.3.1]</p> <p>B.2.1(4c) Recognize and play simple rhythm patterns, a steady beat, accents and the downbeat [Mu A.3.2]</p> <p>B.2.1(4d) Discriminate between fast and slow, gradually slowing down and getting faster [Mu A.3.4]</p> <p>B.2.1(4e) Demonstrate audience behavior appropriate for the context and style of music performed [Mu F.2.1]</p> <p>B.2.1(4f) Attempt new movements and skills willingly [PE F.4K2.2]</p>	<p>B.2.1(5a) Demonstrate periods of activity and rest in music through physical activity [Mu A.3.1]</p> <p>B.2.1(5b) Recognize and play simple rhythm patterns, a steady beat, accents and the downbeat [Mu A.3.2]</p> <p>B.2.1(5c) Discriminate between fast and slow, gradually slowing down and getting faster [Mu A.3.4]</p> <p>B.2.1(5d) By using physical movement demonstrate various simple rhythm patterns [Mu A.3.5]</p> <p>B.2.1(5e) Play and/or sing syncopated rhythm patterns [Mu A.3.10]</p> <p>B.2.1(5f) Demonstrate, through physical movement, chord changes [Mu A.4.3]</p> <p>B.2.1(5g) Perform on at least one instrument accurately and independently and in small or large ensembles [Mu C.2.8]</p> <p>B.2.1(5h) Demonstrate audience behavior appropriate for the context and style of music</p>

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
			performed [Mu F.2.1] B.2.1(5i) Attempt new movements and skills willingly [PE F.4K2.2]
B.2.2 Move with strength, control, balance, coordination, locomotion and endurance for the purpose of strength	<p>B.2.2(3a) Walks, runs, climbs, jumps, skips and hops with control [PE A.4K2.1]</p> <p>B.2.2(3b) Throws objects with strength and control [PE A.4K2.5]</p> <p>B.2.2(3c) Perform tumbling activities such as roll, jump and weight transfer [PE A.4K2.4]</p> <p>B.2.2(3d) Engage in a series of physical activities without tiring easily [PE D.4K2.2]</p> <p>B.2.2(3e) Participate in a variety of activities and games that increase breathing and heart rate [PE D.4K2.5]</p>	<p>B.2.2(4a) Walks, runs, climbs, jumps, skips, gallops and hops with control [PE A.4K2.1]</p> <p>B.2.2(4b) Throws a ball underhand and overhand [PE A.4K2.5]</p> <p>B.2.2(4c) Travel fast and slow using different pathways, changing directions in response to a signal or obstacle [PE A.4K2.2]</p> <p>B.2.2(4d) Perform tumbling activities such as roll, jump and weight transfer [PE A.4K2.4]</p> <p>B.2.2(4e) Control an object using feet, hands or an implement (dribble, throw, catch, kick, strike) [PE A.4K2.6]</p> <p>B.2.2(4f) Balance a variety of body parts or objects in a creative way – round, twisted, narrow and symmetrical [PE A.4K2.8]</p> <p>B.2.2(4g) Correct movement errors in response to corrective feedback [PE B.4K2.5]</p> <p>B.2.2(4h) Engage in a series of physical activities without tiring easily [PE D.4K2.2]</p> <p>B.2.2(4i) Participate in a variety of activities and games that increase breathing and heart rate [PE D.4K2.5]</p>	<p>B.2.2(5a) Skip, hop, gallop, slide, jump and land, run, jog and leap with control [PE A.5K2.1]</p> <p>B.2.2(5b) Throws a ball underhand and overhand [PE A.5K2.5]</p> <p>B.2.2(5c) Travel fast and slow using different pathways, changing directions in response to a signal or obstacle [PE A.5K2.2]</p> <p>B.2.2(5d) Perform tumbling activities such as roll, jump and weight transfer [PE A.5K2.4]</p> <p>B.2.2(5e) Control an object using feet, hands or an implement (dribble, throw, catch, kick, strike) [PE A.5K2.6]</p> <p>B.2.2(5f) Balance a variety of body parts or objects in a creative way – round, twisted, narrow and symmetrical [PE A.5K2.8]</p> <p>B.2.2(5g) Correct movement errors in response to corrective feedback [PE B.5K2.5]</p> <p>B.2.2(5h) Participate in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars or traverse wall [PE D.5K2.1]</p> <p>B.2.2(5i) Engage in a series of physical activities without tiring easily [PE D.5K2.2]</p> <p>B.2.2(5j) Participate in a variety of activities and games that increase breathing and heart rate [PE D.5K2.5]</p>
B.2.3 Exhibit eye-hand coordination, strength, control and object manipulation	<p>B.2.3(3a) Performs simple fine motor skills and manipulates smaller objects with increasing control</p> <p>B.2.3(3b) Uses strength and control to perform complex fine motor skills</p> <p>B.2.3(3c) Coordinate hand and eye to trace, color, and cut [LA 4KA1.1.11]</p> <p>B.2.3(3d) Practice making lines, circles and other markings [LA 4KB1.5.1]</p> <p>B.2.3(3e) Write some letters and numerals [LA 4KB.1.5.2]</p> <p>B.2.3(3f) Use personal chalkboard, whiteboard, large and small sand trays, etc. [LA 4KB.1.5.8]</p>	<p>B.2.3(4a) Performs simple fine motor skills and manipulates smaller objects with increasing control</p> <p>B.2.3(4b) Uses strength and control to perform complex fine motor skills</p> <p>B.2.3(4c) Coordinate hand and eye to trace, outline, color, cut and reproduce [LA 4KA1.1.11]</p> <p>B.2.3(4d) Practice making lines, circles, other markings [LA 4KB.1.5.1]</p> <p>B.2.3(4e) Write 18-20 letters and numerals [LA 4KB.1.5.2]</p> <p>B.2.3(4f) Practice writing in manuscript [LA 4KB.1.5.7]</p> <p>B.2.3(4g) Use personal chalkboard, whiteboard, large and small sand trays, etc. [LA 4KB.1.5.8]</p> <p>B.2.3(4h) Use consistent shape in</p>	<p>B.2.3(5a) Performs simple fine motor skills and manipulates smaller objects with increasing control</p> <p>B.2.3(5b) Uses strength and control to perform complex fine motor skills</p> <p>B.2.3(5c) Coordinate hand and eye to trace, outline, color, cut and reproduce [LA 5KA1.1.17]</p> <p>B.2.3(5d) Practice making lines, circles, and other markings [LA 5KB.1.5.1]</p> <p>B.2.3(5e) Write letters and numerals [LA 5KB.1.5.2]</p> <p>B.2.3(5f) Show the ability to properly align letters and words [LA 5KB.1.5.6]</p> <p>B.2.3(5g) Practice writing in manuscript [LA 5KB.1.5.7]</p> <p>B.2.3(5h) Use personal chalkboard,</p>

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
	B.2.3(3g) Practice proper pencil grip	<p>writing [LA 4KB.1.5.9]</p> <p>B.2.3(4i) If available, use keyboards and other common input and output devices efficiently and effectively (i.e. touchscreen) [T A.5]</p> <p>B.2.3(4j) If available, use input devices (i.e. mouse, keyboard, remote control) to successfully operate computers, simple audio and visual equipment and other basic technologies [T A.1]</p> <p>B.2.3(4k) If available, use a variety of media and technology resources for directed independent learning activities (i.e. recording devices, tablets, computers) [T A.2]</p> <p>B.2.3(4l) If available, use developmentally appropriate multimedia resources (i.e. interactive books, educational software and websites) to support learning [T A.4]</p> <p>B.2.3(4m) Use technology resources (i.e. puzzles, logical thinking programs, writing tools, drawing tools) for problem solving, communication and illustration of thoughts, ideas and stories [T C.2]</p> <p>B.2.3(4n) Use proper pencil grip</p>	<p>whiteboard, large and small sand trays, etc. [LA 5KB.1.5.8]</p> <p>B.2.3(5i) Use consistent shape in writing [LA 5KB.1.5.9]</p> <p>B.2.3(5j) Use keyboards and other common input and output devices efficiently and effectively (i.e. touchscreen) [T A.5]</p> <p>B.2.3(5k) Use input devices (i.e. mouse, keyboard, remote control) to successfully operate computers, simple audio and visual equipment and other basic technologies [T A.1]</p> <p>B.2.3(5l) Use a variety of media and technology resources for directed independent learning activities (i.e. recording devices, tablets, computers) [T A.2]</p> <p>B.2.3(5m) Use developmentally appropriate multimedia resources (i.e. interactive books, educational software and websites) to support learning [T A.4]</p> <p>B.2.3(5n) Use technology resources (i.e. puzzles, logical thinking programs, writing tools, drawing tools) for problem solving, communication and illustration of thoughts, ideas and stories [T C.2]</p> <p>B.2.3(5o) Use proper pencil grip</p>

B.3 GOAL: Children will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
B.3.1 Use senses to take in, experience, integrate, and regulate responses to the environment	<p>B.3.1(3a) Skills become more refined; acts and moves with increased intention and purpose</p> <p>B.3.1(3b) Participate even when not successful [PE F.4K2.3]</p>	<p>B.3.1(4a) Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking</p> <p>B.3.1(4b) Participate even when not successful [PE F.4K2.3]</p>	<p>B.3.1(5a) Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking</p> <p>B.3.1(5b) Participate even when not successful [PE F.4K2.3]</p> <p>B.3.1(5c) Identify how different sense organs respond to the environment [Sc LS1.D.2]</p> <p>B.3.1(5d) Explain how animals use different sense receptors to gather information [Sc LS1.D.3]</p> <p>B.3.1(5e) Describe how animals use their senses to get information needed for growth and survival [Sc LS1.D.4]</p>

C. SOCIAL AND EMOTIONAL DEVELOPMENT

You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself. – Luke 10:27

C.1 GOAL: Children will develop emotional competence and self-regulation.

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
C.1.1 Express a wide range of emotions	C.1.1(3a) Uses words and gestures to express more complex emotions C.1.1(3b) Share verbal and nonverbal indicators of enjoyment [PE F.4K2.1]	C.1.1(4a) Uses verbal and nonverbal languages to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy and confusion C.1.1(4b) Share verbal and nonverbal indicators of enjoyment [PE F.4K2.1] C.1.1(4c) Express personal feelings on progress made while learning a new skill [PE F.4K2.5]	C.1.1(5a) Demonstrates awareness of own emotions and exhibits self-control C.1.1(5b) Share verbal and nonverbal indicators of enjoyment [PE F.5K2.1] C.1.1(5c) Express personal feelings on progress made while learning a new skill [PE F.5K2.5]
C.1.2 Recognize and respond to others' emotions	C.1.1(3a) Associates words and gestures with a variety of emotions expressed by others C.1.1(3b) Identify several activities that are enjoyable [PE F.4K2.4]	C.1.1(4a) Demonstrates empathy by recognizing the feelings of another person and responding appropriately C.1.1(4b) Identify several activities that are enjoyable [PE F.4K2.4] C.1.1(4c) Use art to understand and show feelings (A E.1.1)	C.1.1(5a) Interprets others' behavior and emotions and responds appropriately C.1.1(5b) Describe and practice acts of kindness [R A.3.3(5) in EC] C.1.1(5c) Recite the Bible verse: <i>Love one another, as I have loved you</i> (John 15:12) [R A.3.4(5) in EC] C.1.1(5d) Identify several activities that are enjoyable [PE F.5K2.4] C.1.1(5e) Use art to understand and show feelings (A E.1.1)

C.2 GOAL: Children will develop a personal sense of well-being.

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
C.2.1 Develop a positive self-esteem	C.2.1(3a) Shows positive self-image; Knows and states independent thoughts C.2.1(3b) Recall that God loves us [R A.1.4(3) EC] C.2.1(3c) Participate even when not successful [R B.3.1(3b) EC; PE F.4K2.3]	C.2.1(4a) Exhibits positive self-concept and confidence in his/her abilities C.2.1(4b) Recall that God loves us [R A.1.4(4) EC] C.2.1(4c) Participate even when not successful [EC B.3.1(4b); PE F.4K2.3]	C.2.1(5a) Displays pride in his/her accomplishments C.2.1(5b) Recall that God loves us [R A.1.4(5) EC] C.2.1(5c) Participate even when not successful [EC B.3.1(5b); PE F.5K2.3]
C.2.2 Demonstrate self-awareness	C.2.2(3a) Shows awareness of being part of a family and a larger community C.2.2(3b) Express needs, wants and feelings [EC B.1.2(3b); H D.4K2.2]	C.2.2(4a) Demonstrates awareness of self as a unique individual C.2.2(4b) Recall that God loves us and made us each unique [R A.1.4(4) EC; SS B2.A.6] C.2.2(4c) Express needs, wants and feelings [EC B.1.2(4d); H D.4K2.2] C.2.2(4d) Identify and differentiate types of communities (i.e. family, school) [SS P2.C.1]	C.2.2(5a) Identifies self as a member of a specific culture, group, or demographic that fits into a larger world picture C.2.2(5b) Identify his/her own uniqueness [R A.1.4(5a) EC] C.2.2(5c) Describe him/herself as a child of God [R A.1.5(5a) EC] C.2.2(5d) Explain that God made people in His image and likeness [R A.1.5(5b) EC]

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
		<p>C.2.2(4e) Describe family structures [SS P3.A.1]</p> <p>C.2.2(4f) Describe what makes school a safe place to learn, make friends and have fun [SS P3.A.2]</p> <p>C.2.2(4g) Describe how plants and animals grow and change [Sc LS1.B.3]</p> <p>C.2.2(4h) Describe how plants and animals help their young survive (Sc LS1.B.4)</p>	<p>C.2.2(5e) Express needs, wants and feelings [R B.1.2(5d) EC; H D.4K2.2]</p> <p>C.2.2(5f) Identify and differentiate types of communities (i.e. family, school) [SS P2.C.1]</p> <p>C.2.2(5g) Describe family structures [SS P3.A.1]</p> <p>C.2.2(5h) Describe what makes school a safe place to learn, make friends and have fun [SS P3.A.2]</p> <p>C.2.2(5i) Identify the difference between needs and wants [SS E1.A.1]</p> <p>C.2.2(5j) Describe how plants and animals grow and change [Sc LS1.B.3]</p> <p>C.2.2(5k) Describe how plants and animals help their young survive (Sc LS1.B.4)</p>

C.3 GOAL: Children will develop social competence.

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
C.3.1 Demonstrate attachment, trust and autonomy	<p>C.3.1(3a) Shows signs of security and trust when separated from familiar adults</p> <p>C.3.1(3b) Enjoy participating alone while exploring movement tasks [PE E.4K2.5]</p>	<p>C.3.1(4a) Transitions into unfamiliar settings with assistance of familiar adults</p> <p>C.3.1(4b) Enjoy participating alone while exploring movement tasks [PE E.4K2.5]</p> <p>C.3.1(4c) Work independently, productively and demonstrate a willingness to challenge self [PE E.4K2.7]</p>	<p>C.3.1(5a) Acts independently in unfamiliar settings with unfamiliar adults</p> <p>C.3.1(5b) Enjoy participating alone while exploring movement tasks [PE E.5K2.5]</p> <p>C.3.1(5c) Work independently, productively and demonstrate a willingness to challenge self [PE E.5K2.7]</p>
C.3.2 Engage in social interaction and play with others	C.3.2(3) Participates in parallel play with others for longer periods of time	<p>C.3.2(4a) Participate in cooperative play with others</p> <p>C.3.2(4b) Participate in a variety of cooperative activities with demonstrating charity, self-control, generosity and patience [PE E.4K2.9]</p> <p>C.3.2(4c) Show cooperation and fair play for others by helping, sharing and taking turns [PE E.4K2.8]</p> <p>C.3.2(4d) Work cooperatively and collaboratively with peers, family members, and when using technology in the classroom [T B.1]</p>	<p>C.3.2(5a) Demonstrates respect for others</p> <p>C.3.2(5b) Explain and identify ways to live like a Christian (e.g. respecting others, showing kindness, being truthful, caring for others and creation, controlling own behaviors, praying) [R A.3.2(5) EC]</p> <p>C.3.2(5c) Participate in a variety of cooperative activities with demonstrating charity, self-control, generosity and patience [PE E.5K2.9]</p> <p>C.3.2(5d) Accept playmates without regard to personal differences while demonstrating fortitude, understanding and generosity [PE 5K2.11]</p> <p>C.3.2(5e) Show cooperation and fair play for others by helping, sharing and taking turns [PE</p>

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
			E.5K2.8] C.3.2(5f) Work cooperatively and collaboratively with peers, family members, and when using technology in the classroom [T B.1]
C.3.3 Demonstrates understanding of rules and social expectations	C.3.3(3a) Remembers and follows simple group rules and displays appropriate social behavior C.3.3(3b) Recall that all God made is good [R A.1.3(3) EC]	C.3.3(4a) Remembers and follows simple group rules and displays appropriate social behavior C.3.3(4b) Recall that all God made is good [R A.1.3(4) EC] C.3.3(4c) Follow rules, procedures and etiquette in class [PE E.4K2.6] C.3.3(4d) Describe how family members, friends and classmates can all teach us how to act responsibly [SS P3.B.1]	C.3.3(5a) Displays competence at engaging in appropriate social behavior C.3.3(5b) Practice ways to ask God to help us be kinder to others [EC A.3.5(5)] C.3.3(5c) Practice sharing, telling the truth, helping others, smiling and forgiving [EC A.3.6(5)] C.3.3(5d) Follow rules, procedures and etiquette in class [PE E.5K2.6] C.3.3(5e) Describe how family members, friends and classmates can all teach us how to act responsibly [SS P3.B.1]
C.3.4 Engage in social problem solving behavior and learn to resolve conflict	C.3.4(3a) Experiments with trial-and-error approaches to solve simple problems and conflicts C.3.4(3b) Seeks adult assistance to resolve conflict C.3.4(3c) Practices asserting needs and desires appropriately in conflict situations C.3.4(3d) Participate in a service learning project for the good of the community [SS B3.A.1]	C.3.4(4a) Experiments with trial-and-error approaches to solve simple problems and conflicts C.3.4(4b) Seeks adult assistance to resolve conflict C.3.4(4c) Asserts needs and desires appropriately in conflict situations C.3.4(4d) Uses a variety of strategies to resolve conflict [H D.4K2.6] C.3.4(4e) Explain how to communicate to a trusted adult if threatened or harmed [EC B1.2(4c); H D.4K2.1] C.3.4(4f) Participate in a service learning project for the good of the community [SS B3.A.1] C.3.4(4g) Demonstrate that problems may have many acceptable solutions [Sc ETS1.A.2; ETS1.C.1]	C.3.4(5a) Experiments with trial-and-error approaches to solve simple problems and conflicts C.3.4(5b) Seeks adult assistance to resolve conflict C.3.4(5c) Asserts needs and desires appropriately in conflict situations C.3.4(5d) Uses a variety of strategies to resolve conflict [Health D.4K2.6] C.3.4(5e) Explain how to communicate to a trusted adult if threatened or harmed [R B1.2(5c) EC; Health D.5K2.1] C.3.4(5f) Demonstrates elements of socially acceptable conflict resolution during class activity through wisdom and understanding [PE E.5K2.12] C.3.4(5g) Participate in a service learning project for the good of the community [SS B3.A.1] C.3.4(5h) Demonstrate that problems may have many acceptable solutions [Sc ETS1.A.2; ETS1.C.1] C.3.4(5i) Ask questions, make observations and gather information in order to clearly define the problem [Sc ETS1.A.4] C.3.4(5j) Recognize that in order to reach a solution, a complicated problem may need to be broken into parts [Sc ETS1.B.3]

D. LANGUAGE DEVELOPMENT AND COMMUNICATION

*The more that you read, the more things you will know,
the more that you learn, the more places you'll go.—Dr. Seuss*

D.1 Children will develop their abilities to listen and understand

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
D.1.1 Derive meaning through listening to communications of others and sounds in the environment	D.1.1(3a) Listens to short stories, rhymes, finger plays, songs and music D.1.1(3b) Demonstrates understanding and listening skills by attending and responding appropriately [LA 4KA.3.1.1, LA 4KC2.1.1, LA 4KC3.4.1]	D.1.1(4a) Listens to or participates in short stories, rhymes, finger plays, songs and music [LA 4KC2.4.1] D.1.1(4b) Shows understanding of concept words and sequence of events [LA 4KC2.3.1] D.1.1(4c) Demonstrates understanding and listening skills by attending and responding appropriately [LA 4KA.3.1.1, LA 4KC2.1.1, LA 4KC3.4.1] D.1.1(4d) Attend a theatrical performance [LA 4KC2.4.2]	D.1.1(5a) Listens to or participates in short stories, rhymes, finger plays, songs and music [LA 5KA1.7.1, LA 5KA1.7.2, LA 5KC2.4.1] D.1.1(5b) Shows understanding of concept words and sequence of events [LA 5KA1.1.10, LA 5KA2.1.1, LA 5KC2.3.1] D.1.1(5c) Demonstrates understanding and listening skills by attending and responding appropriately [LA 5KA3.1.2 LA 5KC2.1.1, LA 5KC2.2.7] D.1.1(5d) Attend a theatrical performance [LA 5KC2.4.2]
D.1.2 Listen and respond to communications with others	D.1.2(3a) Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk or jump (action words, verbs) D.1.2(3b) Responds to increasingly complex language structures, including comments, requests and questions D.1.2(3c) Practice respecting others who are talking [LA 4KC3.1.2] D.1.2(3d) Work on taking turns	D.1.2(4a) Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk or jump (action words, verbs) [LA 4KC3.1.1] D.1.2(4b) Responds to increasingly complex language structures, including comments, requests and questions [LA 4KA 2.3.1] D.1.2(4c) Responds and extends conversations much like adults and can sustain a topic through multiple turns D.1.2(4d) Respects others who are talking [LA 4KC3.1.2]	D.1.2(5a) Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk or jump (action words, verbs) [LA 5KC3.1.1] D.1.2(5b) Responds to increasingly complex language structures, including comments, requests and questions [LA 5KA2.3.1] D.1.2(5c) Responds and extends conversations much like adults and can sustain a topic through multiple turns [LA 5KC2.2.1, LA 5KC2.2.2, LA 5KC2.2.3, LA 5KC2.2.4, LA 5KC2.2.5, LA 5KC2.2.6, LA 5KC3.1.2] D.1.2(5d) Respects others who are talking [LA 5KC3.1.3]
D.1.3 Follow directions of increasing complexity	D.1.3(3a) Understands and carries out a one-step direction D.1.3(3b) Understands and carries out a two-step direction	D.1.3(4a) Understands and carries out a two-step direction [LA 4KA1.1.13, LA 4KC2.1.2, PE E.4K2.2] D.1.3(4b) Follows a series of three or more multi-step directions [LA 4KC2.1.2, PE E.4K2.2]	D.1.3(4a) Understands and carries out a two-step direction [LA 5KA1.1.19, LA 5KC2.1.2, PE E.4K2.2] D.1.3(4b) Follows a series of three or more multi-step directions [LA 5KA1.1.19, LA 5KC2.1.2, PE E.4K2.2]

D.2 Children will develop their abilities to communicate and speak.

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
D.2.1 Use gestures and non-verbal movements to communicate	D.2.1(3a) Uses movement or behavior to initiate interaction with a person, animal or object (example:	D.2.1(4) Uses non-verbal communication much like an adult (example: waves goodbye)	D.2.1(5) Uses non-verbal communication much like an adult (example: waves goodbye)

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
	<p>offers a doll to a friend)</p> <p>D.2.1(3b) Uses non-verbal communication much like an adult (example: waves goodbye)</p>		
<p>D.2.2 Use vocalizations and spoken language to communicate in proper form</p>	<p>D.2.2(3a) Begins to use plurals (cats), pronouns (I, he, they) and past tense (walked) (example: "I want grapes")</p> <p>D.2.2(3b) Uses multi-word sentences (parts of speech, word order, and sentence structure) like that of an adult (example: "I think I want to plant a garden")</p>	<p>D.2.2(4a) Uses plurals (cats), pronouns (I, he, they) and past tense (walked) (example: "I want grapes")</p> <p>D.2.2(4b) Uses multi-word sentences (parts of speech, word order, and sentence structure) like that of an adult (example: "I think I want to plant a garden")</p> <p>D.2.2(4c) Speak clearly and fluently using clear enunciation, good phrasing and appropriate tone [LA 4KC1.3.1]</p> <p>D.2.2(4d) Applies basic skills in speaking including eye contact, volume, projection, tone, rate and articulation [LA 4KC1.3.4]</p>	<p>D.2.2(5a) Uses multi-word sentences (parts of speech, word order, and sentence structure) like that of an adult (example: "I think I want to plant a garden")</p> <p>D.2.2(5b) Speak clearly and fluently using clear enunciation, good phrasing and appropriate tone [LA 5KC1.3.1]</p> <p>D.2.2(5c) Applies basic skills in speaking including eye contact, volume, projection, tone, rate and articulation [LA 5KC1.3.4]</p>
<p>D.2.3 Use vocalizations and spoken language to communicate with proper content</p>	<p>D.2.3(3a) Uses a category of words that shows awareness of common aspects among objects (example: "Where are my toys for the sandbox?")</p> <p>D.2.3(3b) Asks many questions with "why" to obtain information (example: "Where do you live?")</p> <p>D.2.3(3c) Answer questions to demonstrate comprehension [LA 4KC2.2.6]</p>	<p>D.2.3(4a) Uses a category of words that shows awareness of common aspects among objects (example: "Where are my toys for the sandbox?") [LA AKA1.1.18]</p> <p>D.2.3(4b) Asks many questions with "why" to obtain information (example: "Where do you live?") [LA 4KA1.3.1]</p> <p>D.2.3(4c) Comments on as well as produces and comprehends words (example: "Hats are different sizes and shapes.")</p> <p>D.2.3(4d) Answer questions to demonstrate comprehension [LA 4KC2.2.6]</p> <p>D.2.3(4e) Retell stories [LA 4KC2.3.2]</p> <p>D.2.3(4f) Report to the class [LA 4KC2.3.4]</p>	<p>D.2.3(5a) Asks many questions with "why" to obtain information (example: "Where do you live?")</p> <p>D.2.3(5b) Comments on as well as produces and comprehends words (example: "Hats are different sizes and shapes.") [LA 5KC3.4.1]</p> <p>D.2.3(5c) Select pertinent passages and phrases from reading to answer questions [LA 5KA1.1.6]</p> <p>D.2.3(5d) Answer questions to demonstrate comprehension [LA 5KC2.2.6]</p> <p>D.2.3(5e) Retell stories [LA 5KC2.3.2]</p> <p>D.2.3(5f) Report to the class [LA 5KC2.3.4]</p>
<p>D.2.4 Use vocalization and spoken language to communicate properly</p>	<p>D.2.4(3a) Engages in short dialogue of a few turns (example: Child, "That's a big dog." Adult, "Yes, that is a big dog." Child, "Will it bite?", Adult, "No he will not bite.")</p> <p>D.2.4(3b) Determines how much information a listener needs based on an awareness of listener's role and understanding (example: child stops talking if the other person is not listening)</p> <p>D.2.4(3c) Modifies language when talking to a younger child (example: says "goo-goo, ga-ga" to a baby)</p>	<p>D.2.4(4a) Engages in short dialogue of a few turns (example: Child, "That's a big dog." Adult, "Yes, that is a big dog." Child, "Will it bite?", Adult, "No he will not bite.")</p> <p>D.2.4(4b) Determines how much information a listener needs based on an awareness of listener's role and understanding (example: child stops talking if the other person is not listening) [LA 4KA1.1.19, LA 4KC1.3.2]</p> <p>D.2.4(4c) Modifies language when talking to a younger child (example:</p>	<p>D.2.4(5a) Determines how much information a listener needs based on an awareness of listener's role and understanding (example: child stops talking if the other person is not listening) [LA 5KC1.3.2]</p> <p>D.2.4(5b) Modifies language when talking to a younger child (example: says "goo-goo, ga-ga" to a baby)</p> <p>D.2.4(5c) Initiates conversations, responds to conversations and stays on topic for multiple exchanges (example: child asks adult if he/she can make cookies. Adult and child talk about what they</p>

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
	<p>D.2.4(3d) Initiates conversations</p> <p>D.2.4(3e) Responds to conversations</p> <p>D.2.4(3f) Stays on topic for multiple exchanges</p> <p>D.2.4(3g) Lead daily pledge and prayer intentions [LA 4KC1.3.5]</p> <p>D.2.4(3h) Lead impromptu prayer intentions [LA 4KC 1.3.6]</p>	<p>says “goo-goo, ga-ga” to a baby)</p> <p>D.2.4(4d) Initiates conversations</p> <p>D.2.4(4e) Responds to conversations</p> <p>D.2.4(4f) Stays on topic for multiple exchanges</p> <p>D.2.4(4g) Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions [LA 4KC1.3.3, LA 4KC1.6.3, LA 4KC3.1.3, LA 4KC3.1.4]</p> <p>D.2.4(4h) Lead daily pledge and prayer [LA 4KC1.3.5]</p> <p>D.2.4(4i) Lead impromptu prayer [LA 4KC 1.3.6]</p> <p>D.2.4(4j) Demonstrate creativity in speech through the use of role playing/dramatization [LA 4KC1.6.1]</p> <p>D.2.4(4k) Participate in dramatic activities such as plays and programs [LA 4KC1.6.2]</p>	<p>will need to bake cookies) [LA 5KC1.3.7, LA 5KC3.2.6, LA 5KC3.3.1]</p> <p>D.2.4(5d) Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions [LA 5KB2.2.1, LA 5KC1.2.3, LA 5KC1.3.3, LA 5KC1.6.3, LA 5KC3.1.4, LA 5KC3.1.5]</p> <p>D.2.4(5e) Read aloud [LA 5KA1.4.1, LA 5KA1.4.2, LA 5KA1.4.3, LA 5KC1.2.1]</p> <p>D.2.4(5f) Lead daily pledge and prayer [LA 5KC1.3.5]</p> <p>D.2.4(5g) Lead impromptu prayer [LA 4KC 1.3.6]</p> <p>D.2.4(5h) Demonstrate creativity in speech through the use of role playing/dramatization [LA 5KC1.6.1]</p> <p>D.2.4(5i) Participate in dramatic activities such as plays and programs [LA 5KC1.6.2]</p>

D.3 Children will develop literacy concepts and skills.

