

PRESCHOOL

PRESCHOOL CURRICULUM

The preschool curriculum must be concerned with the child's spiritual, cognitive, social, emotional, physical and pre-operational development. The underlying instructional strategy is the use of organized and free-play activities that are intended to provide opportunities for the child to interact, explore, and relate successfully in his/her environment.

Goals of early education:

1. Assisting the child in developing a confidence in relationship to a loving God.
2. Assisting the child in mastering expressive and receptive language skills that are necessary for the development of problem-solving and thinking abilities.
3. Assisting the child in the development of sensory-perceptual skills.
4. Assisting the child in developing gross-and fine-motor skills.
5. Assisting the child in acquiring interpersonal skills necessary for learning about himself/herself and interacting effectively with peers and adults.
6. Assisting the child in growing interpersonal skills necessary for achieving personal autonomy.
7. Assisting the child in growing socially and emotionally.
8. Assisting the parents in their role as primary educators of their children.

These goals, taken and adapted from Teaching in the Preschool by Jeri E. Brophy, Thomas L. Good, and Shari E. Nedler, are the necessary conditions for supporting the development of the young child.

1. Concern for the child's health and safety.
2. Positive interaction with adults.
3. A positive emotional climate that fosters the development of trust and autonomy.
4. An environment where childrens' needs are responded to and respected.
5. Adults who respond appropriately to the young child's behavior.
6. A safe and child oriented environment that encourages the child's exploration.
7. An environment that assists the child in confirming and predicting events.
8. An environment that provides a variety of meaningful cultural experiences.
9. An environment rich in play materials that supports the development of pre-operational thinking.
10. An environment that provides an appropriate match for the child's level of development.
11. An environment directed by adults who plan and develop objectives for the child based on observing the child.

THREE-YEAR-OLDS

LANGUAGE ARTS

Goal: To assist the child in mastering expressive and receptive language skills that are necessary for the development of problem-solving and thinking skills.

Three-year-olds are learning to:

- recognize, name, and describe simple objects and pictures.
- describe simple experiences and events.
- recognize basic functions of objects.
- identify self by name.
- pantomime short stories.
- name three objects in a picture.
- develop understanding and use of vocabulary related to classroom routines (snack time, restroom, etc.).
- develop vocabulary for social communication and interaction (through cooperative games, discussing experiences, singing games, field trips, etc.).
- follow simple instructions.
- ask and answer questions.

COGNITIVE AND SENSORY-PERCEPTUAL SKILLS

Goal: To assist the child in developing sensory-perceptual skills.

Three-year-olds are learning to:

- match, sort, and name basic colors, shapes, and sizes.
- sequence objects by size.
- identify positions of objects.
- classify objects by general categories.
- duplicate three-dimensional designs with objects (e.g. beads, pegboards, inch cubes).
- recognize similarities and differences in a variety of objects.
- touch and recognize a variety of textures.
- name a sequence of a least two objects from memory.
- be alert to and respond to the presence and/or absence of sound (e.g., music, environmental sound).
- locate the direction of sound.
- recognize gross differences in sound characteristics (e.g., loud or soft, fast or slow).
- reproduce a simple beat sequence.

COGNITIVE AND SENSORY-PERCEPTUAL SKILLS (Continued)

- discriminate and match environmental sounds with pictures.
- listen to and state the basic content of a simple story.
- follow a series of two directions with the appropriate motor actions.
- imitate short lyrical poems and/or songs.

MOTOR SKILLS

Goal: To assist the child in developing both gross and fine motor skills.

Three-year-olds are learning to:

- move with balance and control.
- imitate simple body movements and positions.
- walk forward and backward and change direction on the floor and walking board.
- move spontaneously to music.
- follow a simple walking pattern.
- roll, catch, and bounce a ball.
- perform a given action quickly or slowly.
- perform a given action from verbal instructions (one or two actions in each sequence).
- move through a simple obstacle course.
- manipulate equipment (line up chairs, stack objects).
- manipulate clay or play dough.
- safely climb on playground equipment.

INTERPERSONAL SKILLS

Goal: To assist the child in acquiring interpersonal skills necessary for interacting effectively with peers and adults.

Objectives related to the acquisition of interpersonal skills extend from ages 3 to 5 along a developmental continuum. A child of this age is learning to:

- care for his/her own physical needs such as dressing, toileting, and eating.
- cooperate with others in the classroom by following rules, helping to establish rules, and learning to modify rules when necessary.
- share and take turns.
- provide help to other children when asked to do so.

INTERPERSONAL SKILLS (Continued)

- engage in discussions and activities that involve adults and other children in the classroom.
- play cooperatively.
- help on simple tasks such as cleanup, serving snacks, etc.
- verbalize feelings related to events that arise in the classroom.

