

Kindergarten Educational Standards Diocese of Dallas



Catholic Schools

DIOCESE of DALLAS
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Curriculum Committee

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PEDAGOGY

The Educational Standards for the Diocese of Dallas is aligned with the State of Connecticut Preschool Assessment Frameworks, the National Association for the Education of Young Children Early Learning Standards, and the New England Association of Schools and Colleges Preschool Standards.

As Catholic early childhood educators, we minister to the whole child – mind, heart and hands. In a trusting Catholic environment, we enable the child to grow spiritually, emotionally, socially, physically, and intellectually. Awakening the child's innate desire to learn, we foster creativity and excitement about learning by facilitating a stimulating environment. We understand each child's uniqueness in personality and learning styles. We create for the early learner opportunities to discover, explore, question, and succeed, thus providing the proper environment which enables the child freedom of choice. Above all, our setting nurtures the child's spiritual relationship with God and caring attitude for others.

GOALS OF EARLY CHILDHOOD PROGRAMS

- ✿ FACILITATE opportunities in spiritual, physical, social, cognitive, language, and aesthetic development
- ✿ CREATE an atmosphere where children appreciate a quiet time preparing them to begin a friendship with God
- ✿ INITIATE in the early learner the sacredness of life
- ✿ NURTURE a warm, caring environment that develops self-esteem and a positive attitude toward learning

Keeping in mind the cognitive and psychomotor characteristics of the child's life, care should be taken not to over-emphasize the mastery of subject matter to the detriment of the child's personal, social, and emotional growth. Curricula design of a pre-kindergarten program must be a synthesis of opportunities that build a foundation for future learning.



Standards of a Quality Catholic Early Childhood Program

STANDARD 1: Relationships

Effective Catholic early childhood programs foster each child's personal relationship with God. It promotes positive relationships among all children and adults encouraging each child's sense of individual worth and his or her sense of belonging to a community. Furthermore, it fosters each child's ability to contribute as a responsible community member. (NAEYC)

The early childhood teacher provides experiences for the young child that:

- 🍏 Strengthen the child's sense of prayer through reverence for God's creation
- 🍏 Provide multi-sensory experiences for the young child to discover the mysteries of nature, culminating in a respect for life
- 🍏 Build a sense of trust with the young child by permeating the pre-school environment with warmth and sincerity
- 🍏 Develop play and work situations where the young child is kind to his/her peers and respects personal property and community property
- 🍏 Cultivate opportunities to develop the Gospel value of justice by caring for each other
- 🍏 Empowers the child to be sensitive and aware of the diversity among them and to respect differences in skills, talents, interests, race, color, and gender
- 🍏 Inculcate within the young child a sense of integrity
- 🍏 Foster occasions for the child to think critically and to solve problems without direct adult intervention
- 🍏 Encourage an atmosphere of loving concern to enhance independence and cooperation

STANDARD 2: The Early Childhood Educator

An effective Catholic preschool program employs and supports a teaching staff that has the educational qualifications, the knowledge and commitment to both faith and early childhood education necessary to promote children's learning and development and to support families' diverse needs and interests.

The teacher awakens a sense of joy and wonder in each child. He/she cultivates in the young learner a desire for knowledge and the freedom of creative expression.

The effective preschool teacher:

- 🍏 Views every child as a child of God with a unique personality
- 🍏 Respects each child's gifts and allows each child to develop at his/her own pace by providing a myriad of experiences and activities
- 🍏 Integrates the curriculum with projects, learning centers, and multi-sensory activities that reflect the child's interests and differentiates instruction to accommodate individual learning styles and abilities
- 🍏 Plans programs that help the child develop concepts and skills necessary to live in today's media saturated world
- 🍏 Encourages each child's development of self esteem and respect for others as a basis for knowledge, responsibility, cooperation, and the blossoming of the child's creative potential
- 🍏 Encourages children to work together in small groups
- 🍏 Uses PLAY as a teaching and learning strategy which reinforces for the child a desire to be an integral part of his/her own world of relationships and cognitive development
- 🍏 Sets clear behavioral limits in a positive, loving, manner
- 🍏 Views parents as partners and encourages their involvement
- 🍏 Designs and implements learning experiences and uses strategies that acknowledge each child as competent

STANDARD 3: Teaching Strategies

An effective pre-school program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.

It is important that the early childhood educator minister to the whole child – mind, heart, and hands.

To achieve this, the teacher must pay special attention to the developmental level of the child. The following charts are provided to validate the philosophy that before a child can move onto the next phase of development, specific tasks must be mastered. These guidelines facilitate the preschool teacher’s response to the uniqueness of each child in order to aide the child’s growth toward Catholic and academic maturity.