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
D.3.1 Develop ability to detect, manipulate or analyze the auditory parts of spoken language	<p>D.3.1(3a) Begins to join in saying favorite rhymes and songs that repeat sounds and words</p> <p>D.3.1(3b) Begins to match sounds and rhymes in familiar words</p> <p>D.3.1(3c) Participates in group recitation such as rhymes, riddles, chorals and echoes [LA 4KC1.5.1]</p>	<p>D.3.1(4a) Recognizes and matches sounds and rhymes in familiar words [LA 4KA1.2.4]</p> <p>D.3.1(4b) Recognizes sounds that match and words that begin with the same sounds [LA 4KC2.2.1]</p> <p>D.3.1(4c) Recognizes and produces rhyming words [LA 4KA1.2.4]</p> <p>D.3.1(4d) Discriminates separate syllables in spoken words and begins to blend and segment syllables</p> <p>D.3.1(4e) Participates in group recitation such as rhymes, riddles, chorals and echoes [LA 4KC1.5.1]</p> <p>D.3.1(4f) Identify repetitive words [LA 4KC2.2.3]</p> <p>D.3.1(4g) Recognize transitional and signal words and phrases</p>	<p>D.3.1(5a) Recognizes sounds that match and words that begin or end with the same sounds [LA 5KA1.2.3, LA 5KA1.2.13, LA 5KA1.2.14, LA 5KC2.2.8, LA 5KC2.2.9]</p> <p>D.3.1(5b) Recognizes and produces rhyming words [LA 5KA1.2.10, LA 5KA2.1.3]</p> <p>D.3.1(5c) Discriminates separate syllables in spoken words and begins to blend and segment syllables</p> <p>D.3.1(5d) Recognizes single sounds and combinations of sounds [LA 5KA1.2.2, LA 5KA1.2.4, LA 5KA1.2.5, LA 5KA1.2.6, LA 5KA1.2.7, LA 5KA1.2.8, LA 5KA1.2.9, LA 5KA1.2.11, LA 5KA1.2.12]</p> <p>D.3.1(5e) Participate in group recitation, such as rhymes, riddles, chorals and echoes [LA 5KC1.5.1]</p>
D.3.2 Understand concepts that the	D.3.2(3a) Explores, repeats and	D.3.2(4a) Explores, repeats and	D.3.2(5a) Recognizes the difference

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
<p>alphabet represents the sounds of spoken language and the letters of written language</p>	<p>imitates alphabet related songs and games</p> <p>D.3.2(3b) Use the visual arts to express ideas that cannot be expressed by words alone [A C.1.5]</p> <p>D.3.2(3c) Recognizes first and last name</p> <p>D.3.2(3d) Begins to write first name</p>	<p>imitates alphabet related songs and games [LA 4KA1.1.17]</p> <p>D.3.2(4b) Recognizes the difference between letters and other symbols</p> <p>D.3.2(4c) Recognizes letters in familiar words, especially in own name [LA 4KA1.1.6, LA 4KA1.1.8, LA 4KA1.2.1]</p> <p>D.3.2(4d) Makes some letter/sound connections and identifies some beginning sounds [LA 4KA1.2.2]</p> <p>D.3.2(4e) Uses a combination of letter sounds, familiar environmental print and picture cues to recognize a printed word [LA 4KA1.1.9]</p> <p>D.3.2(4f) Use the visual arts to express ideas that cannot be expressed by words alone [A C.1.5]</p> <p>D.3.2(4g) Match identical forms and like objects and notice unlike forms [LA 4KA1.1.1; LA 4KA1.1.2; LA 4KA1.1.5]</p> <p>D.3.2(4h) Recognizes most capital and lower case letters in name</p> <p>D.3.2(4i) Identifies and writes first and last name</p>	<p>between letters and other symbols</p> <p>D.3.2(5b) Recognizes letters and their sounds in familiar words, especially in own name [LA 5KA1.1.12, LA 5KA1.1.13, LA 5KA1.1.15]</p> <p>D.3.2(5c) Makes some letter/sound connections and identifies beginning sounds</p> <p>D.3.2(5d) Uses a combination of letter sounds, familiar environmental print and picture cues to recognize a printed word [LA 5KA1.3.3, LA 5KA1.5.1, LA 5KA1.5.2, LA 5KA1.5.3]</p> <p>D.3.2(5e) Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols [LA 5KA1.2.1]</p> <p>D.3.2(5f) Experiences success in reading by sounding out words (decoding) [LA 5KB3.7.2]</p> <p>D.3.2(5g) Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words [LA 5KA1.1.23]</p> <p>D.3.2(5h) Reads familiar decodable and some irregular words in books, signs and labels [LA 5KA1.1.2]</p> <p>D.3.2(5i) Use the visual arts to express ideas that cannot be expressed by words alone [A C.1.5]</p> <p>D.3.2(5j) Learn age-appropriate sight words [LA 5KA1.1.1]</p> <p>D.3.2(5k) Recognize descriptive and place words [LA 5KA1.1.3, LA 5KA1.1.5]</p>
<p>D.3.3 Show appreciation of books and understands how print works</p>	<p>D.3.3(3a) Looks at picture books and asks questions or makes comments</p> <p>D.3.3(3b) Understand that print in the book carries the message</p> <p>D.3.3(3c) Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator</p> <p>D.3.3(3d) Chooses reading activities and responds with interest and enjoyment</p> <p>D.3.3(3e) Recognizes some familiar environmental print (example: sees a stop sign)</p> <p>D.3.3(3f) Handles books correctly and shows increasing skills in print directionality</p>	<p>D.3.3(4a) Looks at picture books and asks questions or makes comments [LA 4KA1.4.1, LA 4KA1.5.1]</p> <p>D.3.3(4b) Understand that print in the book carries the message [LA 4KA1.7.1]</p> <p>D.3.3(4c) Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator</p> <p>D.3.3(4d) Chooses reading activities and responds with interest and enjoyment</p> <p>D.3.3(4e) Recognizes some familiar environmental print (example: sees a stop sign)</p> <p>D.3.3(4f) Handles books correctly</p>	<p>D.3.3(5a) Looks at picture books and asks questions or makes comments</p> <p>D.3.3(5b) Understand that print in the book carries the message [LA 5KA3.1.2]</p> <p>D.3.3(5c) Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator [LA 5KA1.1.20, LA 5KA1.5.1, LA 5KE1.2.1]</p> <p>D.3.3(5d) Chooses reading activities and responds with interest and enjoyment [LA 5KA4.2.1, LA 5KA4.2.2]</p> <p>D.3.3(5e) Recognizes some familiar environmental print (example: sees</p>

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
		<p>and shows increasing skills in print directionality [LA 4KA1.1.12; LA 4KA1.1.14; LA 4KA1.1.15]</p> <p>D.3.3(4g) Understands the differences between letters, words and sentences [LA 4KA1.1.16]</p> <p>D.3.3(4h) Understands that books have characters, sequences of events and story plots [LA 4KA2.4.1, LA 4KA2.4.2, LA 4KA2.4.3, LA 4KA2.4.4]</p> <p>D.3.3(4i) Identifies the book title, author and page numbers [LA 4KA1.6.1]</p>	<p>a stop sign)</p> <p>D.3.3(5f) Handles books correctly and shows increasing skills in print directionality [LA 5KA1.1.18]</p> <p>D.3.3(5g) Understands the differences between letters, words and sentences [LA 5KA1.1.22]</p> <p>D.3.3(5h) Understands that books have characters, sequences of events and story plots [LA 5KA1.7.3, LA 5KA2.1.2, LA 5KA2.4.1, LA 5KA2.4.2, LA 5KA2.4.3, LA 5KA2.4.4, LA 5KA2.4.5, LA 5KA2.4.6, LA 5KA2.4.7]</p> <p>D.3.3(5i) Apply reading strategies (LA 5KA1.3.4, LA 5KA1.3.5, LA 5KA1.3.7, LA 5KA3.1.1, LA 5KA4.1.1)</p> <p>D.3.3(5j) Self-correct using knowledge of reading [LA 5KA1.3.6]</p> <p>D.3.2(5k) Use word meaning and other strategies to comprehend a story [LA 5KA1.1.4, LA 5KA1.3.1, LA 5KA1.3.2]</p> <p>D.3.2(5l) Match identical forms and like objects and notice unlike forms [LA 5KA1.1.7, LA 5KA1.1.8]</p> <p>D.3.2(5m) Use computers to acquire, organize, analyze and communicate information [LA 5KB1.3.8, T C.7]</p> <p>D.3.2(5n) Demonstrate proper library etiquette and procedures [LA 5KE1.2.2]</p>
<p>D.3.4 Use writing to represent thoughts or ideas</p>	<p>D.3.4(3a) Scribbles and creates unconventional shapes</p> <p>D.3.4(3b) Labels using scribbles or letter-like forms to represent words or ideas</p>	<p>D.3.4(4a) Writes lists, thank you notes, names, and labels objects in play [LA 4KB2.3.1]</p> <p>D.3.4(4b) Labels pictures using scribbles or letter-like forms to represent words or ideas [LA 4KB1.5.1]</p> <p>D.3.4(4c) Writes recognizable letters and numbers and begins to write name and a few words [LA 4KB1.5.2, LA 4KB1.5.5, LA 4KB1.5.6, LA 4KB1.5.7, LA 4KB1.5.9]</p> <p>D.3.4(4d) Write a group story [LA 4KB1.2.1]</p> <p>D.3.4(4e) Apply top-to-bottom progression [LA 4KB1.5.4]</p>	<p>D.3.4(5a) Writes lists, thank you notes, names, and labels objects in play [LA 5KA4.3.1, LA 5KB1.1.2, LA 5KB2.3.3]</p> <p>D.3.4(5b) Labels pictures using scribbles or letter-like forms to represent words or ideas [LA 5KB1.5.1, LA 5KB2.3.1]</p> <p>D.3.4(5c) Writes recognizable letters and numbers and begins to write name and a few words [LA 5KB1.5.2, LA 5KB1.5.5, LA 5KB1.5.6, LA 5KB1.5.7, LA 5KB1.5.9]</p> <p>D.3.4(5d) Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling)</p> <p>D.3.4(5e) Identify and write sentences using complete thoughts and correct word order and</p>

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
			<p>punctuation [LA 5KB1.6.1, LA 5KB3.5.1, LA 5KB3.5.2, LA 5KB3.5.3, LA 5KB3.8.1, LA 5KB3.8.2, LA 5KB3.8.3, LA 5KB3.8.4, 5KC1.4.1]</p> <p>D.3.4(5f) Use new words to write stories [LA 5KB1.1.1, LA 5KB1.2.1, LA 5KB1.3.1, LA 5KB1.6.2, LA 5KB3.7.1]</p> <p>D.3.4(5g) Write a group story including story elements and using the writing process [LA 5KB1.2.2, LA 5KB1.6.3, LA 5KB1.6.4, LA 5KB1.6.5, LA 5KB1.6.6, LA 5KB2.1.2, LA 5KB2.1.3, LA 5KB2.1.4, LA 5KB2.1.5, LA 5KB2.1.6, LA 5KB2.1.7, LA 5KB2.3.2]</p> <p>D.3.4(5h) Apply norms of neatness in written work [LA 5KB2.1.1]</p> <p>D.3.4(5i) Identify Nouns [LA 5KB3.1.1, LA 5KB3.1.2, LA 5KB3.1.3]</p> <p>D.3.4(5j) Identify proper capitalization [LA 5KB3.4.1, LA 5KB3.4.2, LA 5KB3.4.3, LA 5KB3.4.4, LA 5KB3.4.5, LA 5KB3.4.6, LA 5KB3.4.7]</p> <p>D.3.4(5k) Learn about definitions of words [LA 5KD1.1.1, LA 5KD1.1.4]</p> <p>D.3.4(5l) Learn about structures of words [LA 5KD1.2.1, LA 5KD1.2.2]</p>

E. APPROACHES TO LEARNING

*God makes three requests of his children:
Do the best you can, where you are, with what you have, now.”
-- African-American Proverb*

E.1 Children will develop their abilities to listen and understand

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
E.1.1 Display curiosity, risk-taking, and willingness to engage in new experiences	E.1.1(3a) Attends for longer periods of time and shows preference for some activities E.1.1(3b) Is curious about and willing to try new and unfamiliar experiences and activities with their environment	E.1.1(4a) Attends for longer periods of time and shows preference for some activities [Mu F.2.1, PE D.4K2.3, LA 4KC2.4.2, LA 4KC3.2.3, LA 4KC3.2.5] E.1.1(4b) Is curious about and willing to try new and unfamiliar experiences and activities with their environment	E.1.1(5a) Attends for longer periods of time and shows preference for some activities [Mu F.2.1, PE D.5K2.3, LA 5KC2.4.2, LA 5KC3.2.3, LA 5KC3.2.5] E.1.1(5b) Is curious about and willing to try new and unfamiliar experiences and activities with their environment
E.1.2 Engage in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities	E.1.2(3a) Experiments and practices to expand skill level E.1.2(3b) Refines skills that have been successfully accomplished	E.1.2(4a) Experiments and practices to expand skill level E.1.2(4b) Refines skills that have been successfully accomplished	E.1.2(5a) Experiments and practices to expand skill level E.1.2(5b) Refines skills that have been successfully accomplished
E.1.3 Exhibit persistence and flexibility	E.1.3(3a) Focuses on activity but may be easily distracted E.1.3(3a) Persists with activity independently until goal is reached	E.1.3(4a) Persists with activity independently until goal is reached E.1.3(4b) Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps (A B.2.6]	E.1.3(5a) Persists with activity independently until goal is reached E.1.3(5b) Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps (A B.2.6]

E.2 Children will use invention, imagination and play to extend their learning

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
E.2.1 Engage in imaginative play and inventive thinking through interactions with people, materials and the environment	E.2.1(3) Recreates and acts out real-life and fantasy experiences in pretend play	E.2.1(4a) Recreates and acts out real-life and fantasy experiences in pretend play E.2.1(4b) Engages in elaborate and sustained imaginative play	E.2.1(5a) Recreates and acts out real-life and fantasy experiences in pretend play E.2.1(5b) Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy
E.2.2 Express self creatively through music, movement and art	E.2.2(3a) Shows a preference towards certain types of movement, music, and visual stimuli E.2.2(3b) Explores the process of using a variety of artistic materials, music and movement E.2.2(3c) Create art as an expression of prayer [A B.1.13] E.2.2(3d) Identify some colors	E.2.2(4a) Explores the process of using a variety of artistic materials, music and movement [A A.1.1, A A.1.2, A B.1.1, A B.1.2, A B.1.5, A B.1.8, A B.1.9, Mu F.1.6] E.2.2(4b) Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music and movement [A B.1.4, A B.1.7, A B.1.12, A C.1.1, A C.1.2, Mu F.1.6, Mu F.2.6, LA 4KC1.6.2] E.2.2(4c) Create art as an expression of prayer [A B.1.13] E.2.2(4d) Identify at least 10 colors	E.2.2(5a) Explores the process of using a variety of artistic materials, music and movement [A A.1.1, A A.1.2, A B.1.2, A B.1.5, A B.1.6, A B.1.8, A B.1.9, Mu F.1.6] E.2.2(5b) Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music and movement [A B.1.4, A B.1.7, A B.1.12, A C.1.1, A C.1.2, A C.1.3 A C.1.5, Mu F.1.6, Mu F.2.6, LA 4KC1.6.2] E.2.2(5c) Create art as an expression of prayer [A B.1.13] E.2.2(5d) Identify at least 10 colors

E.3 Children will engage in diverse approaches to learning

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
E.3.1 Experience a variety of routines, practices, and languages	E.3.1(3) Starts to notice different routines, practices and languages in different settings	E.3.1(4) Asks questions of adults about differences between various routines, practices and languages in a variety of settings	E.3.1(5) Asks questions of adults about differences between various routines, practices and languages in a variety of settings
E.3.2 Learn within the context of his/her family and culture	E.3.2(3) Starts to notice that other children and families do things differently	E.3.2(4a) Starts to notice that other children and families do things differently [A E.2.3, A E.2.5, A F.1.6, SS H1.B.1, SS P3.A.1] E.3.2(4b) Understands and accepts diversity in other children and families [A E.2.3, A E.2.5, SS G1.A.5, SS P2.C.1, SS P3.A.1, SS P3.B.1]	E.3.2(5) Understands and accepts diversity in other children and families [A A.1.3, A A.1.4, A A.2.1, A A.2.2, A A.2.3, A A.2.4, A A.2.5, A E.2.3, A E.2.5, A F.1.6, SS P2.C.1, SS P3.A.1, SS P3.B.1]
E.3.3 Use various styles of learning, including verbal/ linguistic, bodily/kinesthetic, visual/spatial, interpersonal and intrapersonal	E.3.2(3a) Tends to have a preferred learning style E.3.2(3b) Explores other learning styles when introduced by an adult or peer	E.3.2(4a) Tends to have a preferred learning style E.3.2(4b) Explores other learning styles when introduced by an adult or peer E.3.2(4c) Uses a variety of learning styles to meet their needs or achieve their goals	E.3.2(5a) Tends to have a preferred learning style E.3.2(5b) Explores other learning styles when introduced by an adult or peer E.3.2(5c) Uses a variety of learning styles to meet their needs or achieve their goals

F. COGNITIVE AND GENERAL KNOWLEDGE

A child of five would understand this. Send someone to fetch a child of five. – Groucho Marx

F.1 Children will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.1.1 Use multi-sensory abilities to process information	F.1.1(3a) Uses senses to explore and experiment with new materials F.1.1(3b) Uses senses and a variety of strategies to investigate information	F.1.1(4a) Uses senses to explore and experiment with new materials F.1.1(4b) Uses senses and a variety of strategies to investigate information F.1.1(4c) Uses senses to generalize and apply prior knowledge	F.1.1(5a) Uses senses and a variety of strategies to investigate information F.1.1(5b) Uses senses to generalize and apply prior knowledge
F.1.2 Understand new meanings as memory increases	F.1.2(3a) Remembers and recalls events F.1.2(3b) Recognizes functional uses of items in the environment F.1.2(3c) Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking)	F.1.2(4a) Remembers and recalls events F.1.2(4b) Recognizes functional uses of items in the environment F.1.2(4c) Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking) F.1.2(4d) Generates a rule, strategy or idea from a previous learning experience and applies to a new context	F.1.2(5a) Remembers and recalls events F.1.2(5b) Recognizes functional uses of items in the environment F.1.2(5c) Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking) F.1.2(5d) Generates a rule, strategy or idea from a previous learning experience and applies to a new context
F.1.3 Apply problem solving skills	F.1.3(3a) Demonstrates awareness of a problem F.1.3(3b) Uses an object or part of an object to obtain another object and moves around large objects F.1.3(3c) Asks questions, seeks information and tests out possibilities	F.1.3(4a) Asks questions, seeks information and tests out possibilities F.1.3(4b) Determines and evaluates solutions [Sc ETS1.A.2] F.1.3(4c) Makes statements and appropriately answers questions that require reasoning about objects, situations and people	F.1.3(5a) Asks questions, seeks information and tests out possibilities F.1.3(5b) Determines and evaluates solutions [Sc ETS1.A.2] F.1.3(5c) Makes statements and appropriately answers questions that require reasoning about objects, situations and people F.1.3(5d) Uses multiple strategies to solve problems [Sc ETS1.B.1, Sc ETS1.B.2, Sc ETS1.C.1]

F.2 Children will understand and use early mathematical concepts and logical thinking processes to extend their learning

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.2.1 Demonstrate an understanding of numbers and counting	F.2.1(3a) Explores numbers and imitates counting F.2.1(3b) Arranges sets of objects in one-to-one correspondence	F.2.1(4a) Arranges sets of objects in one-to-one correspondence F.2.1(4b) Can rote count to 30 and counts concrete objects to 10 and beyond [Ma 4KA1.1.2] F.2.1(4c) Recognizes some numerals and associates number concepts with print materials in a meaningful way F.2.1(4d) Names and writes some numerals [Ma 4KA1.2.2]	F.2.1(5a) Can rote count and counts concrete objects to 20 and beyond [Ma 5KA1.1.1, Ma 5KA1.1.2; Ma 5KA1.2.7] F.2.1(5b) Recognizes some numerals and associates number concepts with print materials in a meaningful way F.2.1(5c) Names and writes numerals F.2.1(5d) Counts with 1 to 1

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
		F.2.1(4e) Counts with 1 to 1 correspondence up to 10 objects and can tell the number that comes next [Ma 4KA1.2.4]	correspondence up to 20 objects and can tell the number that comes next F.2.1(5e) Names and can write number symbols 1 through 20 and beyond [Ma 5KA1.2.6] F.2.1(5f) Rote count to 100 [Ma 5KA1.1.3, Ma 5KA1.1.4] F.2.1(5g) Count to 100 by 2's,5's and 10's [Ma 5KA1.1.5]
F.2.2 Understand number operations and relationships	F.2.2(3a) Compares concrete quantities to determine which has more, less or the same F.2.2(3b) Recognizes that a set of objects remains the same amount if physically rearranged	F.2.2(4a) Compares concrete quantities to determine which has more, less or the same [Ma 4KA1.2.1] F.2.2(4b) Recognizes that a set of objects remains the same amount if physically rearranged F.2.2(4c) Identifies "1 more" and "1 less" F.2.2(4d) Joins (combines) and separates groups of objects	F.2.2(5a) Compares concrete quantities to determine which has more, less or the same [Ma 5KA1.2.5] F.2.2(5b) Recognizes that a set of objects remains the same amount if physically rearranged [Ma 5KA1.2.1] F.2.2(5c) Identifies "1 more" and "1 less" F.2.2(5d) Joins (combines) and separates groups of objects F.2.2(5e) Count to answer "how many" [Ma 5KA1.2.2] F.2.2(5f) Recognizes that there are parts that make up a whole and recognizes "less than" a whole F.2.2(5g) Estimates and uses words such as more than, less/fewer than, about, near, approximately and in between [Ma 5KA1.2.4] F.2.2(5h) Demonstrate addition as putting together and adding to [Ma 5KA2.1.1, Ma 5KA2.1.2, Ma 5KA2.1.3, Ma 5KA2.1.4, Ma 5KA2.1.5, Ma 5KA2.1.6] F.2.2(5i) Demonstrate subtraction as taking apart and taking from [Ma 5KA2.2.1, Ma 5KA 2.2.2, Ma 5KA 2.2.3, Ma 5KA2.2.4, Ma 5KA2.2.5] F.2.2(5j) Use the place value system [Ma 5KA3.2.1, Ma 5KA3.2.2, Ma 5KA3.2.3, Ma 5KA3.2.4] F.2.2(5k) Recognize the division of an object or unit into equal parts: halves [Ma 5KA4.1.1]
F.2.3 Explore, recognize, and describe, shapes and spatial relationships	F.2.3(3a) Explores shapes and spatial relationships F.2.3(3b) Recognizes 4-5 basic shapes F.2.3(3c) Assembles puzzles of 5-10 intersecting pieces	F.2.3(4a) Explores shapes and spatial relationships F.2.3(4b) Recognizes 8 basic shapes F.2.3(4c) Assembles puzzles of at least 12 intersecting pieces	F.2.3(5a) Correctly name 9 shapes [Ma 5KC1.1.1, Ma 5KC1.1.2] F.2.3(5b) Identify two and three-dimensional shapes (Ma 5KC1.1.3, Ma 5KC1.1.4, MA 5KC1.2.1) F.2.3(5c) Assembles puzzles of at least 25 intersecting pieces

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
<p>F.2.4 Use the attributes of objects for comparison and patterning</p>	<p>F.2.4(3a) Categorizes objects based on physical or functional similarities</p> <p>F.2.4(3b) Matches objects</p>	<p>F.2.4(4a) Categorizes objects based on physical or functional similarities [Ma 4KB1.1.2]</p> <p>F.2.4(4b) Matches objects [Ma 4KA1.2.3]</p> <p>F.2.4(4c) Sorts and/or describes objects by one or more attributes or characteristics [Ma 4KB1.1.3]</p> <p>F.2.4(4d) Uses positional and comparative words to demonstrate understanding directions and location (i.e. on-top, below, bottom, over, under, above, on and next to) [Ma 4KC1.1.1]</p> <p>F.2.4(4e) Recognizes, duplicates, and extends simple and original patterns</p>	<p>F.2.4(5a) Categorizes objects based on physical or functional similarities</p> <p>F.2.4(5b) Matches objects</p> <p>F.2.4(5c) Sorts and/or describes objects by one or more attributes or characteristics [Ma 5KB1.1.5]</p> <p>F.2.4(5d) Uses positional and comparative words to demonstrate understanding directions and location (i.e. on-top, below, bottom, over, under, above, on and next to)</p> <p>F.2.4(5e) Recognizes duplicates, extends simple patterns and creates original patterns [Ma 5KA2.8.1]</p> <p>F.2.4(5f) Locates which out of 5 objects does not belong in same class or category [Ma 5KB1.1.4]</p> <p>F.2.4(5g) Matches at least 6 items according to class or category [Ma 5KB1.1.5]</p> <p>F.2.4(5h) Matches groups having equal numbers of objects</p>
<p>F.2.5 Understand the concept of measurement</p>	<p>F.2.5(3a) Recognizes objects can be measured by height, length and weight</p> <p>F.2.5(3b) Determines more, less, many and few</p> <p>F.2.5(3c) Compares and orders by size</p> <p>F.2.5(3d) Recognizes the tool (a clock) that tells time</p>	<p>F.2.5(4a) Recognizes objects can be measured by height, length and weight</p> <p>F.2.5(4b) Determines more, less, many and few</p> <p>F.2.5(4c) Compares and orders by size [Ma 4KA1.1.1, Ma 4KB1.1.1]</p> <p>F.2.5(4d) Uses tools to explore measuring (non-standard units, time)</p> <p>F.2.5(4e) Categorizes and sequences time intervals and uses language associated with time in everyday situations (i.e. morning, after lunch, yesterday, tomorrow) [Ma 4KB2.1.1]</p> <p>F.2.5(4f) Describes temperature as hot, warm, cold, warmer than, cooler than, as warm as, etc. [Ma 4KB1.1.4]</p> <p>F.2.5(4g) Locate dates on a calendar indicates days and weeks of the year [Ma 4KB2.1.2, Ma 4KB2.1.3]</p>	<p>F.2.5(5a) Recognizes objects can be measured by height, length and weight [Ma 5KB1.1.1, Sc PS1.A.4]</p> <p>F.2.5(5b) Determines more, less, many and few</p> <p>F.2.5(5c) Compares and orders by size [Ma 5KB1.1.3]</p> <p>F.2.5(5d) Categorizes and sequences time intervals and uses language associated with time in everyday situations (i.e. morning, after lunch, yesterday, today) [Ma 5KB2.1.1]</p> <p>F.2.5(5e) Identifies coins and understand their values</p> <p>F.2.5(5f) Uses tools to explore measuring (non-standard units, time)</p> <p>F.2.5(5g) Demonstrates an awareness of time related to a clock</p> <p>F.2.5(5h) Explores, compares and describes length, weight or volume using standard measurements [Ma 5KB1.1.2]</p> <p>F.2.5(5i) Describe temperature as hot, warm, cold, warmer than, cooler than, as warm as, etc. [Ma 5KB1.1.6]</p> <p>F.2.5(5j) Recognize that temperature is measured in degrees [Ma 5KB1.1.7, Ma</p>

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
			5KB1.3.1, Ma 5KB1.3.2] F.2.5(5k) Locate dates, days, weeks and months of a year on a calendar [Ma 5KB2.1.2, Ma 5KB2.1.3]
F.2.6 Collect, describe and record information using all senses	F.2.6(3a) Draw and describes pictures of objects and actions from memory	F.2.6(4a) Draws and describes pictures of objects and actions from memory F.2.6(4b) Describes and records information through a variety of means, including discussion, drawings, maps, graphs and charts F.2.6(4c) Be introduced to phone number F.2.6(4d) Learn home address	F.2.6(5a) Draws and describes pictures of objects and actions from memory F.2.6(5b) Describes and records information through a variety of means, including discussion, drawings, maps, graphs and charts [Ma 5KB4.1.1, Ma 5KB4.1.2, Ma 5KB4.1.3] F.2.6(5c) Begins to apply information collected to similar situations designing own charts or graphs [Ma 5KB4.1.1, Ma 5KB4.1.2, Ma 5KB4.1.3] F.2.6(5d) Memorize phone number F.2.6(5e) Memorize home address

F.3 Children will understand and use scientific tools and skills to extend their learning

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
F.3.1 Use observation to gather information	F.3.1(3a) Shows awareness of differences in their environment (smell, touch, sight, sound and taste) F.3.1(3b) Recognizes and responds to differences in the environment	F.3.1(4a) Shows awareness of differences in their environment (smell, touch, sight, sound and taste) [Sc PS4.C.1] F.3.1(4b) Recognizes and responds to differences in the environment F.3.1(4c) Purposely seeks information through observation to satisfy curiosity or need for answers	F.3.1(5a) Shows awareness of differences in their environment (smell, touch, sight, sound and taste) [Sc PS4.C.1] F.3.1(5b) Recognizes and responds to differences in the environment F.3.1(5c) Purposely seeks information through observation to satisfy curiosity or need for answers F.3.1(5d) Discriminates properties of nature, using a variety of senses (part of whole, living/non-living, weather, etc.)
F.3.2 Use tools to gather information, compare observed objects and seek answers to questions through active investigation	F.3.2(3a) Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment F.3.2(3b) Works toward an objective, may use tools or others in the environment to obtain the objectives F.3.2(3c) Use buttons/levers to produce desired responses F.3.3(3d) Makes comparisons between objects that have been collected or observed	F.3.2(4a) Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment F.3.2(4b) Works toward an objective, may use tools or others in the environment to obtain the objectives [Sc ETS2.A.1] F.3.2(4c) Use buttons/levers to produce desired responses F.3.3(4d) Uses books to look for information F.3.3(4e) Uses magnifying glass (hand lens), binoculars and maps for investigation of the environment F.3.3(4f) Makes comparisons	F.3.2(5a) Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment F.3.2(5b) Works toward an objective, may use tools or others in the environment to obtain the objectives [Sc ETS2.A.1] F.3.2(5c) Use buttons/levers to produce desired responses F.3.3(5d) Uses books to look for information F.3.3(5e) Uses magnifying glass (hand lens), binoculars and maps for investigation of the environment [Sc ETS2.A.3]

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
		between objects that have been collected or observed [Sc ETS2.A.2]	F.3.3(5f) Makes comparisons between objects that have been collected or observed [Sc ETS2.A.2]
F.3.3 Hypothesize and make predications	<p>F.3.3(3a) Locates object hidden from view</p> <p>F.3.3(3b) Creates mental images of objects and people not in immediate environment</p> <p>F.3.3(3c) Asks questions, seeks information, and tests out possibilities as a group</p>	<p>F.3.3(4a) Creates mental images of objects and people not in immediate environment</p> <p>F.3.3(4b) Asks questions, seeks information, and tests out possibilities [Sc ETS1.B.3]</p> <p>F.3.3(4c) Asks simple scientific questions and draws conclusions based on previous experience [Sc ETS1.A.3]</p>	<p>F.3.3(5a) Asks questions, seeks information, and tests out possibilities [Sc ETS1.A.3, Sc ETS1.B.3]</p> <p>F.3.3(5b) Asks simple scientific questions and draws conclusions based on previous experience [Sc ETS1.A.3]</p> <p>F.3.3(5c) Makes plans for testing hypothesis to prove or disprove predictions [Sc ETS1.B.3, Sc ETS1.C.2]</p>
F.3.4 Form explanations based on trial and error, observations and explorations	F.3.4(3a) Identifies and investigates the physical qualities of living and nonliving things	<p>F.3.4(4a) Identifies and investigates the physical qualities of living and nonliving things</p> <p>F.3.4(4b) Explores and formulates conclusions based on observation and past experiences</p>	<p>F.3.4(5a) Identifies and investigates the physical qualities of living and nonliving things</p> <p>F.3.4(5b) Explores and formulates conclusions based on observation and past experiences</p> <p>F.3.4(5c) Makes reasonable explanations, using data gathered from observation and experiments</p> <p>F.3.4(5d) Offers and seeks explanations of questions and experiments using references such as books and computers</p>
F.3.5 Learn about various scientific topics	<ul style="list-style-type: none"> • Seasons • Weather • Animals/Bugs • Food • Light/Reflection • Nature/Plants • Ice/Water • Recycling 	<ul style="list-style-type: none"> • Seasons [Sc ESS1.B.1] • Weather – types of weather, day-to-day weather, and severe weather [Sc ESS2.D.1, Sc ESS2.D.2, Sc ESS2.D.3, Sc ESS3.B.1, Sc ESS3.B.2, Sc ESS3.b.3] • Matter – solids and liquids [Sc PS1.A.1, Sc PS 1.A.2, Sc PS1.A.3, Sc PS1.A.4] • God’s Creation [PS1.C.4] • Motion – push, pull, force, and sliding (Sc PS2.A.1, Sc PS2.A.2, Sc PS2.A.3, Sc PS2.C.1, Sc PS2.C.2) • Energy – sunlight, friction, push and pull [Sc PS3.B.1, Sc PS3.C.1, Sc PS3.C.2, Sc PS3.D.1] • Waves – water motion, vibrating sound, mirrors, light, reflection, and lenses [Sc PS4.A.1, Sc PS4.A.2, Sc PS4.A.3, Sc PS4.B.1, Sc PS4.B.2, Sc PS4.B.3, Sc PS4.B.4, Sc PS4.C.1, Sc PS4.C.2, Sc PS4.C.3] • Living Things (Organisms) – purposes, plants and animals, 	<ul style="list-style-type: none"> • Seasons [Sc ESS1.B.1, Sc ESS2.D.5] • Weather – types of weather, day-to-day weather, and severe weather [Sc ESS2.D.1, Sc ESS2.D.2, Sc ESS2.D.3, Sc ESS 2.D.4, Sc ESS2.D.5, Sc ESS3.B.1, Sc ESS3.B.2, Sc ESS3.b.3] • Matter – solids and liquids [Sc PS1.A.1, Sc PS 1.A.2, Sc PS1.A.3, Sc PS1.A.4] • God’s Creation [PS1.C.4] • Motion – push, pull, force, and sliding (Sc PS2.A.1, Sc PS2.A.2, Sc PS2.A.3, Sc PS2.B.1, Sc PS2.C.1, Sc PS2.C.2) • Energy – sunlight, friction, push and pull [Sc PS3.B.1, Sc PS3.C.1, Sc PS3.C.2, Sc PS3.D.1, Sc PS3.D.2] • Waves – water motion, vibrating sound, mirrors, light, reflection, and lenses [Sc PS4.A.1, Sc PS4.A.2, Sc PS4.A.3, Sc PS4.B.1, Sc PS4.B.2, Sc PS4.B.3, Sc PS4.B.4, Sc PS4.C.1, Sc PS4.C.2, Sc PS4.C.3]

