



## PRE-SCHOOL PROGRAM CURRICULUM and STANDARDS

### OVERVIEW

At Highpoint Academy, we utilize The Creative Curriculum which balances both teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. This is one of the country's leading research-based preschool curricula that applies the latest theory and research on best practices in teaching and learning and the content standards developed by states and professional organizations. The Creative Curriculum for Preschool clearly defines the teacher's vital role in connecting content, teaching, and learning for preschool children. It features goals and objectives linked directly to our valid and reliable assessment instrument. Today, *The Creative Curriculum*® is widely regarded as a forward-thinking, comprehensive, rigorously researched curriculum approach that honors creativity and respects the role that teachers play in making learning exciting and relevant for every child. The guidelines developed by The Creative Curriculum are utilized and employed in each classroom.

Technology plays a major role in the learning process at Highpoint. Every classroom has an interactive SMARTBoard. All Pre-School students are required to have their own iPads with required educational APPS appropriate for their age. iPads serve as an added resource to reinforce learning by stimulating all learning styles; (auditory/visual/kinesthetic) simultaneously. The program is designed to develop a strong foundation in self-initiated behavior, exploration, creativity and an ability to manipulate materials.

Highpoint students are encouraged to participate in various styles of play and learning which are guided by the different Interest Areas specified in The Creative Curriculum. These include: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers and Outdoor Play. The Curriculum is child-centered and it gives students the opportunity to select play materials, move about freely and construct knowledge about the world based on their own experiences. Our goal is to encourage children to be creative explorers who are self-confident and willing to explore and inquire. Although there is a published DAILY CLASS SCHEDULE, Teachers are allowed a certain degree of flexibility in order to encourage experimentation and innovation within the overall structure of the classroom.

The physical environment and layout of each classroom play a very important role in the appropriate implementation of the Curriculum. Classrooms are arranged not only to stimulate learning but to accommodate large and small groups of children and to encourage exploration and experimentation. A Large range of materials, toys and manipulatives are provided in each classroom allowing ample opportunities for the tactile, linguistic, visual and auditory development of each child.

The four main development areas of The Creative Curriculum are: Social/Emotional, Physical, Cognitive and Language. Within this framework, the following areas are included:

- *Visual Reception and Comprehension*
- *Auditory Reception and Comprehension*
- *Oral Language Development*
- *Gross Motor Skills*
- *Fine Motor Skills*
- *Linguistic Development*
- *Cognitive Development*
- *Emotional Development*
- *Tactile Development*
- *Physical Development*
- *Social Development*
- *Mathematics Readiness*
- *Science Readiness*
- *Social Studies Readiness*
- *Music Objectives*
- *Arts and Crafts Objectives*
- *Integrated Computer Technology*

Classroom activities provide periods of fun and sharing in which children learn and play together. Students are encouraged to use the numerous manipulatives strategically located throughout the Interest Areas. Materials provided include: legos, pattern blocks, puzzles, puppets, shape sorters, number magnets, felt boards with felt materials, lace and bead sets, a variety of link sets, computers with flat screen monitors and ear phones, and numerous reading and writing materials. Dramatic Play includes play foods, clothing, dolls, costumes, career uniforms, riding toys, etc. to enhance the children's imagination and creativity. Materials for sensory experiences include: sand & water play, rice, plants, and shells, microscopes, measuring cups/spoons, etc. A variety of musical instruments as well as numerous art supplies and materials are also available to all children.

Our experienced Teachers understand that a high quality early childhood education is essential for a child's academic, as well as social and emotional development. Although we have selected The Creative Curriculum as the guideline and focus of our program for children ages 2 thru 5, Teachers are encouraged to be creative and innovative in their implementation and are free to develop their own ideas. Teachers in Kindergarten also utilize a Phonetic approach as well as Florida's Sunshine State Standards benchmarks. The open communication among faculty members is constantly encouraging new ideas and techniques that help expand and improve our programs. Teachers are scheduled to meet once a month with each other. At these meetings, teachers discuss individual situations, evaluate and compare their programs and achievements, nurture ideas, exchange information and build on their knowledge in general. A member of the administration is always available when requested to attend any of these meetings.

Our pre-school program complies with Florida Statutes 402.305-5057 (App. D), Child Care Standards per Florida Administrative Code, and all rules of the State of Florida's Department of Children and Families, Chapter 10M-12, Child Care Standards.

## **STANDARDS FOR TODDLER PROGRAM (AGE 2)**

At this early stage of a child's life, emphasis is placed on experience rather than the outcome or mastery skills. We focus on creating an environment that offers them stability, safety, love and support in a stress-free environment. Teachers understand that they must nurture each child and meet their needs. Great emphasis is placed on language development at this age level. Since the majority of these children come from Hispanic households where Spanish is the language spoken at home, Teachers speak mostly in Spanish to them and emphasis is given on enhancing their vocabulary and diction in Spanish. The daily schedule offers flexibility without creating frustration. It is centered on a play-based curriculum. Children are encouraged and guided as they engage in both individual and group play.

The Toddler Curriculum includes the following objectives:

### **I. Visual Reception and comprehension**

- A. Discrimination
  - 1. Identify primary colors when visual is shown
  - 2. Identify primary pictures displayed
  - 3. Identify names of Teachers and friends
  - 4. Identify visual similarities and differences
- B. Motor-visual
  - 1. Solve exercises involving blocks, beads, water, sand, etc.
  - 2. Transfer one object to another
  - 3. Develop appropriate eye-hand coordination

### **II. Auditory Reception and comprehension**

- A. Discrimination
  - 1. Recognize differences environmentally
  - 2. Familiarize and identify different voices
  - 3. Follow a sequence of directions
  - 4. Learn to enjoy listening to stories
- B. Association
  - 1. Matches objects with the sound they make
  - 2. Identify animals with their sounds

### III. Oral language Development

- A. Makes up three word sentence
- B. Carries out one step directions
- C. Can use pronouns; plurals
- D. Uses words to describe emotions
- E. Becomes familiar with the letters of the alphabet through the use of hands-on activities

### IV. Gross Motor Skills

- A. Can walk up and down stairs independently
- B. Can run in a balanced manner without falling
- C. Can kick a large ball when directed
- D. Can throw a large ball when directed

### V. Fine Motor Skills

- A. Assembles Puzzles of up to five pieces
- B. Experiments with stringing large wooden beads
- C. Turns pages of cloth or cardboard book
- D. Sorts shapes in a sorter box
- E. Builds structure using Blocks, Lego, Play Dough and other manipulative

### VI. Linguistic Development

- A. Participates in opportunities to enjoy telling stories
- B. Listen to and enjoy nursery rhymes
- C. Develops receptive and expressive language
- D. Follows directions and instructions
- E. Participates in finger plays and puppetry dramatization

### VII. Tactile Development

- A. Participates in sensory experiences (*sand, rice, water, etc.*)
- B. Explores and learns through discovery
- C. Experiments with different textures and fabrics
- D. Experiments with different textures of toys and manipulative