THE CHILD AT AGE FIVE AND SIX

<p>Physical Growth: Motor Development coordinates more complex movements with increasing control, balance and accuracy</p> <p>Using opposing hand movements to manipulate materials including cutting and drawing with control</p>	<p>The child at five and six:</p> <ul style="list-style-type: none">• Hops on one foot• Moves to catch a ball, but may still trap it against body rather than with hands• Throws ball overhand• Is physically active• Is capable of sitting for longer periods of time• Pumps on a swing• Constructs patterns with small mosaic block, paper shapes and stripes• Holds pencil with standard grip to draw objects and shapes with control and accuracy (circles, squares, and letters)• Cuts out form/shape with straight and curved lines
<p>Growth in Self-Reliance Practicing personal hygiene and self-help skills</p>	<p>The child at five and six:</p> <ul style="list-style-type: none">• Manages all aspects of dressing, eating, and toileting independently• Practices personal hygiene• Develops table manners
<p>Social-Emotional Growth:</p>	<p>The child at five and six:</p> <ul style="list-style-type: none">• Independently selects and participates in a wide variety of activities

<p>Development of self— concept, concept of others and of the world</p>	<ul style="list-style-type: none"> • Requests additional material to extend work • Actively experiments, often without need for encouragement • Persists with both self-selected and teacher directed tasks until the task is completed • Stays with task or activity that may take several sessions to complete • Returns to activity after a break or interruption • Actively participates in whole group activities and usually waits his/her turn • Usually listens attentively, waits turn, and responds appropriately to teacher directions • Anticipates transitions and usually follows routines and rules independently • Anticipate and verbalizes routines and rules • Describes consequences of breaking rules • Independently identifies own feeling related to a cause using words • Understands when others' needs are different from own • Able to take other's point of view • Sustains cooperative activities with a range of children • Enters work/play situation and participates cooperatively in sustained activity with a variety of peers • Negotiates by making and accepting suggestions for play or work • Usually takes turns in play • Begins to solve conflicts directly with peers using appropriate strategies • Independently attempts to solve conflicts with peers by offering solutions and by trying appropriate strategies before seeking teacher's help • Accepts reasonable compromise • Demonstrates respect for differences among others and plays with a variety of peers regardless of gender, race or ability • Chooses to interact with a variety of children • Shows positive feelings toward differences • Needs affirmation and individual attention • Prefers associative play in small groups • Feels socialized pride in clothes and accomplishments • Wants to do things others do • Shows a sense of humor; enjoys tricks, jokes • Has good social relationships with parents or chief care givers • Is capable of sitting in group situation • Is developing a social conscience • Seeks affection from other children and adults
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	<ul style="list-style-type: none"> • Wants to establish a good relationship with teacher • Demonstrates considerable freedom in choosing friends • May be hurt by being compared with other children
<p>Intellectual Growth</p>	<p>The child at five and six:</p> <ul style="list-style-type: none"> • Is curious and eager to learn • Talks without infantile articulation-5000 word vocabulary • Narrates a long tale • Has increased attention span • Is eager to listen to stories • Is capable of attentive listening and can carry out instructions • Enjoys activities that allow an exchange of ideas among peers • Is able to plan and work on simple projects
<p>Spiritual Development</p>	<p>The child at five and six:</p> <ul style="list-style-type: none"> • Is growing in the knowledge of own self-worth and ability • Knows God made and loves him/her • Is capable of knowing God is interested in everyday experiences • Needs to experience and associate God with positive, joyful occasions • Articulates that God not only loves him/her, but wants that love shared with others • Shows verbally and nonverbally, that the most effective example of God's love is a loving, concerned adult • Is conscious of adult feelings when they talk about God • Understand that he/she is a member of a school community and he/she will be missed when not present • Understands that he/she is part of a home, school, parish, and world community • Is developing a sense of him/herself as a caretaker of God's creation • Is developing the ability to pray simple prayers and express gratitude and praise to and love for God • Is developing a sense of him/herself as a peacemaker

The teacher will incorporate into her/his daily schedule the following teaching strategies:

BE MIND-FULL

The teacher will:

- Follow a planned daily schedule that provides opportunities to develop positive social skills.
- Set goals for each child that integrate various learning styles
- Provide experiences for decision-making and critical thinking.

BE HEART-WARMING

The teacher will:

- Nurture each child
- Establish a positive learning environment that promotes self-respect and respect for others.