Objective	3-Year-Old Outcome	4-Year-Old Outcome	5-Year-Old Outcome
		<p>food, light, senses, environment [Sc LS1.A.1, Sc LS1.B.1, Sc LS1.B.2, Sc LS1.C.1, Sc LS1.C.2, Sc LS1.C.3, Sc LS1.D.1, Sc LS1.D.2]</p> <ul style="list-style-type: none"> • Ecosystems – survival, food, shelter, and human impact [Sc LS2.A.1, Sc LS2.A.2, Sc LS2.B.1, Sc LS2.C.1, Sc LS2.C.2, Sc LS2.D.1] • Heredity –similar and different characteristics [Sc LS3.A.1, Sc LS3.A.2, Sc LS3.B.1] • Biodiversity – dinosaurs extinct, fossils and where things live [Sc LS4.A.1, Sc LS4.A.2, Sc LS4.D.1] • Solar System – telescope, day and night sky, stars, moon and sun [Sc ESS1.A.1, Sc ESS1.A.2, Sc ESS1.B.1] • Earth – sunrise and sunset, natural events, erosion, physical features, liquid and solid, and natural resources [Sc ESS1.C.2, Sc ESS2.A.1, Sc ESS2.A.2, Sc ESS2.B.1, Sc ESS2.B.2, Sc ESS2.C.1, Sc ESS2.C.3, Sc ESS2.C.4, Sc ESS2.E.1, Sc ESS2.E.2, Sc ESS3.A.1, Sc ESS3.A.2] • Recycling [Sc ESS3.C.1, Sc ESS3.C.2] • Influence of Technology – human made products [Sc ETS2.B.1, Sc ETS2.B.2, Sc ETS2.B.3] 	<ul style="list-style-type: none"> • Living Things (Organisms) – purposes, plants and animals, food, light, senses, environment, plant cycle, [Sc LS1.A.1, Sc LS1.B.1, Sc LS1.B.2, Sc LS1.B.3, Sc LS1.C.1, Sc LS1.C.2, Sc LS1.C.3, Sc LS1.C.7, Sc LS1.D.1, Sc LS1.D.2] • Ecosystems – survival, food, shelter, and human impact [Sc LS2.A.1, Sc LS2.A.2, Sc LS2.B.1, Sc LS2.C.1, Sc LS2.C.2, Sc LS2.D.1] • Heredity –similar and different characteristics [Sc LS3.A.1, Sc LS3.A.2, Sc LS3.A.3, Sc LS3.B.1] • Biodiversity – dinosaurs extinct, fossils and where things live [Sc LS4.A.1, Sc LS4.A.2, Sc LS4.C.1, Sc LS4.D.1, Sc LS4.D.3] • Solar System – telescope, day and night sky, stars, moon and sun [Sc ESS1.A.1, Sc ESS1.A.2, Sc ESS1.A.3, Sc ESS1.B.1] • Earth – sunrise and sunset, natural events, erosion, physical features, liquid and solid, and natural resources [Sc ESS1.C.2, Sc ESS1.C.3, Sc ESS2.A.1, Sc ESS2.A.2, Sc ESS2.B.1, Sc ESS2.B.2, Sc ESS2.C.1, Sc ESS2.C.2, Sc ESS2.C.3, Sc ESS2.C.4, Sc ESS2.E.1, Sc ESS2.E.2, Sc ESS3.A.1, Sc ESS3.A.2] • Recycling [Sc ESS3.C.1, Sc ESS3.C.2] • Influence of Technology – human made products and how technology impacts life [Sc ETS2.B.1, Sc ETS2.B.2, Sc ETS2.B.3]

3-YEAR-OLD GOALS, OBJECTIVES AND OUTCOMES

A. FAITH FORMATION

A.1 GOAL: Children will discover the Church through learning the concepts of the Creed. *(Catholic Pillar: Creed)*

A.1.1 Objective: Define the Trinity – God the Father, God the Son (Jesus) and God the Holy Spirit (CCC 178, 988, 233)	
A.1.1(3)	Recite the Trinity in praying the Sign of the Cross
A.1.3 Objective: Recognize that God created all life. (CCC 279, 324-325, 327, 337-338)	
A.1.3(3)	Recall that all God made is good
A.1.4 Objective: Understand that God loves us and we love him (CCC 736, 1832, 2658, 2086)	
A.1.4(3)	Recall that God loves us
A.1.7 Objective: Illustrate that Creation is a bible story (Genesis 1-2)	
A.1.7(3)	Hear the story of Creation and reproduce it by coloring or other project
A.1.11 Objective: Identify Jesus as God's Son (CCC 422, 441-445, 153)	
A.1.11(3)	Identify that Jesus was born on Christmas
A.1.13 Objective: Identify Mary as Jesus' mother (CCC 411)	
A.1.13(3)	Name Mary as Jesus' Mother
A.1.14 Objective: Identify Joseph as Jesus' foster father (CCC 532, 564)	
A.1.14(3)	Identify Joseph as Jesus' father on earth
A.1.16 Learn and reflect on saints (CCC 2030)	
A.1.16(3)	Identify St. Patrick, St. Nicholas, St. Valentine and St. Mary

A.2 GOAL: Children will discover God's Word in the Bible. *(Catholic Pillar: Scripture)*

A.2.1 Objective: Discover and discuss Bible stories (CCC 131-133, 104-105, 108)	
	<p>Listen to and discuss any of these stories:</p> <p>Noah's Ark (Gen. 7-8) Creation (Gen. 1:1-31) The Good Samaritan (Lk. 10:30-37) Adam and Eve (Gen. 2-3) Joseph and Coat of Many Colors (Gen. 37) Moses (Exodus 2-3, 20) The Prodigal Son (Lk 15:11-32) Joshua – Walls Come Falling Down (Josh. 6) Daniel and the Lions (Dan. 6:16-28) The Last Supper (Lk. 22:1-38)</p> <p>Jonah and the Whale (Jonah 1-3) David and Goliath (1 Sam. 17) Annunciation (Lk. 1:26-38) Birth of Christ (Lk. 2:1-18) Presentation of Jesus (Lk 2:22-33) Jesus and His Friends (Mk. 1:14-20) Jesus Blesses the Children (Lk. 18:15-17) Jesus the Good Shepherd (Jn. 10:1-6, 14) Passion (Lk. 23:1-56) Easter/Resurrection (Lk. 24:1-12)</p>
A.2.2 Objective: Recognize and show reverence for the Bible (CCC 101-104, 131-133)	
A.2.2(3)	Introduce the Bible (CCC 101-104, 131-133)

A.3 GOAL: Children will discover that God loves each one of them through His Son, Jesus Christ. *(Catholic Pillar: Life in Christ)*

A.3.3 Objective: Show kindness to others (CCC 459, 1337, 182, CFCL A1, A15)	
A.3.3(3)	Describe and practice acts of kindness (CCC 459, 1337, 182, CFCL A1, A15)
A.3.7 Objective: Participate in religious activities (CCC 1882, 1897-1917)	
A.3.7(3)	Practice various activities such as: blessing self with holy water, singing religious songs, praying with a group, visit the church (CCC 1882, 1897-1917)
A.3.8 Objective: Recognize, identify, and create religious pictures (CCC 1146, 1148, 1152, 1159-1162)	
A.3.8(3)	Recognize and color religious pictures (CCC 1146, 1148, 1152, 1159-1162)
A.3.9 Objective: Learn basic Christian songs, finger plays, etc. (CCC 1153-1158)	
A.3.9(3)	Sing Christian songs (CCC 1153-1158)
A.3.10 Objective: Role play (i.e. nativity, Mass)	
A.3.10(3)	Free play Bible stories

A.4 GOAL: Children will develop a sense of spirituality and experience prayer and liturgy. *(Catholic Pillar: Liturgy and Prayer)*

A.4.1 Objective: Pray and worship with others (CCC 2659-2660, 2623ff, 1140, 1136)	
A.4.1(3)	Participate in class prayer times
A.4.2 Objective: Show respect for parish worship space (CCC 752, 756)	
A.4.2(3)	Identify places in the school and church where proper behavior and respect need to be shown
A.4.3 Objective: Experience prayer as: talking with God, listening to God, gesture/movement, spontaneous, individual, group, para-liturgies and liturgies (CCC 2559, 2664, 2663, 2674, CFCL A17)	
A.4.3(3a)	Experience prayer as a conversation with God and as group recitation

	A.4.3(3b)	Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving
A.4.4 Objective: Learn and practice prayers (CCC 2626-2638, 2659-2660, 2700ff)		
	A.4.4(3a)	Recite the Sign of the Cross, Meal Prayer as a group
	A.4.4(3b)	Pray in his/her own words
A.4.5 Objective: Identify and celebrate liturgical seasons (CCC 1163ff)		
	A.4.5(3a)	Identify Advent, Christmas, Lent and Easter
	A.4.5(3b)	Recognize that Jesus was born on Christmas
	A.4.5(3c)	Recognize that Jesus rose from the dead on Easter Sunday

A.5 GOAL: Children will learn and experience the sacraments. (Catholic Pillar: Sacraments)

A.6 GOAL: Children come to understand what it means to respect life. (Catholic Pillar: Family Life)

Provide opportunities to educate parent(s)/guardian(s) on their responsibility as a Catholic parent/guardian in:

- Celebrating Sundays and Church Holy Days with their child by worshiping with their parish community. (CCC 1656, 2042, 2180, 2176)
- Praying with their child at home. (CCC 2590, 2599)
- Sharing with their child stories of their family, its faith and its ethnic and religious traditions. (CCC 533, 1652-1657, 2204-2206, 2599)
- Modeling forgiveness in the family. (CCC 1434-1435, 1439)
- Taking a walk with their child and pointing out the wonders of God's creation. (CCC 290-294, 299)

B. HEALTH AND PHYSICAL DEVELOPMENT

B.1 GOAL: Children will recognize and care for their physical well-being.

B.1.1 Objective: Demonstrate behaviors to meet self-help and physical needs		
	B.1.1(3a)	Rests for periods throughout the day
	B.1.1(3b)	Undresses/dresses self with assistance
	B.1.1(3c)	Takes responsibility for toileting
	B.1.1(3d)	Feeds self with proficiency
B.1.2 Objective: Demonstrate behaviors to meet safety needs		
	B.1.2(3a)	Shows awareness of danger in harmful situations and begins to recognize simple rules
	B.1.2(3b)	Express needs, wants and feelings [H D.4K2.2]
	B.1.2(3c)	Practice refusal skills that avoid or reduce health risks [H D.4K2.3]
	B.1.2(3d)	Practice how to ask for assistance [H D.4K2.4]
	B.1.2(3e)	Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations [H G.4K2.3]
B.1.3 Objective: Demonstrate a healthy life style		
	B.1.3(3a)	Begins to take responsibility for personal hygiene and needs
	B.1.3(3b)	Engage in moderate to vigorous physical activity on an intermittent basis [PE C.4K2.1]
	B.1.3(3c)	Participate in a variety of non-structured and minimally organized physical activities outside of physical education, such as at recess time [PE C.4K2.3]

B.2 GOAL: Children will develop their fine and gross motor skills.

B.2.1 Objective: Move with strength, control, balance, coordination, locomotion and endurance for the purpose of coordination		
	B.2.1(3b)	Demonstrate periods of activity and rest in music through physical activity [Mu A.3.1]
	B.2.1(3c)	Attempt new movements and skills willingly [PE F.4K2.2]
B.2.2 Objective: Move with strength, control, balance, coordination, locomotion and endurance for the purpose of strength		
	B.2.2(3a)	Walks, runs, climbs, jumps, skips and hops with control [PE A.4K2.1]
	B.2.2(3b)	Throws objects with strength and control [PE A.4K2.5]
	B.2.2(3c)	Perform tumbling activities such as roll, jump and weight transfer [PE A.4K2.4]
	B.2.2(3d)	Engage in a series of physical activities without tiring easily [PE D.4K2.2]
	B.2.2(3e)	Participate in a variety of activities and games that increase breathing and heart rate [PE D.4K2.5]
B.2.3 Objective: Exhibit eye-hand coordination, strength, control and object manipulation		
	B.2.3(3a)	Performs simple fine motor skills and manipulates smaller objects with increasing control
	B.2.3(3b)	Uses strength and control to perform complex fine motor skills
	B.2.3(3c)	Coordinate hand and eye to trace, color, and cut [LA 4KA1.1.11]
	B.2.3(3d)	Practice making lines, circles and other markings [LA 4KB1.5.1]
	B.2.3(3e)	Write some letters and numerals [LA 4KB.1.5.2]
	B.2.3(3f)	Use personal chalkboard, whiteboard, large and small sand trays, etc. [LA 4KB.1.5.8]
	B.2.3(3g)	Practice proper pencil grip

B.3 GOAL: Children will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.

B.3.1 Objective: Use senses to take in, experience, integrate, and regulate responses to the environment		
	B.3.1(3a)	Skills become more refined; acts and moves with increased intention and purpose
	B.3.1(3b)	Participate even when not successful [PE F.4K2.3]

C. SOCIAL AND EMOTIONAL DEVELOPMENT

C.1 GOAL: Children will develop emotional competence and self-regulation.

C.1.1 Objective: Express a wide range of emotions		
	C.1.1(3a)	Uses words and gestures to express more complex emotions
	C.1.1(3b)	Share verbal and nonverbal indicators of enjoyment [PE F.4K2.1]
C.1.2 Objective: Recognize and respond to others' emotions		
	C.1.1(3a)	Associates words and gestures with a variety of emotions expressed by others
	C.1.1(3b)	Identify several activities that are enjoyable [PE F.4K2.4]

C.2 GOAL: Children will develop a personal sense of well-being.

C.2.1 Objective: Develop a positive self-esteem		
	C.2.1(3a)	Shows positive self-image; Knows and states independent thoughts
	C.2.1(3b)	Recall that God loves us [R A.1.4(3) EC]
	C.2.1(3c)	Participate even when not successful [R B.3.1(3b) EC; PE F.4K2.3]
C.2.2 Objective: Demonstrate self-awareness		
	C.2.2(3a)	Shows awareness of being part of a family and a larger community
	C.2.2(3b)	Express needs, wants and feelings [EC B.1.2(3b); H D.4K2.2]

C.3 GOAL: Children will develop social competence.

C.3.1 Objective: Demonstrate attachment, trust and autonomy		
	C.3.1(3a)	Shows signs of security and trust when separated from familiar adults
	C.3.1(3b)	Enjoy participating alone while exploring movement tasks [PE E.4K2.5]
C.3.2 Objective: Engage in social interaction and play with others		
	C.3.2(3)	Participates in parallel play with others for longer periods of time
C.3.3 Objective: Demonstrates understanding of rules and social expectations		
	C.3.3(3a)	Remembers and follows simple group rules and displays appropriate social behavior
	C.3.3(3b)	Recall that all God made is good [R A.1.3(3) EC]
C.3.4 Objective: Engage in social problem solving behavior and learn to resolve conflict		
	C.3.4(3a)	Experiments with trial-and-error approaches to solve simple problems and conflicts
	C.3.4(3b)	Seeks adult assistance to resolve conflict
	C.3.4(3c)	Practices asserting needs and desires appropriately in conflict situations
	C.3.4(3d)	Participate in a service learning project for the good of the community [SS B3.A.1]

D. LANGUAGE DEVELOPMENT AND COMMUNICATION

D.1 Children will develop their abilities to listen and understand

D.1.1 Objective: Derive meaning through listening to communications of others and sounds in the environment		
	D.1.1(3a)	Listens to short stories, rhymes, finger plays, songs and music
	D.1.1(3b)	Demonstrates understanding and listening skills by attending and responding appropriately [LA 4KA.3.1.1, LA 4KC2.1.1, LA 4KC3.4.1]
D.1.2 Objective: Listen and respond to communications with others		
	D.1.2(3a)	Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk or jump (action words, verbs)
	D.1.2(3b)	Responds to increasingly complex language structures, including comments, requests and questions
	D.1.2(3c)	Practice respecting others who are talking [LA 4KC3.1.2]
	D.1.2(3d)	Work on taking turns
D.1.3 Objective: Follow directions of increasing complexity		
	D.1.3(3a)	Understands and carries out a one-step direction
	D.1.3(3b)	Understands and carries out a two-step direction

D.2 Children will develop their abilities to communicate and speak.

D.2.1 Objective: Use gestures and non-verbal movements to communicate		
	D.2.1(3a)	Uses movement or behavior to initiate interaction with a person, animal or object (example: offers a doll to a friend)
	D.2.1(3b)	Uses non-verbal communication much like an adult (example: waves goodbye)
D.2.2 Objective: Use vocalizations and spoken language to communicate in proper form		
	D.2.2(3a)	Begins to use plurals (cats), pronouns (I, he, they) and past tense (walked) (example: "I want grapes")
	D.2.2(3b)	Uses multi-word sentences (parts of speech, word order, and sentence structure) like that of an adult (example: "I think I want to plant a garden")
D.2.3 Objective: Use vocalizations and spoken language to communicate with proper content		
	D.2.3(3a)	Uses a category of words that shows awareness of common aspects among objects (example: "Where are my toys for the sandbox?")
	D.2.3(3b)	Asks many questions with "why" to obtain information (example: "Where do you live?")
	D.2.3(3c)	Answer questions to demonstrate comprehension [LA 4KC2.2.6]
D.2.4 Objective: Use vocalization and spoken language to communicate properly		
	D.2.4(3a)	Engages in short dialogue of a few turns (example: Child, "That's a big dog." Adult, "Yes, that is a big dog." Child, "Will it bite?", Adult, "No he will not bite.")
	D.2.4(3b)	Determines how much information a listener needs based on an awareness of listener's role and understanding (example: child stops talking if the other person is not listening)
	D.2.4(3c)	Modifies language when talking to a younger child (example: says "goo-goo, ga-ga" to a baby)
	D.2.4(3d)	Initiates conversations
	D.2.4(3e)	Responds to conversations
	D.2.4(3f)	Stays on topic for multiple exchanges
	D.2.4(3g)	Lead daily pledge and prayer intentions [LA 4KC1.3.5]
	D.2.4(3h)	Lead impromptu prayer intentions [LA 4KC 1.3.6]

D.3 Children will develop literacy concepts and skills.

D.3.1 Objective: Develop ability to detect, manipulate or analyze the auditory parts of spoken language		
	D.3.1(3a)	Begins to join in saying favorite rhymes and songs that repeat sounds and words
	D.3.1(3b)	Begins to match sounds and rhymes in familiar words
	D.3.1(3c)	Participates in group recitation such as rhymes, riddles, chorals and echoes [LA 4KC1.5.1]
D.3.2 Objective: Understand concepts that the alphabet represents the sounds of spoken language and the letters of written language		
	D.3.2(3a)	Explores, repeats and imitates alphabet related songs and games
	D.3.2(3b)	Use the visual arts to express ideas that cannot be expressed by words alone [A C.1.5]
	D.3.2(3c)	Recognizes first and last name
	D.3.2(3d)	Begins to write first name
D.3.3 Objective: Show appreciation of books and understands how print works		
	D.3.3(3a)	Looks at picture books and asks questions or makes comments
	D.3.3(3b)	Understand that print in the book carries the message
	D.3.3(3c)	Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator
	D.3.3(3d)	Chooses reading activities and responds with interest and enjoyment
	D.3.3(3e)	Recognizes some familiar environmental print (example: sees a stop sign)
	D.3.3(3f)	Handles books correctly and shows increasing skills in print directionality
D.3.4 Objective: Use writing to represent thoughts or ideas		
	D.3.4(3a)	Scribbles and creates unconventional shapes
	D.3.4(3b)	Labels using scribbles or letter-like forms to represent words or ideas

E. APPROACHES TO LEARNING

E.1 Children will develop their abilities to listen and understand

E.1.1 Objective: Display curiosity, risk-taking, and willingness to engage in new experiences		
	E.1.1(3a)	Attends for longer periods of time and shows preference for some activities
	E.1.1(3b)	Is curious about and willing to try new and unfamiliar experiences and activities with their environment
E.1.2 Objective: Engage in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities		
	E.1.2(3a)	Experiments and practices to expand skill level
	E.1.2(3b)	Refines skills that have been successfully accomplished
E.1.3 Objective: Exhibit persistence and flexibility		
	E.1.3(3a)	Focuses on activity but may be easily distracted
	E.1.3(3a)	Persists with activity independently until goal is reached

E.2 Children will use invention, imagination and play to extend their learning

E.2.1 Objective: Engage in imaginative play and inventive thinking through interactions with people, materials and the environment		
E.2.1(3)	Recreates and acts out real-life and fantasy experiences in pretend play	
E.2.2 Objective: Express self creatively through music, movement and art		
E.2.2(3a)	Shows a preference towards certain types of movement, music, and visual stimuli	
E.2.2(3b)	Explores the process of using a variety of artistic materials, music and movement	
E.2.2(3c)	Create art as an expression of prayer [A B.1.13]	
E.2.2(3d)	Identify 10 colors	

E.3 Children will engage in diverse approaches to learning

E.3.1 Objective: Experience a variety of routines, practices, and languages		
E.3.1(3)	Starts to notice different routines, practices and languages in different settings	
E.3.2 Objective: Learn within the context of his/her family and culture		
E.3.2(3)	Starts to notice that other children and families do things differently	
E.3.3 Objective: Use various styles of learning, including verbal/ linguistic, bodily/kinesthetic, visual/spatial, interpersonal and intrapersonal		
E.3.2(3a)	Tends to have a preferred learning style	
E.3.2(3b)	Explores other learning styles when introduced by an adult or peer	

F. COGNITIVE AND GENERAL KNOWLEDGE

F.1 Children will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills

F.1.1 Objective: Use multi-sensory abilities to process information		
F.1.1(3a)	Uses senses to explore and experiment with new materials	
F.1.1(3b)	Uses senses and a variety of strategies to investigate information	
F.1.2 Objective: Understand new meanings as memory increases		
F.1.2(3a)	Remembers and recalls events	
F.1.2(3b)	Recognizes functional uses of items in the environment	
F.1.2(3c)	Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking)	
F.1.3 Objective: Apply problem solving skills		
F.1.3(3a)	Demonstrates awareness of a problem	
F.1.3(3b)	Uses an object or part of an object to obtain another object and moves around large objects	
F.1.3(3c)	Asks questions, seeks information and tests out possibilities	

F.2 Children will understand and use early mathematical concepts and logical thinking processes to extend their learning

F.2.1 Objective: Demonstrate an understanding of numbers and counting		
F.2.1(3a)	Explores numbers and imitates counting	
F.2.1(3b)	Arranges sets of objects in one-to-one correspondence	
F.2.2 Objective: Understand number operations and relationships		
F.2.2(3a)	Compares concrete quantities to determine which has more, less or the same	
F.2.2(3b)	Recognizes that a set of objects remains the same amount if physically rearranged	
F.2.3 Objective: Explore, recognize, and describe, shapes and spatial relationships		
F.2.3(3a)	Explores shapes and spatial relationships	
F.2.3(3b)	Recognizes 5 basic shapes	
F.2.3(3c)	Assembles puzzles of 5-10 intersecting pieces	
F.2.4 Objective: Use the attributes of objects for comparison and patterning		
F.2.4(3a)	Categorizes objects based on physical or functional similarities	
F.2.4(3b)	Matches objects	
F.2.5 Objective: Understand the concept of measurement		
F.2.5(3a)	Recognizes objects can be measured by height, length and weight	
F.2.5(3b)	Determines more, less, many and few	
F.2.5(3c)	Compares and orders by size	
F.2.5(3d)	Recognizes the tool (a clock) that tells time	
F.2.6 Objective: Collect, describe and record information using all senses		
F.2.6(3a)	Draw and describes pictures of objects and actions from memory	

F.3 Children will understand and use scientific tools and skills to extend their learning

F.3.1 Objective: Use observation to gather information		
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	F.3.1(3a)	Shows awareness of differences in their environment (smell, touch, sight, sound and taste)
	F.3.1(3b)	Recognizes and responds to differences in the environment
F.3.2 Use tools to gather information, compare observed objects and seek answers to questions through active investigation		
	F.3.2(3a)	Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment
	F.3.2(3b)	Works toward an objective, may use tools or others in the environment to obtain the objectives
	F.3.2(3c)	Use buttons/levers to produce desired responses
	F.3.3(3d)	Makes comparisons between objects that have been collected or observed
F.3.3 Hypothesize and make predications		
	F.3.3(3a)	Locates object hidden from view
	F.3.3(3b)	Creates mental images of objects and people not in immediate environment
	F.3.3(3c)	Asks questions, seeks information, and tests out possibilities as a group
F.3.4 Form explanations based on trial and error, observations and explorations		
	F.3.4(3a)	Identifies and investigates the physical qualities of living and nonliving things
F.3.5 Learn about various scientific topics		
	Seasons	Light/Reflection
	Weather	Nature/Plants
	Animals/Bugs	Ice/Water
	Food	Recycling

4-YEAR-OLD GOALS, OBJECTIVES AND OUTCOMES

A. FAITH FORMATION

A.1 GOAL: Children will discover the Church through learning the concepts of the Creed. *(Catholic Pillar: Creed)*

A.1.1 Objective: Define the Trinity – God the Father, God the Son (Jesus) and God the Holy Spirit (CCC 178, 988, 233)	
A.1.1(4)	Recite the Trinity in praying the Sign of the Cross
A.1.3 Objective: Recognize that God created all life. (CCC 279, 324-325, 327, 337-338)	
A.1.3(4)	Recall that all God made is good
A.1.4 Objective: Understand that God loves us and we love him (CCC 736, 1832, 2658, 2086)	
A.1.4(4)	Recall that God loves us and made us each unique
A.1.7 Objective: Illustrate that Creation is a bible story (Genesis 1-2)	
A.1.7(4)	Recall the story of Creation and reproduce it by coloring or other project
A.1.11 Objective: Identify Jesus as God's Son (CCC 422, 441-445, 153)	
A.1.11(4)	Identify Jesus as God's Son who was born on Christmas
A.1.13 Objective: Identify Mary as Jesus' mother (CCC 411)	
A.1.13(4)	Identify Mary as the Mother of Jesus
A.1.14 Objective: Identify Joseph as Jesus' foster father (CCC 532, 564)	
A.1.14(4)	Identify Joseph as Jesus' foster father
A.1.16 Learn and reflect on saints (CCC 2030)	
A.1.16(4)	Identify the Parish Patron Saint, St. Patrick, St. Nicholas, St. Valentine, St. Mary, and St. Francis of Assisi

A.2 GOAL: Children will discover God's Word in the Bible. *(Catholic Pillar: Scripture)*

A.2.1 Objective: Discover and discuss Bible stories (CCC 131-133, 104-105, 108)	
	<p>Listen to and discuss any of these stories:</p> <p>Noah's Ark (Gen. 7-8)</p> <p>Creation (Gen. 1:1-31)</p> <p>The Good Samaritan (Lk. 10:30-37)</p> <p>Adam and Eve (Gen. 2-3)</p> <p>Joseph and Coat of Many Colors (Gen. 37)</p> <p>Moses (Exodus 2-3, 20)</p> <p>The Prodigal Son (Lk 15:11-32)</p> <p>Joshua – Walls Come Falling Down (Josh. 6)</p> <p>Daniel and the Lions (Dan. 6:16-28)</p> <p>The Last Supper (Lk. 22:1-38)</p> <p>Jonah and the Whale (Jonah 1-3)</p> <p>David and Goliath (1 Sam. 17)</p> <p>Annunciation (Lk. 1:26-38)</p> <p>Birth of Christ (Lk. 2:1-18)</p> <p>Presentation of Jesus (Lk 2:22-33)</p> <p>Jesus and His Friends (Mk. 1:14-20)</p> <p>Jesus Blesses the Children (Lk. 18:15-17)</p> <p>Jesus the Good Shepherd (Jn. 10:1-6, 14)</p> <p>Passion (Lk. 23:1-56)</p> <p>Easter/Resurrection (Lk. 24:1-12)</p>
A.2.2 Objective: Recognize and show reverence for the Bible (CCC 101-104, 131-133)	
A.2.2(4)	A.2.2(4) Identify the Bible as the Church's holy book and treat it with respect
A.2.4 Recognize that the scripture stories come from the Bible (CCC 105, 106, 136)	
A.2.4(4)	Recognize that we hear stories from the Bible at church, at school and at home

A.3 GOAL: Children will discover that God loves each one of them through His Son, Jesus Christ. *(Catholic Pillar: Life in Christ)*

A.3.1 Recognize that we are members of God's family, called Christians, and the family of the Catholic Church, through baptism and faith (CCC 959, 759)	
A.3.1(4a)	Identify that we become friends of Jesus through our Baptism
A.3.1(4b)	Recognize the Church as the family of God
A.3.1(4c)	Identify special people in the Church family: priest, deacon, lectors, altar servers
A.3.3 Objective: Show kindness to others (CCC 459, 1337, 182, CFCL A1, A15)	
A.3.3(4)	Describe and practice acts of kindness
A.3.7 Objective: Participate in religious activities (CCC 1882, 1897-1917)	
A.3.7(4)	Practice various activities such as: blessing self with holy water, genuflecting, reciting and singing Mass parts, attending Mass, praying with a group
A.3.8 Objective: Recognize, identify, and create religious pictures (CCC 1146, 1148, 1152, 1159-1162)	
A.3.8(4)	Recognize, create and color religious pictures
A.3.9 Objective: Learn basic Christian songs, finger plays, etc. (CCC 1153-1158)	
A.3.9(4)	Sing Christian songs, act out finger plays and other religious skits
A.3.10 Objective: Role play (i.e. nativity, Mass)	
A.3.10(4)	Free play Bible stories and Sacraments

A.4 GOAL: Children will develop a sense of spirituality and experience prayer and liturgy. *(Catholic Pillar: Liturgy and Prayer)*

A.4.1 Objective: Pray and worship with others (CCC 2659-2660, 2623ff, 1140, 1136)		
	A.4.1(4)	Participate in class prayer times and attend all school prayer services and Mass
A.4.2 Objective: Show respect for parish worship space (CCC 752, 756)		
	A.4.2(4a)	Practice showing respect and reverence while in the church or other designated prayer areas
	A.4.2(4b)	Identify tabernacle, altar, baptismal font, stations of the cross, stained glass windows, and sanctuary
A.4.3 Objective: Experience prayer as: talking with God, listening to God, gesture/movement, spontaneous, individual, group, para-liturgies and liturgies (CCC 2559, 2664, 2663, 2674, CFCL A17)		
	A.4.3(4a)	Experience prayer as a conversation with God, as group recitation and as individual prayer [A E.1.8]
	A.4.3(4b)	Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving [A E.1.8]
A.4.4 Objective: Learn and practice prayers (CCC 2626-2638, 2659-2660, 2700ff)		
	A.4.4(4a)	Recite the Sign of the Cross, The Our Father, Angel of God, Meal Prayer as a group
	A.4.4(4b)	Pray in his/her own words
A.4.5 Objective: Identify and celebrate liturgical seasons (CCC 1163ff)		
	A.4.5(4a)	Identify Advent as a time of waiting for Jesus to come
	A.4.5(4b)	Identify the Advent wreath as a symbol of the four weeks before Christmas
	A.4.5(4c)	Retell the Christmas story
	A.4.5(4d)	Identify the Magi
	A.4.5(4e)	Describe Lent as a time to grow in love for God and others
	A.4.5(4f)	Identify symbols of new life in preparation for Easter
	A.4.5(4g)	Identify that Easter is a time for new life
	A.4.5(4h)	Recognize Jesus rose from the dead on Easter Sunday
	A.4.5(4i)	Identify Church celebrations and feasts during the liturgical year such as Oct. 12 – Feast St. Francis of Assisi, Dec. 6 – Feast of St. Nicholas, Feb. 14 – Feast of St. Valentine and March 17 – Feast of St. Patrick

A.5 GOAL: Children will learn and experience the sacraments. (Catholic Pillar: Sacraments)

A.5.1 Objective: Describe and celebrate sacraments (CCC 1266, 1347, 2623ff)		
	A.5.1(4a)	Recognize the symbol of the sacrament of Baptism is water
	A.5.1(4b)	Identify that at his/her Baptism he/she became a member of the Church
	A.5.1(4c)	Participate in Mass

A.6 GOAL: Children come to understand what it means to respect life. (Catholic Pillar: Family Life)

A.6.1 Objective: Discuss, as the need and circumstances arise, with full communication with the parent(s), Church doctrine on divorce (CCC 1676, CFCL B4), cohabitation (CCC 2350, 2353, 2390-2391, CFCL B5) and sexual abuse (CCC 2388-2389, CFCL B6)		
	<i>Safe Environment:</i>	
	A.6.1(4a)	Name personal and physical safety
	A.6.1(4b)	Recognize fear and feelings
	A.6.1(4c)	Identify that God created all of us as special

Provide opportunities to educate parent(s)/guardian(s) on their responsibility as a Catholic parent/guardian in:

- Celebrating Sundays and Church Holy Days with their child by worshipping with their parish community. (CCC 1656, 2042, 2180, 2176)
- Praying with their child at home. (CCC 2590, 2599)
- Sharing with their child stories of their family, its faith and its ethnic and religious traditions. (CCC 533, 1652-1657, 2204-2206, 2599)
- Modeling forgiveness in the family. (CCC 1434-1435, 1439)
- Taking a walk with their child and pointing out the wonders of God's creation. (CCC 290-294, 299)

B. HEALTH AND PHYSICAL DEVELOPMENT

B.1 GOAL: Children will recognize and care for their physical well-being.