### VIII. Physical Development

- A. Participates in opportunities for gross motor activities both indoors and outdoors
- B. Participates in opportunities for becoming aware of body parts
- C. Develops control of bodily functions
- D. Eats wholesome snacks and lunches
- E. Participates in minimal exercise routines

### IX. Social Development

- A. Begins to develop a sense of security and independence
- B. Adjust to the environment
- C. Completes simple task with success
- D. Identify his/her own sex
- E. Demonstrates ability to get along with adults and peers in a cooperative setting
- F. Learns the value of sharing with others
- G. Identify members of his/her family

### X. Develops a sense of balance

- A. Participates in rhythmic experiences related to counting (*Finger-plays and songs*)
- B. Uses manipulative to sort count and create simple patterns
- C. Recognizes numbers 1-5 both by rote and by objects
- D. Demonstrates knowledge of the concepts of one , two three
- E. Learns to count from 1 to 10

- F. Learns to identify three basic shapes (*circle, square and triangle*)

#### **XI. Science**

- A. Provides opportunities to explore elements of nature
- B. Identifies parts of the body
- C. Experiments with real materials
- D. Identifies names and animals
- E. Enjoys outings
- F. Identify changes in the weather (*sunny, rainy, hot, cold*)

#### **XII. Music development**

- A. Develops rhythmic skills and a feeling for music
- B. Relates to different kinds of music
- C. Sings with a group
- D. Participates in rhythmic activities using instruments
- E. Participates in rhythmic activities using their bodies (*stomping, clapping*)
- F. Participates in musical games
- G. Dances and moves freely to music
- H. Enjoy listening to nursery rhymes

#### **XIII. Arts and Crafts**

- A. Discovers sensorial qualities of art materials
- B. Demonstrates abilities in use of materials
- C. Participates in various art experiences (*finger-painting, coloring, free-drawing*)

### **STANDARDS FOR JR. PRE-KINDERGARTEN (AGE 3)**

Our Standards for Jr. Pre-Kindergarten is also centered on a play-based curriculum. It develops a strong foundation in self-initiated behavior, exploration, and an ability to manipulate materials. Children are encouraged to participate in various types of play, such as group, dramatic and self-initiated play. The curriculum is child-centered and it gives students the opportunity to select play materials, move about freely and construct knowledge about the world based on their own experiences. In order to continue building and enhancing their vocabulary in Spanish, most instructions and directions are given in Spanish, with English taught as a second language as it relates to letters, numbers, colors and shapes. Classroom activities provide periods of fun and sharing in which children learn and play together. Students are encouraged to use the manipulative in our various centers, including legos, pattern blocks, puzzles, puppets, shape sorters, lace and bead sets and link sets. Materials that provide more sensory experiences include sand, rice, plants, and shells. Our program encourages the use of these types of tactile experiences to help children construct knowledge in a more concrete and meaningful way. It is specifically designed to encourage the child's development in the following areas:

#### **I. Visual Reception and Comprehension**

##### Discrimination

1. Categorize objects based on characteristics
2. Associate colors visually
3. Recognize and identify shapes
4. Recognize his/her name
5. Reinforce visual memory
6. Categorize objects by matching (*colors, shapes, numbers, letters*)
7. Identify visual similarities and differences

##### Motor-Visual

1. Solves exercises involving blocks, beads, sand, clay, etc.
2. Transfers one object to another
3. Develops appropriate eye-hand coordination

#### **II. Auditory Reception and Comprehension**

- a. Recognize the different sounds of our environment

- b. Discriminate between sound similarities and differences
- c. Identify letters of the alphabet by their sounds
- d. Follow a sequence of directions
- e. Listen to short stories and rhymes
- f. Recognize differences in sounds (*loud/quiet*)

### **III. Oral Language Development**

- a. Use complete sentences
- b. Dramatize using puppets and finger plays
- c. Describe experience stories
- d. Use words to describe objects
- e. Use words to describe emotions
- f. Develop listening and speaking vocabularies
- g. Repeat stories and rhymes

### **IV. Tactile Development**

- a. Sensory experiences are provided (*sand, rice, etc.*)
- b. Hands-On experiences with pegs, blocks, beads, puzzles, etc.
- c. Experiments with different textures of fabrics
- d. Experiments with different textures of toys and manipulative
- e. Explores and learns through self-discovery

### **V. Mathematics Objectives**

- a. Recognize numbers 1-10 and identify sets using these numbers
- b. Count numbers 1-20 both by rote and by counting objects
- c. Match objects with their corresponding numbers
- d. Learn to identify the four basic shapes (*circle/square/triangle/rectangle*)
- e. Recognize the use of money
- f. Use manipulative to sort, count and create patterns
- g. Demonstrate understanding of spatial concepts (*up/down, in/out, over/under*)
- h. Recognize differences in sizes (*big/small, long/short*)
- i. Participate in finger plays, rhymes, and songs that develop number concepts and skills

### **VI. Science Objectives**

- a. Provide opportunities for Global awareness
- b. Experiment with real materials
- c. Use five senses to gain sensory images
- d. Identify parts of the body
- e. Identify living things
- f. Identify names of animals
- g. Recognize different types of plants (*trees and flowers*)
- h. Identify different types of weather (*sunny, rainy, cold, hot*)
- i. Experiment with different types of sea shells

### **VII. Social Development**

- a. Recognize he/she is a unique individual
- b. Develop a positive self-image
- c. Complete simple tasks with success
- d. Develop a sense of growth
- e. Recognize and understand his/her physical self
- f. Identify his/her own sex
- g. Recognize similarities and differences among people
- h. Identify members of his /her family
- i. Demonstrate ability to follow rules

- j. Demonstrate ability to get along with adults and peers in a cooperative setting
- k. Develop self-control and self-discipline
- l. Demonstrate ability to identify with others (*sharing, sympathy, good sportsmanship*)
- m. Demonstrate increase in independence
- n. Develop positive attitude about school
- o. Participate in classroom discussions and contribute experience
- p. Recognize community helpers and their jobs
- q. Learn the value of sharing with others

### **VIII. Music Objectives**

- a. Develop an appreciation for music
- b. Demonstrate ability to make up words to tunes
- c. Develop rhythmic skills and a feeling for music
- d. Dance and move about freely to rhythm and music
- e. Use objects to make simple instruments (*coffee cans, pans, spoons, beans, wooden blocks*)
- f. Participate with peers in creating music using instruments and/or physical bodies (*clapping, stomping, snapping*)
- g. Listen to music of different cultures
- h. Compare music of various tempos (*loud/soft, fast/slow*)
- i. Participate in musical games that reinforce concepts
- j. Enjoy listening to Nursery rhymes

### **IX. Arts and Crafts**

- a. Use art activities to promote self-expression
- b. Use various art materials and tools (*blunt-end scissors, pencils, crayons, paintbrushes, finger paint, stencils, play dough, chalk, and glue*)
- c. Participate in various art experiences (*finger-painting, coloring, drawing, etc.*)
- d. Develop manual dexterity using art tools
- e. Participate in craft activities (*cut and paste*)
- f. Develop self-pride in his/her works of art

### **X. Physical Development**

- a. Opportunities to develop Gross motor skills
- b. Participate in physical activities (*running, jumping, climbing, hopping, skipping, exercises*)
- c. Develop a sense of balance
- d. Opportunities to develop eye-hand coordination
- e. Participate in activities that promote fine-motor skills and finger dexterity (*grasping, building, using writing tools*)
- f. Participate in physical games that promote impulse control and self-confidence
- g. Recognize the parts of the body and its functions
- h. Recognize his/her physical capabilities

## **STANDARDS FOR VPK (AGE 4)**

The Pre-Kindergarten Program is designed to provide opportunities for children to develop in the four major areas of development: physical, cognitive, emotional, and social growth. Taking into consideration each child's unique abilities, students are through their own exploration process, which incorporates appropriate play and "Hands-on" activities. Thematic units are designed to cover all areas of the learning process. Methods used for this include storytelling, role-playing, cooperative learning, self-discovery, and manipulation. Most learning areas are integrated and thereby related to each other. The objectives and activities are flexible enough to meet the individual learning levels and needs of each child.