PROVIDE HANDS-FULL

The teacher will:

- Provide learning experiences through a myriad of activities:

SPIRITUAL DEVELOPMENT

Religious activities, which include music, art, literature

PHYSICAL DEVELOPMENT

Table, sand and water activities
Creative expression
Block and woodworking
Large motor activities
Art and movement activities

LANGUAGE DEVELOPMENT

Reading and listening (using traditional books and equipment or Using computer technology/Internet)
Finger plays
Puppetry
Music
Creative dramatics

SOCIAL DEVELOPMENT

Games which include dramatic play, board games, computer or electronic games, and physical play

COGNITIVE DEVELOPMENT

Cooking activities

Manipulative math experiences
Science
Critical thinking
Problem solving
Software that supports critical thinking and problem solving

Within the schools of the Diocese of Dallas, a variety of early childhood models exists. However, in all early childhood classrooms, the developmental level of children must be recognized and revered. To achieve this, the teacher must pay special attention to the maturity and growth of each child. With that in mind, teachers and administrators must understand that the standards and performance skills listed in this document are those that children may achieve by the end of their Kindergarten experience. The chronological birthday and developmental level of the child must always be considered in evaluating performance standards. Teachers and parents should realize that performance standards are the building blocks of early childhood education.

Children have real understanding only of that which they invent themselves, and each time that we try to teach them something too quickly, we keep them from re-inventing it themselves.
Jean Piaget

STANDARD 4: Physical/Learning Environment

An effective early childhood program provides appropriate and well-maintained indoor and outdoor physical environments, including facilities, equipment, and materials to facilitate child and staff learning and development. To this end, a program structures a safe and healthful environment. Successful early childhood teachers understand that the learning environment should contribute to a sense of wellbeing and security for children. An effective learning environment is another teacher, igniting social, affective, and cognitive learning because of its power to organize, provide a myriad of experiences, and promote choices in daily activities. In the words of Lelia Gardini, the early childhood classroom environment is “an aquarium that mirrors the ideas, values, attitudes, and cultures of the children within it.”

The physical setting of the classroom should:

- Be warm and inviting
- Stimulate the child’s intellect
- Awaken the child’s curiosity
- Promote critical thinking skills
- Energize creative expression
- Promote independence
- Foster decision making
- Welcome and encourage cooperation
-

REGULATIONS AND RECOMMENDATIONS

REGULATIONS

Local fire, building and town Health Department officials must be contacted to obtain local codes. Local codes must be followed to insure the health and safety of each child.

RECOMMENDATIONS

A. INDOOR

1. Sufficient indoor space must be provided for active and quiet play. Generally the space, based on the number of children, is one child for every 35 to 50 square feet of indoor space.
2. An in-classroom bathroom facility is **strongly recommended** for this age group. If this is not possible, a bathroom should be located on the same floor within close proximity to the classroom. In the latter setting an adult must always accompany a child to the bathroom.
3. The room should be furnished with appropriate sized chairs and tables.
4. Developmentally appropriate play materials and manipulatives should be provided in the learning centers.
5. Play materials which encourage imagination and self-expression should be provided.

B. MATERIALS FOR LEARNING CENTERS

(Please note that in the choice of any games and materials, it is important to remember the developmental level of the children in the program. Small objects can be swallowed by three-year olds.)

Invitations to Complex Learning

Set up materials in a way to invite complex and creative usage. For example, a set of blocks in a basket with some small mirrors, some pieces of graphing paper and felt pens may stretch the child's ability for creating symmetrical designs, drawing patterns, and sorting and classifying objects.

1. Materials to aid the early learner to make choices:
 - stacking shapes
 - matching games
 - sorting games and puzzles
 - shape games
 - color games
 - comparative size games
 - seriatim games and puzzles
 - things to compare
 - things that are alike
 - things that are different
 - things that are hard, soft, big, little, smooth, rough, bumpy, sticky, stretchy, shiny, cold, warm, thick, thin
 - computer games

2. Manipulatives for early learner's small muscle development and eye-hand coordination:
 - inset puzzles
 - jigsaw puzzles
 - paper and crayons
 - scissors
 - snap boards
 - lacing boards
 - nuts and bolts
 - locks and keys
 - beads and strings
 - Lego blocks
 - tinker toys
 - turn-a-gears
 - jumbo beads
 - pegs and peg boards (large)
 - magnetic shapes

3. Materials for sensory and tactile awareness:
 - plasticine
 - modeling clay
 - play dough

- wet sand
- paints
- finger paints

4. Imaginative thinking materials:

- large blocks
- cars
- trucks
- animals
- people
- signs

5. Science and scientific tools for early learners:

- magnifying glass
- magnets
- kaleidoscope
- toy compass
- outdoor thermometer
- prisms
- light table
- computer games
- microscope binocular
- notebook/clipboard
- nature books
- rocks
- shells
- bones
- leaves
- plants

6. Materials for natural science to motivate the early learner to question and explore:

- plants
- pets
- flowers
- live fish
- nuts
- foods
- insects
- shells
- seed pods
- grains
- pebbles
- bugs
- leaves
- rocks
- feathers