B.1.1 Objective: Demonstrate behaviors to meet self-help and physical needs		
	B.1.1(4a)	Recognizes physical need for rest/sleep
	B.1.1(4b)	Dresses self with minimal assistance
	B.1.1(4c)	Takes responsibility for toileting
	B.1.1(4d)	Feeds self with proficiency
	B.1.1(4e)	Identify healthful behaviors that impact personal health [H A.4K2.1]
B.1.2 Objective: Demonstrate behaviors to meet safety needs		
	B.1.2(4a)	Shows awareness of danger in harmful situations and begins to recognize simple rules
	B.1.2(4b)	Identify ways to prevent common childhood accidents and injuries [H A.4K2.4]
	B.1.2(4c)	Explain how to communicate to a trusted adult if threatened or harmed [H D.4K2.1]
	B.1.2(4d)	Express needs, wants and feelings [H D.4K2.2, A E.1.1, A E.1.2, A E.1.4]
	B.1.2(4e)	Practice refusal skills that avoid or reduce health risks [H D.4K2.3]

	B.1.2(4f)	Practice how to ask for assistance [H D.4K2.4]
	B.1.2(4g)	Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations [H G.4K2.3]
	B.1.2(4h)	Recognize appropriate safety practices with and without physical education equipment [PE B.4K2.2]
B.1.3 Objective: Demonstrate a healthy life style		
	B.1.3(4a)	Begins to take responsibility for personal hygiene and needs
	B.1.3(4b)	Describe why it is important to participate in healthy behaviors [H A.4K2.5]
	B.1.3(4c)	Engage in moderate to vigorous physical activity on an intermittent basis [PE C.4K2.1]
	B.1.3(4d)	Participate in a variety of non-structured and minimally organized physical activities outside of physical education, such as at recess time [PE C.4K2.3]

B.2 GOAL: Children will develop their fine and gross motor skills.

B.2.1 Objective: Move with strength, control, balance, coordination, locomotion and endurance for the purpose of coordination		
	B.2.1(4a)	Walks up and down stairs with alternating steps
	B.2.1(4b)	Demonstrate periods of activity and rest in music through physical activity [Mu A.3.1]
	B.2.1(4c)	Recognize and play simple rhythm patterns, a steady beat, accents and the downbeat [Mu A.3.2]
	B.2.1(4d)	Discriminate between fast and slow, gradually slowing down and getting faster [Mu A.3.4]
	B.2.1(4e)	Demonstrate audience behavior appropriate for the context and style of music performed [Mu F.2.1]
	B.2.1(4f)	Attempt new movements and skills willingly [PE F.4K2.2]
B.2.2 Objective: Move with strength, control, balance, coordination, locomotion and endurance for the purpose of strength		
	B.2.2(4a)	Walks, runs, climbs, jumps, skips, gallops and hops with control [PE A.4K2.1]
	B.2.2(4b)	Throws a ball underhand and overhand [PE A.4K2.5]
	B.2.2(4c)	Travel fast and slow using different pathways, changing directions in response to a signal or obstacle [PE A.4K2.2]
	B.2.2(4d)	Perform tumbling activities such as roll, jump and weight transfer [PE A.4K2.4]
	B.2.2(4e)	Control an object using feet, hands or an implement (dribble, throw, catch, kick, strike) [PE A.4K2.6]
	B.2.2(4f)	Balance a variety of body parts or objects in a creative way – round, twisted, narrow and symmetrical [PE A.4K2.8]
	B.2.2(4g)	Correct movement errors in response to corrective feedback [PE B.4K2.5]
	B.2.2(4h)	Engage in a series of physical activities without tiring easily [PE D.4K2.2]
	B.2.2(4i)	Participate in a variety of activities and games that increase breathing and heart rate [PE D.4K2.5]
B.2.3 Objective: Exhibit eye-hand coordination, strength, control and object manipulation		
	B.2.3(4a)	Performs simple fine motor skills and manipulates smaller objects with increasing control
	B.2.3(4b)	Uses strength and control to perform complex fine motor skills
	B.2.3(4c)	Coordinate hand and eye to trace, outline, color, cut and reproduce [LA 4KA1.1.11]
	B.2.3(4d)	Practice making lines, circles, other markings [LA 4KB.1.5.1]
	B.2.3(4e)	Write 18-20 letters and numerals [LA 4KB.1.5.2]
	B.2.3(4f)	Practice writing in manuscript [LA 4KB.1.5.7]
	B.2.3(4g)	Use personal chalkboard, whiteboard, large and small sand trays, etc. [LA 4KB.1.5.8]
	B.2.3(4h)	Use consistent shape in writing [LA 4KB.1.5.9]
	B.2.3(4i)	If available, use keyboards and other common input and output devices efficiently and effectively (i.e. touchscreen) [T A.5]
	B.2.3(4j)	If available, use se input devises (i.e. mouse, keyboard, remote control) to successfully operate computers, simple audio and visual equipment and other basic technologies [T A.1]
	B.2.3(4k)	If available, use a variety of media and technology resources for directed independent learning activities (i.e. recording devices, tablets, computers) [T A.2]
	B.2.3(4l)	If available, use developmentally appropriate multimedia resources (i.e. interactive books, educational software and websites) to support learning [T A.4]
	B.2.3(4m)	If available, use technology resources (i.e. puzzles, logical thinking programs, writing tools, drawing tools) for problem solving, communication and illustration of thoughts, ideas and stories [T C.2]
	B.2.3(4n)	Use proper pencil grip

B.3 GOAL: Children will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.

B.3.1 Objective: Use senses to take in, experience, integrate, and regulate responses to the environment		
	B.3.1(4a)	Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking
	B.3.1(4b)	Participate even when not successful [PE F.4K2.3]

C. SOCIAL AND EMOTIONAL DEVELOPMENT

C.1 GOAL: Children will develop emotional competence and self-regulation.

C.1.1 Objective: Express a wide range of emotions		
C.1.1(4a)	Uses verbal and nonverbal languages to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy and confusion	
C.1.1(4b)	Share verbal and nonverbal indicators of enjoyment [PE F.4K2.1]	
C.1.1(4c)	Express personal feelings on progress made while learning a new skill [PE F.4K2.5]	
C.1.2 Objective: Recognize and respond to others' emotions		
C.1.1(4a)	Demonstrates empathy by recognizing the feelings of another person and responding appropriately	
C.1.1(4b)	Identify several activities that are enjoyable [PE F.4K2.4]	
C.1.1(4c)	Use art to understand and show feelings (A E.1.1)	

C.2 GOAL: Children will develop a personal sense of well-being.

C.2.1 Objective: Develop a positive self-esteem		
C.2.1(4a)	Exhibits positive self-concept and confidence in his/her abilities	
C.2.1(4b)	Recall that God loves us [R A.1.4(4) EC]	
C.2.1(4c)	Participate even when not successful [EC B.3.1(4b); PE F.4K2.3]	
C.2.2 Objective: Demonstrate self-awareness		
C.2.2(4a)	Demonstrates awareness of self as a unique individual	
C.2.2(4b)	Recall that God loves us and made us each unique [R A.1.4(4) EC; SS B2.A.6]	
C.2.2(4c)	Express needs, wants and feelings [EC B.1.2(4d); H D.4K2.2]	
C.2.2(4d)	Identify and differentiate types of communities (i.e. family, school) [SS P2.C.1]	
C.2.2(4e)	Describe family structures [SS P3.A.1]	
C.2.2(4f)	Describe what makes school a safe place to learn, make friends and have fun [SS P3.A.2]	
C.2.2(4g)	Describe how plants and animals grow and change [Sc LS1.B.3]	
C.2.2(4h)	Describe how plants and animals help their young survive (Sc LS1.B.4)	

C.3 GOAL: Children will develop social competence.

C.3.1 Objective: Demonstrate attachment, trust and autonomy		
C.3.1(4a)	Transitions into unfamiliar settings with assistance of familiar adults	
C.3.1(4b)	Enjoy participating alone while exploring movement tasks [PE E.4K2.5]	
C.3.1(4c)	Work independently, productively and demonstrate a willingness to challenge self [PE E.4K2.7]	
C.3.2 Objective: Engage in social interaction and play with others		
C.3.2(4a)	Participate in cooperative play with others	
C.3.2(4b)	Participate in a variety of cooperative activities with demonstrating charity, self-control, generosity and patience [PE E.4K2.9]	
C.3.2(4c)	Show cooperation and fair play for others by helping, sharing and taking turns [PE E.4K2.8]	
C.3.2(4d)	Work cooperatively and collaboratively with peers, family members, and when using technology in the classroom [T B.1]	
C.3.3 Objective: Demonstrates understanding of rules and social expectations		
C.3.3(4a)	Remembers and follows simple group rules and displays appropriate social behavior	
C.3.3(4b)	Recall that all God made is good [R A.1.3(4) EC]	
C.3.3(4c)	Follow rules, procedures and etiquette in class [PE E.4K2.6]	
C.3.3(4d)	Describe how family members, friends and classmates can all teach us how to act responsibly [SS P3.B.1]	
C.3.4 Objective: Engage in social problem solving behavior and learn to resolve conflict		
C.3.4(4a)	Experiments with trial-and-error approaches to solve simple problems and conflicts	
C.3.4(4b)	Seeks adult assistance to resolve conflict	
C.3.4(4c)	Asserts needs and desires appropriately in conflict situations	
C.3.4(4d)	Uses a variety of strategies to resolve conflict [H D.4K2.6]	
C.3.4(4e)	Explain how to communicate to a trusted adult if threatened or harmed [EC B1.2(4c); H D.4K2.1]	
C.3.4(4f)	Participate in a service learning project for the good of the community [SS B3.A.1]	
C.3.4(4g)	Demonstrate that problems may have many acceptable solutions [Sc ETS1.A.2; ETS1.C.1]	

D. LANGUAGE DEVELOPMENT AND COMMUNICATION

D.1 Children will develop their abilities to listen and understand

D.1.1 Objective: Derive meaning through listening to communications of others and sounds in the environment

	D.1.1(4a)	Listens to and participates in short stories, rhymes, finger plays, songs and music [LA 4KC2.4.1]
	D.1.1(4b)	Shows understanding of concept words and sequence of events [LA 4KC2.3.1]
	D.1.1(4c)	Demonstrates understanding and listening skills by attending and responding appropriately [LA 4KA.3.1.1, LA 4KC2.1.1, LA 4KC3.4.1]
	D.1.1(4d)	Attend a theatrical performance [LA 4KC2.4.2]
D.1.2 Objective: Listen and respond to communications with others		
	D.1.2(4a)	Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk or jump (action words, verbs) [LA 4KC3.1.1]
	D.1.2(4b)	Responds to increasingly complex language structures, including comments, requests and questions [LA 4KA 2.3.1]
	D.1.2(4c)	Responds and extends conversations much like adults and can sustain a topic through multiple turns
	D.1.2(4d)	Respects others who are talking [LA 4KC3.1.2]
D.1.3 Objective: Follow directions of increasing complexity		
	D.1.3(4a)	Understands and carries out a two-step direction [LA 4KA1.1.13, LA 4KC2.1.2, PE E.4K2.2]
	D.1.3(4b)	Follows a series of three or more multi-step directions [LA 4KC2.1.2, PE E.4K2.2]

D.2 Children will develop their abilities to communicate and speak.

D.2.1 Objective: Use gestures and non-verbal movements to communicate		
	D.2.1(4)	Uses non-verbal communication much like an adult (example: waves goodbye)
D.2.2 Objective: Use vocalizations and spoken language to communicate in proper form		
	D.2.2(4a)	Uses plurals (cats), pronouns (I, he, they) and past tense (walked) (example: "I want grapes")
	D.2.2(4b)	Uses multi-word sentences (parts of speech, word order, and sentence structure) like that of an adult (example: "I think I want to plant a garden")
	D.2.2(4c)	Speak clearly and fluently using clear enunciation, good phrasing and appropriate tone [LA 4KC1.3.1]
	D.2.2(4d)	Applies basic skills in speaking including eye contact, volume, projection, tone, rate and articulation [LA 4KC1.3.4]
D.2.3 Objective: Use vocalizations and spoken language to communicate with proper content		
	D.2.3(4a)	Uses a category of words that shows awareness of common aspects among objects (example: "Where are my toys for the sandbox?") [LA AKA1.1.18]
	D.2.3(4b)	Asks many questions with "why" to obtain information (example: "Where do you live?") [LA 4KA1.3.1]
	D.2.3(4c)	Comments on as well as produces and comprehends words (example: "Hats are different sizes and shapes.")
	D.2.3(4d)	Answer questions to demonstrate comprehension [LA 4KC2.2.6]
	D.2.3(4e)	Retell stories [LA 4KC2.3.2]
	D.2.3(4f)	Report to the class [LA 4KC2.3.4]
D.2.4 Objective: Use vocalization and spoken language to communicate properly		
	D.2.4(4a)	Engages in short dialogue of a few turns (example: Child, "That's a big dog." Adult, "Yes, that is a big dog." Child, "Will it bite?"; Adult, "No he will not bite.")
	D.2.4(4b)	Determines how much information a listener needs based on an awareness of listener's role and understanding (example: child stops talking if the other person is not listening) [LA 4KA1.1.19, LA 4KC1.3.2]
	D.2.4(4c)	Modifies language when talking to a younger child (example: says "goo-goo, ga-ga" to a baby)
	D.2.4(4d)	Initiates conversations
	D.2.4(4e)	Responds to conversations
	D.2.4(4f)	Stays on topic for multiple exchanges
	D.2.4(4g)	Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions [LA 4KC1.3.3, LA 4KC1.6.3, LA 4KC3.1.3, LA 4KC3.1.4]
	D.2.4(4h)	Lead daily pledge and prayer [LA 4KC1.3.5]
	D.2.4(4i)	Lead impromptu prayer [LA 4KC 1.3.6]
	D.2.4(4j)	Demonstrate creativity in speech through the use of role playing/dramatization [LA 4KC1.6.1]
	D.2.4(4k)	Participate in dramatic activities such as plays and programs [LA 4KC1.6.2]

D.3 Children will develop literacy concepts and skills.

D.3.1 Objective: Develop ability to detect, manipulate or analyze the auditory parts of spoken language		
	D.3.1(4a)	Recognizes and matches sounds and rhymes in familiar words [LA 4KA1.2.4]
	D.3.1(4b)	Recognizes sounds that match and words that begin with the same sounds [LA 4KC2.2.1]
	D.3.1(4c)	Recognizes and produces rhyming words [LA 4KA1.2.4]
	D.3.1(4d)	Discriminates separate syllables in spoken words and begins to blend and segment syllables
	D.3.1(4e)	Participates in group recitation such as rhymes, riddles, chorals and echoes [LA 4KC1.5.1]
	D.3.1(4f)	Identify repetitive words [LA 4KC2.2.3]
	D.3.1(4g)	Recognize transitional and signal words and phrases

D.3.2 Objective: Understand concepts that the alphabet represents the sounds of spoken language and the letters of written language		
D.3.2(4a)	Explores, repeats and imitates alphabet related songs and games [LA 4KA1.1.17]	
D.3.2(4b)	Recognizes the difference between letters and other symbols	
D.3.2(4c)	Recognizes letters in familiar words, especially in own name [LA 4KA1.1.6, LA 4KA1.1.8, LA 4KA1.2.1]	
D.3.2(4d)	Makes some letter/sound connections and identifies some beginning sounds [LA 4KA1.2.2]	
D.3.2(4e)	Uses a combination of letter sounds, familiar environmental print and picture cues to recognize a printed word [LA 4KA1.1.9]	
D.3.2(4f)	Use the visual arts to express ideas that cannot be expressed by words alone [A C.1.5]	
D.3.2(4g)	Match identical forms and like objects and notice unlike forms [LA 4KA1.1.1; LA 4KA1.1.2; LA 4KA1.1.5]	
D.3.2(4h)	Recognizes most capital and lower case letters in name	
D.3.2(4i)	Identifies and writes first and last name	
D.3.3 Objective: Show appreciation of books and understands how print works		
D.3.3(4a)	Looks at picture books and asks questions or makes comments [LA 4KA1.4.1, LA 4KA1.5.1]	
D.3.3(4b)	Understand that print in the book carries the message [LA 4KA1.7.1]	
D.3.3(4c)	Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator	
D.3.3(4d)	Chooses reading activities and responds with interest and enjoyment	
D.3.3(4e)	Recognizes some familiar environmental print (example: sees a stop sign)	
D.3.3(4f)	Handles books correctly and shows increasing skills in print directionality [LA 4KA1.1.12; LA 4KA1.1.14; LA 4KA1.1.15]	
D.3.3(4g)	Understands the differences between letters, words and sentences [LA 4KA1.1.16]	
D.3.3(4h)	Understands that books have characters, sequences of events and story plots [LA 4KA2.4.1, LA 4KA2.4.2, LA 4KA2.4.3, LA 4KA2.4.4]	
D.3.3(4i)	Identifies the book title, author and page numbers [LA 4KA1.6.1]	
D.3.4 Objective: Use writing to represent thoughts or ideas		
D.3.4(4a)	Writes lists, thank you notes, names, and labels objects in play [LA 4KB2.3.1]	
D.3.4(4b)	Labels pictures using scribbles or letter-like forms to represent words or ideas [LA 4KB1.5.1]	
D.3.4(4c)	Writes recognizable letters and numbers and begins to write name and a few words [LA 4KB1.5.2, LA 4KB1.5.5, LA 4KB1.5.6, LA 4KB1.5.7, LA 4KB1.5.9]	
D.3.4(4d)	Write a group story [LA 4KB1.2.1]	
D.3.4(4e)	Apply top-to-bottom progression [LA 4KB1.5.4]	

E. APPROACHES TO LEARNING

E.1 Children will develop their abilities to listen and understand

E.1.1 Objective: Display curiosity, risk-taking, and willingness to engage in new experiences		
E.1.1(4a)	Attends for longer periods of time and shows preference for some activities [Mu F.2.1, PE D.4K2.3, LA 4KC2.4.2, LA 4KC3.2.3, LA 4KC3.2.5]	
E.1.1(4b)	Is curious about and willing to try new and unfamiliar experiences and activities with their environment	
E.1.2 Objective: Engage in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities		
E.1.2(4a)	Experiments and practices to expand skill level	
E.1.2(4b)	Refines skills that have been successfully accomplished	
E.1.3 Objective: Exhibit persistence and flexibility		
E.1.3(4a)	Persists with activity independently until goal is reached	
E.1.3(4b)	Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps (A B.2.6)	

E.2 Children will use invention, imagination and play to extend their learning

E.2.1 Objective: Engage in imaginative play and inventive thinking through interactions with people, materials and the environment		
E.2.1(4a)	Recreates and acts out real-life and fantasy experiences in pretend play	
E.2.1(4b)	Engages in elaborate and sustained imaginative play	
E.2.2 Objective: Express self creatively through music, movement and art		
E.2.2(4a)	Explores the process of using a variety of artistic materials, music and movement [A A.1.1, A A.1.2, A B.1.1, A B.1.2, A B.1.5, A B.1.8, A B.1.9, Mu F.1.6]	
E.2.2(4b)	Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music and movement [A B.1.4, A B.1.7, A B.1.12, A C.1.1, A C.1.2, Mu F.1.6, Mu F.2.6, LA 4KC1.6.2]	
E.2.2(4c)	Create art as an expression of prayer [A B.1.13]	
E.2.2(4d)	Identify some colors	

E.3 Children will engage in diverse approaches to learning

E.3.1 Objective: Experience a variety of routines, practices, and languages		
	E.3.1(4)	Asks questions of adults about differences between various routines, practices and languages in a variety of settings
E.3.2 Objective: Learn within the context of his/her family and culture		
	E.3.2(4a)	Starts to notice that other children and families do things differently [A E.2.3, A E.2.5, A F.1.6, SS H1.B.1, SS P3.A.1]
	E.3.2(4b)	Understands and accepts diversity in other children and families [A E.2.3, A E.2.5, SS G1.A.5, SS P2.C.1, SS P3.A.1, SS P3.B.1]
E.3.3 Objective: Use various styles of learning, including verbal/ linguistic, bodily/kinesthetic, visual/spatial, interpersonal and intrapersonal		
	E.3.2(4a)	Tends to have a preferred learning style
	E.3.2(4b)	Explores other learning styles when introduced by an adult or peer
	E.3.2(4c)	Uses a variety of learning styles to meet their needs or achieve their goals

F. COGNITIVE AND GENERAL KNOWLEDGE

F.1 Children will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills

F.1.1 Objective: Use multi-sensory abilities to process information		
	F.1.1(4a)	Uses senses to explore and experiment with new materials
	F.1.1(4b)	Uses senses and a variety of strategies to investigate information
	F.1.1(4c)	Uses senses to generalize and apply prior knowledge
F.1.2 Objective: Understand new meanings as memory increases		
	F.1.2(4a)	Remembers and recalls events
	F.1.2(4b)	Recognizes functional uses of items in the environment
	F.1.2(4c)	Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking)
	F.1.2(4d)	Generates a rule, strategy or idea from a previous learning experience and applies to a new context
F.1.3 Objective: Apply problem solving skills		
	F.1.3(4a)	Asks questions, seeks information and tests out possibilities
	F.1.3(4b)	Determines and evaluates solutions [Sc ETS1.A.2]
	F.1.3(4c)	Makes statements and appropriately answers questions that require reasoning about objects, situations and people

F.2 Children will understand and use early mathematical concepts and logical thinking processes to extend their learning

F.2.1 Objective: Demonstrate an understanding of numbers and counting		
	F.2.1(4a)	Arranges sets of objects in one-to-one correspondence
	F.2.1(4b)	Can rote count to 20 and counts concrete objects to 10 and beyond [Ma 4KA1.1.2]
	F.2.1(4c)	Recognizes some numerals and associates number concepts with print materials in a meaningful way
	F.2.1(4d)	Names and writes some numerals [Ma 4KA1.2.2]
	F.2.1(4e)	Counts with 1 to 1 correspondence up to 10 objects and can tell the number that comes next [Ma 4KA1.2.4]
F.2.2 Objective: Understand number operations and relationships		
	F.2.2(4a)	Compares concrete quantities to determine which has more, less or the same [Ma 4KA1.2.1]
	F.2.2(4b)	Recognizes that a set of objects remains the same amount if physically rearranged
	F.2.2(4c)	Identifies "1 more" and "1 less"
	F.2.2(4d)	Joins (combines) and separates groups of objects
F.2.3 Objective: Explore, recognize, and describe, shapes and spatial relationships		
	F.2.3(4a)	Explores shapes and spatial relationships
	F.2.3(4b)	Recognizes 8 basic shapes
	F.2.3(4c)	Assembles puzzles of at least 12 intersecting pieces
F.2.4 Objective: Use the attributes of objects for comparison and patterning		
	F.2.4(4a)	Categorizes objects based on physical or functional similarities [Ma 4KB1.1.2]
	F.2.4(4b)	Matches objects [Ma 4KA1.2.3]
	F.2.4(4c)	Sorts and/or describes objects by one or more attributes or characteristics [Ma 4KB1.1.3]
	F.2.4(4d)	Uses positional and comparative words to demonstrate understanding directions and location (i.e. on-top, below, bottom, over, under, above, on and next to) [Ma 4KC1.1.1]
	F.2.4(4e)	Recognizes, duplicates, and extends simple and original patterns
F.2.5 Objective: Understand the concept of measurement		
	F.2.5(4a)	Recognizes objects can be measured by height, length and weight

	F.2.5(4b)	Determines more, less, many and few
	F.2.5(4c)	Compares and orders by size [Ma 4KA1.1.1, Ma 4KB1.1.1]
	F.2.5(4d)	Uses tools to explore measuring (non-standard units, time)
	F.2.5(4e)	Categorizes and sequences time intervals and uses language associated with time in everyday situations (i.e. morning, after lunch, yesterday, tomorrow) [Ma 4KB2.1.1]
	F.2.5(4f)	Describes temperature as hot, warm, cold, warmer than, cooler than, as warm as, etc. [Ma 4KB1.1.4]
	F.2.5(4g)	Locate dates on a calendar indicates days and weeks of the year [Ma 4KB2.1.2, Ma 4KB2.1.3]
F.2.6 Objective: Collect, describe and record information using all senses		
	F.2.6(4a)	Draws and describes pictures of objects and actions from memory
	F.2.6(4b)	Describes and records information through a variety of means, including discussion, drawings, maps, graphs and charts
	F.2.6(4c)	Be introduced to phone number
	F.2.6(4d)	Learn home address

F.

3 Children will understand and use scientific tools and skills to extend their learning

F.3.1 Objective: Use observation to gather information		
	F.3.1(4a)	Shows awareness of differences in their environment (smell, touch, sight, sound and taste) [Sc PS4.C.1]
	F.3.1(4b)	Recognizes and responds to differences in the environment
	F.3.1(4c)	Purposely seeks information through observation to satisfy curiosity or need for answers
F.3.2 Use tools to gather information, compare observed objects and seek answers to questions through active investigation		
	F.3.2(4a)	Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment
	F.3.2(4b)	Works toward an objective, may use tools or others in the environment to obtain the objectives [Sc ETS2.A.1]
	F.3.2(4c)	Use buttons/levers to produce desired responses
	F.3.3(4d)	Uses books to look for information
	F.3.3(4e)	Uses magnifying glass (hand lens), binoculars and maps for investigation of the environment
	F.3.3(4f)	Makes comparisons between objects that have been collected or observed [Sc ETS2.A.2]
F.3.3 Hypothesize and make predications		
	F.3.3(4a)	Creates mental images of objects and people not in immediate environment
	F.3.3(4b)	Asks questions, seeks information, and tests out possibilities [Sc ETS1.B.3]
	F.3.3(4c)	Asks simple scientific questions and draws conclusions based on previous experience [Sc ETS1.A.3]
F.3.4 Form explanations based on trial and error, observations and explorations		
	F.3.4(4a)	Identifies and investigates the physical qualities of living and nonliving things
	F.3.4(4b)	Explores and formulates conclusions based on observation and past experiences
F.3.5 Learn about various scientific topics		
	Seasons [Sc ESS1.B.1]	
	Weather – types of weather, day-to-day weather, and severe weather [Sc ESS2.D.1, Sc ESS2.D.2, Sc ESS2.D.3, Sc ESS3.B.1, Sc ESS3.B.2, Sc ESS3.b.3]	
	Matter – solids and liquids [Sc PS1.A.1, Sc PS 1.A.2, Sc PS1.A.3, Sc PS1.A.4]	
	God's Creation [PS1.C.4]	
	Motion – push, pull, force, and sliding (Sc PS2.A.1, Sc PS2.A.2, Sc PS2.A.3, Sc PS2.C.1, Sc PS2.C.2)	
	Energy – sunlight, friction, push and pull [Sc PS3.B.1, Sc PS3.C.1, Sc PS3.C.2, Sc PS3.D.1]	
	Waves – water motion, vibrating sound, mirrors, light, reflection, and lenses [Sc PS4.A.1, Sc PS4.A.2, Sc PS4.A.3, Sc PS4.B.1, Sc PS4.B.2, Sc PS4.B.3, Sc PS4.B.4, Sc PS4.C.1, Sc PS4.C.2, Sc PS4.C.3]	
	Living Things (Organisms) – purposes, plants and animals, food, light, senses, environment [Sc LS1.A.1, Sc LS1.B.1, Sc LS1.B.2, Sc LS1.C.1, Sc LS1.C.2, Sc LS1.C.3, Sc LS1.D.1, Sc LS1.D.2]	
	Ecosystems – survival, food, shelter, and human impact [Sc LS2.A.1, Sc LS2.A.2, Sc LS2.B.1, Sc LS2.C.1, Sc LS2.C.2, Sc LS2.D.1]	
	Heredity –similar and different characteristics [Sc LS3.A.1, Sc LS3.A.2, Sc LS3.B.1]	
	Biodiversity – dinosaurs extinct, fossils and where things live [Sc LS4.A.1, Sc LS4.A.2, Sc LS4.D.1]	
	Solar System – telescope, day and night sky, stars, moon and sun [Sc ESS1.A.1, Sc ESS1.A.2, Sc ESS1.B.1]	
	Earth – sunrise and sunset, natural events, erosion, physical features, liquid and solid, and natural resources [Sc ESS1.C.2, Sc ESS2.A.1, Sc ESS2.A.2, Sc ESS2.B.1, Sc ESS2.B.2, Sc ESS2.C.1, Sc ESS2.C.3, Sc ESS2.C.4, Sc ESS2.E.1, Sc ESS2.E.2, Sc ESS3.A.1, Sc ESS3.A.2]	
	Recycling [Sc ESS3.C.1, Sc ESS3.C.2]	
	Influence of Technology – human made products [Sc ETS2.B.1, Sc ETS2.B.2, Sc ETS.2.B.3]	

5-YEAR-OLD GOALS, OBJECTIVES AND OUTCOMES

A. FAITH FORMATION

A.1 GOAL: Children will discover the Church through learning the concepts of the Creed. (*Catholic Pillar: Creed*)

A.1.1 Objective:	Define the Trinity – God the Father, God the Son (Jesus) and God the Holy Spirit (CCC 178, 988, 233)	
	A.1.1(5)	Recite the Trinity in praying the Sign of the Cross
A.1.2 Objective:	Identify that there is one God and there is a special loving relationship between God the Father, God the Son and God the Holy Spirit (CCC 254)	
	A.1.2(5)	Identify the Trinity as God the Father, God the Son and God the Holy Spirit
A.1.3 Objective:	Recognize that God created all life. (CCC 279, 324-325, 327, 337-338)	
	A.1.3(5)	Name God's creations and know that it was good [A E.1.7]
A.1.4 Objective:	Understand that God loves us and we love him (CCC 736, 1832, 2658, 2086)	
	A.1.4(5a)	Identify his/her own uniqueness
	A.1.4(5b)	Identify ways we can show God we love Him
A.1.5 Objective:	Recognize that we are made in the image of God (CCC1700, CFCL A1)	
	A.1.5(5a)	Describe him/herself as a child of God
	A.1.5(5b)	Explain that God made people in His image and likeness
A.1.6 Objective:	Explain that Creation is a gift from God given out of Divine love (CCC 290ff)	
	A.1.6(5a)	Describe the sun, moon, stars and universe as created by God
	A.1.6(5b)	Classify and sort God's creation [A E.1.7]
	A.1.6(5c)	Express wonder and awe at the gifts of God's creation [A E.1.7]
A.1.7 Objective:	Illustrate that Creation is a bible story (Genesis 1-2)	
	A.1.7(5)	Retell the story of Creation and reproduce it through play, art or drama [A E.1.7]
A.1.8 Objective:	Recognize that Creation is a sign of God's presence (CCC 257, 280, 315, 759, 1066)	
	A.1.8(5a)	Identify actions of individual people as signs of God's love
	A.1.8(5b)	Describe animals as signs of God's love
A.1.9 Objective:	Recognize that Creation is something to be grateful for (CCC 299, 2402, 2452)	
	A.1.9(5a)	Celebrate the Feast of St. Francis
	A.1.9(5b)	Participate in a service to clean the earth such as picking up litter or recycling
	A.1.9(5c)	Celebrate Earth Day
A.1.10 Objective:	Recognize authority of God in life and in parents (CCC 156, 239, 668, 1295, 1381 CFCL A3, A12)	
	A.1.10(5a)	Identify God as giving us parents/guardians to help us grow in faith
	A.1.10(5b)	Recite the 4th Commandment: Honor your father and your mother
A.1.11 Objective:	Identify Jesus as God's Son (CCC 422, 441-445, 153)	
	A.1.11(5)	Explain that Jesus is the Son of God who was born on Christmas
A.1.12 Objective:	Explain that Jesus is much like us; He was born to Mary and grew up in a family (CCC 532, 564)	
	A.1.12(5a)	Recall that God called Mary to be Jesus' mother
	A.1.12(5b)	Recall that Mary is our mother as well
A.1.13 Objective:	Identify Mary as Jesus' mother (CCC 411)	
	A.1.13(5a)	Identify Mary as the Mother of Jesus
	A.1.13(5b)	Celebrate the Immaculate Conception on December 8
A.1.14 Objective:	Identify Joseph as Jesus' foster father (CCC 532, 564)	
	A.1.14(5)	Identify the Holy Family as Jesus, Mary and Joseph
A.1.15 Objective:	Identify Saints as friends of Jesus (CCC 2030)	
	A.1.15(5a)	Recognize that saints are special people who followed God's golden rule
	A.1.15(5b)	Discuss how all of God's children are called to be saints
A.1.16 Objective:	Learn and reflect on saints (CCC 2030)	
	A.1.16(5)	Describe the Parish Patron Saint, St. John the Baptist, St. Joseph, Mary, St. Francis of Assisi, St. Peter, St. Kateri Tekakwitha, and St. Teresa of Calcutta