Specifically in the area of Curriculum, the learning experiences, activities and materials involve these areas:

### **PHYSICAL DEVELOPMENT**

#### **Gross Motor Skills include:**

- a. Hopping, Jumping
- b. Running

- c. Skipping dancing
- d. Lifting
- e. Climbing
- f. Bouncing
- g. Throwing
- h. Catching

**Fine eye-hand Motor Skills include: Cognitive Development**

- a. Visual discrimination
- b. Drawing
- c. Cutting/using scissors appropriately
- d. Working on puzzles and manipulative
- e. Writing
- f. Coloring appropriately
- g. Pasting /using both liquid and stick glues
- h. Using appropriate pencil grip
- i. Forming shapes/ numbers correctly
- j. Appropriate sequencing and left to right formations

**Cognitive Development**

- a. Recognize difference between real and make believe
- b. Reinforce cause and effect
- c. Participate in class discussions
- d. Use of manipulative to promote creative thinking, imagination and curiosity

**Emotional Development**

- a. Develop a positive self-esteem
- b. Express emotions and feelings honestly
- c. Develop self-control
- d. Become aware of others feelings
- e. Attempts to comfort others
- f. Exhibits kindness through words and actions self-control

**Social Development**

- a. Make an express individual choices
- b. Identify and solve problems
- c. Work with peers towards common goal
- d. Respond to familiar adults
- e. Share and take turns
- f. Demonstrate ability to resolve disagreements by talking
- g. Engage in solitary and parallel play
- h. Participate in group's discussions and activities
- li Learn to respect rules or regulations
- j. Accept guidance of teachers / adults
- k. Show growth in self-control
- l. Work and play cooperatively with other children

**Linguistic Development**

- a. Listen to stories
- b. Telling Stories
- c. Dictating stories to an adult

**Tactile Development**

- a. Matching Games
- b. Puzzle, legos , pegs, beads patterns, etc

- c. Tracing and Touching
- d. Multi-Sensory experiences

## **LANGUAGE ARTS CURRICULUM**

Our language Arts Curriculum encourages the development of the different Language areas such as: writing, listening and speaking. Our program includes a combination of whole Language and to develop the student's language readiness. They are given authentic and natural opportunities to experiment with, construct, and expand their knowledge about language and their world around them. In our program, students are encouraged to interpret and talk about personal experiences, engage in, listen to stories and participate in both structured and self-initiated activities to promote the development of skills for reading independence.

Our Language Arts Curriculum includes the following objectives:

### ***The student will use the functional vocabulary***

#### 1<sup>st</sup> – 4<sup>th</sup> Semester

- a. Use standard conventions of the English language to speak and share information
- b. Speak with a clear voice
- c. Answer questions when asked
- d. Repeat simple Nursery rhymes
- e. Vocabulary is adequate, varied and fluent for age level
- f. Uses proper articulation

### **The student will identify letters and sounds of the alphabet**

#### 1<sup>st</sup> Semester

- a. Orally recite the alphabet
- b. Identify letters of the alphabet by name
- c. Identify letters in his /her *first name*

#### 2<sup>nd</sup> and 3<sup>rd</sup> Semester

- a. Identify letters in his/her *last name*
- b. Associate letters **A-L**

#### 4<sup>th</sup> Semester

- a. Associate letters **M-Z** with their sound
- b. Match upper and lower case letters **M-Z**

### **The student will begin to explore reading**

#### 1<sup>st</sup> Semester

- a. Listen to stories attentively
- b. Participate in shared reading activities

#### 3<sup>rd</sup> and 4<sup>th</sup> Semester

- a. Demonstrate ability to tell and dramatize a story
- b. Demonstrate ability to sequence events of a story
- c. Bring their own knowledge to interpret a story
- d. Create an alternate ending to the story
- e. Identify color and number words
- f. Given a letter, names words that begin with that letter

### **The student will begin to understand the concept about Print**

### 1<sup>st</sup> Semester

- a. Hold a book and turn pages
- b. Learn and practice writing letters A-I and numbers 1-10
- c. Be able to draw and trace
- d. Be able to properly hold writing instruments
- e. Be able to copy letters
- f. Be able to reproduce simple designs

### 2<sup>nd</sup> Semester 3<sup>rd</sup> and 4<sup>th</sup> Semester

- a. Be able to write his/her first name
- b. Learn and practice writing letter **M-Z** and numbers **11-20**

**The student will become strategic, self-reliant, fluent, language users by:**

### 1<sup>st</sup> and 2<sup>nd</sup> Semester

- a. Achieving Language skills through Oral language
- b. Achieving strategies useful for listening and comprehending

### 3<sup>rd</sup> & 4<sup>th</sup> Semesters

- a. Achieving strategies by thinking ahead, thinking while reading and thinking back
- b. Achieving comprehensive skills through identifying information
- c. Achieving study skills through locating and interpreting information and organizing and applying information.

**The student will become strategic, self reliant, fluent language users by:**

### 1<sup>st</sup> and 2<sup>nd</sup> Semester

- a. Achieving language skills through Oral languages
- b. Achieving strategies useful for listening and comprehending

### 3<sup>rd</sup> & 4<sup>th</sup> Semester

- a. Achieving strategies by thinking while reading and thinking back
- b. Achieving comprehensive skills through identifying information, understanding information and evaluating information.
- c. Achieving study skills through locating and interpreting information and organizing and applying information.

## **WRITING CURRICULUM**

Students at this age group are motivated to write on a daily basis. Students feel a sense of accomplishment once they finish an assigned written task. Each child's uniqueness and motor abilities are observed as teachers guide them through the writing process. The writing Curriculum includes:

- a. Development of eye hand coordination
- b. Letter formation and portion
- c. Upper/lower case letter formation
- d. Numbers formation
- e. Left to right
- f. Spacing
- g. Writing on wide-ruled paper (*with broken line*)
- h. Appropriate pencil grip

## **MATHEMATICS CURRICULUM**

The development of number sense is basic to understanding the power and beauty of mathematics. In tomorrow's world, this will be even more important for students preparing to function in the age of technology. Our Math Curriculum reinforces concepts and skills previously learned and focus on the need to develop number sense in our students and to provide the means to achieving that goal. Our lessons are developed to ensure that our students not only gain computational proficiency, but also the ability to apply their skills to a wide variety of problem-solving situations.