7. Materials for a woodworking center:

- hammer
- pliers
- screwdriver
- saw
- screen
- wood box
- wood scraps
- nuts/bolts
- safety goggles

8. Materials for a Music/Art Center:

- reprints of culturally varied artists' works on display
- variety of unusual papers: construction paper, wallpaper, sandpaper
- paint brushes of all types
- boxes for storage
- paint
- easels
- felt board
- junk materials: packing materials, boxes, cups, feathers, paper plates, scoops
- wind chimes
- tambourines
- tone blocks
- rhythm sticks or blocks
- xylophone
- drums
- maracas
- cassette player, CD player
- bells
- sand blocks
- music software
- triangles

9. Materials for a Housekeeping Center:

- play stove
- play refrigerator
- play cupboard
- play sand
- table and chairs
- tableware
- dolls
- doll bed
- telephone
- dress-up clothes (Avoid hats. Be sure all items are laundered regularly.)
- cabinets
- household items (pots, pans, dishes, cups)
- recipe cards
- cook books
- mirror
- clock

- high chair
 - empty food boxes
10. Materials for gross motor activities:
- large and small balls
 - parachute
 - balance beam
 - exercise mats
11. Materials for a Math Center:
- inset number blocks
 - number scale
 - tactile numbers
 - rulers
 - magnetic numerals and board
 - clock
 - bathroom scale
 - egg timer
 - balance scale
 - abacus
 - fractional shape puzzles
 - dominoes
 - measuring cups
 - geometric shapes
 - counting sets
 - play money
 - counting cubes
 - lotto games
 - number games
 - counting objects (play money, foreign coins (kindergarten))
 - computer software
12. Math and Math Manipulatives:
- unique items for sorting (foreign coins, shells, tiles, rocks, jewels, buttons, colored macaroni)
 - unusual containers to sort in (baskets, boxes in different sizes, trays)
 - measuring devices (bathroom scale, postal scale, food scale, yardstick, folding or rectangular rulers, measuring tapes)
 - non-standard measuring devices (ribbon, yarn, string, beads, uni-fix cubes, belts, adding machine tape)
 - patterned items to explore and match (fabric, old wall paper samples, colored toothpicks, counting bears or dinosaurs, toy cars, trucks, airplanes, keys, marbles, craft pompoms, buttons and sequins)
13. Language and Literacy:
- pillows
 - rocking chairs
 - appropriate sized chairs and tables
 - colorful notebooks, unusually shaped pads
 - rubber stamps and stamp pads

- scissors
- glue or paste
- pens, felt markers, pencils, crayons
- an old typewriter
- computer

14. Materials for exploring letters and words:

- inset letter blocks
- cutout wooden letters
- plastic letters
- sandpaper letters
- alphabet lotto
- rubber stamp letters and pads
- beaded alphabet cards
- rubber word stamps
- tape recorder and cassettes
- CD player
- DVD player
- Labels
- computer software

In planning the classroom environment, the teacher should look at the room from the child's perspective and then:

- separate noisy from quiet areas
- clearly define areas with furniture, low bulletin boards, child sized tables and chairs, low plants or changes in ground level flooring
- place materials at child's eye view, with the child's physical perspective in mind
- separate child's and teacher's materials
- provide materials for learning centers to enrich environment in language literacy, math and math manipulative, art and kinesthetic activities, and dramatic play
- allow pathways for clear travel between areas or centers

Above all, in creating the classroom environment it should be organized, neat, colorful, aesthetically pleasing, uncluttered, and comfortable.

C. OUTDOOR

1. Sufficient outdoor space must be provided for gross motor play. Generally 75 to 100 square feet of outdoor space must be available for each child.
2. The area should be fenced in completely and free of debris.

A three-fold pattern to enrich the classroom environment:

PROVISIONS FOR REAL LIFE EXPERIENCES

Provide experiences in the classroom that represent REAL LIFE ACTIVITIES and living things.

Examples: Plants, small animals, terrariums and aquariums provide opportunities to care for living things. Activities such as gardening, washing dishes and cleaning up the dramatic play area gives children a sense of competence with real tools in the world.

Materials such as clay, blocks or paints represent forms of diverse culture. Visual displays such as rocks, shells, leaves and things of nature reflect the cultures of all children and are essential to real life experiences.

ENCOURAGE CROSS-CURRICULAR IDEAS

Placing areas adjacent to one another may encourage cross-curricular ideas.

Example: The blocks adjacent to the writing center will encourage children to combine their constructive play projects with writing projects such as labeling a door in their construction. It can foster cooperative play encouraging those in the writing center to make signs or draw people for the construction.

STANDARD 5: Administration and Management

An effective early childhood program successfully implements policies, procedures and systems in support of stable staff and strong personnel, fiscal, and program management so that all children, families, and staff have high-quality experiences.