A.2 GOAL: Children will discover God's Word in the Bible. (*Catholic Pillar: Scripture*)

A.2.1 Objective:	Discover and discuss Bible stories (CCC 131-133, 104-105, 108)	
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	Listen to and discuss any of these stories: Noah's Ark (Gen. 7-8) Creation (Gen. 1:1-31) The Good Samaritan (Lk. 10:30-37) Adam and Eve (Gen. 2-3) Joseph and Coat of Many Colors (Gen. 37) Moses (Exodus 2-3, 20) The Prodigal Son (Lk 15:11-32) Joshua – Walls Come Falling Down (Josh. 6) Daniel and the Lions (Dan. 6:16-28) The Last Supper (Lk. 22:1-38)	Jonah and the Whale (Jonah 1-3) David and Goliath (1 Sam. 17) Annunciation (Lk. 1:26-38) Birth of Christ (Lk. 2:1-18) Presentation of Jesus (Lk 2:22-33) Jesus and His Friends (Mk. 1:14-20) Jesus Blesses the Children (Lk. 18:15-17) Jesus the Good Shepherd (Jn. 10:1-6, 14) Passion (Lk. 23:1-56) Easter/Resurrection (Lk. 24:1-12)
A.2.2 Objective: Recognize and show reverence for the Bible (CCC 101-104, 131-133)		
A.2.2(5)	Identify the Bible as the Church's holy book and treat it with respect	
A.2.3 Objective: Explain that the Bible is God's Word to us (CCC 105, 136)		
A.2.3(5)	Identify the stories in the Bible as God's Word to us	
A.2.4 Objective: Recognize that the scripture stories come from the Bible (CCC 105, 106, 136)		
A.2.4(5)	Recognize that we hear stories from the Bible at church, at school and at home	

A.3 GOAL: Children will discover that God loves each one of them through His Son, Jesus Christ. (Catholic Pillar: Life in Christ)

A.3.1 Objective: Recognize that we are members of God's family, called Christians, and the family of the Catholic Church, through baptism and faith (CCC 959, 759)		
A.3.1(5a)	Identify that we become friends of Jesus through our Baptism	
A.3.1(5b)	Recognize the Church as the family of God	
A.3.1(5c)	Identify special people in the Church family: priest, deacon, ministers of communion, lectors, altar servers	
A.3.2 Objective: Identify Christian lifestyle as valuing: simplicity, respect for life (CCC 2859-2883), rights (CCC 1956, 1978, 2070, 2273), property, truth/honesty (CCC 2465-2470, 2504-2505), compassion (CCC 466, 496, 198, 505), unselfish love, self-discipline, peace and justice (CCC 2302, 1805, 1807, 2479, 2848), and prayerful reflection (CCC 2708, 2447, CFCL A1, A18)		
A.3.2(5)	Explain and identify ways to live like a Christian (e.g. respecting others, showing kindness, being truthful, caring for others and creation, controlling own behaviors, praying)	
A.3.3 Objective: Show kindness to others (CCC 459, 1337, 182, CFCL A1, A15)		
A.3.3(5)	Describe and practice acts of kindness	
A.3.4 Objective: Identify that God tells us to love each other (CCC 1823-1825, 953, CFCL A2)		
A.3.4(5)	Recite the Bible verse: <i>Love one another, as I have loved you</i> (John 15:12)	
A.3.5 Objective: Recognize that God will help us be loving, fair and kind (CCC 2658, 1996, 2013)		
A.3.5(5)	Practice ways to ask God to help us be kinder to others	
A.3.6 Objective: Follow Jesus' word and example by: sharing feelings, sharing things, being truthful, being honest, helping others, making people happy, forgiving, making sacrifices, and living in peace (CCC 2038, 1825, 2384, 2862-2865, 2740, 1477, 896, 564, CFCL A5, A9, A10, A13, A18)		
A.3.6(5)	Practice sharing, telling the truth, helping others, smiling and forgiving	
A.3.7 Objective: Participate in religious activities (CCC 1882, 1897-1917)		
A.3.7(5)	Practice various activities such as: blessing self with holy water, genuflecting, reciting and singing Mass parts, attending Mass, praying with a group, praying a decade of the rosary, praying the stations of the cross	
A.3.8 Objective: Recognize, identify, and create religious pictures (CCC 1146, 1148, 1152, 1159-1162)		
A.3.8(5)	Recognize, create and color religious pictures	
A.3.9 Objective: Learn basic Christian songs, finger plays, etc. (CCC 1153-1158)		
A.3.9(5)	Sing Christian songs, learn Mass responses, act out finger plays and other religious skits	
A.3.10 Objective: Role play (i.e. nativity, Mass)		
A.3.10(5)	Free play Bible stories and Sacraments	

A.4 GOAL: Children will develop a sense of spirituality and experience prayer and liturgy. (Catholic Pillar: Liturgy and Prayer)

A.4.1 Objective: Pray and worship with others (CCC 2659-2660, 2623ff, 1140, 1136)		
A.4.1(5)	Participate in class prayer times and attend all school prayer services and Mass	
A.4.2 Objective: Show respect for parish worship space (CCC 752, 756)		
A.4.2(5a)	Practice showing respect and reverence while in the church or other designated prayer areas	
A.4.2(5b)	Describe the tabernacle, altar, baptismal font, stations of the cross, stained glass windows, and sanctuary	
A.4.3 Objective: Experience prayer as: talking with God, listening to God, gesture/movement, spontaneous, individual, group, para-liturgies and liturgies (CCC 2559, 2664, 2663, 2674, CFCL A17)		
A.4.3(5a)	Experience prayer as a conversation with God, as group recitation and as individual prayer [A E.1.8]	
A.4.3(5b)	Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving [A E.1.8]	
A.4.3(5c)	Make a prayer book	

A.4.4 Objective: Learn and practice prayers (CCC 2626-2638, 2659-2660, 2700ff)		
A.4.4(5a)	Recite the Sign of the Cross, The Our Father, Angel of God, Hail Mary, Meal Prayer, Glory Be as a group and individually	
A.4.4(5b)	Pray in his/her own words	
A.4.4(5c)	Pray spontaneously	
A.4.4(5d)	Know that Jesus taught us the Our Father	
A.4.4(5e)	Know that the Hail Mary is a prayer asking Mary to help us pray	
A.4.5 Objective: Identify and celebrate liturgical seasons (CCC 1163ff)		
A.4.5(5a)	Identify Advent as a time of waiting for Jesus to come	
A.4.5(5b)	Identify the Advent wreath as a symbol of the four weeks before Christmas	
A.4.5(5c)	Retell the Christmas story	
A.4.5(5d)	Identify the Magi	
A.4.5(5e)	Describe Lent as a time to grow in love for God and others	
A.4.5(5f)	Explain what happened on Palm Sunday	
A.4.5(5g)	Identify Holy Thursday, Good Friday and Holy Saturday as three special days	
A.4.5(5h)	Identify symbols of new life in preparation for Easter	
A.4.5(5i)	Identify that Easter is a time for new life	
A.4.5(5j)	Recognize Jesus rose from the dead on Easter Sunday	
A.4.5(5k)	Identify Church celebrations and feasts during the liturgical year such as Oct. 12 – Feast St. Francis of Assisi, Dec. 6 – Feast of St. Nicholas, Feb. 14 – Feast of St. Valentine and March 17 – Feast of St. Patrick	

A.5 GOAL: Children will learn and experience the sacraments. (Catholic Pillar: Sacraments)

A.5.1 Objective: Describe and celebrate sacraments (CCC 1266, 1347, 2623ff)		
A.5.1(5a)	Recognize the symbol of the sacrament of Baptism is water	
A.5.1(5b)	Recall that at his/her Baptism he/she became a member of the Church	
A.5.1(5c)	Identify the Sacrament of Reconciliation as the sacrament of peace	
A.5.1(5d)	Identify that love is the foundation for the Sacrament of the Eucharist	
A.5.1(5e)	Participate in Mass	

A.6 GOAL: Children come to understand what it means to respect life. (Catholic Pillar: Family Life)

A.6.1 Objective: Discuss, as the need and circumstances arise, with full communication with the parent(s), Church doctrine on divorce (CCC 1676, CFCL B4), cohabitation (CCC 2350, 2353, 2390-2391, CFCL B5) and sexual abuse (CCC 2388-2389, CFCL B6)		
A.6.1(5a)	Recall that God created all of us in His likeness and loves all of us	
<i>Safe Environment:</i>		
A.6.1(5b)	Recognize touches and experiences that are unwanted, harmful and unsafe	
A.6.1(5c)	Identify harmful situations for self and others	
A.6.1(5d)	Know how to communicate to a trusted adult when experiencing or witnessing harmful behavior or actions	

Provide opportunities to educate parent(s)/guardian(s) on their responsibility as a Catholic parent/guardian in:

- Celebrating Sundays and Church Holy Days with their child by worshiping with their parish community. (CCC 1656, 2042, 2180, 2176)
- Praying with their child at home. (CCC 2590, 2599)
- Sharing with their child stories of their family, its faith and its ethnic and religious traditions. (CCC 533, 1652-1657, 2204-2206, 2599)
- Modeling forgiveness in the family. (CCC 1434-1435, 1439)
- Taking a walk with their child and pointing out the wonders of God's creation. (CCC 290-294, 299)

B. HEALTH AND PHYSICAL DEVELOPMENT

B.1 GOAL: Children will recognize and care for their physical well-being.

B.1.1 Objective: Demonstrate behaviors to meet self-help and physical needs		
B.1.1(5a)	Recognizes physical need for rest/sleep	
B.1.1(5b)	Dresses self with minimal assistance	
B.1.1(5c)	Takes full responsibility for toileting	
B.1.1(5d)	Uses appropriate manners during mealtime	
B.1.1(5e)	Identify healthful behaviors that impact personal health [H A.4K2.1]	
B.1.2(5f)	Identify and practice health-enhancing practices and behaviors which may include but are not limited to: proper hygiene, healthy eating and physical activity [H G.4K2.2]	
B.1.2(5g)	Demonstrate respectful posture when listening to others [LA 5KC.3.2.1]	
B.1.2 Objective: Demonstrate behaviors to meet safety needs		
B.1.2(5a)	Follows rules with little supervision	
B.1.2(5b)	Identify ways to prevent common childhood accidents and injuries [H A.4K2.4]	

	B.1.2(5c)	Explain how to communicate to a trusted adult if threatened or harmed [H D.4K2.1]
	B.1.2(5d)	Identify ways to express needs, wants and feelings [H D.4K2.2, A E.1.1, A E.1.2, A E.1.4, A E.1.6]
	B.1.2(5e)	Identify refusal skills that avoid or reduce health risks [H D.4K2.3]
	B.1.2(5f)	Demonstrate how to ask for assistance [H D.4K2.4]
	B.1.2(5g)	Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations [H G.4K2.3]
	B.1.2(5h)	Recognize appropriate safety practices with and without physical education equipment [PE B.4K2.2]
B.1.3 Objective: Demonstrate a healthy life style		
	B.1.3(5a)	Cares for personal health, hygiene and exercise needs independently
	B.1.3(5b)	Recognize multiple dimensions of health (e.g. physical, social, spiritual, environmental, mental and emotional) in everyday life [H A.4K2.2]
	B.1.3(5c)	Describe why it is important to participate in healthy behaviors [H A.4K2.5]
	B.1.3(5d)	Identify Catholic values and virtues [H B.4K2.2]
	B.1.3(5e)	Identify trusted adults and professionals who can help promote health [H C.4K2.1]
	B.1.3(5f)	Identify health behaviors [H G.4K2.1]
	B.1.3(5g)	Engage in moderate to vigorous physical activity on an intermittent basis [PE C.4K2.1]
	B.1.3(5h)	Participate in a variety of non-structured and minimally organized physical activities outside of physical education, such as at recess time [PE C.4K2.3]

B.2 GOAL: Children will develop their fine and gross motor skills.

B.2.1 Objective: Move with strength, control, balance, coordination, locomotion and endurance for the purpose of coordination		
	B.2.1(5a)	Demonstrate periods of activity and rest in music through physical activity [Mu A.3.1]
	B.2.1(5b)	Recognize and play simple rhythm patterns, a steady beat, accents and the downbeat [Mu A.3.2]
	B.2.1(5c)	Discriminate between fast and slow, gradually slowing down and getting faster [Mu A.3.4]
	B.2.1(5d)	By using physical movement demonstrate various simple rhythm patterns [Mu A.3.5]
	B.2.1(5e)	Play and/or sing syncopated rhythm patterns [Mu A.3.10]
	B.2.1(5f)	Demonstrate, through physical movement, chord changes [Mu A.4.3]
	B.2.1(5g)	Perform on at least one instrument accurately and independently and in small or large ensembles [Mu C.2.8]
	B.2.1(5h)	Demonstrate audience behavior appropriate for the context and style of music performed [Mu F.2.1]
	B.2.1(5i)	Attempt new movements and skills willingly [PE F.4K2.2]
B.2.2 Objective: Move with strength, control, balance, coordination, locomotion and endurance for the purpose of strength		
	B.2.2(5a)	Skip, hop, gallop, slide, jump and land, run, jog and leap with control [PE A.5K2.1]
	B.2.2(5b)	Throws a ball underhand and overhand [PE A.5K2.5]
	B.2.2(5c)	Travel fast and slow using different pathways, changing directions in response to a signal or obstacle [PE A.5K2.2]
	B.2.2(5d)	Perform tumbling activities such as roll, jump and weight transfer [PE A.5K2.4]
	B.2.2(5e)	Control an object using feet, hands or an implement (dribble, throw, catch, kick, strike) [PE A.5K2.6]
	B.2.2(5f)	Balance a variety of body parts or objects in a creative way – round, twisted, narrow and symmetrical [PE A.5K2.8]
	B.2.2(5g)	Correct movement errors in response to corrective feedback [PE B.5K2.5]
	B.2.2(5h)	Participate in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars or traverse wall [PE D.5K2.1]
	B.2.2(5i)	Engage in a series of physical activities without tiring easily [PE D.5K2.2]
	B.2.2(5j)	Participate in a variety of activities and games that increase breathing and heart rate [PE D.5K2.5]
B.2.3 Objective: Exhibit eye-hand coordination, strength, control and object manipulation		
	B.2.3(5a)	Performs simple fine motor skills and manipulates smaller objects with increasing control
	B.2.3(5b)	Uses strength and control to perform complex fine motor skills
	B.2.3(5c)	Coordinate hand and eye to trace, outline, color, cut and reproduce [LA 5KA1.1.17]
	B.2.3(5d)	Practice making lines, circles, and other markings [LA 5KB.1.5.1]
	B.2.3(5e)	Write letters and numerals [LA 5KB.1.5.2]
	B.2.3(5f)	Show the ability to properly align letters and words [LA 5KB.1.5.6]
	B.2.3(5g)	Practice writing in manuscript [LA 5KB.1.5.7]
	B.2.3(5h)	Use personal chalkboard, whiteboard, large and small sand trays, etc. [LA 5KB.1.5.8]
	B.2.3(5i)	Use consistent shape in writing [LA 5KB.1.5.9]
	B.2.3(5j)	Use keyboards and other common input and output devices efficiently and effectively (i.e. touchscreen) [T A.5]
	B.2.3(5k)	Use input devices (i.e. mouse, keyboard, remote control) to successfully operate computers, simple audio and visual equipment and other basic technologies [T A.1]
	B.2.3(5l)	Use a variety of media and technology resources for directed independent learning activities (i.e. recording

		devices, tablets, computers) [T A.2]
	B.2.3(5m)	Use developmentally appropriate multimedia resources (i.e. interactive books, educational software and websites) to support learning [T A.4]
	B.2.3(5n)	Use technology resources (i.e. puzzles, logical thinking programs, writing tools, drawing tools) for problem solving, communication and illustration of thoughts, ideas and stories [T C.2]
	B.2.3(5o)	Use proper pencil grip

B.3 GOAL: Children will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.

B.3.1 Objective: Use senses to take in, experience, integrate, and regulate responses to the environment		
	B.3.1(5a)	Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking
	B.3.1(5b)	Participate even when not successful [PE F.4K2.3]
	B.3.1(5c)	Identify how different sense organs respond to the environment [Sc LS1.D.2]
	B.3.1(5d)	Explain how animals use different sense receptors to gather information [Sc LS1.D.3]
	B.3.1(5e)	Describe how animals use their senses to get information needed for growth and survival [Sc LS1.D.4]

C. SOCIAL AND EMOTIONAL DEVELOPMENT

C.1 GOAL: Children will develop emotional competence and self-regulation.

C.1.1 Objective: Express a wide range of emotions		
	C.1.1(5a)	Demonstrates awareness of own emotions and exhibits self-control
	C.1.1(5b)	Share verbal and nonverbal indicators of enjoyment [PE F.5K2.1]
	C.1.1(5c)	Express personal feelings on progress made while learning a new skill [PE F.5K2.5]
C.1.2 Objective: Recognize and respond to others' emotions		
	C.1.1(5a)	Interprets others' behavior and emotions and responds appropriately
	C.1.1(5b)	Describe and practice acts of kindness [R A.3.3(5) in EC]
	C.1.1(5c)	Recite the Bible verse: Love one another, as I have loved you (John 15:12) [R A.3.4(5) in EC]
	C.1.1(5d)	Identify several activities that are enjoyable [PE F.5K2.4]
	C.1.1(5e)	Use art to understand and show feelings (A E.1.1)

C.2 GOAL: Children will develop a personal sense of well-being.

C.2.1 Objective: Develop a positive self-esteem		
	C.2.1(5a)	Displays pride in his/her accomplishments
	C.2.1(5b)	Recall that God loves us [R A.1.4(5) EC]
	C.2.1(5c)	Participate even when not successful [EC B.3.1(5b); PE F.5K2.3]
C.2.2 Objective: Demonstrate self-awareness		
	C.2.2(5a)	Identifies self as a member of a specific culture, group, or demographic that fits into a larger world picture
	C.2.2(5b)	Identify his/her own uniqueness [R A.1.4(5a) EC]
	C.2.2(5c)	Describe him/herself as a child of God [R A.1.5(5a) EC]
	C.2.2(5d)	Explain that God made people in His image and likeness [R A.1.5(5b) EC]
	C.2.2(5e)	Express needs, wants and feelings [R B.1.2(5d) EC; H D.4K2.2]
	C.2.2(5f)	Identify and differentiate types of communities (i.e. family, school) [SS P2.C.1]
	C.2.2(5g)	Describe family structures [SS P3.A.1]
	C.2.2(5h)	Describe what makes school a safe place to learn, make friends and have fun [SS P3.A.2]
	C.2.2(5i)	Identify the difference between needs and wants [SS E1.A.1]
	C.2.2(5j)	Describe how plants and animals grow and change [Sc LS1.B.3]
	C.2.2(5k)	Describe how plants and animals help their young survive (Sc LS1.B.4)

C.3 GOAL: Children will develop social competence.

C.3.1 Objective: Demonstrate attachment, trust and autonomy		
	C.3.1(5a)	Acts independently in unfamiliar settings with unfamiliar adults
	C.3.1(5b)	Enjoy participating alone while exploring movement tasks [PE E.5K2.5]
	C.3.1(5c)	Work independently, productively and demonstrate a willingness to challenge self [PE E.5K2.7]
C.3.2 Objective: Engage in social interaction and play with others		
	C.3.2(5a)	Demonstrates respect for others
	C.3.2(5b)	Explain and identify ways to live like a Christian (e.g. respecting others, showing kindness, being truthful, caring for others and creation, controlling own behaviors, praying) [R A.3.2(5) EC]
	C.3.2(5c)	Participate in a variety of cooperative activities with demonstrating charity, self-control, generosity and patience [PE E.5K2.9]
	C.3.2(5d)	Accept playmates without regard to personal differences while demonstrating fortitude, understanding and

		generosity [PE 5K2.11]
	C.3.2(5e)	Show cooperation and fair play for others by helping, sharing and taking turns [PE E.5K2.8]
	C.3.2(5f)	Work cooperatively and collaboratively with peers, family members, and when using technology in the classroom [T B.1]
C.3.3 Objective: Demonstrates understanding of rules and social expectations		
	C.3.3(5a)	Displays competence at engaging in appropriate social behavior
	C.3.3(5b)	Practice ways to ask God to help us be kinder to others [EC A.3.5(5)]
	C.3.3(5c)	Practice sharing, telling the truth, helping others, smiling and forgiving [EC A.3.6(5)]
	C.3.3(5d)	Follow rules, procedures and etiquette in class [PE E.5K2.6]
	C.3.3(5e)	Describe how family members, friends and classmates can all teach us how to act responsibly [SS P3.B.1]
C.3.4 Objective: Engage in social problem solving behavior and learn to resolve conflict		
	C.3.4(5a)	Experiments with trial-and-error approaches to solve simple problems and conflicts
	C.3.4(5b)	Seeks adult assistance to resolve conflict
	C.3.4(5c)	Asserts needs and desires appropriately in conflict situations
	C.3.4(5d)	Uses a variety of strategies to resolve conflict [Health D.4K2.6]
	C.3.4(5e)	Explain how to communicate to a trusted adult if threatened or harmed [R B1.2(5c) EC; Health D.5K2.1]
	C.3.4(5f)	Demonstrates elements of socially acceptable conflict resolution during class activity through wisdom and understanding [PE E.5K2.12]
	C.3.4(5g)	Participate in a service learning project for the good of the community [SS B3.A.1]
	C.3.4(5h)	Demonstrate that problems may have many acceptable solutions [Sc ETS1.A.2; ETS1.C.1]
	C.3.4(5i)	Ask questions, make observations and gather information in order to clearly define the problem [Sc ETS1.A.4]
	C.3.4(5j)	Recognize that in order to reach a solution, a complicated problem may need to be broken into parts [Sc ETS1.B.3]

D. LANGUAGE DEVELOPMENT AND COMMUNICATION

D.1 Children will develop their abilities to listen and understand

D.1.1 Objective: Derive meaning through listening to communications of others and sounds in the environment		
	D.1.1(5a)	Listens to and participates in short stories, rhymes, finger plays, songs and music [LA 5KA1.7.1, LA 5KA1.7.2, LA 5KC2.4.1]
	D.1.1(5b)	Shows understanding of concept words and sequence of events [LA 5KA1.1.10, LA 5KA2.1.1, LA 5KC2.3.1]
	D.1.1(5c)	Demonstrates understanding and listening skills by attending and responding appropriately [LA 5KA3.1.2 LA 5KC2.1.1, LA 5KC2.2.7]
	D.1.1(5d)	Attend a theatrical performance [LA 5KC2.4.2]
D.1.2 Objective: Listen and respond to communications with others		
	D.1.2(5a)	Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk or jump (action words, verbs) [LA 5KC3.1.1]
	D.1.2(5b)	Responds to increasingly complex language structures, including comments, requests and questions [LA 5KA2.3.1]
	D.1.2(5c)	Responds and extends conversations much like adults and can sustain a topic through multiple turns [LA 5KC2.2.1, LA 5KC2.2.2, LA 5KC2.2.3, LA 5KC2.2.4, LA 5KC2.2.5, LA 5KC2.2.6, LA 5KC3.1.2]
	D.1.2(5d)	Respects others who are talking [LA 5KC3.1.3]
D.1.3 Objective: Follow directions of increasing complexity		
	D.1.3(4a)	Understands and carries out a two-step direction [LA 5KA1.1.19, LA 5KC2.1.2, PE E.4K2.2]
	D.1.3(4b)	Follows a series of three or more multi-step directions [LA 5KA1.1.19, LA 5KC2.1.2, PE E.4K2.2]

D.2 Children will develop their abilities to communicate and speak.

D.2.1 Objective: Use gestures and non-verbal movements to communicate		
	D.2.1(5)	Uses non-verbal communication much like an adult (example: waves goodbye)
D.2.2 Objective: Use vocalizations and spoken language to communicate in proper form		
	D.2.2(5a)	Uses multi-word sentences (parts of speech, word order, and sentence structure) like that of an adult (example: "I think I want to plant a garden")
	D.2.2(5b)	Speak clearly and fluently using clear enunciation, good phrasing and appropriate tone [LA 5KC1.3.1]
	D.2.2(5c)	Applies basic skills in speaking including eye contact, volume, projection, tone, rate and articulation [LA 5KC1.3.4]
D.2.3 Objective: Use vocalizations and spoken language to communicate with proper content		
	D.2.3(5a)	Asks many questions with "why" to obtain information (example: "Where do you live?")
	D.2.3(5b)	Comments on as well as produces and comprehends words (example: "Hats are different sizes and shapes.") [LA 5KC3.4.1]
	D.2.3(5c)	Select pertinent passages and phrases from reading to answer questions [LA 5KA1.1.6]

	D.2.3(5d)	Answer questions to demonstrate comprehension [LA 5KC2.2.6]
	D.2.3(5e)	Retell stories [LA 5KC2.3.2]
	D.2.3(5f)	Report to the class [LA 5KC2.3.4]
D.2.4 Objective: Use vocalization and spoken language to communicate properly		
	D.2.4(5a)	Determines how much information a listener needs based on an awareness of listener's role and understanding (example: child stops talking if the other person is not listening) [LA 5KC1.3.2]
	D.2.4(5b)	Modifies language when talking to a younger child (example: says "goo-goo, ga-ga" to a baby)
	D.2.4(5c)	Initiates conversations, responds to conversations and stays on topic for multiple exchanges (example: child asks adult if he/she can make cookies. Adult and child talk about what they will need to bake cookies) [LA 5KC1.3.7, LA 5KC3.2.6, LA 5KC3.3.1]
	D.2.4(5d)	Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions [LA 5KB2.2.1, LA 5KC1.2.3, LA 5KC1.3.3, LA 5KC1.6.3, LA 5KC3.1.4, LA 5KC3.1.5]
	D.2.4(5e)	Read aloud [LA 5KA1.4.1, LA 5KA1.4.2, LA 5KA1.4.3, LA 5KC1.2.1]
	D.2.4(5f)	Lead daily pledge and prayer [LA 5KC1.3.5]
	D.2.4(5g)	Lead impromptu prayer [LA 4KC 1.3.6]
	D.2.4(5h)	Demonstrate creativity in speech through the use of role playing/dramatization [LA 5KC1.6.1]
	D.2.4(5i)	Participate in dramatic activities such as plays and programs [LA 5KC1.6.2]

D.3 Children will develop literacy concepts and skills.