Emphasis gradually changes from manipulative to semi-concrete to symbolic. Through the use of manipulative, exploration and guidance, students acquire basic skills. The math Curriculum includes the following objectives:

**I. Numbers and their value**

1<sup>st</sup> Semester

- a. Numeric recognition and value using numbers 1-10
- b. Write compare and rearrange standard number from 1-10
- c. Understand one to one correspondence using manipulative
- d. Understand the numerical value from 1-10

2<sup>nd</sup> Semester

- A. Numeric recognition and value using numbers 11-20

3<sup>rd</sup> and 4<sup>th</sup> semester

- a. Continue with recognition and value using numbers 1-20
- b. Write compare and rearrange standard numerals to 20
- c. Demonstrate comprehension of numbers values by counting objects
- d. Associate verbal names with scattered numbers 1-20
- e. Verbally count to 1 sequentially 50

**II. Understanding the various concepts of serration**

1<sup>st</sup> and 2<sup>nd</sup> Semester

- a. Left and right differentiation
- b. Before and after differentiation
- c. Top, middle and bottom differentiation

3<sup>rd</sup> and 4<sup>th</sup> Semester

Arrange objects in order of sets

**III. Geometric shapes**

1<sup>st</sup> and 2<sup>nd</sup> Semester

- a. Identify the names of geometric shapes
- b. Draw basic geometric shapes
- c. Sort and distinguish various basic geometric shapes
- d. Identify differences between geometric shapes
- e. Form shapes using manipulative

**IV. Concepts of Time**

3<sup>rd</sup> and 4<sup>th</sup> Semester

- a. Recognize that clocks and calendars represent the passage of time
- b. Begin and end an activity in signal

**V. Measurements**

4<sup>th</sup> Semester

- a. Understand concepts of more /less, long/short Heavy/light
- b. Identify instruments used to measure
- c. Use the measuring cups and spoons
- d. Demonstrate understanding of size differences
- e. Identify objects that are the same length
- f. Identify which of the two is grater (or less)

- g. Awareness of their body own growth

## **VI. Concepts of Money**

### 4<sup>th</sup> Semester

- a. Identify the value and purpose of money
- b. Identify the basic monetary units (penny, nickel, dime, quarter, dollar)
- c. Counting money using pennies, nickels, dimes (1-10 concept)

## **SOCIAL STUDIES CURRICULUM**

Our Social Studies Curriculum is integrated with other basic subject areas. It encourages children to participate in personal and social experiences that promote an awareness of the many people, places and things that are a part of this world. With the use of skills acquired in the Social Studies program, students acquire knowledge in areas that are important in their day to day lives and development. Weekly “thematic Units” are developed to enhance the Social Studies Objectives. These include:

- Community helpers
- Family Members
- Health and Safety
- Foods
- Holidays
- Countries Around the world
- Hispanic heritage

Most of the learning experiences take place in groups. This fosters an atmosphere of sharing and respect towards one another. We believe that a love for oneself is essential not only in learning, but in life itself. Through each subject, we allow each child to feel special and unique. This allows the child to further explore without hesitation or resistance. The Social Studies program is an integral part of all other learning areas. Our Social Studies Curriculum includes the following objectives:

### **i. Developing a positive self-image (“All About Me” Unit)**

- a. Recognize his her name, phone number and address
- b. Describe their physical selves and their difference
- c. Identify and describe qualities he/she likes about self
- d. Recognize similarities and differences that exist among people

### **II. Social Awareness**

- a. Recognize that people have different feelings
- b. Identify roles of family members and their responsibilities
- c. Recognize the importance of cooperation within a family
- d. Recognize difference in the Seasons
- e. Identify and distinguish between warmer/cooler temperatures
- f. Group and self-identification
- g. Identify the different jobs of their parents and the roles that they play
- h. Recognize that different family structures exist
- i. Identify the various vehicles used for transportation

### **III. Need for good Citizenship in our society**

- a. Follow rules being enforced in and out of school
- b. Develop positive strategies for dealing with problems
- c. Demonstrate understanding of honesty, respect and tolerance
- d. Learn the words to “The Pledge of Allegiance”(recite it daily)
- e. Recognize and identify the flag of the United States of America
- f. Learn the words for the “Star Spangled Banner” (sing it daily)

### **IV. Recognizing value of their own culture and the culture of others**

- a. Recognize similarities and differences among people
- b. Identify the different cultures found in our local community
- c. Learn to respect people of different cultures

- d. Learn about their Heritage and people that made important contributions

## **SCIENCE CURRICULUM**

Our Science program provides the child with an understanding of how the world works. The child learns that he can make a difference and each activity reinforces that belief. The activities allow each child to explore using all senses. It is in this manner that the child can create and solve problems. The topics include:

- a. Animals (farm, jungle circus and pets)
- b. Insects and their life cycles; Birds and feathered friends
- c. Seasons and the Weather
- d. Plants
- e. Four food groups / Cooking
- f. Growth and development
- g. Health and safety awareness
- h. Ocean life
- i. The human body and Personal hygiene
- j. Global awareness (environmental issues)
- k. Basic knowledge of the planets
- l. Use of magnets

We take each child's natural curiosity and allow him to explore through manipulative and problem solving. With the teacher as a guide, and through the use of manipulative, the child learns on his own and this leads to a sense of accomplishment. By physically interacting with the world and seeing how it works, the child learns to respect and love nature.

Our Science Curriculum includes the following objectives:

### **I. The student will engage in "hands-on" activities that promote the development of scientific processes.**

- a. Use his/her five senses to observe and gain information about the world.
- b. Identify name of objects and their properties
- c. Describe objects based on color, shape, size and texture
- d. Demonstrate ability to communicate observations orally
- e. Compare similarities and differences in objects, events and relationships

### **II. The student will understand concepts in the Life Sciences**

- a. Identify objects a living-non living
- b. Identify names of living things
- c. Describe how living things change and grow
- d. Observe the stage of plants growing by planting seeds
- e. Recognize that food comes from plants and animals
- f. Match animals with their young
- g. Identify the parts of the human body and their functions
- h. Recognize the need of eating healthy foods (*basic food groups*)
- i. Describe ways of maintaining a healthy body

### **III. The student will understand concepts on the physical sciences**

- a. Differentiate between a solid and a liquid
- b. Identify objects that sink/float and purpose reasons why
- c. Participate in cooking experience to observe changes
- d. Observe the effects of using a magnet

### **IV. The student will understand concepts in the Earth Sciences**

- a. Observe and describe weather changes
- b. Identify differences between hot and cold weather
- c. Identify the ways of staying safe when dealing with severe weather
- d. Identify the changes in the seasons ins match appropriate clothing for each season
- e. Recognize that thermometers measure temperature

- f. Recognize that we live in a planet called earth
- g. Demonstrate understanding of concepts of directions (*left/right/near/far, up/down*)

V. **The student will recognize the importance of protecting our environment**

- a. Describe how our actions affect living and non-living things
- b. Discuss what is pollution
- c. Discuss how to stop pollution by picking up trash
- d. Identify the benefits of recycling
- e. Discuss the importance of conserving energy and water

**ART AND MUSIC CURRICULUM/CREATIVE LEARNING**

Our Curriculum for Creative Learning provides Art and Music as part of their daily activity. Students demonstrate a creative readiness to explore art, music and movements as well as participate in open-ended artistic experiences. It encourages students to develop their own unique creative abilities. It makes the most of this magical time for growing and learning.