A. Staff

- All early childhood educators should be loving and nurturing. Ideally, they should be trained in early childhood education, be in possession of a BA degree and meet all other requirements of the OCS. (See Diocesan Policies)
- Early childhood educators should participate in all required Diocesan workshops and take advantage of all opportunities for professional growth. (Professional organizations, state educational associations, professional in-service, literature, etc.)
- Staff members must have current first aid and infant/child CPR training.

B. Fiscal

- The principal/director/teacher should operate within a budget
- Parents should know in advance when fees are due
- A system of records and receipts should be maintained
- The school reserves the right to dismiss a student for delinquency in payment of fees.

C. Enrollment

- Enrollment in school shall be granted regardless of race, creed, or color
- The school should establish an age for enrollment and birthday cut off date. In general it is best if schools require that children be three, four, or five before September 1st. The state of Connecticut requirement is that the child be three, four, or five before January 1.
- Children should be toilet-trained before they are enrolled in a pre-school program.

D. Management

- Parents should be informed regarding:
 - Opening and closing times
 - Daily schedules
 - Vacation days
 - Holidays
 - Unexpected early dismissals

As recommended by NAEYC:

- The size of the three-year-old group should be a ratio of 1:7. If there is one teacher and a para-professional, class size should not exceed fourteen students
- The size of the four-year-old group should be a ratio of 1:10. If there is one teacher and one para-professional, class size should not exceed twenty students.
- The size of kindergarten group should be a ratio of 1:10. If there is one teacher and a para-professional, class size should not exceed twenty-four students.
- Schedules shall be in keeping with developmentally appropriate standards.

STANDARD 6: Health

An effective early childhood program promotes the nutrition and health of all children and staff and protects them from preventable illness and injury.

HEALTH REQUIREMENTS

- A health certificate, signed by a physician, is required at the time a child is admitted to school.
- Children are required to have updated immunization against diphtheria, whooping cough, measles, polio, and a tuberculin test.
- An updated emergency card must be on file for each child so that, in case of illness or other emergencies, the proper person(s) can be contacted.
- All children's hearing and vision should be screened annually.
- Each school must maintain health records. Within these records there should be a health history on each child and a permission slip for medication from the child's parent and physician if medication needs to be administered during school time. All medication must be in the original container.
- A parent are required to notify the school whenever a child will be absent or has a contagious disease, such as chicken pox, conjunctivitis, strep, etc. When a child has a contagious disease, he/she must be excluded from school.
- Parents should be informed of first aid, emergency, and fire drill procedures.
- Children who have been ill the night before school with vomiting, diarrhea, or fever must be home and healthy before returning to school.

SAFETY PROCEDURES

- All classroom safety procedures follow the school's safety plan required of every school within the Diocese of Dallas
- Establish safety rules about common every day dangers: use of scissors, sharp objects, sticks, rocks, toys and the use of playground equipment, etc.
- Directions for evacuating the building in case of fire or other emergency must be posted in a prominent place. These evacuation procedures must be practiced frequently with the children. They should be in compliance with and part of the individual school's safety plan.
- Policies regarding field trips must be in place. Connecticut Statute "#14-100a (d) requires children under the age of four be in child restraint seats when traveling. Four-year-olds MUST be seated in the rear of the vehicle and MUST use a seat belt." Due to this law, the Office of Catholic Schools strongly recommends that you do not take field trips. However, we do advise you to contact organizations that would travel to your school and provide the students with new learning experiences on the premises. Also, if the technology of the school allows, students may take virtual field trips to a variety of locations.
- The staff needs to discuss safety precautions regarding toys. The following checklist is suggested:
 - Avoid toys that break easily
 - Avoid toys that can puncture
 - Avoid toys that can pinch
 - Avoid toys that can be swallowed
 - Avoid toys that can cause eye and ear injuries
 - Avoid toys that can cause bumps and bruises
 - Avoid toys that are toxic or unclean

STANDARD 7: Families

An effective early childhood program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

Partnership and Relationship with Parents

Communication:

- Communication is the scaffold to forming relationships with students' families. An effective early childhood program understands and values families through:
 - An understanding of the socioeconomic conditions of each family
 - Knowledge of each family's structure
 - An appreciation of relationships within the family
 - An awareness of family stresses
 - A support of the language spoken in the home
 - A celebration of the cultural values and ethnicity of the family
- An effective early childhood program creates respectful, reciprocal relationships
- Parents are partners in learning and should be encouraged to volunteer in appropriate classroom activities.
- Parent-teacher conferences should be scheduled at the beginning of school to discuss teacher observations of the child's growth in the program. They should be held again in the spring to discuss placement in the fall. Throughout the year, parents should be made to feel that they can conference with the teacher as needed.
- A bulletin board for parents should be visible. On this bulletin board the teacher should display the monthly calendar, a list of upcoming events for parent participation, classroom themes, snack assignments, and pictures of class and school activities.
- A monthly calendar should be published to keep parents informed about up-coming events so that parent participation will be insured.
- Parents should have a Handbook that establishes the rules, regulations, and policies of the program.