D.3.1 Objective: Develop ability to detect, manipulate or analyze the auditory parts of spoken language		
	D.3.1(5a)	Recognizes sounds that match and words that begin or end with the same sounds [LA 5KA1.2.3, LA 5KA1.2.13, LA 5KA1.2.14, LA 5KC2.2.8, LA 5KC2.2.9]
	D.3.1(5b)	Recognizes and produces rhyming words [LA 5KA1.2.10, LA 5KA2.1.3]
	D.3.1(5c)	Discriminates separate syllables in spoken words and begins to blend and segment syllables
	D.3.1(5d)	Recognizes single sounds and combinations of sounds [LA 5KA1.2.2, LA 5KA1.2.4, LA 5KA1.2.5, LA 5KA1.2.6, LA 5KA1.2.7, LA 5KA1.2.8, LA 5KA1.2.9, LA 5KA1.2.11, LA 5KA1.2.12]
	D.3.1(5e)	Participate in group recitation, such as rhymes, riddles, chorals and echoes [LA 5KC1.5.1]
D.3.2 Objective: Understand concepts that the alphabet represents the sounds of spoken language and the letters of written language		
	D.3.2(5a)	Recognizes the difference between letters and other symbols
	D.3.2(5b)	Recognizes letters and their sounds in familiar words, especially in own name [LA 5KA1.1.12, LA 5KA1.1.13, LA 5KA1.1.15]
	D.3.2(5c)	Makes some letter/sound connections and identifies beginning sounds
	D.3.2(5d)	Uses a combination of letter sounds, familiar environmental print and picture cues to recognize a printed word [LA 5KA1.3.3, LA 5KA1.5.1, LA 5KA1.5.2, LA 5KA1.5.3]
	D.3.2(5e)	Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols [LA 5KA1.2.1]
	D.3.2(5f)	Experiences success in reading by sounding out words (decoding) [LA 5KB3.7.2]
	D.3.2(5g)	Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words [LA 5KA1.1.23]
	D.3.2(5h)	Reads familiar decodable and some irregular words in books, signs and labels [LA 5KA1.1.2]
	D.3.2(5i)	Use the visual arts to express ideas that cannot be expressed by words alone [A C.1.5]
	D.3.2(5j)	Learn age-appropriate sight words [LA 5KA1.1.1]
	D.3.2(5k)	Recognize descriptive and place words [LA 5KA1.1.3, LA 5KA1.1.5]
D.3.3 Objective: Show appreciation of books and understands how print works		
	D.3.3(5a)	Looks at picture books and asks questions or makes comments
	D.3.3(5b)	Understand that print in the book carries the message [LA 5KA3.1.2]
	D.3.3(5c)	Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator [LA 5KA1.1.20, LA 5KA1.5.1, LA 5KE1.2.1]
	D.3.3(5d)	Chooses reading activities and responds with interest and enjoyment [LA 5KA4.2.1, LA 5KA4.2.2]
	D.3.3(5e)	Recognizes some familiar environmental print (example: sees a stop sign)
	D.3.3(5f)	Handles books correctly and shows increasing skills in print directionality [LA 5KA1.1.18]
	D.3.3(5g)	Understands the differences between letters, words and sentences [LA 5KA1.1.22]
	D.3.3(5h)	Understands that books have characters, sequences of events and story plots [LA 5KA1.7.3, LA 5KA2.1.2, LA 5KA2.4.1, LA 5KA2.4.2, LA 5KA2.4.3, LA 5KA2.4.4, LA 5KA2.4.5, LA 5KA2.4.6, LA 5KA2.4.7]
	D.3.3(5i)	Apply reading strategies (LA 5KA1.3.4, LA 5KA1.3.5, LA 5KA1.3.7, LA 5KA3.1.1, LA 5K A4.1.1)
	D.3.3(5j)	Self-correct using knowledge of reading [LA 5KA1.3.6]
	D.3.2(5k)	Use word meaning and other strategies to comprehend a story [LA 5KA1.1.4, LA 5KA1.3.1, LA 5KA1.3.2]
	D.3.2(5l)	Match identical forms and like objects and notice unlike forms [LA 5KA1.1.7, LA 5KA1.1.8]
	D.3.2(5m)	Use computers to acquire, organize, analyze and communicate information [LA 5KB1.3.8, T C.7]

	D.3.2(5n)	Demonstrate proper library etiquette and procedures [LA 5KE1.2.2]
D.3.4 Objective: Use writing to represent thoughts or ideas		
	D.3.4(5a)	Writes lists, thank you notes, names, and labels objects in play [LA 5KA4.3.1, LA 5KB1.1.2, LA 5KB2.3.3]
	D.3.4(5b)	Labels pictures using scribbles or letter-like forms to represent words or ideas [LA 5KB1.5.1, LA 5KB2.3.1]
	D.3.4(5c)	Writes recognizable letters and numbers and begins to write name and a few words [LA 5KB1.5.2, LA 5KB1.5.5, LA 5KB1.5.6, LA 5KB1.5.7, LA 5KB1.5.9]
	D.3.4(5d)	Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling)
	D.3.4(5e)	Identify and write sentences using complete thoughts and correct word order and punctuation [LA 5KB1.6.1, LA 5KB3.5.1, LA 5KB3.5.2, LA 5KB3.5.3, LA 5KB3.8.1, LA 5KB3.8.2, LA 5KB3.8.3, LA 5KB3.8.4, 5KC1.4.1]
	D.3.4(5f)	Use new words to write stories [LA 5KB1.1.1, LA 5KB1.2.1, LA 5KB1.3.1, LA 5KB1.6.2, LA 5KB3.7.1]
	D.3.4(5g)	Write a group story including story elements and using the writing process [LA 5KB1.2.2, LA 5KB1.6.3, LA 5KB1.6.4, LA 5KB1.6.5, LA 5KB1.6.6, LA 5KB2.1.2, LA 5KB2.1.3, LA 5KB2.1.4, LA 5KB2.1.5, LA 5KB2.1.6, LA 5KB2.1.7, LA 5KB2.3.2]
	D.3.4(5h)	Apply norms of neatness in written work [LA 5KB2.1.1]
	D.3.4(5i)	Identify Nouns [LA 5KB3.1.1, LA 5KB3.1.2, LA 5KB3.1.3]
	D.3.4(5j)	Identify proper capitalization [LA 5KB3.4.1, LA 5KB3.4.2, LA 5KB3.4.3, LA 5KB3.4.4, LA 5KB3.4.5, LA 5KB3.4.6, LA 5KB3.4.7]
	D.3.4(5k)	Learn about definitions of words [LA 5KD1.1.1, LA 5KD1.1.2, LA 5KD1.1.3, LA 5KD1.1.4]
	D.3.4(5l)	Learn about structures of words [LA 5KD1.2.1, LA 5KD1.2.2]

E. APPROACHES TO LEARNING

E.1 Children will develop their abilities to listen and understand

E.1.1 Objective: Display curiosity, risk-taking, and willingness to engage in new experiences		
	E.1.1(5a)	Attends for longer periods of time and shows preference for some activities [Mu F.2.1, PE D.5K2.3, LA 5KC2.4.2, LA 5KC3.2.3, LA 5KC3.2.5]
	E.1.1(5b)	Is curious about and willing to try new and unfamiliar experiences and activities with their environment
E.1.2 Objective: Engage in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities		
	E.1.2(5a)	Experiments and practices to expand skill level
	E.1.2(5b)	Refines skills that have been successfully accomplished
E.1.3 Objective: Exhibit persistence and flexibility		
	E.1.3(5a)	Persists with activity independently until goal is reached
	E.1.3(5b)	Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps (A B.2.6)

E.2 Children will use invention, imagination and play to extend their learning

E.2.1 Objective: Engage in imaginative play and inventive thinking through interactions with people, materials and the environment		
	E.2.1(5a)	Recreates and acts out real-life and fantasy experiences in pretend play
	E.2.1(5b)	Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy
E.2.2 Objective: Express self creatively through music, movement and art		
	E.2.2(5a)	Explores the process of using a variety of artistic materials, music and movement [A A.1.1, A A.1.2, A B.1.2, A B.1.5, A B.1.6, A B.1.8, A B.1.9, Mu F.1.6]
	E.2.2(5b)	Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music and movement [A B.1.4, A B.1.7, A B.1.12, A C.1.1, A C.1.2, A C.1.3 A C.1.5, Mu F.1.6, Mu F.2.6, LA 4KC1.6.2]
	E.2.2(5c)	Create art as an expression of prayer [A B.1.13]
	E.2.2(5d)	Identify at least 10 colors

E.3 Children will engage in diverse approaches to learning

E.3.1 Objective: Experience a variety of routines, practices, and languages		
	E.3.1(5)	Asks questions of adults about differences between various routines, practices and languages in a variety of settings
E.3.2 Objective: Learn within the context of his/her family and culture		
	E.3.2(5)	Understands and accepts diversity in other children and families [A A.1.3, A A.1.4, A A.2.1, A A.2.2, A A.2.3, A A.2.4, A A.2.5, A E.2.3, A E.2.5, A F.1.6, SS P2.C.1, SS P3.A.1, SS P3.B.1]
E.3.3 Objective: Use various styles of learning, including verbal/ linguistic, bodily/kinesthetic, visual/spatial, interpersonal and intrapersonal		
	E.3.2(5a)	Tends to have a preferred learning style
	E.3.2(5b)	Explores other learning styles when introduced by an adult or peer

E.3.2(5c)	Uses a variety of learning styles to meet their needs or achieve their goals
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F. COGNITIVE AND GENERAL KNOWLEDGE

F.1 Children will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills

F.1.1 Objective: Use multi-sensory abilities to process information	
F.1.1(5a)	Uses senses and a variety of strategies to investigate information
F.1.1(5b)	Uses senses to generalize and apply prior knowledge
F.1.2 Objective: Understand new meanings as memory increases	
F.1.2(5a)	Remembers and recalls events
F.1.2(5b)	Recognizes functional uses of items in the environment
F.1.2(5c)	Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking)
F.1.2(5d)	Generates a rule, strategy or idea from a previous learning experience and applies to a new context
F.1.3 Objective: Apply problem solving skills	
F.1.3(5a)	Asks questions, seeks information and tests out possibilities
F.1.3(5b)	Determines and evaluates solutions [Sc ETS1.A.2]
F.1.3(5c)	Makes statements and appropriately answers questions that require reasoning about objects, situations and people
F.1.3(5d)	Uses multiple strategies to solve problems [Sc ETS1.B.1, Sc ETS1.B.2, Sc ETS1.C.1]

F.2 Children will understand and use early mathematical concepts and logical thinking processes to extend their learning

F.2.1 Objective: Demonstrate an understanding of numbers and counting	
F.2.1(5a)	Can rote count and counts concrete objects to 30 and beyond [Ma 5KA1.1.1, Ma 5KA1.1.2; Ma 5KA1.2.7]
F.2.1(5b)	Recognizes some numerals and associates number concepts with print materials in a meaningful way
F.2.1(5c)	Names and writes numerals
F.2.1(5d)	Counts with 1 to 1 correspondence up to 20 objects and can tell the number that comes next
F.2.1(5e)	Names and can write number symbols 1 through 20 and beyond [Ma 5KA1.2.6]
F.2.1(5f)	Rote count to 100 [Ma 5KA1.1.3, Ma 5KA1.1.4]
F.2.1(5g)	Count to 100 by 2's, 5's and 10's [Ma 5KA1.1.5]
F.2.2 Objective: Understand number operations and relationships	
F.2.2(5a)	Compares concrete quantities to determine which has more, less or the same [Ma 5KA1.2.5]
F.2.2(5b)	Recognizes that a set of objects remains the same amount if physically rearranged [Ma 5KA1.2.1]
F.2.2(5c)	Identifies "1 more" and "1 less"
F.2.2(5d)	Joins (combines) and separates groups of objects
F.2.2(5e)	Count to answer "how many" [Ma 5KA1.2.2]
F.2.2(5f)	Recognizes that there are parts that make up a whole and recognizes "less than" a whole
F.2.2(5g)	Estimates and uses words such as more than, less/fewer than, about, near, approximately and in between [Ma 5KA1.2.4]
F.2.2(5h)	Demonstrate addition as putting together and adding to [Ma 5KA2.1.1, Ma 5KA2.1.2, Ma 5KA2.1.3, Ma 5KA2.1.4, Ma 5KA2.1.5, Ma 5KA2.1.6]
F.2.2(5i)	Demonstrate subtraction as taking apart and taking from [Ma 5KA2.2.1, Ma 5KA 2.2.2, Ma 5KA 2.2.3, Ma 5KA2.2.4, Ma 5KA2.2.5]
F.2.2(5j)	Use the place value system [Ma 5KA3.2.1, Ma 5KA3.2.2, Ma 5KA3.2.3, Ma 5KA3.2.4]
F.2.2(5k)	Recognize the division of an object or unit into equal parts: halves [Ma 5KA4.1.1]
F.2.3 Objective: Explore, recognize, and describe, shapes and spatial relationships	
F.2.3(5a)	Correctly name 9 shapes [Ma 5KC1.1.1, Ma 5KC1.1.2]
F.2.3(5b)	Identify two and three-dimensional shapes (Ma 5KC1.1.3, Ma 5KC1.1.4, MA 5KC1.2.1)
F.2.3(5c)	Assembles puzzles of at least 25 intersecting pieces
F.2.4 Objective: Use the attributes of objects for comparison and patterning	
F.2.4(5a)	Categorizes objects based on physical or functional similarities
F.2.4(5b)	Matches objects
F.2.4(5c)	Sorts and/or describes objects by one or more attributes or characteristics [Ma 5KB1.1.5]
F.2.4(5d)	Uses positional and comparative words to demonstrate understanding directions and location (i.e. on-top, below, bottom, over, under, above, on and next to)
F.2.4(5e)	Recognizes duplicates, extends simple patterns and creates original patterns [Ma 5KA2.8.1]
F.2.4(5f)	Locates which out of 5 objects does not belong in same class or category [Ma 5KB1.1.4]
F.2.4(5g)	Matches at least 6 items according to class or category [Ma 5KB1.1.5]
F.2.4(5h)	Matches groups having equal numbers of objects

F.2.5 Objective: Understand the concept of measurement		
F.2.5(5a)	Recognizes objects can be measured by height, length and weight [Ma 5KB1.1.1, Sc PS1.A.4]	
F.2.5(5b)	Determines more, less, many and few	
F.2.5(5c)	Compares and orders by size [Ma 5KB1.1.3]	
F.2.5(5d)	Categorizes and sequences time intervals and uses language associated with time in everyday situations (i.e. morning, after lunch, yesterday, today) [Ma 5KB2.1.1]	
F.2.5(5e)	Identifies coins and understand their values	
F.2.5(5f)	Uses tools to explore measuring (non-standard units, time)	
F.2.5(5g)	Demonstrates an awareness of time related to a clock	
F.2.5(5h)	Explores, compares and describes length, weight or volume using standard measurements [Ma 5KB1.1.2]	
F.2.5(5i)	Describe temperature as hot, warm, cold, warmer than, cooler than, as warm as, etc. [Ma 5KB1.1.6]	
F.2.5(5j)	Recognize that temperature is measured in degrees [Ma 5KB1.1.7, Ma 5KB1.3.1, Ma 5KB1.3.2]	
F.2.5(5k)	Locate dates, days, weeks and months of a year on a calendar [Ma 5KB2.1.2, Ma 5KB2.1.3]	
F.2.6 Objective: Collect, describe and record information using all senses		
F.2.6(5a)	Draws and describes pictures of objects and actions from memory	
F.2.6(5b)	Describes and records information through a variety of means, including discussion, drawings, maps, graphs and charts [Ma 5KB4.1.1, Ma 5KB4.1.2, Ma 5KB4.1.3]	
F.2.6(5c)	Begins to apply information collected to similar situations designing own charts or graphs [Ma 5KB4.1.1, Ma 5KB4.1.2, Ma 5KB4.1.3]	
F.2.6(5d)	Memorize phone number	
F.2.6(5e)	Memorize home address	

F.3 Children will understand and use scientific tools and skills to extend their learning

F.3.1 Objective: Use observation to gather information		
F.3.1(5a)	Shows awareness of differences in their environment (smell, touch, sight, sound and taste) [Sc PS4.C.1]	
F.3.1(5b)	Recognizes and responds to differences in the environment	
F.3.1(5c)	Purposely seeks information through observation to satisfy curiosity or need for answers	
F.3.1(5d)	Discriminates properties of nature, using a variety of senses (part of whole, living/non-living, weather, etc.)	
F.3.2 Use tools to gather information, compare observed objects and seek answers to questions through active investigation		
F.3.2(5a)	Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment	
F.3.2(5b)	Works toward an objective, may use tools or others in the environment to obtain the objectives [Sc ETS2.A.1]	
F.3.2(5c)	Use buttons/levers to produce desired responses	
F.3.3(5d)	Uses books to look for information	
F.3.3(5e)	Uses magnifying glass (hand lens), binoculars and maps for investigation of the environment [Sc ETS2.A.3]	
F.3.3(5f)	Makes comparisons between objects that have been collected or observed [Sc ETS2.A.2]	
F.3.3 Hypothesize and make predications		
F.3.3(5a)	Asks questions, seeks information, and tests out possibilities [Sc ETS1.A.3, Sc ETS1.B.3]	
F.3.3(5b)	Asks simple scientific questions and draws conclusions based on previous experience [Sc ETS1.A.3]	
F.3.3(5c)	Makes plans for testing hypothesis to prove or disprove predictions [Sc ETS1.B.3, Sc ETS1.C.2]	
F.3.4 Form explanations based on trial and error, observations and explorations		
F.3.4(5a)	Identifies and investigates the physical qualities of living and nonliving things	
F.3.4(5b)	Explores and formulates conclusions based on observation and past experiences	
F.3.4(5c)	Makes reasonable explanations, using data gathered from observation and experiments	
F.3.4(5d)	Offers and seeks explanations of questions and experiments using references such as books and computers	
F.3.5 Learn about various scientific topics		
	Seasons [Sc ESS1.B.1, Sc ESS2.D.5]	
	Weather – types of weather, day-to-day weather, and severe weather [Sc ESS2.D.1, Sc ESS2.D.2, Sc ESS2.D.3, Sc ESS 2.D.4, Sc ESS2.D.5, Sc ESS3.B.1, Sc ESS3.B.2, Sc ESS3.b.3]	
	Matter – solids and liquids [Sc PS1.A.1, Sc PS 1.A.2, Sc PS1.A.3, Sc PS1.A.4]	
	God's Creation [PS1.C.4]	
	Motion – push, pull, force, and sliding (Sc PS2.A.1, Sc PS2.A.2, Sc PS2.A.3, Sc PS2.B.1, Sc PS2.C.1, Sc PS2.C.2)	
	Energy – sunlight, friction, push and pull [Sc PS3.B.1, Sc PS3.C.1, Sc PS3.C.2, Sc PS3.D.1, Sc PS3.D.2]	
	Waves – water motion, vibrating sound, mirrors, light, reflection, and lenses [Sc PS4.A.1, Sc PS4.A.2, Sc PS4.A.3, Sc PS4.B.1, Sc PS4.B.2, Sc PS4.B.3, Sc PS4.B.4, Sc PS4.C.1, Sc PS4.C.2, Sc PS4.C.3]	
	Living Things (Organisms) – purposes, plants and animals, food, light, senses, environment, plant cycle, [Sc LS1.A.1, Sc LS1.B.1, Sc LS1.B.2, Sc LS1.B.3, Sc LS1.C.1, Sc LS1.C.2, Sc LS1.C.3, Sc LS1.C.7, Sc LS1.D.1, Sc LS1.D.2]	
	Ecosystems – survival, food, shelter, and human impact [Sc LS2.A.1, Sc LS2.A.2, Sc LS2.B.1, Sc LS2.C.1, Sc LS2.C.2, Sc LS2.D.1]	
	Heredity –similar and different characteristics [Sc LS3.A.1, Sc LS3.A.2, Sc LS3.A.3, Sc LS3.B.1]	

	Biodiversity – dinosaurs extinct, fossils and where things live [Sc LS4.A.1, Sc LS4.A.2, Sc LS4.C.1, Sc LS4.D.1, Sc LS4.D.3]
	Solar System – telescope, day and night sky, stars, moon and sun [Sc ESS1.A.1, Sc ESS1.A.2, Sc ESS1.A.3, Sc ESS1.B.1]
	Earth – sunrise and sunset, natural events, erosion, physical features, liquid and solid, and natural resources [Sc ESS1.C.2, Sc ESS1.C.3, Sc ESS2.A.1, Sc ESS2.A.2, Sc ESS2.B.1, Sc ESS2.B.2, Sc ESS2.C.1, Sc ESS2.C.2, Sc ESS2.C.3, Sc ESS2.C.4, Sc ESS2.E.1, Sc ESS2.E.2, Sc ESS3.A.1, Sc ESS3.A.2]
	Recycling [Sc ESS3.C.1, Sc ESS3.C.2]
	Influence of Technology – human made products and how technology impacts life [Sc ETS2.B.1, Sc ETS2.B.2, Sc ETS.2.B.3]

4-YEAR-OLD STANDARDS PULLED FROM 4K-8 DIOCESAN SUBJECT CURRICULAR GUIDES

RELIGION ©2009

- Respect all of God's creation (CCC 343, 355, 396, 1469, CFCL A1)
- Show kindness to others (CCC 459, 1337, 1823)
- Make the Sign of the Cross (CCC 2157)
- Participate in prayer (CCC 2659-2660)
- Recognize that God creates all life (CCC 279, 324-325, 327, 337-338)
- Recognize the importance and equality of each person (CCC 872, 1468, 1692, 1698, 1934)
- Identify the Holy Family (CCC 532, 564)
- Identify Jesus as God's Son (CCC 422, 441-445, 153)

Safe Environment

- Learn about physical and personal safety
- Recognize fear and feelings
- Learn about relationships
- Learn that God created all of us as special

Family Life

- We are created in the image and likeness of God (CFCL A1)
- We are created to receive God's love and to

LANGUAGE ARTS ©2010

Reading/Literature

- 4KA1.1.1 Match identical forms
- 4KA1.1.2 Match like objects
- 4KA1.1.3 Assemble a seven piece puzzle
- 4KA1.1.4 Sequence picture cards, actions heard
- 4KA1.1.5 Notice differences in unlike forms
- 4KA1.1.6 Refer to letters by name
- 4KA1.1.7 Discriminate and classify by color, shape, size
- 4KA1.1.8 Recognize own name in print
- 4KA1.1.9 Locate own name and other familiar words in short text
- 4KA1.1.10 Recall missing objects
- 4KA1.1.11 Coordinate hand and eye to trace, outline, color, cut and reproduce
- 4KA1.1.12 Demonstrate left and right progression
- 4KA1.1.13 Follow two step directions
- 4KA1.1.14 Know how to turn pages from front to back
- 4KA1.1.15 Understand top, bottom, up, down, on, over, under
- 4KA1.1.16 Know the beginning and end of sentences
- 4KA1.1.17 Names the alphabet letters
- 4KA1.1.18 Recognize place words
- 4KA1.1.19 Select pertinent passages or phrases to answer questions
- 4KA.1.2.1 Hear, name, match, repeat vowel and consonant letters
- 4KA.1.2.2 Differentiates and distinguishes initial consonants
- 4KA.1.2.3 Differentiates and distinguishes final consonants
- 4KA.1.2.4 Recognize endings that rhyme
- 4KA.1.3.1 Use questions to comprehend
- 4KA.1.4.1 "Read" books with simple repetitive language patterns
- 4KA.1.5.1 Use pictures for clues to the meaning of text
- 4KA.1.6.1 Identify and use book title, author, page numbers
- 4KA.1.7.1 Describe the value of reading
- 4KA.2.3.1 Identify and analyze cause and effect relationships
- 4KA.2.4.1 Recall main idea
- 4KA.2.4.2 Note details
- 4KA.2.4.3 Follow sequence
- 4KA.2.4.4 Predict outcomes
- 4KA.3.1.1 Analyze presentations from other times and cultures

Writing

- 4KB.1.2.1 Write a group story
- 4KB.1.5.1 Practice making lines, circles, parts of a circle
- 4KB.1.5.2 Write letters and numerals
- 4KB.1.5.3 Display small motor control
- 4KB.1.5.4 Apply top-to-bottom progression
- 4KB.1.5.5 Form letters to correct size, height
- 4KB.1.5.6 Show the ability to properly align letters and words
- 4KB.1.5.7 Practice writing in manuscript
- 4KB.1.5.8 Use personal chalkboard, whiteboard, large and small sand trays, etc.
- 4KB.1.5.9 Use consistent shape in writing
- 4KB.2.3.1 Write words as labels or lists

Speaking and Listening

- 4KC.1.3.1 Speak clearly and fluently using clear enunciation, good phrasing, and appropriate tone
- 4KC.1.3.2 Provide information accurately
- 4KC.1.3.3 Express oneself using complete sentences and correct punctuation/inflections.
- 4KC.1.3.4 Apply basic skills of speaking including eye contact, volume, projection, tone, rate and articulation
- 4KC.1.3.5 Lead daily pledge and prayer
- 4KC.1.3.6 Lead impromptu prayer
- 4KC.1.3.7 Make formal introductions with courtesy and clarity and use appropriate etiquette when expressing thanks and receiving praise
- 4KC.1.5.1 Participate in group recitation such as rhymes, riddles, chorals, and echoes
- 4KC.1.6.1 Demonstrate creativity in speech through the use of role playing/dramatization
- 4KC.1.6.2 Participate in dramatic activities such as plays and programs
- 4KC.1.6.3 Tell a story with expression
- 4KC.2.1.1 Recognize listening as a source of information
- 4KC.2.1.2 Demonstrate the ability to follow oral directions
- 4KC.2.2.1 Identify similar and different sounds
- 4KC.2.2.2 Follow sequence in plot and character development, predict outcomes and draw conclusions.
- 4KC.2.2.3 Identify repetitive words
- 4KC.2.2.4 Explain the value of listening as a source of information in all subject areas
- 4KC.2.2.5 Recognize transitional and signal words and phrases
- 4KC.2.2.6 Answer questions to demonstrate comprehension
- 4KC.2.2.7 Concentrate for expanded time periods
- 4KC.2.3.1 Recognize and recall sequence
- 4KC.2.3.2 Retell stories and reports
- 4KC.2.3.3 Dictate stories
- 4KC.2.3.4 Report to the class
- 4KC.2.4.1 Listen to and evaluate poetry, stories, plays, music, etc,
- 4KC.2.4.2 Attend and evaluate theatrical performances
- 4KC.3.1.1 Volunteer relevant information by making introductions, giving directions, conversing with adults and peers.
- 4KC.3.1.2 Respect free speech of others
- 4KC.3.1.3 Express emotions and use spoken language in socially acceptable ways
- 4KC.3.1.4 Participate in discussion without dominating
- 4KC.3.2.1 Demonstrate respectful posture when listening to others
- 4KC.3.2.2 Focus eyes on speaker
- 4KC.3.2.3 Increase the appropriate amount of attention span needed to listen to a speaker
- 4KC.3.2.4 Demonstrate appropriate applause
- 4KC.3.2.5 Practice appropriate silence while listening
- 4KC.3.2.6 Give appropriate feedback to a speaker
- 4KC.3.3.1 Use spoken language in socially acceptable ways
- 4KC.3.4.1 Recognize a speaker's purpose and main idea

Research and Inquiry

- 4KE.1.2.1 Recognize title, author, illustrator and publisher
- 4KE.1.2.2 Demonstrate library etiquette and procedures

Math ©2012

Numbers, Operations & Algebraic Thinking

- 4KA1.1.1 Use models (i.e. number lines, drawings, manipulatives) to identify, order and compare numbers
- 4KA1.1.2 Count to 100 by ones and tens
- 4KA1.1.3 Skip count by 2s, 5s, 10s, 100s
- 4KA1.2.1 Explain the relationship between numbers and quantities
- 4KA1.2.2 Say the number names in standard order when counting objects

- 4KA1.2.3 Pair objects and number names
- 4KA1.2.4 Explain that the last number name said tells the number of objects counted
- 4KA2.1.1 Represent addition with objects, fingers, mental images, drawings, sounds (i.e. claps), acting out situations, verbal explanation, expressions or equations
- 4KA2.1.2 Add within 10 by using objects or drawings
- 4KA2.1.3 Fluently add within 5
- 4KA2.2.1 Represent subtraction with objects, fingers, mental images, drawings, sounds (i.e. claps), acting out situations, verbal explanation, expressions or equations

Measurement and Data

- 4KB1.1.1 Order three objects by length
- 4KB1.1.2 Classify objects into given categories
- 4KB1.1.3 Count and sort the categories of objects
- 4KB1.1.4 Describe temperature as hot, warm, cold, warmer than, cooler than, as warm as, etc.
- 4KB1.1.5 Associate temperature in degrees Fahrenheit with weather
- 4KB2.1.1 Describe orientation in time: today, yesterday, tomorrow, morning (AM), afternoon (PM), etc.
- 4KB2.1.2 Locate dates on a calendar
- 4KB2.1.3 Indicate days of the week and months of the year

Geometry

- 4KC1.1.1 Describe the relative positions of objects (i.e. above, below, beside, in front of, behind, next to)

SCIENCE ©2013

Physical Science

- PS1.A.1 Explain that different kinds of matter exist
- PS1.A.2 Explain how matter can be solid or liquid
- PS1.A.3 Demonstrate that objects can be built up from smaller pieces
- PS1.A.4 Demonstrate that objects can be weighed and measured
- PS1.B.1 Recognize that heating or cooling a substance may cause observable changes
- PS1.C.4 Apply God's creation of the stars and all other forms of matter and energy to physical science
- PS2.A.1 Explain that objects can push or pull each other
- PS2.A.2 Demonstrate that pushing and pulling an object can change its speed or direction
- PS2.A.3 Demonstrate how an object sliding or sitting on a sloped surface experiences a pull due to friction
- PS2.C.1 Describe the effects of pushes and pulls on an object
- PS2.C.2 Identify what pulls and pushes keep something in place as well as what makes something change or move
- PS3.B.1 Explain that sunlight warms Earth's surface
- PS3.C.1 Explain that a bigger push or pull makes an object go faster
- PS3.C.2 Explain that faster speeds cause a bigger change in the shape of the colliding object
- PS3.D.1 Explain that when objects rub against each other it is called friction
- PS4.A.1 Identify that waves are regular patterns of motion
- PS4.A.2 Demonstrate how waves are made in water by disturbing the surface
- PS4.A.3 Demonstrate that sound can make matter vibrate and vibrating matter can make sound
- PS4.B.1 Explain that objects can be seen when light is available
- PS4.B.2 Explain how hot objects give off light
- PS4.B.3 Demonstrate how light can pass through some material, can be blocked and can create a shadow on a surface
- PS4.B.4 Demonstrate how mirrors or prisms can redirect light
- PS4.C.1 Describe how people use their senses to detect light, sound and vibrations
- PS4.C.2 Describe how people can use devices to communicate
- PS4.C.3 Identify how lenses are used to extend what can be seen

Life Science

- LS1.A.1 Explain that organisms have different external parts for different purposes, i.e. protection, food consumption
- LS1.B.1 Describe how plants and animals grow and change
- LS1.B.2 Describe how plants and animals help their young survive
- LS1.C.1 Describe how all animals need food to live and grow
- LS1.C.2 Explain how animals obtain their food from plants or from other animals
- LS1.C.3 Explain how plants need water and light to live, grow and make their own food
- LS1.D.1 Describe how animals use their senses to get information needed for growth and survival
- LS1.D.2 Explain how plants respond to their environment
- LS2.A.1 Explain how animals depend on their surroundings to get what they need
- LS2.A.2 Explain how animals and plants depend on each other for survival
- LS2.B.1 Explain how organisms obtain the materials they need to grow and survive from the environment
- LS2.C.1 Explain how humans can affect plant and animal habitats
- LS2.C.2 Describe how animals may or may not adapt to change

- LS2.D.1 Explain how being part of a group helps animals obtain food, defend themselves and cope with changes
- LS3.A.1 Explain that organisms have characteristics that can be similar or different
- LS3.A.2 Describe how young animals are like their parents and also resemble other animals of the same kind
- LS3.B.1 Describe how individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways
- LS4.A.1 Explain how some kinds of plants and animals that once lived on Earth (e.g. dinosaurs) are no longer found anywhere, although others now living (e.g. lizards) resemble them in some ways
- LS4.A.2 Describe how fossils provide evidence about the types of organisms that lived long ago and also the nature of their environments
- LS4.D.1 Describe how there are many different kinds of living things in any area, and they exist in different places on land and in water

Earth Science

- ESS1.A.1 Identify and define the job of a telescope
- ESS1.A.2 Compare the night sky to the daytime sky
- ESS1.B.1 Observe, predict and describe the seasonal patterns of sunrise and sunset
- ESS1.C.2 Describe earth events that happen quickly, i.e. earth quake
- ESS2.A.1 Describe how wind and water change the land
- ESS2.A.2 Describe how various land forms provide homes for living things
- ESS2.B.1 Use maps to show physical features of land areas
- ESS2.B.2 Explain that plants and animals can live in many different environments
- ESS2.C.1 Compare water in liquid and solid form
- ESS2.C.3 Explain where to find water
- ESS2.C.4 Identify life forms that live near various forms of water
- ESS2.D.1 Define weather
- ESS2.D.2 Identify and describe different weather
- ESS2.D.3 Observe, record and interpret weather patterns and changes
- ESS2.E.1 Explain how plants, animals and humans depend on land, water and air to grow
- ESS2.E.2 Explain how plants, animals and humans can change their environment, i.e. the flow of water
- ESS3.A.1 Describe how living things need water, air and resources from the land
- ESS3.A.2 Describe what natural resources are
- ESS3.B.1 Describe different types of severe weather
- ESS3.B.2 Demonstrate safety procedures for severe weather
- ESS3.B.3 Explain what a weather forecast is
- ESS3.C.1 Explain how the choices we make have an impact on the world around us
- ESS3.C.2 Demonstrate ways to reduce, reuse and recycle to help protect Earth's resources and environments

Engineering, Technology & Application of Science

- ETS1.A.2 Demonstrate that problems may have many acceptable solutions
- ETS1.B.2 Recognize that in order to reach a solution, a complicated problem may need to be broken into parts
- ETS1.B.3 Use the scientific method to solve problems (investigate, evaluate, develop explanation and solutions)
- ETS1.C.1 Recognize that there is always more than one possible solution to a problem
- ETS1.C.2 Compare and test design solutions
- ETS2.A.1 Recognize that there are many types of tools produced by technology and engineering that can be used to answer questions about the world
- ETS2.A.2 Make observations and measurements to test engineering design ideas
- ETS2.B.1 Describe how people depend on various technologies and how life would be different without them
- ETS2.B.2 Recognize that knowledge of the natural world is used to develop every human-made product (i.e. spoons made from refined metals)

SOCIAL STUDIES ©2015

History

- H1.A.1 Identify and describe settlement (i.e. immigrants, migration, Pilgrims, Native Americans)
- H1.B.1 Discuss people who shaped and influenced society
- H3.C.1 Discuss significant saints and popes

Geography

- G1.A.5 Study the movement of people, goods, and ideas from one place to another
- G1.A.6 Identify how humans and the environment affect each other

Political Science

- P2.C.1 Identify and differentiate types of communities, i.e. family, school, city, state, national and global
- P2.C.2 Describe and explain the rules expected of a citizen in a community
- P2.D.1 Identify the American flag, Statue of Liberty, bald eagle, White House, etc.
- P2.D.2 Recite the Pledge of Allegiance
- P3.A.1 Describe family structures
- P3.A.2 Describe what makes school a safe place to learn, make friends and have fun
- P3.B.1 Describe how family members, friends and classmates can all teach us how to act responsibly
- P3.B.2 Analyze how community members work together for the common good

- P3.C.1 Describe the location and services provided by the following places: Post Office, Bank, Police Station, Fire Station, Church, School, Hospital, City Hall, Library, Park and Stores

Economics

- E1.B.2 Describe how people do a variety of jobs to earn money and help others in need

Behavioral Science

- B2.A.6 Respect each other and explain that God made everyone different
- B3.A.1 Participate in a service learning project for the good of the community

TECHNOLOGY ©2015

Basic Operations and Concepts

- A.1 Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, simple audio and visual equipment and other basic technologies.
- A.2 Use a variety of media and technology resources for directed independent learning activities. (e.g., recording devices, tablets, computers, etc.)
- A.4 Use developmentally appropriate multimedia resources (e.g., interactive books, educational software and websites) to support learning.

Social, Ethical and Human Issues

- B.1 Work cooperatively and collaboratively with peers, family members, and when using technology in the classroom.
- B.3 Practice responsible use of technology systems and software. (e.g., acceptable use policy)

Technology Tools

- C.2 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, and drawing tools) for problem solving, communication and illustration of thoughts, ideas, and stories.