CHARACTERISTICS OF THE THREE-YEAR-OLD CHILD

EMOTIONAL CHARACTERISTICS

We know that three-year-olds:

Are developing self-esteem.
Are developing self-control and self-restraint.
Are very curious.
Are subject to whining, bouts of anger, and frustration.
Demonstrate attachment to parent.

SOCIAL CHARACTERISTICS

We know that three-year-olds:

Engage in some parallel play. They play near someone, but may not interact.
Are sociable, enjoy the company of peers.
Enjoy imitative play.
Thrive on attention from adults.
Can help with basic housekeeping tasks.

COGNITIVE CHARACTERISTICS

We know that three-year-olds:

Have an attention span of about 3 to 5 minutes.
Function at Piaget's pre-operational stage.
Are talkative in a familiar environment.
Learn by doing, require tactile involvement.
Are beginning to develop problem-solving techniques.

EMOTIONAL NEEDS

To satisfy these characteristics:

Give genuine encouragement and praise.
Provide warm, positive atmosphere where child can express feelings appropriately.
Offer hands-on learning opportunities.
Provide a consistent environment; clearly define limits.
Provide an opportunity to act out family roles through dramatic play.

SOCIAL NEEDS

To satisfy these characteristics:

Provide space both for individual activities and opportunities to learn to play with someone.
Provide group activities.
Encourage use of role-playing activities.
Set aside some time to be alone with each child.
Encourage them to help put toys away.

COGNITIVE NEEDS

To satisfy these characteristics:

Plan short-term activities.
Design learning activities with concrete methods, not abstract goals.
Provide lots of sharing time, encourage conversation between children.
Manipulatives should be plentiful; provide kinesthetic activities.
Discuss outcomes, make predictions based on obvious facts.

CHARACTERISTICS OF THE THREE-YEAR-OLD CHILD (Continued)

PHYSICAL CHARACTERISTICS

We know that three-year-olds:

Play actively, fatigue easily.
Alternate feet when climbing stairs.
Cannot be expected to sit still longer than five minutes, but may if they find the activity interesting.
Are developing large-motor skills.
Are developing fine-motor skills.
Begin to develop childhood diseases.

PHYSICAL NEEDS

To satisfy these characteristics:

Provide a variety of short-term play experiences.
Encourage this as it is important for eye-hand coordination.
Plan short-paced lessons, freedom of movement.
Allow time for running, throwing, dancing, etc.
Offer activities that encourage small-muscle coordination, playdough, fingerpaint, painting, using markers and scissors, etc.
Understand that progress may temporarily be interrupted; skills may regress.

FOUR-YEAR-OLDS

LANGUAGE ARTS

Goal: To assist the child in mastering expressive and receptive language skills that are necessary for the development of problem-solving and thinking skills.

Four-year-olds are learning to:

- follow simple instructions.
- ask and answer questions.
- describe and compare experiences and events.
- describe functions of objects.
- acquire basic knowledge of self and culture.
- respond to questions about similarities and differences of objects.
- develop vocabulary for expressing observations.

SENSORY-PERCEPTUAL SKILLS

Goal: To assist the child in developing sensory-perceptual skills.

Four-year-olds are learning to:

- match, sort, and name a variety of colors, shapes, and sizes.
- sequence objects and pictures by size.
- classify items by one attribute (color, size, shape).
- recognize and name a variety of pictured locations.
- classify pictures by categories (animals, people, toys).
- duplicate two-and three-dimensional designs with blocks.
- identify missing parts of pictures and shapes.
- name a sequence of at least three items from memory.
- recognize similarities and differences in a variety of pictures.
- be alert to the presence or absence and/or location of sounds.
- name gross difference in sound characteristics (loud or soft, fast or slow).
- name a variety of environmental sounds and match these sounds with their associated pictures.
- use imitative and creative expression in the recall of poems and role play of stories.
- retell the events of a story in sequence.
- follow a series of three directions with motor actions.
- identify pairs of words that rhyme.

MOTOR SKILLS

Goal: To assist the child in developing both gross and fine motor skills.

Four-year-olds are learning to:

- move body parts as directed.
- perform balance tasks on floor, walking board, balance beam, etc. (forward, backward, sideways).
- move expressively to music.
- follow a walking pattern.
- throw and catch a ball, beanbag, or balloon.
- reproduce a rhythm pattern (fast or slow).
- remember and perform two or three actions in order.
- manipulate equipment (be able to place objects appropriately).
- spoon and pour beans, grains, rice, etc.
- cut complex patterns with scissors.
- perform chalkboard movements (up-down, side-to-side).
- use touch to discriminate various textures, shapes, and sizes.
- perform simple paper-folding tasks.