STANDARD 8: Communities

An effective early childhood program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.

Children of parochial schools are part of the parish and larger school communities. They should participate in prayer services and liturgies as appropriate. They should participate in service projects (cards and pictures for hospitals and nursing home, performances for senior citizens). The church should be used for instruction and prayer.

Early childhood programs should avail themselves of all community resources. If possible, students should visit or be visited by the local fire or police.

Participation in public library outreach programs is encouraged.

Children and their families should be familiar with local health resources.

STANDARD 9: Teaching

The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

Teachers should use multiple instructional approaches to optimize children's opportunities for learning including strategies that range from structured to unstructured and adult –directed to child-directed

Teachers need to consider the variety of different background, interests, experiences, learning styles, needs, and capacities children bring to the learning environment when selecting and implementing instructional approaches.

They need to understand that instructional approaches differ in their effectiveness for teaching different elements of curriculum and learning.

STANDARD 10: Curriculum

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following domains: spiritual, aesthetic, cognitive, social-emotional, language, and physical development.

**The Child at Five and Six
Kindergarten
Religion**

Content Standard	Performance Standard	Benchmarks
<p>Exploring God’s World</p> <p>The kindergarten religion program is designed to lead each child to a discovery of a loving God and Creator</p>	<p>The child will:</p> <ul style="list-style-type: none"> ☞ Describe the sun, moon, stars and all the universe as creations of God ☞ Retell the story of creation story(Genesis 1:1-31) ☞ Classify and sort God’s creation (non-human living creatures – those that live on land, those that fly, and those that live in water) ☞ Demonstrate care for the world ☞ Express their wonder and awe at the gift of God’s creation ☞ Explain how God called each creation by name ☞ Show how we honor people by calling them by name ☞ Describe animals as signs of God’s love ☞ Compare and contrast living creatures (humans and non-humans) ☞ Recognize that God gave people the gift of choice ☞ Identify creations of God through the use of his/her senses ☞ Explain that God made people in His image and likeness 	<p>The child:</p> <ul style="list-style-type: none"> ☞ Makes a mural of the story of creation ☞ Creates a book about the story of creation naming what God created and writing, “and God saw it was good!” ☞ Lists ways he/she can appreciate creation each month (i.e., September -pick apples; October –rake leaves; etc.) ☞ Creates a catalog of activities that are good for the environment ☞ Creates a puppet show about creation ☞ Celebrate the life of St. Francis, who loved all creatures, great and small ☞ Recite the Naming Prayer, the Sign of the Cross ☞ Looks up the derivation of his/her name ☞ Graphs animals that fly, live on land, live in the water ☞ Makes a Venn diagram that shows how humans and animals are alike and unlike ☞ Makes thumbprints to make different animals ☞ Retells or dramatizes a Bible story that demonstrates human choice (Adam & Eve, Mary & Joseph, etc.) ☞ Makes a gift box: the wrapping paper pictures God’s creation and inside the box is a picture of him/herself

Content Standard	Performance Standard	Benchmarks
<p>Exploring God’s Family</p> <p>The kindergarten religion program is designed to lead children to understand that God created people to love them and to teach them to love themselves and others</p>	<p>The child will:</p> <ul style="list-style-type: none"> ☞ Describe him/herself as a member of a family ☞ Explain how families take care of one another, teach each other, and make each other feel loved ☞ Recognize that all families are different ☞ Celebrate the differences in people and families ☞ Appreciate the customs and cultures of all people ☞ Demonstrates tolerance of other’s ideas and beliefs ☞ Respects and shows sensitivity to the feelings of others ☞ Celebrate the richness of diversity ☞ Recognize the family of Jesus, Mary and Joseph as a special family ☞ Name the members of the Holy Family ☞ Describe him/herself as belonging to God’s special family, the Catholic Church ☞ Describe him/herself as a child of God 	<p>The child:</p> <ul style="list-style-type: none"> ☞ Makes a personal family tree ☞ Creates illustrations of how members of families take care of one another ☞ Make a book of things that his/her family has taught him/her or that he/she has taught the family ☞ Draws/lists/demonstrates how God loves him/her ☞ Makes puppets of the Holy Family and includes him/herself ☞ Dramatize read aloud stories that deal with tolerance (<i>Tar Beach by Faith Ringold, Amazing Grace by Mary Hoffman, and Matthew’s Dream by Leo Lionni Stand Tall, Molly Lou Melon by Patty Lovell</i>) ☞ Draws a picture of a church and places her/himself inside ☞ Makes a birthday card and inside the card writes the date of birth and the date of baptism
Content Standard	Performance Standard	Benchmarks
<p>Celebrating God’s greatest gift, His son, Jesus.</p> <p>The kindergarten religion program is designed to lead children to understand that God’s love gives us Jesus.</p>	<p>The child will:</p> <ul style="list-style-type: none"> ☞ Recognize Jesus as the greatest teacher ☞ Reflect on what Jesus teaches ☞ Demonstrate that Jesus teaches everyone how to act ☞ Say the prayer that Jesus taught us to pray, The Our Father ☞ Explain how Jesus is our leader and model 	<p>The child:</p> <ul style="list-style-type: none"> ☞ Graphs different kinds of teachers and how they relate to Jesus ☞ Dramatizes a parable (The Good Samaritan, The Pearl, the Ten Talents) ☞ Writes and illustrates words like: kindness, caring, fair, sharing, thoughtfulness, and love ☞ “Make a path to Jesus” : Draws a picture of him/herself and Jesus doing something that shows love