I. **Art Objectives**

- a. Use art materials creatively to promote self-expression
- b. Demonstrate ability to hold scissors correctly
- c. Demonstrate ability to cut and paste
- d. Create works of art using paper, paste and scissors
  - 1. Collages
  - 2. Paper bag puppets, paper mosaics and paper chains
  - 3. Stencil
  - 4. Weaving mats
- e. Draw and paint pictures using various mediums
  - 1. Crayons, color pencils, and Crayola markers
  - 2. Finger paints, and tempera paints
- f. Identify and mix colors together to create different colors
- g. Make crafts using every day households items
  - 1. Plastic milk jugs, jars, cans, containers
  - 2. Paper towel cartons, discarded items, etc
- h. Use of colored chalks for board drawing
- i. Use of water colors
- j. Use of construction paper, tissue paper, tracing paper, etc.
- k. Use of assortment of craft (craft sticks, pipe cleaners, felt. Cotton, etc.)
- l. Explore various objects
- m. Draw with few many details
- n. Build simple structures
- o. Participate in various Art experiences
  - 1. Finger painting
  - 2. Thematic drawing
  - 3. Cut and paste
  - 4. Pottery creations
  - 5. Watercolors
  - 6. Numerous craft activities

II. **The student will participate in activities that promote Creative Development**  
**Use objects and models to represent real things**

- a. Use objects to create models (clay, blocks and toys)
- b. Engage in roe-playing and make believe-play
- c. Pantomime experiences and emotions
- d. Act out and or dramatize adult's roles using
- e. Engage in dramatization using dress-up clothes
- f. Develop manual dexterity
- g. Develop pride in own creation

### III. Music and movement objectives

- a. Students will participate in movement activities to encourage spontaneous expression of feelings and emotions.
- b. Demonstrate ability to move in loco motor and non-loco motor ways
- c. Demonstrate ability to follow movement directions
- d. Engage in dance and other body movements
- e. Students will listen to and participate in musical experiences
  1. Move rhythmically to music
  2. Sing songs as a choir and individually
  3. Learn and sing nursery rhymes
  4. Use musical instruments to create music
  5. Use human body to make rhythmic sounds (*clapping stomping, snapping*)
  6. Use objects to make different sounds
  7. Listen to songs that represent different cultures
  8. Play group games that contain songs (*musical chairs, circle time*)

## STANDARDS FOR KINDERGARTEN

Our Kindergarten program is designed to not only meet academy readiness in a number of areas, but to provide social interaction as students reinforce concepts acquired in their previous pre-school years. Talking into consideration each child's unique abilities, students are guided through their own exploration process, which incorporates appropriate play and "Hands-on" activities. Thematic units are designed to cover all areas of the learning process. Students are encouraged to incorporate literature into their real world on a daily basis, Methods used for this include storytelling, role-playing, cooperative learning, self-discovery, and manipulative. Most learning areas are integrated and thereby relate to each other. The objectives and activities are flexible enough to meet the individual learning levels and needs of each child. Our goal is to provide our students with all-around opportunities that will enable them to make a smooth transition to First Grade.

Specifically in the area of curriculum, the learning experiences, activities and materials involve these areas:

### PHYSICAL DEVELOPMENT

#### I. Gross motor skills include:

- a. Hopping
- b. Jumping
- c. Running
- d. Skipping
- e. Dancing
- f. Lifting
- g. Climbing
- h. Bouncing
- i. Throwing
- j. Catching
- k. Marching

#### II. Fine eye-hand motor skills include:

##### Visual discrimination

- a. Drawing
- b. Cutting/using scissors appropriately
- c. Working on puzzles and manipulative
- d. Writing
- e. Coloring appropriately
- f. Pasting/ using both liquid and stick glues
- g. Using appropriate pencil grip
- h. Forming shapes/numbers correctly
- i. Appropriate sequencing and left to right formation

### III. Cognitive Development

- a. Recognize differences between real and make-believe
- b. Reinforce cause and effect
- c. Participate in class discussions
- d. Answer higher-level divergent questions
- e. Participate in problem solving strategies.
- f. Further use of manipulative to promote creative thinking, imagination and curiosity.

### IV. Emotional Development

- a. Develop a positive self-esteem
- b. Express emotions and feelings honestly
- c. develop self-control
- d. aware of others' feelings
- e. Attempt to comfort others
- f. Exhibits kindness through words and actions

### V. Social Development

- a. Make and express individual choices
- b. Identify and solve problems
- c. Work with peers toward s common goal
- d. Respond to familiar adults
- e. Share and take turns Demonstrate ability to resolve disagreements by talking
- f. Engage in solitary and parallel play
- g. Participate in group discussions and activities
- h. Learn to respect rules and regulations
- i. Accept guidance of teachers/adults
- j. Show growth in self –control
- k. Work and play cooperatively with other children

## LANGUAGE ARTS CURRICULUM

Our Language Arts Curriculum reinforces concepts learned in VPK. In addition; Pre-Reading and Reading skills are introduced using a combination of Whole Language with a phonetic approach. Using age-appropriate short story books, the students “read” along with teachers. Students are continuously encouraged to read for enjoyment, without regard to exact pronunciation of words. Thematic units are used to provide the children the opportunity to learn through the process of selecting their own stories, poems, and non-fiction books. The phonetic part of our program is developed through the use of our Phonics book, which reinforces basic skills relative to the rules of the English language. We use the Treasures program by Macmillan/McGraw Hill. It offers a comprehensive, research-based reading program with a wealth of high quality literature to engage learners. Explicit instruction and ample practice ensure students' growth in reading proficiency. Each week's lesson integrates grammar, writing, and spelling for a total language arts approach.

Numerous computer software programs and “Hands-on” activities are also used to stimulate all Language Arts areas. Children are encouraged to learn through their own exploration process, and teachers respect their uniqueness. Students are also encouraged to interpret and talk about personal experiences, engage in writing techniques, listen to stories and participate in both structured and self initiated activities to promote the development of skills for reading independence.

Our Language Arts Curriculum includes the following:

### I. The student will use a functional vocabulary

#### 1st- 4th Semester

- a. Use standard conventions of the English language to speak and share information
- b. Speak with a clear voice
- c. Answer questions when asked
- d. Repeat simple Nursery rhymes
- e. Vocabulary is adequate, varied and fluent for age level

- f. Uses proper articulation

II. **The student will identify letters and sounds of the Alphabet**

1<sup>st</sup> Semester

- a. Orally recite the alphabet
- b. Identify letters of the alphabet by name
- c. Identify letters in his/her first name
- d. Associate letters **A-L** with their sound
- e. Match upper and lower case letters **A-L**

2<sup>nd</sup> Semester

- a. Identify letters in his her Last Name
- b. Associate letters **M-Z** with their sound
- c. Match upper and lower case letters **M-Z**

III. **The student will begin to develop Phonics skills**

1<sup>st</sup> Semester

- a. Given a letter, names beginning sound of letter **A-L**.
- b. Identify the vowels and consonants of letters **A-L**.