INTERPERSONAL SKILLS

Goal: To assist the child in acquiring interpersonal skills necessary for achieving personal autonomy.

Many interpersonal objectives deal with affective abilities as well as skills that underlie attitudes and aptitudes related to school learning.

- care for his/her own physical needs such as dressing, toileting, and eating.
- attend to tasks for increasingly longer periods of time.
- assume independent responsibility for completing tasks.
- indicate his/her willingness to attempt successively more difficult tasks.
- work for delayed rewards.
- respond to social reinforcement (smiles, supportive words) rather than concrete rewards.
- critically evaluate his/her own work.
- set realistic goals for himself/herself.
- work independently.

CHARACTERISTICS OF THE FOUR-YEAR-OLD CHILD

EMOTIONAL CHARACTERISTICS

We know that four-year-olds:

Often exaggerate to expand their sense of self.

Are very sensitive to criticism and encouragement.

Are developing an awareness of concepts of "right" and "wrong."

Are active, often aggressive and can be loud.

Want to control their environment; eager to succeed.

SOCIAL CHARACTERISTICS

We know that four-year-olds:

May play with peers, but are still egocentric.

May play with imaginary friends.

Understand the concept of cooperation.

Often defy authority.

Have strong feelings about home and family life.

COGNITIVE CHARACTERISTICS

We know that four-year-olds:

Are very verbal.

Have strong sensory perceptions.

Have 5-10 minute attention spans, depending on child/activity.

Are beginning to understand and use spatial and temporal concepts.

Are developing the ability to classify and organize information.

EMOTIONAL NEEDS

To satisfy these characteristics:

Help the child develop confidence; accept him/her unconditionally.

Respond positively to appropriate behavior.

Promote positive self-image. Let the child know he/she is loved, things or actions can be bad, the child is not.

Large-motor activities are essential to development.

Plan open-ended learning experiences with developmentally-appropriate tasks.

SOCIAL NEEDS

To satisfy these characteristics:

Provide opportunities for group interaction.

Recognize need for autonomy and desire to control social situations.

Offer projects that require two or more participants.

Clearly define limits; provide gentle but consistent discipline; establish routines.

Respect the family unit of each child.

COGNITIVE NEEDS

To satisfy these characteristics:

Stimulate conversations and listen to the child.

Provide experiences to see, hear, touch, taste, and smell.

Vary lengths of time of activities.

Develop awareness of concepts over, under, around, behind, etc.

Offer practical opportunities to practice math-readiness skills.

CHARACTERISTICS OF THE FOUR-YEAR-OLD CHILD (Continued)

PHYSICAL CHARACTERISTICS

We know that four-year-olds:

Take great pleasure in physical activity.
Move in a more coordinated manner, able to use both feet and both arms.
Are increasing eye-hand coordination.
Are still developing fine-motor skills.

PHYSICAL NEEDS

To satisfy these characteristics:

Provide physical activities that encourage the development of gross-motor skills.
Provide opportunities for dancing, running, jumping, and rhythmic activities.
Provide activities for practicing reading-readiness skills.
Introduce manipulatives that require use of small muscles.
Understand that progress may temporarily be interrupted; skills may regress.

RELIGION

I. CONTENT THEME/STRAND

God loves us all and calls us each by name.

II. INSTRUCTIONAL FOCUS

To provide time and space for the child to grow closer to God.

III. STUDENT PERFORMANCE OUTCOMES

A. Profession of Faith (Creed – What We Believe)

Catechism of the Catholic Church Compendium

THE CHILD WILL

- | | | | |
|----|---|------------------------------|------------|
| 1. | Develop an awareness of his/her place in God's world. | 27-30 | 1-2 |
| 2. | Develop a sense of wonder and appreciation for the gifts of Creation. | 44-45; 342-354 | 64 |
| 3. | Come to know himself/herself as a child of God lovingly made in His image. | 343-344; 353 | 63 |
| 4. | Listen to the parables of the Kingdom of God and begin to wonder at their meaning:
<i>Parable of the Mustard Seed</i> Mark 4: 30-32
<i>Parable of the Pearl of Great Price</i> Matthew 13:45-46 | 546

546 | |
| 5. | Come to an awareness that Jesus is God and He knows each by name as proclaimed in the Holy Bible | 2567;711-712; 525 | |
| 6. | Understand that the Holy Bible is God's word to us. | 105-108;135-136 | |
| 7. | Know that Mary is the Mother of Jesus. | 485; 508; 723; 619 | |
| 8. | Be introduced to Jesus as a historical figure born in the Land of Israel. | 624-630, 437; 525 | |