		<ul style="list-style-type: none"> ☛ Plays the game "Follow the Leader" mimicking some of the things that Jesus did that are signs of love ☛ Traces his/her footprint and writes "I follow Jesus" on it.
Content Standard	Performance Standard	Benchmarks
<p>Celebrating God's special family, the Catholic Church</p> <p>The kindergarten religion program is designed to help children understand that at Baptism they became members of the Church community and the Church calls them to become one in the Spirit.</p>	<p>The child will:</p> <ul style="list-style-type: none"> ☛ Recognize that people make up the Church ☛ Identify Baptism as the sacrament that made them members of the Church ☛ Discuss Baptismal Promises ☛ Identify Reconciliation as the sacrament of peace ☛ Recognize that love is the foundation for the sacrament of Eucharist ☛ Recognize liturgy as a celebration for the family of God 	<p>The child:</p> <ul style="list-style-type: none"> ☛ Makes a mural that shows some of the people who make up the Church (students, parents, the Pope, the priest, bishops, etc.) ☛ Dramatize the story of Zaccheaus demonstrating that all are welcome into the special family, the Catholic Church ☛ Role-plays a Baptism ☛ Visits the parish church and identifies the Baptismal Font and the Reconciliation Room ☛ Makes puppets of the Last Supper ☛ Makes own Mass-book ☛ Illustrate, act out or retell the story of the Wedding Feast of Cana ☛ Participates in the readings and/or processions of a class or school liturgy
Content Standard	Performance Standard	Benchmarks
<p>Celebrating Catholic Prayers and the Liturgical Year</p> <p>The kindergarten religion program is designed to create opportunities for the children to learn Catholic prayers and participate in liturgical celebrations throughout the school year</p>	<p>The child will:</p> <ul style="list-style-type: none"> ☛ Recognize the Sign of the Cross and the Glory Be as prayers to the Trinity ☛ Recognize the Our Father as the prayer Jesus taught us ☛ Recognize the Hail Mary as a prayer that honors the Blessed Mother ☛ Use prayer to develop a relationship with God 	<p>The child:</p> <ul style="list-style-type: none"> ☛ Recites the Sign of the Cross, the Our Father, the Hail Mary, and the Glory Be, independently and daily with the class ☛ Recites the rosary during the month of the Holy Rosary, October ☛ Develops his/own grace before and after meals