2<sup>nd</sup> Semester

- a. Discriminate sound similarities and differences
- b. Given a letter, names beginning sound of letters M-Z
- c. Identify beginning sounds of letters M-Z
- d. Identify middle word sounds
- e. Identify ending word sounds
- f. Identify rhyming words
- g. Identify the vowels and consonants of the alphabet

3<sup>rd</sup> Semester

- A. Write words phonetically

IV. **The student will begin to explore Reading**

1<sup>st</sup> and 2<sup>nd</sup> Semester

- a. Listen to stories attentively
- b. Given a letter, name words that begin with that letter
- c. Participate in shared reading activities
- d. Listen to stories and interpret them accordingly

3<sup>rd</sup> and 4<sup>th</sup> Semester

- a. Demonstrate abilities to tell and dramatize a story
- b. Demonstrate ability to sequence events of a story
- c. Know concepts of Title, Author and main Idea
- d. Bring their own Knowledge to interpret a story
- e. Create an alternate ending to a story
- f. Identify simple sight words (consonant/vowel/consonant)

- g. Participate in shared reading activities
- h. Discuss characters and their feelings
- i. Given a letter, gives words that begin with that letter
- j. Identify color and number words
- k. Read basic vocabulary words and demonstrate comprehension

V. **The student will begin to understand concept about Print**

1<sup>st</sup> Semester

- a. Hold a book and turn pages
- b. Write letters A-L and numbers 1-25
- c. Be able to draw and trace
- d. Be able to properly hold writing instruments
- e. Be able to copy letters
- f. Be able to reproduce simple designs

2<sup>nd</sup> Semester

- a. Be able to write his/her full name
- b. Write letters M-Z and numbers 26-50
- c. Be able to copy complete words

3<sup>rd</sup> and 4<sup>th</sup> Semester

- a. Experience involvement and excitement in Reading
- b. Write numbers 51 to 100
- c. Learn to view Reading as a tool for knowledge and pleasure
- d. Be able to copy complete sentences
- e. The students will become strategic, self-reliant , fluent language users by 1<sup>st</sup> and 2<sup>nd</sup> Semester
- f. Achieving language skills through Oral Language
- g. Achieving strategies useful for listening and comprehending

3<sup>rd</sup> and 4<sup>th</sup> Semester

- a. Achieving strategies by thinking ahead, thinking while reading and thinking back
- b. Achieving comprehensive skills through identifying information, understanding information and evaluating information
- c. Achieving study skills through locating and interpreting information and organizing and applying information.
- d. Achieving word skills through Vocabulary

**WRITING CURRICULUM**

Students at this age group are motivated to write on a daily basis. Students feel a sense of accomplishment once they finish an assigned written task. Each child's uniqueness and motor abilities are observed as teachers guide them through the writing process.

The Writing Curriculum includes:

- a. Development of eye-hand coordination
- b. Letter formation and proportion
- c. Upper/Lower case letter formation
- d. Numbers formation
- e. Left to right
- f. Appropriate Spacing
- g. Writing on wide-ruled paper (with broken lines)
- h. Uses appropriate pencil grip

## **MATHEMATICS CURRICULUM**

The development of number sense is basic to understanding the power and beauty of mathematics. In tomorrow's world, this will be even more important for students preparing for function in the age of technology. Our Math Curriculum reinforces concepts and a skill previously learned and focuses on the need to develop number sense in our students and to provide the means for achieving that goal. Our lessons are developed to ensure that our students not only gain computational proficiency, but also the ability to apply their skills to a wide variety of problem-solving situations. Emphasis gradually changes from manipulative to semi-concrete to symbolic. Through the use of computer age –appropriate software, manipulative, exploration, guidance and the use of our “Math” by Macmillan/McGraw Hill Publishers. Students acquire the basic skills to assimilate into First Grade.

The Math Curriculum includes the following objectives.

### **I. Numbers and their values**

#### 1st Semester

- a. Numeric recognition and value using numbers 1-25
- b. Write , compare and rearrange standard numbers from 1-25
- c. Understand one to one correspondence using manipulative
- d. Verbally count to 100 sequentially
- e. Sets and matching numbers 1-25

#### 2nd Semester

- a. Numeric recognition and value using numbers 26-50
- b. Write , compare and rearrange standard numbers from 26-50
- c. Show the order of numbers and numerals 0-31 to complete a calendar
- d. Associate verbal names with scattered numbers 1-50

#### 3rd and 4th Semester

- a. Numeric recognition and value using numbers 51-79 and 80-100
- b. Addition and subtraction using numbers 0-20
- c. Learn concepts of counting 10 by 10 to reach 100
- d. Understand the numerical value 0 to 100
- e. Write compare and rearrange numerals to 100
- f. Concept of the number line
- g. Associate verbal names with scattered numbers 51-100
- h. Demonstrate comprehension of number values by counting objects
- i. Problem solving

### **II. Understanding the various concepts of serration**

#### 1st and 2nd semester

- a. Understand concepts of first –fifth
- b. Left and Right differentiation
- c. Before and After differentiation
- d. Top, Middle and Bottom differentiation
- e. Classify several objects in order along some specific dimensions

#### 3rd and 4th Semester

- a. Arrange objects in order of sets
- b. Arrange objects in chronological order

### III. Geometric Shapes

#### 1<sup>st</sup> Semester

- a. Identify the name of Geometric shapes
- b. Draw basic geometric shapes
- c. Sort and distinguish various basic geometric shapes
- d. Identify different between geometric shapes
- e. Form shapes using manipulative s
- f. Identify 2-dimensional shapes
- g. Identify objects sets that have been divided into half
- h. identify one-half
- i. identify points inside and outside closed figures
- j. identify 3-dimensional shapes; ball, cube, box, can, etc
- k. identify and extend 3-dimensional patterns
- l. Use logical reasoning to solve a problem

### IV. Concepts of Time

#### 4<sup>th</sup> Semester

- a. Recognize that clocks and calendars represent the passage of time
- b. Begin and end an activity on signal
- c. Describe the order of events
- d. Recall an anticipated event
- e. Recognize and learn the days of the week and the month of the year
- f. Talk about time to the hour
- g. Identify the numbers that tell the hour and the half-hour
- h. Become aware of the movement of hands of the clock as they relate to time.