B. Celebration of Christian Mystery (Sacraments/Liturgy–How We Celebrate)

THE CHILD WILL

- | | <u>Catechism of the Catholic Church</u> |
|----|---|
| 1. | Be introduced to the liturgical seasons and colors. 1163 |
| 2. | Participate in the seasons of Advent, Lent, Ordinary Time, Christmas, and Easter. 524; 1095;1163 |
| 3. | Discover that he/she is a member of God's family, called by name through the gifts received in the sacrament of Baptism. 1265; 1267 |
| 4. | Be introduced to the Baptismal gifts of the water, word, light, white garment. 1236; 1238; 1243 |
| 5. | Be introduced to the sacred articles used at Mass: altar, altar cloth, chalice, paten, crucifix, and candles. 1182-1184; 1189 |
| 6. | Be introduced to the Eucharist as the gift of Himself that Jesus shared at the Last Supper. 610-611; 621; 1323 |
| 7. | Experience the Liturgy as a celebration of God's family where Jesus calls us to be with Him. 1322; 1382; 1384 |

C. Life in Christ (Christian Living – How We Live)

THE CHILD WILL

Demonstrate a Christian response to others through daily opportunities to share, listen, show gratitude, apologize, forgive, cooperate, and be responsible for his/her work.

Catechism of the Catholic Church
2214; 2233; 1717.

Become aware of personal boundaries according to the diocesan “Called to Protect” program.

D. Christian Prayer (Prayer – How We Pray)

THE CHILD WILL

1. Understand that prayer is talking to God. **2601-2607**
2. Participate in a variety of prayer forms: spontaneous prayer, art, silent prayer, songs and sign language, and dance. **2644; 2663; 2684; 2693**
3. Be introduced to the following prayers and gestures: Sign of the Cross, genuflection, Hail Mary, Psalm 23:1. **2700-2704**

IV. KEY SCRIPTURE REFERENCES as related to Student Performance Outcomes

Psalm 23:1	The Lord is my Shepherd
Isaiah 9:1	Prophecy of Light
Isaiah 9:5-6	Prophecy of the Names
Luke 1:26-38	Annunciation
Luke 2:1-20	Birth of Christ and Adoration of the Shepherd
Matt 12:31-32	The Kingdom and the Mustard Seed
Matt 13:45-46	The Kingdom and the Pearl of Great Price
John 10:3-5, 10b-11, 14-16	The Good Shepherd
Mark 14:12-17, 22-24, 27	The Last Supper
Pentecost 2:1-11	Pentecost

V. SAMPLE ACTIVITIES TO ASSIST WITH THE ASSESSMENT OF STUDENTS' MASTERY OF CONCEPTS

- Use the liturgical colors to make a collage.
- Participate in a church tour focusing on holy water font, Sign of the Cross, crucifix, tabernacle, sanctuary lamp, genuflection, altar and articles of the altar. Other observations could include Stations of the Cross, Mary and saint statues and baptistry.
- Draw a picture of something the child noticed in the church tour.

SAMPLE ACTIVITIES TO ASSIST WITH THE ASSESSMENT OF STUDENTS' MASTERY OF CONCEPTS (Continued)

- To teach nomenclature of sacred articles used at Mass, use resources available on the computer and in Catholic bookstores including Catholic clipart, coloring books, word/picture cards and charts. Small household items such as a wine glass, salad dressing cruets, bowl and cream pitchers, as well as a small Bible and crucifix can also be used by children to demonstrate appropriate uses in liturgy.
- Observe the children making the gestures of the Mass including; preparation of the cruets and chalice, the Sign of the Cross and genuflecting.
- Observe children as they participate in creating and changing a classroom prayer space. Suggestions for prayer space include banners and/or cloths that indicate appropriate liturgical colors or seasons, Advent wreaths, Nativity sets, flannel board Bible stories, May altar, books, and holy cards.
- Manipulate the Nativity figures corresponding to Nativity narratives including; Annunciation, Visitation, Birth of Jesus and Adoration of the Shepherds, and the Magi.