PHYSICAL EDUCATION ©2016

Motor Skills and Movement (by the end of Grade 2)

- A.4K2.1 Skip, hop, gallop, slide, jump and land, run, jog, leap
- A.4K2.2 Travel fast and slow using different pathways, changing directions in response to a signal or obstacle
- A.4K2.3 Repeat a dance pattern without cues
- A.4K2.4 Perform tumbling activities such as roll, jump and weight transfer
- A.4K2.5 Throw a ball underhand and overhand
- A.4K2.6 Control an object using feet, hands or an implement (dribble, throw, catch, kick, strike)
- A.4K2.7 Perform a variety of jump rope skills
- A.4K2.8 Balance a variety of body parts or objects in a creative way – round, twisted, narrow and symmetrical

Movement Concepts (by the end of Grade 2)

- B.4K2.1 Identify correctly body planes (front/back, right/left, upper/lower) and various body parts
- B.4K2.2 Recognize appropriate safety practices with and without physical education equipment
- B.4K2.3 State that “best effort” is shown by trying new or hard tasks by referring to Luke 1:37, For nothing will be impossible with God.
- B.4K2.4 Repeat cue words for skills being taught and demonstrate/explain what is meant by each
- B.4K2.5 Correct movement errors in response to corrective feedback
- B.4K2.6 State the short-term effects of physical activity on the heart, lungs and muscles by referencing 1 Corinthians 6:19-20, Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? For you were bought with a price; therefore glorify God in your body.
- B.4K2.7 Explain that appropriate practice improves performance by referencing Philippians 4:9, Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.
- B.4K2.8 Participate in games and activities that use academic and health skills to enhance learning (math, reading, nutrition)

Physical Activity (by the end of Grade 2)

- C.4K2.1 Engage in moderate to vigorous physical activity on an intermittent basis
- C.4K2.1 Participate in a variety of physical activities outside of school, with and without objects
- C.4K2.1 Participate in a variety of non-structured and minimally-organized physical activities outside of physical education, such as at recess time

Health Enhancing Physical Fitness (by the end of Grade 2)

- D.4K2.1 Participate in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars or traverse wall
- D.4K2.2 Engage in a series of physical activities without tiring easily
- D.4K2.3 Sustain activity for increasingly longer periods of time while participating in various activities in physical education
- D.4K2.4 Begin to identify muscle groups used in activities
- D.4K2.5 Participate in a variety of activities and games that increase breathing and heart rate
- D.4K2.6 Recognize that health-related physical fitness consists of several different components

Responsible Personal and Social Behavior (by the end of Grade 2)

- E.4K2.1 Practice specific skills as assigned until the teacher signals the end of practice
- E.4K2.2 Follow directions given to the class for an all-class activity
- E.4K2.3 Use safety procedures
- E.4K2.4 Report the results of work honestly, reflecting on Catholic virtues and the Holy Spirit
- E.4K2.5 Enjoy participating alone while exploring movement tasks
- E.4K2.6 Follow rules, procedures and etiquette in class
- E.4K2.7 Work independently, productively and demonstrate a willingness to challenge self
- E.4K2.8 Show cooperation and fair play for others by helping, sharing and taking turns
- E.4K2.9 Participate in a variety of cooperative activities while demonstrating charity, self-control, generosity and patience
- E.4K2.10 Work in a diverse group setting without interfering with others by demonstrating patience and self-control
- E.4K2.11 Accept all playmates without regard to personal differences while demonstrating fortitude, understanding and generosity
- E.4K2.12 Demonstrate the elements of socially acceptable conflict resolution during class activity through wisdom and understanding
- E.4K2.13 Regularly encourage others and refrain from negative statements by demonstrating charity, joy, and peace

Value of Physical Activity (by the end of Grade 2)

- F.4K2.1 Share verbal and nonverbal indicators of enjoyment
- F.4K2.2 Attempt new movements and skills willingly
- F.4K2.3 Participate even when not successful
- F.4K2.4 Identify several activities that are enjoyable
- F.4K2.5 Express personal feelings on progress made while learning a new skill

HEALTH ©2016

Health Promotion and Disease Prevention (by the end of Grade 2)

- A.4K2.1 Identify healthful behaviors that impact personal health
- A.4K2.2 Recognize multiple dimensions of health (e.g. physical, social, spiritual, environmental, intellectual, mental and emotional) in everyday life
- A.4K2.3 Describe ways to prevent the spread of communicable diseases
- A.4K2.4 Identify ways to prevent common childhood accidents and injuries
- A.4K2.5 Describe why it is important to participate in healthy behaviors
- A.4K2.6 Identify how respect for human dignity and stewardship can impact health (CCC 339-341, 1928-33, 2546)
- A.4K2.7 Describe why it is important to seek health care

Influences on Healthy Behaviors (by the end of Grade 2)

- B.4K2.1 Identify internal and external factors, such as family, that may influence healthy behaviors
- B.4K2.2 Identify Catholic values that virtues and values.
- B.4K2.3 Identify how external influences like media, technology, peers, etc. influence personal healthy behaviors
- B.4K2.4 Identify how we use our conscience to make decisions. (CCC 386-7, 397-8, 407-09)

Accessing Valid Information to Enhance Health (by the end of Grade 2)

- C.4K2.1 Identify trusted adults and professionals who can help promote health
- C.4K2.2 Identify sources of health information from home, school and community

Use of Communication Skills to Enhance Health (by the end of Grade 2)

- D.4K2.1 Explain how to communicate to a trusted adult if threatened or harmed
- D.4K2.2 Identify ways to express needs, wants and feelings
- D.4K2.3 Identify refusal skills that avoid or reduce health risks
- D.4K2.4 Demonstrate how to ask for assistance
- D.4K2.5 Identify appropriate communication strategies
- D.4K2.6 Identify effective conflict resolution skills

Use Decision Making Skills to Enhance Health (by the end of Grade 2)

- E.4K2.1 Identify steps in the decision making process
- E.4K2.2 Provide an example of a situation when a health related decision is needed to keep one safe
- E.4K2.3 Create a decision making plan with family members or trusted adults

Using Goal Setting Skills to Enhance Health (by the end of Grade 2)

- F.4K2.1 Identify a personal health goal
- F.4K2.2 Identify who can help you with a personal health goal

Use Enhancing Behaviors (by the end of Grade 2)

- G.4K2.1 Identify health behaviors
- G.4K2.2 Identify and practice health-enhancing practices and behaviors which may include but are not limited to: proper hygiene, healthy eating and physical activity
- G.4K2.3 Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations

Advocate for Personal, Family and Community Health (by the end of Grade 2)

- H.4K2.1 Identify health needs and personal wants
- H.4K2.2 Identify role models for healthy habits

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Knowing

- A.1.1 Develop a mental storehouse of images paying special attention to Judeo-Christian Art/Artists
- A.1.2 Learn and use appropriate vocabulary related to the study of art

Doing

- B.1.1 Explore the elements and principles of design
- B.1.2 Explore what makes quality design
- B.1.4 Use design techniques to improve and/or change art work
- B.1.5 Look at nature and works of art as visual resources and gifts from God
- B.1.7 Develop the craft and skills to produce quality art
- B.1.8 Explore the natural characteristics of materials and their possibilities and limitations
- B.1.9 Be aware of personal creative processes and life experiences to better understand own work
- B.1.10 Develop personal responsibility for learning and creative process
- B.1.11 Reflect on personal work during the creative process to assess and better understand own art work
- B.1.12 Come up with ideas and carry them through to completion of an original work of art
- B.1.13 Create art as an expression of prayer
- B.2.4 Explain and demonstrate basic concepts of art, such as “form follows function”, “destruction of the box”, “less is more”, balance symmetry, integrity, authenticity and originality
- B.2.6 Use problem-solving strategies that promote fluency, flexibility, elaboration and originality

Communicating

- C.1.1 Communicate ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers and ceramics
- C.1.3 Communicate ideas by producing popular images and objects such as fold art, traditional arts and crafts, popular arts, mass media and consumer products
- C.1.5 Use the visual arts to express ideas that cannot be expressed by words alone

Thinking

- D.1.1 Explain that art communicates ideas, especially about the gift of creation and our Catholic faith
- D.1.2 Explain how art work has meaning
- D.1.3 Create works of art that have meaning
- D.1.4 Analyze the meanings of art work and designs
- D.2.1 Study the patterns and color in nature and look at things using different methods like through a microscope
- D.2.4 Show differences among colors, shapes, textures and other qualities of objects in art work
- D.2.5 Draw, paint, and sculpt from life models
- D.2.6 Create three-dimensional forms with paper, clay and other materials
- D.2.7 Be able to read maps, charts and plans

Understanding

- E.1.1 Use art to understand and show feelings
- E.1.2 Explain that creating or looking at art can bring out different feelings
- E.1.4 Describe how own feelings affect how art is perceived
- E.1.7 Explain that Creation is God’s work of art and a gift to us
- E.1.8 Use art as an expression of personal prayer
- E.2.1 Explore the purpose and functions of art
- E.2.3 Describe ways different cultures and faith traditions think about art
- E.2.5 Explore ideas about the purpose and meaning of art, especially in our Catholic faith.
- E.2.10 Reflect and discuss art work

Creating

- F.1.1 Connect knowledge and skill in art to other areas, such as the humanities, sciences, social studies, technology and faith
- F.1.3 Use prior knowledge of life, nature, physical world, faith and people to create art
- F.1.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology and spaces to help understand and communicate about the visual world.
- F.1.6 Compare and contrast world cultures by studying the arts: music, visual arts, dance, theater, literature and architecture
- F.2.1 Use knowledge, intuition and personal experiences to develop ideas for artwork
- F.2.2 Develop a base of knowledge and skills from which to create new ideas
- F.2.6 Explore nature and designs by artists as sources for new ideas for personal art work

Elements of Music

- A.1.3 Move responsively to music according to expressive and stylistic qualities (marching, walking, hopping, swaying, etc.)
- A.2.1 Recognize melodic movement up, down, same and demonstrate melodic contours using physical movement and/or graphic notation (solfeggio symbols or other hand/body movements)
- A.2.2 Recognize pitch as high or low and be able to demonstrate pitch through physical movement while listening to worship music
- A.2.3 Recognize skips, steps, intervals and demonstrate the melodic contours through physical movement
- A.2.4 Memorize melodies by rote (humming melodies while listening to music, echoing short rhythmic and melodic patterns)
- A.3.1 Demonstrate periods of activity and rest in music through physical activity
- A.3.2 Recognize and play simple rhythm patterns, a steady beat, accents and the downbeat
- A.3.3 Recognize short and long sounds
- A.3.4 Discriminate between fast and slow, gradually slowing down and getting faster
- A.3.11 Count rhythms using standard counting techniques
- A.3.14 Demonstrate an ability to echo, read, and write complex rhythm patterns
- A.4.1 Sing rounds
- A.4.2 Distinguish between melody alone and melody with accompaniment
- A.4.4 Sing unaccompanied, accompanied, and in unison
- A.5.2 Distinguish between voices and instruments and between adult and children voices
- A.5.3 Describe tone color of various sounds and instruments
- A.6.1 Distinguish between single and multiple sounds
- A.6.3 Recognize various instrumental and vocal sounds
- A.7.1 Recognize that some phrases are the same, some different

Listening and Understanding

- B.1.2 Recognize music that is used to tell a story

Music Performance

- C.1.1 Sing independently, on pitch, and in rhythm with appropriate timbre, diction, and posture while maintaining a steady temp
- C.1.4 Sing from memory a varied repertoire of songs representing genres and styles for worship and from diverse cultures (i.e. refrains from familiar traditional hymns, contemporary songs, spirituals)
- C.2.5 Echo short rhythmic and melodic styles

Music Creativity

- D.1.2 Improvise short songs, instrumental pieces and familiar refrains to traditional or contemporary worship music, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means
- D.1.3 Echo simple rhythm and melodic patterns

Music Connections

- F.1.6 Use the disciplines of dance, dramatization, and visual art to enhance the musical experience
- F.2.1 Demonstrate audience behavior appropriate for the context and style of music performed
- F.2.6 Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use, i.e. application of text and musical content of sacred music to experiences in their everyday life

5-YEAR-OLD STANDARDS PULLED FROM 4K-8 DIOCESAN SUBJECT CURRICULAR GUIDES

RELIGION ©2009

Creed

- Learn of the Trinity – God the Father, God the Son (Jesus) and God the Holy Spirit (CCC 178, 988, 233)
- Understand that there is one God and there is a special loving relationship between God the Father, God the Son and God the Holy Spirit (CCC 254)
- Learn that we are made in the image of God (CCC 1700, CFCL A1)
- Learn and understand that Creation is: (CFCL A2)
 - a gift from God given out of Divine love (CCC 290ff)
 - a bible story (Genesis 1-2)
 - a sign of God's presence (CCC 257, 280, 315, 759, 1066)
 - associated with love and God's continuous care for us (CCC 257, 280, 315, 759, 1066)
 - something to be grateful for (CCC 299, 2402, 2452)
- Recognize authority of God in life and in parents (CCC 156, 239, 668, 1295, 1381 CFCL A3, A12)
- Learn that Jesus is much like us;
- Recognize Joseph as foster father of Jesus (CCC 532, 564)
- Identify Saints as friends of Jesus (CCC 2030)
- Learn and reflect on saints (CCC 2030)

Scripture

- Recognize and show reverence for the Bible (CCC 101-104, 131-133)
- Understand that the Bible is Gods Word to us (CCC 105, 136)
- Understand the scripture stories come from the Bible (CCC 105, 106, 136)
- Share, learn and be exposed to scripture stories (CCC 131-133, 104-105, 108)

Life in Christ

- Understand that we are members of God's family, called Christians, and the family of the Catholic Church, through baptism and faith (CCC 959, 759)
- Identify Christian lifestyle as valuing: simplicity, respect for life (CCC 2859-2883), rights (CCC 1956, 1978, 2070, 2273), property, truth/honesty (CCC 2465-2470, 2504-2505), compassion (CCC 466, 496, 198, 505), unselfish love, self-discipline, peace and justice (CCC 2302, 1805, 1807, 2479, 2848), and prayerful reflection (CCC 2708) (CCC 2447, CFCL A1, A18))
- Understand that God tells us to love each other (CCC 1823-1825, 953, CFCL A2)
- Understand that God will help us be loving, fair and kind (CCC 2658, 1996, 2013)
- Understand that God's love for us is a special gift and something good (CCC 733)
- Acknowledge accountability for care of own body/self, for plants, animals and others (CCC 2559-2583, 1930, 2416, CFCL A2)
- Follow Jesus' word and example by: sharing feelings, sharing things, being truthful, being honest, helping others, making people happy, forgiving, making sacrifices, and living in peace (CCC 2038, 1825, 2384, 2862-2865, 2740, 1477, 896, 564, CFCL A5, A9, A10, A13, A18)
- Participate in religious activities (CCC 1882, 1897-1917)
- Recognize, identify, and create religious pictures (CCC 1146, 1148, 1152, 1159-1162)
- Learn basic Christian songs, finger plays, etc. (CCC 1153-1158)
- Role play (i.e. nativity)

Liturgy/Prayer

- Show respect for parish worship space (CCC 752, 756)
- Understand that prayer is listening and talking to God (CCC 2559, 1127, 2737, CFCL A17)
- Prepare for and participate in the Liturgy of the Word (CCC 1347)
- Experience prayer as: talking with God, listening to God, gesture/movement, spontaneous, individual, group, para-liturgies and liturgies (CCC 2559, 2664, 2663, 2674, CFCL A17)
- Learn and practice prayers (CCC 2626-2638, 2659-2660, 2700ff)
- Learn and celebrate liturgical seasons (CCC 1163ff)
 - Advent
 - Christmas
 - Lent
 - Triduum
 - Easter
 - Ordinary Time

Sacraments

- Learn and celebrate sacraments (CCC 2623ff)
 - Sacred Liturgy (Mass) (CCC 1347, CFCL A17)
 - Baptism (CCC 1266)

Safe Environment

- Learn and understand age appropriate Creating Safe and Sacred Places principles
- Recognize touches and experiences that are unwanted, harmful and unsafe
- Identify harmful situation for self and others
- Communicate to a trusted adult when they have experienced or witnessed harmful behavior and actions

Family Life

- Know we need to love others as Jesus loves us (CFCL A5, A15)
- Know God sent Jesus Christ, his son (CFCL A7)
- Know Jesus has taught us how to live (CFCL A9-10, A13, A17-18)
- As need and circumstances arise, these topics may be talked about with the children, in full communication with the parent, and following the doctrine of the Church.
 - Divorce (CCC 1676, CFCL B4)
 - Cohabitation (CCC 2350, 2353, 2390-2391, CFCL B5)
 - Sexual Abuse (CCC 2388-2389, CFCL B6)
- Educate parents/guardian on their responsibility as a Catholic parent in the areas of... (CFCL Part II Role of Parent)
 - Marriage (CCC 2363-2367, 2349)
 - Procreation and education of children (CCC 2366-2367)
 - Human sexuality and moral principles and truth (Truth & Meaning of Sexuality, 37-47)
 - Formation of their children in knowledge and practice of the faith (CCC 2221-2226, 2229)
 - Shared responsibilities with teachers, pastors and the whole Church (CCC 2229, Truth & Meaning of Sexuality, 20, 22)
 - Documents such as... Catechism of the Catholic Church, Truth and Meaning of Human Sexuality: Guidelines for Education Within the Family, and National Directory For Catechesis (CCC 1691-1876, 1949-2051, 2331-2400, 2514-2533, National Directory for Catechesis, 45, 54 C)

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Reading/Literature

- 5KA.1.1.1 Learn age-appropriate sight words
- 5KA.1.1.2 Identify known familiar words in other contexts
- 5KA.1.1.3 Recognize descriptive words: colors, shapes, sizes, same, alike, different
- 5KA.1.1.4 Use word meaning to comprehend story
- 5KA.1.1.5 Recognize place words
- 5KA.1.1.6 Select pertinent passages or phrases to answer questions
- 5KA.1.1.7 Match identical forms
- 5KA.1.1.8 Match like objects
- 5KA.1.1.9 Assemble a seven piece puzzle
- 5KA.1.1.10 Sequence picture cards, actions heard
- 5KA.1.1.11 Notice differences in unlike forms
- 5KA.1.1.12 Refer to letters by name
- 5KA.1.1.13 Discriminate and classify by color, shape, size
- 5KA.1.1.14 Recognize own name in print
- 5KA.1.1.15 Locate own name and other familiar words in short text
- 5KA.1.1.16 Recall missing objects
- 5KA.1.1.17 Coordinate hand and eye to trace, outline, color, cut and reproduce
- 5KA.1.1.18 Demonstrate left and right progression
- 5KA.1.1.19 Follow two step directions
- 5KA.1.1.20 Know how to turn pages from front to back
- 5KA.1.1.21 Understand top, bottom, up, down, on, over, under
- 5KA.1.1.22 Know the beginning and end of sentences
- 5KA.1.1.23 Names the alphabet letters
- 5KA.1.2.1 Identify vowel and consonant letters
- 5KA.1.2.2 Distinguish medial consonants
- 5KA.1.2.3 Differentiate and distinguish final consonants
- 5KA.1.2.4 Distinguish initial blends: bl, br, cl, cr, dr, dw, fl, fr, gl, gr, pl, pr, sc, sl, sm, sn, sp, st, sr, tr, tw
- 5KA.1.2.5 Distinguish final consonant blends: ck, ld, lk, mp, nd, nk, nt, pt, rd, sk, st, lp, lt, ft
- 5KA.1.2.6 Distinguish consonant digraphs: ch, ng, ph, sh, th, wh, tch
- 5KA.1.2.7 Distinguish long vowels
- 5KA.1.2.8 Distinguish short vowels
- 5KA.1.2.9 Recognize as word families: ack, ake, all, am, at, ay, ell, et, eck, ight, ike, ill, in, ing, it, ish, ind, ook, ock
- 5KA.1.2.10 Recognize endings that rhyme
- 5KA.1.2.11 Recall and explain final e makes the preceding vowel long
- 5KA.1.2.12 Recall and explain final y sounds like long i or e

- 5KA.1.2.13 Hear, name, match, repeat vowel and consonant letters
- 5KA.1.2.14 Differentiate and distinguish initial consonants
- 5KA.1.3.1 Apply comprehension strategies: semantic webbing
- 5KA.1.3.2 Apply comprehension strategies: story mapping
- 5KA.1.3.3 Predict and interpret new words using their reading knowledge
- 5KA.1.3.4 Use a variety of pre, during and post reading strategies
- 5KA.1.3.5 Apply reading strategies: skimming and scanning
- 5KA.1.3.6 Self-correct using knowledge of reading
- 5KA.1.3.7 Formulate inferences: draw conclusions and predict outcomes
- 5KA.1.3.8 Use questions to comprehend
- 5KA.1.4.1 Read aloud to show understanding of punctuation marks
- 5KA.1.4.2 Read to others fluently
- 5KA.1.4.3 "Read" books with simple repetitive language patterns
- 5KA.1.5.1 Use picture clues to approximate responses for unknown words
- 5KA.1.5.2 Use picture clues to help read a text
- 5KA.1.5.3 Use pictures for clues to the meaning of text
- 5KA.1.6.1 Identify and use book title, author, page numbers
- 5KA.1.7.1 Recommend reading materials to others
- 5KA.1.7.2 Select materials to fulfill their own purposes
- 5KA.1.7.3 Describe the value of reading
- 5KA.2.1.1 Identify sequence relationships: time order
- 5KA.2.1.2 Recall and explain the plots of stories
- 5KA.2.1.3 Recognize elements of poetry: rhyme scheme
- 5KA.2.2.1 Recognize and analyze literary form: fairy tale, fable
- 5KA.2.3.1 Identify and analyze cause and effect relationships
- 5KA.2.4.1 Recall main idea
- 5KA.2.4.2 Note details
- 5KA.2.4.3 Use contextual clues
- 5KA.2.4.4 Follow sequence
- 5KA.2.4.5 Draw conclusions
- 5KA.2.4.6 Predict outcomes
- 5KA.2.4.7 Construct meaning using prior knowledge
- 5KA.3.1.1 Read and discuss chosen literary texts
- 5KA.3.1.2 Analyze presentations from other times and cultures
- 5KA.4.1.1 Make predictions based on previous knowledge and information
- 5KA.4.2.1 Choose reading materials as needed
- 5KA.4.2.2 Show preferences for specific reading materials
- 5KA.4.3.1 Use computers to acquire, organize, analyze and communicate information

Writing

- 5KB.1.1.1 Use new words to write stories and reports
- 5KB.1.1.2 Develop a list of words and ideas for writing
- 5KB.1.2.1 Write journals
- 5KB.1.2.2 Write a group story
- 5KB.1.3.1 Write a personal narrative
- 5KB.1.5.1 Practice making lines, circles, parts of a circle
- 5KB.1.5.2 Write letters and numerals
- 5KB.1.5.3 Display small motor control
- 5KB.1.5.4 Apply top-to-bottom progression
- 5KB.1.5.5 Form letters to correct size, height
- 5KB.1.5.6 Show the ability to properly align letters and words
- 5KB.1.5.7 Practice writing in manuscript
- 5KB.1.5.8 Use personal chalkboard, whiteboard, large and small sand trays, etc.
- 5KB.1.5.9 Use consistent shape in writing
- 5KB.1.6.1 Write sentences using complete thoughts and correct word order
- 5KB.1.6.2 Write an original composition
- 5KB.1.6.3 Assign a title to a story
- 5KB.1.6.4 Develop a plot for a story
- 5KB.1.6.5 Develop a setting for a story
- 5KB.1.6.6 Develop characters for a story
- 5KB.2.1.1 Apply norms for neatness in written work
- 5KB.2.1.2 Pre-write (Plan) the beginning, middle, end
- 5KB.2.1.3 Brainstorm

- 5KB.2.1.4 Revise
- 5KB.2.1.5 Proofread to check spelling, grammar, punctuation, capitalization, indentation
- 5KB.2.1.6 Publish
- 5KB.2.1.7 Name and share written work
- 5KB.2.2.1 Use teacher/peer conferencing
- 5KB.2.3.1 Write phrases as captions for pictures
- 5KB.2.3.2 Edit and proofread revised drafts
- 5KB.2.3.3 Write words as labels or lists
- 5KB.3.1.1 Identify and use Nouns
- 5KB.3.1.2 Identify and use Singular and Plural Nouns
- 5KB.3.1.3 Identify and use Common and Proper Nouns
- 5KB.3.4.1 Define and use rules of capitalization
- 5KB.3.4.2 Capitalize proper nouns and adjectives
- 5KB.3.4.3 Capitalize names, titles, initials and abbreviations of people
- 5KB.3.4.4 Capitalize titles of books, poems, magazines, etc.
- 5KB.3.4.5 Capitalize dates and holidays
- 5KB.3.4.6 Capitalize place names, organizations and groups
- 5KB.3.4.7 Capitalize the first word in a sentence
- 5KB.3.5.1 Recognize the effect of punctuation marks and typed variations on meaning
- 5KB.3.5.2 Distinguish and recognize word order in sentences
- 5KB.3.5.3 Recognize complete sentences
- 5KB.3.7.1 Use spelling/reading words for writing
- 5KB.3.7.2 Describe phonetic sounds and patterns
- 5KB.3.7.3 Integrate penmanship with spelling program
- 5KB.3.8.1 Recognize and write declarative (telling) sentences
- 5KB.3.8.2 Recognize and write interrogative (question) sentences
- 5KB.3.8.3 Recognize and write exclamatory (exclamation) sentences
- 5KB.3.8.4 Apply proper punctuation to different sentence types

Speaking & Listening

- 5KC.1.2.1 Use appropriate phrasing, posture, pronunciation, pacing, enunciation, voice level, expression and eye-voice span
- 5KC.1.2.3 Use high frequency words automatically and verbalize new words in context
- 5KC.1.3.1 Speak clearly and fluently using clear enunciation, good phrasing, and appropriate tone
- 5KC.1.3.2 Provide information accurately
- 5KC.1.3.3 Express oneself using complete sentences and correct punctuation/inflections.
- 5KC.1.3.4 Apply basic skills of speaking including eye contact, volume, projection, tone, rate and articulation
- 5KC.1.3.5 Lead daily pledge and prayer
- 5KC.1.3.6 Lead impromptu prayer
- 5KC.1.3.7 Make formal introductions with courtesy and clarity and use appropriate etiquette when expressing thanks and receiving praise
- 5KC.1.3.8 Use computers to acquire, organize, analyze and communicate information.
- 5KC.1.4.1 Use complete sentences
- 5KC.1.5.1 Participate in group recitation such as rhymes, riddles, chorals, and echoes
- 5KC.1.6.1 Demonstrate creativity in speech through the use of role playing/dramatization
- 5KC.1.6.2 Participate in dramatic activities such as plays and programs
- 5KC.1.6.3 Tell a story with expression
- 5KC.2.1.1 Recognize listening as a source of information
- 5KC.2.1.2 Demonstrate the ability to follow oral directions
- 5KC.2.2.1 Follow sequence in plot and character development, predict outcomes and draw conclusions.
- 5KC.2.2.2 Summarize what was said
- 5KC.2.2.3 Retell information
- 5KC.2.2.4 Explain the value of listening as a source of information in all subject areas
- 5KC.2.2.5 Recognize transitional and signal words and phrases
- 5KC.2.2.6 Answer questions to demonstrate comprehension
- 5KC.2.2.7 Concentrate for expanded time periods
- 5KC.2.2.8 Identify similar and different sounds
- 5KC.2.2.9 Identify repetitive words
- 5KC.2.3.1 Recognize and recall sequence
- 5KC.2.3.2 Retell stories and reports
- 5KC.2.3.3 Dictate stories
- 5KC.2.3.4 Report to the class
- 5KC.2.4.1 Listen to and evaluate poetry, stories, plays, music, etc,
- 5KC.2.4.2 Attend and evaluate theatrical performances
- 5KC.3.1.1 Volunteer relevant information by making introductions, giving directions, conversing with adults and peers.