### V. Measurements

#### 4<sup>th</sup> Semester

- a. Understand the concepts of more/less, long/short, heavy/light
- b. Identify instruments of measure
- c. Use measuring cup and spoons
- d. Differentiate between one-half cup and one cup
- e. Demonstrate understanding of size differences
- f. Use manipulative to measure size and/or distance
- g. Identify objects that are the same length
- h. Read and record length of an object using an arbitrary unit
- i. Identify which of the two is grater (or less)
- j. Awareness of their body's own growth
- k. Understand concepts such as both, double, half and pair
- l. Demonstrate understanding of size and quantity differences

### VI. Concepts of Money

#### 4<sup>th</sup> Semester

- a. Identify the purpose and value of money
- b. Identify basic monetary units(penny, nickel, dime, quarter, dollar)
- c. Difference in value between coins and dollars
- d. Counting money using pennies, nickels and dimes (1-10 concepts)

## VII. Concepts of Addition and Subtraction

### 2<sup>nd</sup> Semester

- a. Put objects together to find how many in all

### 3<sup>rd</sup> and 4<sup>th</sup> Semester

- a. Find the sum of two numbers
- b. solve problems by addition using numbers 0-20 (addition)
- c. take away objects to find how many are left (subtraction)
- d. find the difference between two numbers
- e. solve problems by using the operation
- f. double digit addition and subtraction

## **SOCIAL STUDIES CURRICULUM**

Our Social Studies Curriculum is integrated with the other basic subject areas. It encourages children to participate in personal and social experiences that promote an awareness of the many people, places and things that are a part of this world. With the use of the skills acquired in the Social Studies program, students acquire knowledge in areas that are important in their day to day lives and development.

These include:

- *Community helpers*
- *Family members*
- *Health and safety*
- *Foods*
- *Holidays*
- *Table manners*
- *Morals, Ethics and Etiquette*
- *Friends*
- *Different cultures around the world*
- *Hispanic Heritage*

Most of the learning experiences take place in-groups. This fosters an atmosphere of sharing and respect towards one another. We believe that a love for oneself is essential, not only in learning by in life itself. Through each subject, we allow each child to feel special and unique. This allows the child to further explore without hesitation or resistance. Our Social Studies program is an integral part of all other learning areas. Our Social Studies Curriculum includes the following objectives:

- i. Developing a positive self-image (“All About Me” Unit)**
  - a. Recognize, his/her name phone number and address
  - b. Describe their physical selves and their differences
  - c. Identify and describe qualities he/she likes about self
  - d. Recognize similarities and differences that exist among people
  - e. Identify the City, State and Country in which they live
  - f. Identify the City, State and Country in which they were born
  
- ii. Social Awareness**
  - a. Recognize that people have different feelings
  - b. Identify roles of family members and their responsibilities
  - c. Recognize the importance of cooperation within a family
  - d. Recognize differences in the season

- e. Identify and distinguish between warmer/colder temperatures
- f. Group and self identification
- g. Identify and become familiar with responsibilities of community helpers
- h. Recognize that different family structures exist
- i. Identify the various vehicles used for transportation
- j. Identify differences in jobs of adults and the services they provide

### **III. Need for good citizenship in society**

- a. Follow rules being enforced in and out of the school
- b. Develop positive strategies for dealing with problems
- c. Demonstrate understanding of honesty, respect and tolerance
- d. Learn the words to "The pledge of Allegiance"(recite it daily)
- e. Recognize and identify the flag of the United States of America
- f. Learn the "Star Spangled Banner" (sing it daily)
- g. Learn about traditional legal US holidays
- h. Recognize and discuss major historical figures
- i. Recognize the value of protecting our environment
- j. Learn about the importance of recycling

### **IV. Recognizing values of their own culture and the cultures of others**

- a. Recognize similarities and differences among people
- b. Discuss adverse effect of stereotyping and racism
- c. Identify the different cultures found in our local community
- d. Identify injustices of society and think of ways to make changes
- e. Learn to respect people of different cultures
- f. Learn about their heritage and people that made important contributions

### **V. Develop Map and Globe skills**

- a. Identify purpose of a map and locate US on a map
- b. Identify the purpose of a globe
- c. Recognize that a globe is a small round object that represents the earth
- d. Demonstrate understanding of concepts of directions(*left/right, near/far, up/down*)

## **SCIENCE CURRICULUM**

Our Science Curriculum provides the child with an understanding of how the world works. The child learns that he can make a difference and each activity reinforces that belief. The activities allow each child to explore using all senses. It is in this manner that the child can create and solve problems.

The topics include:

- *Animals (farm, zoo, circus, and pets)*
- *Insects and their life cycles; Birds and feathered friends*
- *Seasons and the weather*
- *Plants*
- *Four food groups/cooking*
- *Growth and development*
- *Health and Safety awareness*
- *Ocean life*
- *The human body and Personal Hygiene*

- *Global awareness (environmental issues)*
- *Basic knowledge of the planets*

We take the child's natural curiosity and allow him to explore through manipulative and problem solving. With the teacher as a guide, and through the use of manipulative, the child learns on his own and this leads to a sense of accomplishments. By physically interacting with the world and seeing how it works, the child learns to respect and love nature.

Our Science Curriculum includes the following objectives:

- I. The student will engage in "hands-on" activities that promote the development of scientific processes.**
  - a. Use his/her five senses to observe and gain information about the world.
  - b. Identify names of objects and their properties
  - c. Classify objects and events based on color, shape, size and texture
  - d. Compare similarities and differences in objects, events and relationships
  - e. Interpret data and propose explanations
  - f. Sequence objects & events in order size, importance or occurrence.
  - g. Use prior knowledge to predict possible outcomes of future events form models to represent objects or events
  - h. Demonstrate ability to communicate observations orally
  
- II. The student will understand concepts in the physical Sciences.**
  - a. Identify objects as living and non-living things
  - b. Identify needs of non-living things
  - c. Describe how living things change and grow
  - d. Observe stages of plant growth by planting seeds
  - e. Observe stages of vegetables growth by planting seeds
  - f. Recognize that food come from plants and animals
  - g. Recognize that several ingredients make a dish by experimenting with foods
  - h. Match animals with their young
  - i. Identify the parts of the human body and their functions
  - j. Recognize the need of eating health foods (basic food groups)
  - k. Describe ways of maintaining a healthy body
  
- III. The student will understand concepts in the physical sciences.**
  - a. Differentiate between a solid and a liquid
  - b. Identify objects that sink/float and propose reasons why
  - c. Participate in cooking experiences to observe physical and chemical changes.
  - d. Observe lighting effects (reflections, shadows)
  - e. Recognize that air exists, even if it cannot be seen.
  
- IV. The student will understand the concept of the earth science**
  - a. Observe and describe weather changes
  - b. Identify differences between hot and cold weather
  - c. Identify ways of staying safe when dealing with severe weather
  - d. Identify the changes in the four season and match appropriate clothing for each season
  - e. Recognize that thermometers measure temperature
  - f. Identify what takes place in the animal world during each season
  - g. The student will understand concepts of the Outer Space
  - h. Recognize that we live in a planet called "Earth"
  - i. Observe objects found in Outer Space (moon, stars. sun)
  - j. Recognize that people that travel in the space are called astronauts
  - k. Recognize there are no living things in the moon
  - l. Recognize that the sun is hot
  - m. Learn about the dangers of the sun on your skin
  
- V. The student will recognize the importance of protecting our environment**

- a. Describe how our actions affect living and non-living things
- b. Make decisions and take actions that preserve the environment
- c. Discuss the harmful effects of pollution
- d. Discuss what is pollution
- e. Discuss how to stop pollution by picking up trash
- f. Identify the benefits of recycling
- g. Discuss the importance of conserving energy and water

## **ART AND MUSIC CURRICULUM/CREATIVE LEARNING**

Our Curriculum for creative learning provides Art and Music as part of their daily activities. Students demonstrate a creative readiness to explore art, Music, and movement as well as participate in opened artistic experiences. It encourages students to develop their own unique creative abilities. It makes the most of this magical time for growing and learning.