VI. VOCABULARY/GLOSSARY –See Appendix

Adoration, Advent, Amen, Angel, Altar, Annunciation, Apostles, Ascension, Baptism, Bethlehem, Bible, Candle, Catholic, catholic, Christmas, Church, Creation, Creator, Crucifix, Easter, Epiclesis, Eucharist, Family, Freedom, Forgiveness, Gospel, Guardian Angel, Heaven, Holy Family, Holy Spirit, Isaiah, Israel, Jerusalem, Jesus Christ, Joseph, Kingdom, Last Supper, Leaven, Lent, Liturgical Colors, Liturgy, Liturgy of Light, Magi, Mary, Mass, Nativity, "One, Holy, Catholic and Apostolic", Ordinary Time, Parish, Paschal Candle, Peace, Prayer, Proclaim, Prophecy, Prophets, Resurrection, Saint, Scripture, Shepherd, Tabernacle, Visitation, Yeast

VII. PRAYERS, DEVOTIONS, AND PRACTICES –See Appendix in Religion Document

VIII. IMPORTANT CATECHETICAL DOCUMENTS –See Appendix in Religion Document

LANGUAGE and LITERACY

LANGUAGE is the development of communication skills that enable a child to share his/her world with others. At the preschool level, these skills include listening, speaking, and thinking. Transferring thoughts into words is the primary skill upon which future language development is based. Learning experiences that promote an understanding of the sense of self help the child express his/her thoughts and feelings in various ways. An awareness of the five senses will stimulate a child's curiosity as to the different ways his/her body receives information about the surrounding world. Visual discrimination and memory, and auditory discrimination and memory are important readiness skills that can be taught through play activities. Listening to and sharing stories, poetry, and finger plays enhance the love of language. An awareness of the written word is developed through alphabet activities and writing classroom stories about field trips, events, and make-believe.

Goal 1: The child will begin to develop listening and understanding skills.

- a) Demonstrates attentive listening without interrupting
- b) Recognizes sources of sound
- c) Identifies common sounds
- d) Follows simple oral directions that involve one, two, and a series of steps
- e) Listens and responds to simple directions, commands, or questions
- f) Repeats words, phrase, or simple sentences
- g) Becomes familiar with stories, nursery rhymes, and fairy tales
- h) Retells events of a story in proper sequence

Goal 2: The child knows that print carries messages.

- a) Distinguishes between print and pictures
- b) Knows that each spoken word can be written and read
- c) Recognizes that letters are grouped to form words
- d) Recognizes his/her printed name
- e) Identifies signs, symbols, and labels in everyday life (stop sign, traffic light, exit, etc.)
- f) Recognizes numbers on a calendar

Goal 3: The child will begin to develop both verbal and nonverbal communication skills.

- a) Shares experiences in class
- b) Participates in class discussions with gesture and facial expressions
- c) Uses proper pronunciation skills
- d) Speaks in complete sentences
- e) Recites finger plays and nursery rhymes
- f) Describes objects
- g) Tells a story from a picture

LANGUAGE and LITERACY (Continued)

- Goal 4: The child uses writing materials to communicate ideas.
- a) Uses a variety of writing tools and materials to create drawings or symbols
 - b) Dictates thoughts, ideas, and stories to adults
 - c) Develops an awareness of left to right and top to bottom positions
 - d) Begins printing first name
 - e) Organizes writing from left to right
 - f) Uses inventive writing/spelling to form words to convey ideas or to tell a story
- Goal 5: The child demonstrates the function of books.
- a) Holds a book right-side up with the front cover facing the reader
 - b) Identifies where in the book to begin reading
- Goal 6: The child develops phonemic awareness. Phonemic awareness relates to sounds that are smaller than a syllable, such as the sound of a letter. Phonological awareness is the awareness of the sound that a syllable makes. Phonological awareness is developmentally appropriate for kindergarten and up.
- a) Repeats the sounds of commonly used letters, such as b, s, r, t, a, e, etc.
 - b) Understands that different letters make different sounds, and that letter sounds combined make words.
- Goal 7: The child demonstrates knowledge of the alphabet.
- a) Discriminates letters from other shapes and symbols
 - b) Identifies letters in familiar words, such as his/her name
 - c) Recognizes and names at least 10 letters of the alphabet

MATHEMATICS

MATH READINESS at the preschool level involves the development of cognitive skills. Piaget calls the way in which a child perceives the relationship between two objects "logico-mathematical knowledge." This knowledge comes from the understanding of colors, shapes, quantitative concepts such as size differences, basic counting skills through practical application, classifying, forming sets, and recognizing numerals. These concepts are taught through manipulatives and play experiences. The use of worksheets on a regular basis is discouraged.

Goal 1: The child will begin to develop classification skills.

- a) Classifies and groups objects by color, shape, and size
- b) Separates groups of objects to form new groups
- c) Identifies an object that doesn't belong in a specified group
- d) Matches and sorts a variety of colors, shapes, and sizes
- e) Classifies items by one attribute (colors, size, shape)
- f) Classifies pictures by categories (animals, people, toys)

Goal 2: The child will begin to compare the concepts of "equal" and "not equal". (Piaget called this "conservation").