- 5KC.3.1.2 Listen and apply information in a group, panel, or round table discussion
- 5KC.3.1.3 Respect free speech of others
- 5KC.3.1.4 Express emotions and use spoken language in socially acceptable ways
- 5KC.3.1.5 Participate in discussion without dominating
- 5KC.3.2.1 Demonstrate respectful posture when listening to others
- 5KC.3.2.2 Focus eyes on speaker
- 5KC.3.2.3 Increase the appropriate amount of attention span needed to listen to a speaker
- 5KC.3.2.4 Demonstrate appropriate applause
- 5KC.3.2.5 Practice appropriate silence while listening
- 5KC.3.2.6 Give appropriate feedback to a speaker
- 5KC.3.3.1 Use spoken language in socially acceptable ways
- 5KC.3.4.1 Recognize a speaker's purpose and main idea

Language

- 5KD.1.1.1 Recognize synonyms
- 5KD.1.1.4 Recognize different meanings
- 5KD.1.2.1 Recognize base words from affixes
- 5KD.1.2.2 Distinguish compound words

Research and Inquiry

- 5KE.1.2.1 Recognize title, author, illustrator and publisher
- 5KE.1.2.2 Demonstrate library etiquette and procedures

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Numbers, Operations & Algebraic Thinking

- 5KA1.1.1 Count forward beginning from a given number
- 5KA1.1.2 Read and write numbers from 0 to 20
- 5KA1.1.3 Use models (i.e. number lines, drawings, manipulatives) to identify, order and compare numbers
- 5KA1.1.4 Count to 100 by ones and tens
- 5KA1.1.5 Skip count by 2s, 5s, 10s, 100s
- 5KA1.2.1 Show that the number of objects is the same regardless of arrangement or order counted
- 5KA1.2.2 Count to answer "how many"
- 5KA1.2.3 Identify the highest and lowest number
- 5KA1.2.4 Given a number, identify more than, less than, equal to, most, least or fewest
- 5KA1.2.5 Explain the relationship between numbers and quantities
- 5KA1.2.6 Say the number names in standard order when counting objects
- 5KA1.2.7 Pair objects and number names
- 5KA1.2.8 Explain that the last number name said tells the number of objects counted
- 5KA2.1.1 Relate counting to addition (i.e. count on 2 to add 2)
- 5KA2.1.2 Solve addition word problems
- 5KA2.1.3 Decompose numbers less than or equal to 10 (i.e. $5=2+3$ and $5=4+1$) using objects or drawings
- 5KA2.1.4 Represent addition with objects, fingers, mental images, drawings, sounds (i.e. claps), acting out situations, verbal explanation, expressions or equations
- 5KA2.1.5 Add within 10 by using objects or drawings
- 5KA2.1.6 Fluently add within 5
- 5KA2.2.1 Relate counting to subtraction (i.e. count on 2 to take away 2)
- 5KA2.2.2 Solve subtraction word problems
- 5KA2.2.3 Subtract within 10 using objects and drawings
- 5KA2.2.4 Fluently subtract within 5
- 5KA2.2.5 Represent subtraction with objects, fingers, mental images, drawings, sounds (i.e. claps), acting out situations, verbal explanation, expressions or equations
- 5KA2.3.1 Explain the meaning of the equal sign
- 5KA3.1.1 Compare two numbers between 1 and 10
- 5KA3.2.1 Explain that the numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.
- 5KA3.2.2 Compose and decompose numbers from 11 to 19 into ten ones and some further ones
- 5KA3.2.3 Explain that 10 can be thought of as a bundle of ten ones – called a "ten", 100 as ten tens... etc.
- 5KA3.2.4 Explain that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones), and 100, 200, 300, etc. refer to one, two, three, etc. hundreds
- 5KA4.1.1 Recognize the division of an object or unit into equal parts: halves

Measurement and Data

- 5KB1.1.1 Describe several measurable attributes of objects (i.e. length, weight, temperature)
- 5KB1.1.2 Compare two objects with a measurable attribute in common
- 5KB1.1.3 Order three objects by length

- 5KB1.1.4 Classify objects into given categories
- 5KB1.1.5 Count and sort the categories of objects
- 5KB1.1.6 Describe temperature as hot, warm, cold, warmer than, cooler than, as warm as, etc.
- 5KB1.1.7 Associate temperature in degrees Fahrenheit with weather
- 5KB1.3.1 Recognize that temperature is measured in degrees
- 5KB1.3.2 Identify temperatures in degrees Celsius and Fahrenheit
- 5KB2.1.1 Describe orientation in time: today, yesterday, tomorrow, morning (AM), afternoon (PM), etc.
- 5KB2.1.2 Locate dates on a calendar
- 5KB2.1.3 Indicate days of the week and months of the year
- 5KB4.1.1 Show data with a picture graph and a bar graph
- 5KB4.1.2 Solve simple put-together, take-apart and compare problems using information presented in a graph
- 5KB4.1.3 Solve one- and two-step "how many more" and "how many less" problems using information presented in a graph

Geometry

- 5KC1.1.1 Describe objects in the environment using names of shapes
- 5KC1.1.2 Correctly name shapes regardless of orientation or size (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere)
- 5KC1.1.3 Identify shapes as two-dimensional
- 5KC1.1.4 Identify shapes as three-dimensional
- 5KC1.1.5 Describe the relative positions of objects (i.e. above, below, beside, in front of, behind, next to)
- 5KC1.2.1 Analyze and compare two- and three-dimensional shapes
- 5KC1.2.2 Build and draw shapes to possess defining attributes
- 5KC1.2.3 Use informal language to describe similarities, different parts and other attributes of shapes
- 5KC1.2.4 Model shapes in the world by building and drawing shapes
- 5KC1.2.5 Compose simple shapes to form larger shapes (i.e. join two triangles to make a rectangle)

SCIENCE ©2013

Physical Science

- PS1.A.1 Explain that different kinds of matter exist
- PS1.A.2 Explain how matter can be solid or liquid
- PS1.A.3 Demonstrate that objects can be built up from smaller pieces
- PS1.A.4 Demonstrate that objects can be weighed and measured
- PS1.B.1 Recognize that heating or cooling a substance may cause observable changes
- PS1.C.4 Apply God's creation of the stars and all other forms of matter and energy to physical science
- PS2.A.1 Explain that objects can push or pull each other
- PS2.A.2 Demonstrate that pushing and pulling an object can change its speed or direction
- PS2.A.3 Demonstrate how an object sliding or sitting on a sloped surface experiences a pull due to friction
- PS2.B.1 Explain that when objects touch or collide, they can motion or shape
- PS2.C.1 Describe the effects of pushes and pulls on an object
- PS2.C.2 Identify what pulls and pushes keep something in place as well as what makes something change or move
- PS3.B.1 Explain that sunlight warms Earth's surface
- PS3.C.1 Explain that a bigger push or pull makes an object go faster
- PS3.C.2 Explain that faster speeds cause a bigger change in the shape of the colliding object
- PS3.D.1 Explain that when objects rub against each other it is called friction
- PS3.D.2 Demonstrate that friction can create warmth
- PS4.A.1 Identify that waves are regular patterns of motion
- PS4.A.2 Demonstrate how waves are made in water by disturbing the surface
- PS4.A.3 Demonstrate that sound can make matter vibrate and vibrating matter can make sound
- PS4.B.1 Explain that objects can be seen when light is available
- PS4.B.2 Explain how hot objects give off light
- PS4.B.3 Demonstrate how light can pass through some material, can be blocked and can create a shadow on a surface
- PS4.B.4 Demonstrate how mirrors or prisms can redirect light
- PS4.C.1 Describe how people use their senses to detect light, sound and vibrations
- PS4.C.2 Describe how people can use devices to communicate
- PS4.C.3 Identify how lenses are used to extend what can be seen

Life Science

- LS1.A.1 Explain that organisms have different external parts for different purposes, i.e. protection, food consumption
- LS1.B.1 Describe how plants and animals grow and change
- LS1.B.2 Describe how plants and animals help their young survive
- LS1.B.3 Recognize the different stages in the life cycle of plants and animals
- LS1.C.1 Describe how all animals need food to live and grow
- LS1.C.2 Explain how animals obtain their food from plants or from other animals

- LS1.C.3 Explain how plants need water and light to live, grow and make their own food
- LS1.C.7 Classify what plants and animals need to grow
- LS1.D.1 Describe how animals use their senses to get information needed for growth and survival
- LS1.D.2 Explain how plants respond to their environment
- S2.A.1 Explain how animals depend on their surroundings to get what they need
- LS2.A.2 Explain how animals and plants depend on each other for survival
- LS2.B.1 Explain how organisms obtain the materials they need to grow and survive from the environment
- LS2.C.1 Explain how humans can affect plant and animal habitats
- LS2.C.2 Describe how animals may or may not adapt to change
- LS2.D.1 Explain how being part of a group helps animals obtain food, defend themselves and cope with changes
- LS3.A.1 Explain that organisms have characteristics that can be similar or different
- LS3.A.2 Describe how young animals are like their parents and also resemble other animals of the same kind
- LS3.A.3 Explain that many characteristics of organisms are inherited from their parents
- LS3.B.1 Describe how individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways
- LS4.A.1 Explain how some kinds of plants and animals that once lived on Earth (e.g. dinosaurs) are no longer found anywhere, although others now living (e.g. lizards) resemble them in some ways
- LS4.A.2 Describe how fossils provide evidence about the types of organisms that lived long ago and also the nature of their environments
- LS4.C.1 Describe how living things that are able to adapt have a better chance for survival
- LS4.D.1 Describe how there are many different kinds of living things in any area, and they exist in different places on land and in water
- LS4.D.3 Explain how humans obtain living and nonliving resources from their environment

Earth and Space Science

- ESS1.A.2 Compare the night sky to the daytime sky
- ESS1.A.3 Predict movement of stars, moon and the sun
- ESS1.B.1 Observe, predict and describe the seasonal patterns of sunrise and sunset
- ESS1.C.2 Describe earth events that happen quickly, i.e. earth quake
- ESS1.C.3 Describe earth events that happen slowly over a long period of time, i.e. formation of the Grand Canyon
- ESS2.A.1 Describe how wind and water change the land
- ESS2.A.2 Describe how various land forms provide homes for living things
- ESS2.B.1 Use maps to show physical features of land areas
- ESS2.B.2 Explain that plants and animals can live in many different environments
- ESS2.C.1 Compare water in liquid and solid form
- ESS2.C.2 Describe how water and ice can move soil and rocks
- ESS2.C.3 Explain where to find water
- ESS2.C.4 Identify life forms that live near various forms of water
- ESS2.D.1 Define weather
- ESS2.D.2 Identify and describe different weather
- ESS2.D.3 Observe, record and interpret weather patterns and changes
- ESS2.D.4 Explain differences between weather and climate
- ESS2.D.5 Describe how weather changes day to day and over seasons
- ESS2.E.1 Explain how plants, animals and humans depend on land, water and air to grow
- ESS2.E.2 Explain how plants, animals and humans can change their environment, i.e. the flow of water
- ESS3.A.1 Describe how living things need water, air and resources from the land
- ESS3.A.2 Describe what natural resources are
- ESS3.B.1 Describe different types of severe weather
- ESS3.B.2 Demonstrate safety procedures for severe weather
- ESS3.B.3 Explain what a weather forecast is
- ESS3.C.1 Explain how the choices we make have an impact on the world around us
- ESS3.C.2 Demonstrate ways to reduce, reuse and recycle to help protect Earth's resources and environments

Engineering, Technology & Application of Science

- ETS1.A.2 Demonstrate that problems may have many acceptable solutions
- ETS1.A.3 Ask questions, make observations and gather information in order to clearly define the problem
- ETS1.B.1 Communicate ideas for probable solutions through different designs (sketches, models, descriptions, etc)
- ETS1.B.2 Recognize that in order to reach a solution, a complicated problem may need to be broken into parts
- ETS1.B.3 Use the scientific method to solve problems (investigate, evaluate, develop explanation and solutions)
- ETS1.C.1 Recognize that there is always more than one possible solution to a problem
- ETS.1.C.2 Compare and test design solutions
- ETS2.A.1 Recognize that there are many types of tools produced by technology and engineering that can be used to answer questions about the world
- ETS2.A.2 Make observations and measurements to test engineering design ideas
- ETS2.A.3 Use engineering tools and instruments to gather data (rulers, balances, thermometers, telescopes, microscopes, graduated cylinders)
- ETS2.B.1 Describe how people depend on various technologies and how life would be different without them
- ETS2.B.2 Recognize that knowledge of the natural world is used to develop every human-made product (i.e. spoons made from refined metals)

- ETS2.B.3 Describe why developing and using technologies has impacts on the natural world

SOCIAL STUDIES ©2015

History

- H1.A.1 Identify and describe settlement (i.e. immigrants, migration, Pilgrims, Native Americans)
- H1.B.1 Discuss people who shaped and influenced society
- H3.C.1 Discuss significant saints and popes
- H4.A.1 Gather information about current events

Geography

- G1.A.5 Study the movement of people, goods, and ideas from one place to another
- G1.A.6 Identify how humans and the environment affect each other
- G2.A.1 Explain symbols, key and legend

Political Science

- P1.A.7 Demonstrate an understanding of the hierarchies of the Church
- P1.B.4 Examine the government structure of the Catholic Church
- P2.C.1 Identify and differentiate types of communities, i.e. family, school, city, state, national and global
- P2.C.2 Describe and explain the rules expected of a citizen in a community
- P2.D.1 Identify the American flag, Statue of Liberty, bald eagle, White House, etc.
- P2.D.2 Recite the Pledge of Allegiance
- P3.A.1 Describe family structures
- P3.A.2 Describe what makes school a safe place to learn, make friends and have fun
- P3.B.1 Describe how family members, friends and classmates can all teach us how to act responsibly
- P3.B.2 Analyze how community members work together for the common good
- P3.C.1 Describe the location and services provided by the following places: Post Office, Bank, Police Station, Fire Station, Church, School, Hospital, City Hall, Library, Park and Stores

Economics

- E.1.A.1 Identify the difference between needs and wants
- E1.B.2 Describe how people do a variety of jobs to earn money and help others in need
- E1.B.4 Identify that a bank is a place where people keep their money safe

Behavioral Science

- B2.A.6 Respect each other and explain that God made everyone different
- B3.A.1 Participate in a service learning project for the good of the community

TECHNOLOGY ©2015

Basic Operations and Concepts

- A.1 Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, simple audio and visual equipment and other basic technologies.
- A.2 Use a variety of media and technology resources for directed independent learning activities. (e.g., recording devices, tablets, computers, etc.)
- A.3 Communicate about technology using developmentally appropriate and accurate terminology.
- A.4 Use developmentally appropriate multimedia resources (e.g., interactive books, educational software and websites) to support learning.
- A.5 Use keyboards and other common input and output devices efficiently and effectively. (input such as keyboard, mouse, touchscreen, scanner, microphone; output devices such as monitor, printer, speakers)

Social, Ethical and Human Issues

- B.1 Work cooperatively and collaboratively with peers, family members, and when using technology in the classroom.
- B.2 Demonstrate positive social & ethical behaviors when using technology. (e.g., no cyber-bullying, using copy written materials responsibly, not posting personal information, etc.)
- B.3 Practice responsible use of technology systems and software. (e.g., acceptable use policy)

Technology Tools

- C.1 Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (e.g., slide displays videos, websites, blogs, etc.)
- C.2 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, and drawing tools) for problem solving, communication and illustration of thoughts, ideas, and stories.
- C.3 Use general purpose productivity tools and peripherals (e.g., document creation software, digital cameras, tablets, printers, scanners, etc.) to support personal productivity, remediate skill deficits (intervention), and facilitate learning throughout the curriculum (differentiated learning).
- C.7 Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

PHYSICAL EDUCATION ©2016

Motor Skills and Movement (by the end of Grade 2)

- A.4K2.1 Skip, hop, gallop, slide, jump and land, run, jog, leap
- A.4K2.2 Travel fast and slow using different pathways, changing directions in response to a signal or obstacle
- A.4K2.3 Repeat a dance pattern without cues
- A.4K2.4 Perform tumbling activities such as roll, jump and weight transfer
- A.4K2.5 Throw a ball underhand and overhand
- A.4K2.6 Control an object using feet, hands or an implement (dribble, throw, catch, kick, strike)
- A.4K2.7 Perform a variety of jump rope skills
- A.4K2.8 Balance a variety of body parts or objects in a creative way – round, twisted, narrow and symmetrical

Movement Concepts (by the end of Grade 2)

- B.4K2.1 Identify correctly body planes (front/back, right/left, upper/lower) and various body parts
- B.4K2.2 Recognize appropriate safety practices with and without physical education equipment
- B.4K2.3 State that “best effort” is shown by trying new or hard tasks by referring to Luke 1:37, For nothing will be impossible with God.
- B.4K2.4 Repeat cue words for skills being taught and demonstrate/explain what is meant by each
- B.4K2.5 Correct movement errors in response to corrective feedback
- B.4K2.6 State the short-term effects of physical activity on the heart, lungs and muscles by referencing 1 Corinthians 6:19-20, Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? For you were bought with a price; therefore glorify God in your body.
- B.4K2.7 Explain that appropriate practice improves performance by referencing Philippians 4:9, Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.
- B.4K2.8 Participate in games and activities that use academic and health skills to enhance learning (math, reading, nutrition)

Physical Activity (by the end of Grade 2)

- C.4K2.1 Engage in moderate to vigorous physical activity on an intermittent basis
- C.4K2.1 Participate in a variety of physical activities outside of school, with and without objects
- C.4K2.1 Participate in a variety of non-structured and minimally-organized physical activities outside of physical education, such as at recess time

Health Enhancing Physical Fitness (by the end of Grade 2)

- D.4K2.1 Participate in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars or traverse wall
- D.4K2.2 Engage in a series of physical activities without tiring easily
- D.4K2.3 Sustain activity for increasingly longer periods of time while participating in various activities in physical education
- D.4K2.4 Begin to identify muscle groups used in activities
- D.4K2.5 Participate in a variety of activities and games that increase breathing and heart rate
- D.4K2.6 Recognize that health-related physical fitness consists of several different components

Responsible Personal and Social Behavior (by the end of Grade 2)

- E.4K2.1 Practice specific skills as assigned until the teacher signals the end of practice
- E.4K2.2 Follow directions given to the class for an all-class activity
- E.4K2.3 Use safety procedures
- E.4K2.4 Report the results of work honestly, reflecting on Catholic virtues and the Holy Spirit
- E.4K2.5 Enjoy participating alone while exploring movement tasks
- E.4K2.6 Follow rules, procedures and etiquette in class
- E.4K2.7 Work independently, productively and demonstrate a willingness to challenge self
- E.4K2.8 Show cooperation and fair play for others by helping, sharing and taking turns
- E.4K2.9 Participate in a variety of cooperative activities while demonstrating charity, self-control, generosity and patience
- E.4K2.10 Work in a diverse group setting without interfering with others by demonstrating patience and self-control
- E.4K2.11 Accept all playmates without regard to personal differences while demonstrating fortitude, understanding and generosity
- E.4K2.12 Demonstrate the elements of socially acceptable conflict resolution during class activity through wisdom and understanding
- E.4K2.13 Regularly encourage others and refrain from negative statements by demonstrating charity, joy, and peace

Value of Physical Activity (by the end of Grade 2)

- F.4K2.1 Share verbal and nonverbal indicators of enjoyment
- F.4K2.2 Attempt new movements and skills willingly
- F.4K2.3 Participate even when not successful
- F.4K2.4 Identify several activities that are enjoyable
- F.4K2.5 Express personal feelings on progress made while learning a new skill

HEALTH ©2016

Health Promotion and Disease Prevention (by the end of Grade 2)

- A.4K2.1 Identify healthful behaviors that impact personal health

- A.4K2.2 Recognize multiple dimensions of health (e.g. physical, social, spiritual, environmental, intellectual, mental and emotional) in everyday life
- A.4K2.3 Describe ways to prevent the spread of communicable diseases
- A.4K2.4 Identify ways to prevent common childhood accidents and injuries
- A.4K2.5 Describe why it is important to participate in healthy behaviors
- A.4K2.6 Identify how respect for human dignity and stewardship can impact health (CCC 339-341, 1928-33, 2546)
- A.4K2.7 Describe why it is important to seek health care

Influences on Healthy Behaviors (by the end of Grade 2)

- B.4K2.1 Identify internal and external factors, such as family, that may influence healthy behaviors
- B.4K2.2 Identify Catholic values that virtues and values.
- B.4K2.3 Identify how external influences like media, technology, peers, etc. influence personal healthy behaviors
- B.4K2.4 Identify how we use our conscience to make decisions. (CCC 386-7, 397-8, 407-09)

Accessing Valid Information to Enhance Health (by the end of Grade 2)

- C.4K2.1 Identify trusted adults and professionals who can help promote health
- C.4K2.2 Identify sources of health information from home, school and community

Use of Communication Skills to Enhance Health (by the end of Grade 2)

- D.4K2.1 Explain how to communicate to a trusted adult if threatened or harmed
- D.4K2.2 Identify ways to express needs, wants and feelings
- D.4K2.3 Identify refusal skills that avoid or reduce health risks
- D.4K2.4 Demonstrate how to ask for assistance
- D.4K2.5 Identify appropriate communication strategies
- D.4K2.6 Identify effective conflict resolution skills

Use Decision Making Skills to Enhance Health (by the end of Grade 2)

- E.4K2.1 Identify steps in the decision making process
- E.4K2.2 Provide an example of a situation when a health related decision is needed to keep one safe
- E.4K2.3 Create a decision making plan with family members or trusted adults

Using Goal Setting Skills to Enhance Health (by the end of Grade 2)

- F.4K2.1 Identify a personal health goal
- F.4K2.2 Identify who can help you with a personal health goal

Use Enhancing Behaviors (by the end of Grade 2)

- G.4K2.1 Identify health behaviors
- G.4K2.2 Identify and practice health-enhancing practices and behaviors which may include but are not limited to: proper hygiene, healthy eating and physical activity
- G.4K2.3 Identify and practice behaviors that avoid or reduce health risks which may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, removing oneself from threatening situations

Advocate for Personal, Family and Community Health (by the end of Grade 2)

- H.4K2.1 Identify health needs and personal wants
- H.4K2.2 Identify role models for healthy habits

ART ©2016

Knowing

- A.1.1 Develop a mental storehouse of images paying special attention to Judeo-Christian Art/Artists
- A.1.2 Learn and use appropriate vocabulary related to the study of art
- A.1.3 Learn about and identify styles of art both locally and around the world
- A.1.4 Learn about and identify styles of art from various times, paying special attention to Christian Art and expression
- A.1.5 Demonstrate ways in which art is one of the greatest achievements of human beings
- A.1.6 Identify ways in which art is basic to thinking and communicating about the world and evangelizing the Good News of Jesus Christ
- A.2.1 Explore how artists and cultures throughout history have used art to communicate ideas, especially Christian teachings, and develop functions, structures, and designs
- A.2.2 Recognize ways in which form, function, meaning and expressive qualities of art and design change from culture to culture and artist to artist
- A.2.3 Identify works of art and design objects relate to specific cultures, times and places
- A.2.4 Describe ways in which art is influenced by artists, designers, cultures and faith
- A.2.5 Explain how personal choices in art are shaped by culture, society and historical events
- A.2.6 Know how to describe, analyze, interpret and judge art images and objects from various cultures, artists, and designers

Doing

- B.1.1 Explore the elements and principles of design
- B.1.2 Explore what makes quality design
- B.1.3 Describe how the design of art changes its meaning

- B.1.4 Use design techniques to improve and/or change art work
- B.1.5 Look at nature and works of art as visual resources and gifts from God
- B.1.6 Use sketching to experiment and develop ideas for art work
- B.1.7 Develop the craft and skills to produce quality art
- B.1.8 Explore the natural characteristics of materials and their possibilities and limitations
- B.1.9 Be aware of personal creative processes and life experiences to better understand own work
- B.1.10 Develop personal responsibility for learning and creative process
- B.1.11 Reflect on personal work during the creative process to assess and better understand own art work
- B.1.12 Come up with ideas and carry them through to completion of an original work of art
- B.1.13 Create art as an expression of prayer
- B.2.3 Describe how the environment influences the look and use of art, architecture and design
- B.2.4 Explain and demonstrate basic concepts of art, such as “form follows function”, “destruction of the box”, “less is more”, balance symmetry, integrity, authenticity and originality
- B.2.6 Use problem-solving strategies that promote fluency, flexibility, elaboration and originality

Communicating

- C.1.1 Communicate ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers and ceramics
- C.1.3 Communicate ideas by producing popular images and objects such as fold art, traditional arts and crafts, popular arts, mass media and consumer products
- C.1.4 Communicate ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans and models
- C.1.5 Use the visual arts to express ideas that cannot be expressed by words alone
- C.2.1 Explain why art and art techniques, include mass media such as magazines, television, computers and film
- C.2.2 Explain that advertisements, news and entertainment programs contain visual messages
- C.2.6 Describe how media productions are made
- C.2.8 Make informed judgments about mass media, such as magazines, television, computers and films
- C.2.9 Develop a working knowledge of media production systems

Thinking

- D.1.1 Explain that art communicates ideas, especially about the gift of creation and our Catholic faith
- D.1.2 Explain how art work has meaning
- D.1.3 Create works of art that have meaning
- D.1.4 Analyze the meanings of art work and designs
- D.2.1 Study the patterns and color in nature and look at things using different methods like through a microscope
- D.2.2 Use drawing to examine objects closely
- D.2.3 Describe how light, shadow, color, distance and angle of viewing affect sight
- D.2.4 Show differences among colors, shapes, textures and other qualities of objects in art work
- D.2.5 Draw, paint, and sculpt from life models
- D.2.6 Create three-dimensional forms with paper, clay and other materials
- D.2.7 Be able to read maps, charts and plans
- D.2.8 Make and interpret photographs and videos

Understanding

- E.1.1 Use art to understand and show feelings
- E.1.2 Explain that creating or looking at art can bring out different feelings
- E.1.3 Work alone and with others to develop visual ideas and objects
- E.1.4 Describe how own feelings affect how art is perceived
- E.1.5 Explain how art reflects the time and place that it was created
- E.1.6 Describe how creating or looking at art brings out feelings
- E.1.7 Explain that Creation is God’s work of art and a gift to us
- E.1.8 Use art as an expression of personal prayer
- E.2.1 Explore the purpose and functions of art
- E.2.2 Demonstrate that the choice of materials and techniques influence the expressive quality of art
- E.2.3 Describe ways different cultures and faith traditions think about art
- E.2.5 Explore ideas about the purpose and meaning of art, especially in our Catholic faith.
- E.2.6 Describe the value of art as a basic part of being human and a gift fro God
- E.2.8 Explain ways that different cultures have different concepts of beauty
- E.2.9 Describe the differences among original art works, reproductions and copies
- E.2.10 Reflect and discuss art work

Creating

- F.1.1 Connect knowledge and skill in art to other areas, such as the humanities, sciences, social studies, technology and faith
- F.1.2 Invent new ways to communicate ideas and solutions to problems in art
- F.1.3 Use prior knowledge of life, nature, physical world, faith and people to create art

- F.1.4 Use a variety of tools, such as words, numbers, sounds, movements, images, objects, emotions, technology and spaces to help understand and communicate about the visual world.
- F.1.6 Compare and contrast world cultures by studying the arts: music, visual arts, dance, theater, literature and architecture
- F.2.1 Use knowledge, intuition and personal experiences to develop ideas for artwork
- F.2.2 Develop a base of knowledge and skills from which to create new ideas
- F.2.4 Explain that art is created by different people of various cultures, expresses different ideas and concepts, and changes over time
- F.2.6 Explore nature and designs by artists as sources for new ideas for personal art work
- F.2.7 Study ways and describe how artists develop personal style that reflect who they are

MUSIC ©2016

Elements of Music

- A.1.1 Discriminate between loud and quiet; gradually increasing and decreasing volume (i.e. piano, forte)
- A.1.2 Discriminate differences in tempi, style, dynamics and articulations
- A.1.3 Move responsively to music according to expressive and stylistic qualities (marching, walking, hopping, swaying, etc.)
- A.1.5 Identify stylistic qualities that influence performance (baroque, jazz, contemporary, march, etc.)
- A.1.7 Describe the ways the musical elements contribute to the expressive qualities of music (work, protest, patriotic, sacred songs)
- A.1.8 Recognize and identify the meaning of frequently used Italian music terms (grave, largo, adagio, andante, moderato, allegro, presto, vivace, ritardando, accelerando, crescendo, decrescendo, legato, staccato)
- A.1.11 In choral and instrumental classes, demonstrate stylistic qualities that influence performance (e.g. folk, patriotic, art songs, marches, hymns)
- A.2.1 Recognize melodic movement up, down, same and demonstrate melodic contours using physical movement and/or graphic notation (solfeggio symbols or other hand/body movements)
- ✚A.2.2 Recognize pitch as high or low and be able to demonstrate pitch through physical movement while listening to worship music
- A.2.3 Recognize skips, steps, intervals and demonstrate the melodic contours through physical movement
- A.2.4 Memorize melodies by rote (humming melodies while listening to music, echoing short rhythmic and melodic patterns)
- A.3.1 Demonstrate periods of activity and rest in music through physical activity
- A.3.2 Recognize and play simple rhythm patterns, a steady beat, accents and the downbeat
- A.3.3 Recognize short and long sounds
- A.3.4 Discriminate between fast and slow, gradually slowing down and getting faster
- A.3.5 By using physical movement and/or graphic notation, demonstrate various simple rhythm patterns
- A.3.7 Read whole, half, quarter, eighth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and 2/2 meter signatures
- A.3.8 Use appropriate terminology to describe notes and rests by type (whole, half, quarter, etc.)
- A.3.10 Play and/or sing syncopated rhythm patterns
- A.3.11 Count rhythms using standard counting techniques
- A.3.14 Demonstrate an ability to echo, read, and write complex rhythm patterns
- A.4.1 Sing rounds
- A.4.2 Distinguish between melody alone and melody with accompaniment
- A.4.3 Demonstrate, through physical movement, chord changes
- A.4.4 Sing unaccompanied, accompanied, and in unison
- A.4.5 Sing or play in two-part and three-part harmony including rounds, canons and countermelodies
- A.5.1 Distinguish between timbres of classroom instruments
- A.5.2 Distinguish between voices and instruments and between adult and children voices
- A.5.3 Describe tone color of various sounds and instruments
- ✚A.5.4 Distinguish aurally various instruments including classroom orchestral, band, worship and electronic
- A.5.5 Categorize conventional instruments using traditional terms such as woodwind, percussion, brass and string
- A.5.6 Identify, aurally, different ways of producing sound (plucking, strumming, bowing, pizzicato, staccato, legato, etc.)
- A.5.7 Identify voice types using traditional musical terms such as soprano, mezzo-soprano, alto, tenor, baritone, bass, coloratura, etc.
- A.6.1 Distinguish between single and multiple sounds
- A.6.3 Recognize various instrumental and vocal sounds
- A.7.1 Recognize that some phrases are the same, some different
- A.7.2 Recognize and identify verse and refrain
- A.7.3 Identify specific music events when listening to music (e.g. entry of oboe, return of refrain, meter change, etc.)
- A.7.5 Read and notate music
- A.7.6 Demonstrate patterns in music by physical movement, notation and/or identifying character themes (i.e. Peter and the Wolf)
- A.7.9 Identify musical genres by form (march, polka, canon, round, symphony, sonata, etc.)

Listening and Understanding

- B.1.2 Recognize music that is used to tell a story such as Tchaikovsky's *Nutcracker Suite*, Sergei Prokofiev's *Peter and the Wolf*, Paul Dukas' *Sorcerer's Apprentice*, etc.
- B.1.3 Define a conductor/maestro as someone who leads an orchestra, band or choral group
- B.1.4 Define a composer as someone who writes music

- B.2.1 Identify music according to instrumentation such as orchestra music, string quartet, piano solo, etc.
- B.2.2 Define opera as telling a story through a combination of music, singing and acting
- B.2.3 Define ballet as telling a story through a combination of music and dancing
- B.2.4 Recognize specific works such as Edvard Grieg's In the Hall of the Mountain King, Camille Saint-Saens' Carnival of the Animals, Ludwig Von Beethoven's Symphony #9 in C Major, John Philip Sousa's Stars and Stripes Forever, etc.
- B.3.1 Categorize various genres of music aurally (popular music, country, rap, hip-hop, classical, baroque, jazz, etc.)
- B.4.3 Sing and play African Spirituals
- ✚B.5.1 Explain and devise criteria for evaluating performances and compositions of sacred music performed during worship
- ✚B.5.2 Explain, using appropriate music terminology, personal preferences for specific musical works and styles appropriate for worship
- ✚B.5.3 Evaluate the quality and effectiveness of their own and others' playing, singing, arranging, and composing of music used in worship
- ✚B.5.4 Demonstrate knowledge of the appropriate placement of sacred music selected for worship
- ✚B.5.5 Listen to and identify music for its appropriate placement and usage within the liturgical rites of the Catholic Church
- ✚B.5.6 Evaluate the quality and effectiveness of sacred music in recordings, compositions, and worship services

Music Performance

- C.1.1 Sing independently, on pitch, and in rhythm with appropriate timbre, diction, and posture while maintaining a steady temp
- C.1.2 Sing expressively with appropriate dynamics, phrasing and interpretation
- ✚C.1.3 Sing in tune and in rhythm with appropriate timbre, diction, tempo, dynamics, phrasing, and interpretation as cantor, choir member, or participant in a worship assembly
- ✚C.1.4 Sing from memory a varied repertoire of songs representing genres and styles for worship and from diverse cultures (i.e. refrains from familiar traditional hymns, contemporary songs, spirituals)
- ✚C.1.5 Sing religious ostinato (an obstinate is a recurring rhythmic, harmonic or melodic motif over which the main melody is presented), partner songs and rounds appropriate for worship
- C.1.6 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor (I)
- ✚C.1.7 Sing accurately and with good breath control throughout singing ranges, alone and in small and large ensembles (i.e. songs, hymns, psalms and acclamations at worship)
- C.1.8 Sing expressively and with technical accuracy a repertoire of vocal literature with a level of difficulty of two on a scale of one to six, including some songs performed from memory
- ✚C.1.9 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed (i.e. sacred music)
- C.1.11 Sing on pitch using neutral syllables, note names or solfège
- C.1.12 Sing with rhythmic accuracy
- C.1.13 Sing with expression and technical accuracy
- ✚C.1.16 Describe liturgical and religious songs according to lyrical meaning as a prayer (praise, thanksgiving, Eucharistic, etc.)
- C.2.1 Play on pitch, and in rhythm with appropriate dynamics and timbre while maintaining a steady tempo
- C.2.2 Play easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- ✚C.2.3 Perform expressively age-appropriate rhythmic, melodic, and chordal patterns to a varied repertoire of songs for worship
- C.2.4 Play expressively a varied repertoire of music representing diverse genres and styles
- C.2.5 Echo short rhythmic and melodic patterns
- ✚C.2.6 Perform worship music in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor
- ✚C.2.7 Perform independent instrumental parts while other students sing or play contrasting parts of a song for worship
- ✚C.2.8 Perform on at least one classroom instrument or instrument for worship accurately and independently, alone and in small or large ensembles, and with good posture, good playing position, and good breath, bow or stick control
- C.2.11 Perform music from various historical periods
- C.2.12 Perform music representing diverse genres and cultures, with appropriate expression
- C.2.13 Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- ✚C.2.18 Use expressions when playing instruments to convey that the music being performed is a prayer to God.

Music Creativity

- ✚D.1.1 Improvise age-appropriate rhythmic and melodic ostinato accompaniments to familiar religious repertoire
- ✚D.1.2 Improvise short songs, instrumental pieces and familiar refrains to traditional or contemporary worship music, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means
- D.1.3 Echo simple rhythmic and melodic patterns
- D.1.7 Improvise simple rhythmic and melodic ostinato accompaniments
- D.1.8 Improvise in the same style "answers" to given rhythmic and melodic "questions"
- ✚D.2.2 Create and arrange short songs, instrumental pieces, and common liturgical responses for worship within specified guidelines
- D.2.4 Explore, in large group settings, compositional devices using sound effects

Music Literacy

- ✚E.1.3 Identify symbols and traditional terms referring to dynamics, tempo, articulation, and expression and interpret them correctly when performing worship music
- E.2.2 Invent a system of nontraditional music notation
- ✚E.2.3 Use standard notation and nontraditional notation to record musical ideas and the musical ideas of other appropriate to worship

Music Connections

- ✚F.1.2 Identify ways in which the principles and subject matter of the other disciplines taught in school (i.e. religion, social science, language arts) are interrelated with music used for worship
- F.1.6 Use the disciplines of dance, dramatization, and visual art to enhance the musical experience
- F.2.1 Demonstrate audience behavior appropriate for the context and style of music performed
- ✚F.2.6 Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use, i.e. application of text and musical content of sacred music to experiences in their everyday life
- ✚F.2.7 Compare, in several cultures of the world, including own, functions music serves in worship, roles of pastoral musicians, and conditions under which music is typically created and performed