### **I. Art Objectives**

- a. Use art materials creatively to promote self-expression
- b. Demonstrate ability to hold scissors correctly
- c. Demonstrate ability to cut and paste
- d. Create a works of art using paper, paste and scissors
  - 1. *Collages*
  - 2. *Paper bag puppets, paper mosaics and paper chains*
  - 3. *Stencils*
  - 4. *Weaving mats*
- e. Draw and paint pictures using various mediums
  - 1. Crayons, color pencils and crayola markers
  - 2. Finger-paints and tempera paints
- f. Identify and mix colors together to create different colors
- g. Make craft using every day household items
  - 1. Plastic milk jugs. Jars, cans, containers
  - 2. Paper towel cartons egg cartons, discharged items, etc.
- h. Use of color chalk for board drawings
- i. Use of water colors
- j. Use of construction paper, tissue, tracing paper, etc.
- k. Use of assortment of craft (*craft sticks, pipe cleaners, felt, cotton, etc.*)
- l. Explore various objects
- m. Draw with few, many details
- n. Build simple structure
- o. Participate in various art Experiences
  - 1. *Finger-painting*
  - 2. *Thematic drawing*
  - 3. *Cut and paste*
  - 4. *Pottery creations watercolors*
  - 5. *Numerous Craft activities*

### **II. The student will participate in activities that promote Creative Development.**

- a. Use objects and models to represent real things
- b. Use objects to create models (clay, blocks, toys)
- c. Engage in role-playing and make-believe playing
- d. Pantomime experience and emotions
- e. Act out and/or dramatize adult roles using dress-up clothes
- f. Engage in dramatization using puppetry and finger plays
- g. Develop manual dexterity
- h. Develop pride in own creations.

### III. **Music and Movement Objectives**

- a. Student will participate in movement activities to encourage spontaneous expression of feelings and emotions
- b. Demonstrate ability to move in loco motor and non-loco motor ways
- c. Demonstrate ability to follow movement directions
- d. Engage in dance and other body movements
- e. Student will listen to and participate in musical experiences
  1. *Move rhythmically to music*
  2. *Sing songs as a choir and individually*
  3. *Learn and sing Nursery Rhymes*
  4. *Use musical instruments to create music*
  5. *Use the human body to make rhythmic sounds (clapping, stomping, snapping)*
  6. *Use objects to make different sounds*
  7. *Listen to songs that represent different cultures*
  8. *Play group games that contain songs (musical chairs, circle time)*

### **LANGUAGE ARTS**

1. Follow and give complex directions
2. Ask and answer various questions
3. Identify and describe sequences of objects and events
4. Understand and describe concepts related to self and environment
5. Use discrimination in description of objects and pictures
6. Use information acquired to solve problems
7. Increase vocabulary for self-expression and/or describing complex observations
8. Creating and dictating stories
9. Describing actions of self and others
10. Awareness of emotions such as sadness, humor actions depicted in pictures and stories

### **GROSS AND FINE MOTOR**

1. Play action games
2. Reproduce complex rhythm patterns
3. Identify and reproduce name of letters
4. Copy and trace letters, shapes, and patterns
5. Make horizontal , vertical and slanted lines within boundaries
6. Cut, place and paste

### **VISUAL DISCRIMINATION**

1. Describe and discriminate properties of objects (color, size, and shapes)
2. Identify properties of color, size, shape
3. Classify objects by property
4. Identify missing parts of objects, shapes, letters, and numerals
5. Identify objects which do not belong
6. Duplicate two-dimensional designs with other objects
7. Match, sort and name letters and numerals
8. Identify and describe similarities and differences
9. Sequence objects and pictures, symbols from left to right
10. Identify rhyming words and /or pictures

### **AUDITORY DISCRIMINATION**

1. Identify likeness and differences in sound characteristics
2. State whether two sounds are the same or different
3. Role-play stories with expression involving the appropriate sequence of actions
4. Name parts of rhyming words
5. Identify word parts, stating whether or not they are the same of different
6. Follow a series of four directions with the appropriate motor actions

7. Match the initial sounds of pictures and/or letters

**PERCEPTION**

**A. Visual**

1. The child recognizes:
  - a) Colors ( red, blue , yellow, green, brown, white, orange, pink and black
  - b) Shapes (circle, square, triangle, rectangle)
  - c) Sizes(big, little, small, large, tall, short)
  - d) Upper and lower case letters
2. Uses left-right eye movements
3. Observes likeness and differences
  - a) In letters
  - b) In objects

**b. Auditory**

1. Is able to define fine (soft) sounds from gross (loud) sounds.
2. Claps the number of syllables in his own name
3. Discriminates between low and high musical tones
4. Defines rhyming words
5. Reproduces pronounced two and three syllable words

**VOCABULARY**

**A. Word Recognition**

1. Recognizes his/ her own name
2. Recognizes letters from A- Z (Capital and lower case )
3. Knows the name of numbers 1 to 50
4. Is able to match letters
5. Is able to match numbers 1-50

**B. Word meaning**

1. Speaks in a vocabulary adequately to convey his/her ideas
2. Engages in conversation with other children
3. Is able to associate picture to spoken words

**ORAL EXPRESION**

- A. *Use of new words*
- B. Able to express himself/herself spontaneously
- C. Able to make up simple ending for stories

**SPEAKING**

- a. *Is able to express himself/herself*
- b. *Clearly speaks his own name*
- c. *Answers simple questions*
- d. *Accurately describes the direction of a sound*

**SETS, NUMBERS, NUMERALS**

- a. *Matches one-to-one objects in two sets*
- b. *Identifies and describes a set*
- c. *Matches the amount of objects to its correct numeral*
- d. *Can do simple addition of two addends*

**MONEY**

- a. Recognizes and identifies coins (pennies, dimes, nickels, and quarters)

### **SPATIAL RELATIONSHIPS**

- a. Arranges objects in order according to length or height.
- b. Compares two or more objects in relation to sizes: (big, bigger, biggest: small, smaller, smallest)
- c. Identifies positional relationships; (over, under; before , after)

### **WRITING**

- a. Draws vertical and horizontal straight lines
- b. Holds and manipulates a pencil and crayon
- c. Draws circles
- d. Draws curves
- e. Scribbles

### **INTEREST**

- a. Wants to learn to read
- b. Has a sufficient attention span to complete tasks at hand
- c. Shows interest in listening
- d. Shows interest in initiating a question-and answer session.