- a) Compare by size:
 - little/big
 - small/large
 - short/tall
 - long/short
- b) Quantities:
 - More than/less than/as many as
 - part equal
 - most zero
 - pair half
- c) Sequence objects and pictures by size:
 - first, second, third
 - beginning, middle, end
- d) Volume:
 - full/empty

MATHEMATICS (Continued)

Goal 3: The child will begin to place objects in order, such as smallest to largest. (Piaget called this “seriation”).

- a) Comparatives:
 - small/smaller/smallest
 - big/bigger/biggest
 - tall/taller/tallest
 - short/shorter/shortest
 - long/longer/longest
 - one-to-one correspondence

Goal 4: The child will begin to use positional relationships, placing and describing items in space. (Piaget called this “spatial relations”).

- a) Positional relationships:
 - top up/far
 - middle/down/under
 - bottom in/over
 - left out/in front
 - right above/behind
 - inside below/first
 - outside near/last

Goal 5: The child will begin to understand the concept of time. (Piaget called this “temporal relations”).

- a) Time:
 - night/day
 - yesterday/today/tomorrow
 - morning/afternoon
 - calendar

Goal 6: The child will begin to develop number concepts.

- a) Count orally 1-10
- b) Count objects 1-10
- c) Recognize numerals 0-10
- d) Begin to print 0-10
- e) Counts using one-to-one correspondence

PERSONAL-SOCIAL DEVELOPMENT

PERSONAL-SOCIAL DEVELOPMENT is the primary goal for the young child entering preschool. A positive self-concept is essential to successful learning. The more a child understands himself/herself, the better equipped he/she is to relate to other children and adults. Basic social interactions between children and between the teacher and a child including group interaction provide ways in which the child establishes autonomy and learns skills to help him/her relate to his/her world.

Personal development includes knowing name and age, learning address, phone number, and birthday, caring for toileting needs, washing hands, separating from parent with relative ease, caring for own belongings, and respecting others.

Social development includes cooperative play, sharing, following directions, initiating conversation, and play situations with peers, entering into group activities, developing a positive relationship with teachers, and caring about others.

Social Development

Goal 1: The child will be given the opportunity to develop a positive self-image.

- a) Experiences success
- b) Accepts self
- c) Accepts failures
- d) Exercises self control, self respect, and independence
- e) Develops self-confidence

Goal 2: The child will be given the opportunity to develop positive relationships with others.

- a) Respects rights, property, feelings of others
- b) Helps others
- c) Accepts help from others
- d) Interacts with adults
- e) Engages in play - solitary, parallel, cooperative
- f) Shares materials
- g) Establishes friendships
- h) Participates in group decision-making
- i) Shows gratitude
- j) Adjusts to change
- k) Takes turns

PERSONAL-SOCIAL DEVELOPMENT (Continued)

Goal 3: The child will be given the opportunity to learn to use appropriate behavior.

- a) Observes classroom routines
- b) Cleans up specific area
- c) Recognizes that some needs must be delayed and/or can't be met
- d) Follows directions
- e) Practice courtesy (verbal and physical)
- f) Orally asks permission to use toys and materials that belong to others
- h) Uses proper etiquette when eating and playing
- i) Shows respect for others and property

Personal Development

Goal 4: The child will begin to develop self-care skills.

- a) Recognizes needs and develops appropriate strategies for fulfilling those needs
- b) Assumes responsibility for belongings and class materials

Goal 5: The child will begin to make positive use of time and demonstrate responsible behavior.

- a) Works willingly
- b) Works independently
- c) Is an attentive listener
- d) Completes a task
- e) Chooses appropriate activities

SOCIAL STUDIES

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

Goal 1: The child will develop a positive self-concept.

- a) Becomes aware that he/she is unique and special and has worth and dignity
- b) Realizes that all people have feelings
- c) Develops an awareness that each child is important to the group
- d) Begins to learn how to be a friend
- e) Recognizes the differences in others and celebrate diversity

Goal 2: The child will become aware of geography.

- a) Becomes aware of location and direction
- b) Realizes that small objects represent large objects
- c) Names the shape of the earth
- d) Begins to develop awareness of climate and weather
- e) Realizes that there is a relationship between weather and dress

Goal 3: The child will develop respect towards our country.

- a) Recognizes our country's flag
- b) Becomes aware that the flag represents our country
- c) Recognizes the importance of rules and laws
- d) Demonstrates choices by voting

Goal 4: The child will develop an awareness of the world around him/her.

- a) Identifies and respects the family unit
- b) Recognizes the basic needs of the family unit (food, clothing, and shelter)
- c) Becomes aware of similarities and differences between countries (customs, traditions, food, clothes, homes, jobs)
- d) Shows acceptance of others and their cultural backgrounds
- e) Becomes aware of community helpers and a variety of occupations
- f) Realizes that people depend on each other
- g) Recognizes state and national holidays and birthdays
- h) Relates past events with current events

SOCIAL STUDIES (Continued)

Goal 5: The child will develop an awareness of conserving natural resources.

- a) Realizes that resources are limited
- b) Realizes that we must not waste
- c) Participates in keeping our environment safe and clean

Goal 6: The child will demonstrate the understanding that people move by way of transportation.

- a) Develops awareness of walking, running, crawling, swimming, and use of animals in transportation
- b) Recognizes and identifies machines that help in transportation
- c) Knows that the driver operates most methods of transportation

CREATIVE ART

CREATIVE ART at the preschool level should be a joyful, creative experience full of self-expression. Teacher-made samples should only be used, if at all, to give specific help to a child and never as an example of what a child's finished product should look like. Creative art activities will come from using a variety of art materials that develop fine-motor skills: clay, paint, paste, glue, and crayons.

Goal 1: The child will use a variety of materials, media, tools, techniques, and processes to explore and create.

- a) Uses a variety of materials to create original works of art
- b) Uses lines, forms, shapes, colors, and textures to create personal art work
- c) Holds a crayon correctly
- d) Identifies eight basic colors
- e) Draws a picture using different colors
- f) Uses scissors to cut on a line
- g) Uses paste to glue items together
- h) Uses paintbrush
- i) Paints with different mediums, e.g., string, sand, etc.
- j) Weaves with paper or yarn

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

- a) Cleans and takes care of self and materials used in activities
- b) Identifies tools needed for an art project
- c) Uses tools in an appropriate manner
- d) Returns materials to proper place

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

- a) Expresses ideas and feelings through line, color, and design
- b) Expands upon suggestions given by the teacher
- c) Uses common objects in a unique way
- d) Develops ability to work alone or in small groups
- e) Experiences finger paint, paint, "wet" or "dry" chalk, and clay for self-expression

Goal 4: The child will show appreciation of the artistic work of others.

- a) Shows interest in the artwork of others
- b) Observes and talks about art works including those from other cultures

CREATIVE ART (Continued)

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

- a) Recognizes basic shapes, forms, and colors
- b) Reproduces a given pattern
- c) Identifies smooth and rough textures

Goal 6: The child will become confident in a variety of methods and media.

- a) Experiences and becomes familiar with fingerpainting using hands, fingers, arms, and feet
- b) Makes patterns
- c) Uses chalk
- d) Uses clay (pats, pounds, rolls, pinches, shapes).

MUSIC

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

Goal 1: The child will begin to listen to and perform songs.

- a) Enjoys listening to music
- b) Sings with others or alone
- c) Develops a repertoire of songs from memory
- d) Has a favorite song
- e) Recognizes familiar songs when played or sung
- f) Identifies and distinguishes differences in sound

Goal 2: The child will begin to express rhythm through various movements to music.

- a) Uses creative movement and dance as a response to music
- b) Keeps time through bodily movements
- c) Reproduces simple rhythmic patterns

Goal 3: The child will become familiar with a variety of musical instruments.

- a) Uses rhythm instruments alone or to accompany music
- b) Uses instrument to accompany movement
- c) Identifies the name of basic instruments
- d) Recognizes sounds of different instruments
- e) Experiments with a variety of instruments, vocalizations, sounds, or creative movements

SCIENCE

SCIENCE readiness in the preschool program encourages the child to be aware of God's world. This awareness is heightened by encouraging the use of the five senses in science activities. Both guided and creative experiences provide the foundation for scientific reasoning. The child begins to question, experience, discover, and project with appropriate experiences.

Goal 1: The child asks questions and makes predictions based on observations of events in the environment.

- a) Demonstrates curiosity about objects, living things, and other natural events in the environment
- b) Uses one or more senses to observe and explore objects, living things, and natural events in the environment
- c) Examines attributes of objects, living things, and natural events in the environment
- d) Describes changes in objects, living things, and the natural events in the environment
- e) Observes and describes the relationships between objects, living things, and natural events in the environment

Goal 2: The child tests predictions through exploration and experimentation.

- a) Uses a variety of appropriate tools and materials to complete a planned task or investigation
- b) Tests predictions through active experimentations
- c) Changes experiment plan if results are different than expected and continues testing
- d) Persists with an investigation despite distractions and interruptions

Goal 3: The child forms conclusions about his/her observations and experimentations.

- a) Compares and contrasts the attributes of objects and living things
- b) Uses a variety of materials to record and organize data
- c) Identifies cause and effect relationships
- d) Forms logical conclusions about investigations

PHYSICAL, SAFETY, AND HYGIENE

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

Gross-Motor:

Body coordination, as appropriate to the child's physical development, is enhanced through large-muscle activities of walking, running, jumping, hopping, and skipping. Arm-eye coordination is attained by throwing a large ball or bean bag, catching, and aiming at a target. Rhythm and movement provide an outlet of creative expression and the joy of using the body in dance, games, and organized play.

Fine-Motor:

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

Goal 1: The child will be given the opportunity to develop locomotion skills to strengthen the large muscles.

- a) Walks on a straight line on the floor forwards and backwards
- b) Walks on tip toes
- c) Stands on one foot to the count of 5, alternates feet
- d) Hops on one foot to the count of 5, alternates feet
- e) Jumps up and down in place 5 times
- f) Jumps backward and forward 5 times
- g) Jumps from a height of at least 8 inches
- h) Jumps over a rope 4 inches off floor
- i) Climbs stairs
- j) Runs, changing directions
- k) Gallops for at least 10 feet
- l) Uses playground equipment appropriately

PHYSICAL, SAFETY, AND HYGIENE (Continued)

Goal 2: The child will be given the opportunity to develop non-locomotion skills to strengthen the large muscles.

- a) Demonstrates bending and stretching
- b) Demonstrates pushing and pulling
- c) Demonstrates ability to twist and turn
- d) Develops correct posture while standing, sitting, and kneeling
- e) Moves with control and balance

Goal 3: The child will be given the opportunity to develop eye-hand and eye-foot coordination.

- a) Uses hand and fingers to manipulate a variety of tools and materials
- b) Uses eye-hand coordination to perform simple tasks
- c) Uses fine-motor skills in daily living

Goal 4: The child will be given the opportunity to develop fine-muscle skills.

- a) Works a puzzle with large pieces
- b) Builds a tower of at least 6 blocks
- c) Strings 1 inch beads
- d) Develops pincher-control skills
 - folds paper
 - screws/unscrews
 - works with clothespin
 - uses tongs and tweezers
 - punches holes
- e) Develops self-help skills
 - zippering
 - buckling
 - buttoning
 - snapping
 - lacing
 - pouring
- f) Traces templates
- g) Develops the sense of touch by discriminating texture
 - hard/soft sticky/not sticky
 - rough/smooth firm/spongy
 - furry fluffy
 - silky

PHYSICAL, SAFETY, AND HYGIENE (Continued)

Goal 5: The child will be given the opportunity to practice hygiene.

- a) Demonstrates hygiene practices
- b) Displays understanding of nutrition by food choices

Goal 6: The child will be given the opportunity to practice safety.

- a) Demonstrates safe practices on the playground
- b) Shows how to safely cross a street
- c) Uses a car seat and/or seat belt
- d) Demonstrates safe behavior when encountering strangers
- e) Understands that the parts of the body covered by a swimsuit are private
- f) Describes an appropriate response to dangerous situations
- g) Demonstrates telephone procedures for an emergency

Sample Progress Reports

Early Childhood

Preschool

Insert School Logo and School Name

STUDENT ASSESSMENT FORM

Name of School

Address

City, State, Zip

Child's Name _____

Teacher _____

Assessment Period _____

Assessment Areas:

Social Emotional (Knowledge of Self, Interactions, Responsibility)

Not Observed

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

Comments:

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

Not Observed

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

Comments:

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

Not Observed

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

Comments:

Science (Inquiry)

Not Observed

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

Comments:

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

Not Observed

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

Comments:

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

Not Observed

0 1 2 3 4 5 6 7

Not Achieved

Fully Achieved

Comments:

Fine Arts (Visual Arts, Music, Dramatic Play)

Not Observed

0 1 2 3 4 5 6 7

Not Achieved

Fully Achieved

Comments:

SAMPLE EVALUATION FORM

Your LOGO

Name of School
Address
City, State, Zip
Phone #

Early Childhood Progress Report

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

Student: _____
 Age: _____
 Session: _____
 School Year: _____

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

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

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

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

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

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

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

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

Teaching Team:

Parent/Guardian signature:	Date
December	
March:	
May:	

Teacher's signature:	Date
December	
March:	
May:	

Director's signature:	Date
December	
March:	
May:	

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

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School Name
Preschool & Kindergarten

insert school Logo here

School Address
City, State, Zip
Phone:

THREE'S
Developmental Milestones
School Year

Student Name

Teacher: _____ Teacher Assistant: _____
Director: _____

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

1

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

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

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

2

Student: _____

Progress Report 2010/2011

COMMENTS

December

March:

May:

7

Student: _____

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

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

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

6

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

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

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

3

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

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


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

4


Student: _____

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

Recognizes:



Names:



Reproduces:



5