	<ul style="list-style-type: none"> ☞ Recognize that saints are special people who followed God's "Golden Rule" ☞ Discuss how all of God's children are called to be saints ☞ Celebrate American traditions that recognize God's gifts to the United States ☞ Recognize the importance of saying, "Thank you!" ☞ Celebrate: <ul style="list-style-type: none"> • December 6 – Feast of St. Nicholas • December 8 – Feast of the Immaculate Conception (Holy Day) • December 12 – Feast of Our Lady of Guadalupe • December 13 – Feast of St. Lucy ☞ Celebrate Advent as a time of waiting for Jesus ☞ Identify Christmas as the birthday of Jesus ☞ Celebrate God's love for us on Valentine's Day ☞ Discuss Gospel stories that show Jesus taking care of others (10 Lepers) ☞ Retell the story of St. Valentine ☞ Identify Lent as a special time to prepare for Easter ☞ Explain what happened on Palm Sunday ☞ Identify Holy Thursday, Good Friday, and Holy Saturday as three special days (Triduum) when we celebrate how much Jesus loves us ☞ Recognize that Mary is our mother as well as the mother of Jesus 	<ul style="list-style-type: none"> ☞ Develops his/her own Morning Offering ☞ Develops own prayers of intercession ☞ Participates in a pageant of saints on All Saints Day ☞ Attends Mass on All Saints Day, a special feast of the liturgical year ☞ Discusses ways in which he/she can imitate the saints ☞ Brings in photos of family members who are veterans as part of a Veterans Day prayer service ☞ Reenacts the first Thanksgiving as a celebration of gratitude and diversity ☞ Says thank you appropriately ☞ Creates prayers of thanksgiving ☞ Discusses the different religious holidays celebrated in various cultures during December ☞ Attends Mass on December 8, a special feast of the liturgical year ☞ Uses an advent calendar/wreath/Jesse Tree ☞ Participates in a dramatization of the Nativity ☞ Dramatizes the story of the 10 Lepers (or a similar Gospel story in which Jesus cares for others) ☞ Makes a collage of pictures illustrating people helping one another ☞ Draws a picture of him/herself taking care of others ☞ Uses a heart as a symbol of love ☞ Keeps a record or chart of things done to make others happy during Lent ☞ Talks with his/her family about the Last Supper and the Eucharist as a special celebration of the family of God
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		<ul style="list-style-type: none"> ☛ Shares Easter family celebrations with peers ☛ Retells the Easter story using symbols (sun – Jesus is like the sun because he is risen; star – On the day of his resurrection, Jesus was as bright as a star shining in the heavens: crown – Jesus is our great King) ☛ Prays the Hail Mary, talking to Mary as mother ☛ Creates a Mothers Day card for Mary
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RESOURCES
(Children’s Literature)

EXPLORING GOD’S WORLD

Jeffers, Susan. *Brother Eagle, Sister Sky*. New York: Dial Books.
 Wood, Douglas. 1992. *Old Turtle*. MN: Pfeifer Hamilton.
 Johnson, James Weldon. 1993. *The Creation*. Boston: Little Brown and Company.
 Sose, Bonnie. 1988. *Designed by God so I Must Be Special*. Florida: Vaughn Press.
 Young, Ed. 1993. *Moon Mother*. Wila Perlman Books.
 Reid, Mary Carpentar. *Come to the Ocean With Me*. MN: Augsburg, Fortress.

EXPLORING GOD’S FAMILY

Munsch, Robert. 1990. *Love you Forever*. Canada: A Firefly Book.
 Loomans, Diane. 1991. *The Lovables in the Kingdom of Self-Esteem*. California: H.J. Kramer Inc. Starseed Press.
 Leo Lionni. 1967. *Frederick*. Canada: First Pinwheel Books.
 Fraiser, Debra. 1991. *On the Day you Were Born*. California: Harcourt, Brace, Jovanovich.
 Joose, Barbara. 1991. *Mama, Do you Love Me?* San Francisco: Chronicle Books.
 Falbraith, Kathryn. 1990. *Laura Charolette*. New York: Phelomel Books.
 Hoban, Russell. *Best Friends for Frances*. New York: Harper & Row.
 Mayer, Mercer. *Just Me and My Dad*. Western Publishing Company.
 Clark, Ann Nolan. *In My Mother’s House*. New York: Penguin Books.




































CELEBRATING GOD’S WORLD AND PEOPLE

































Nan Rolfe. 1994. *Cassie’s Magic Flowers: The Story of Calico Crossings*. Colorado: Current Inc.
 Morse, Charles and Ann. 1971. *Who Body There?* Minnesota, St. Mary’s College Press.
 Urdy, Janice May. 1961. *Let’s Be Enemies*. New York: Scholastic Book Services.
 Pfister, Marcus. 1992. *The Rainbow Fish*. New York: North-South Books.




































CELEBRATING THE CATHOLIC CHURCH






























Wittenback, Janet. *God Makes Me His Child in Baptism*. MO: Concordia Publishing

The Child at Five and Six - Kindergarten Literacy Development

Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy Reading Strategies</p> <p>Kindergarten programs will provide children with opportunities to listen to and read independently a variety of meaningful and engaging stories and informational text.</p>	<p>The child will:</p> <ul style="list-style-type: none">  Use picture/semantic, syntactic, and graph-phonetic/visual cues to comprehend text  Note details, identify sequence, categorize, classify and make predictions in a story  Identify the beginning, middle and end of a story  Make inferences and draw conclusions  Explain cause and effect  Compare and contrast elements of a story  Identify topic and main idea  Differentiate between fantasy and realism  Note details about characters  Sequence events  Note story structure: plot, character and setting  Organize topic, main idea, and ending 	<p>The child:</p> <ul style="list-style-type: none">  Draws a picture that notes a detail in a story  Divides paper into three parts and illustrate the beginning, middle and end of a story  Uses pictures to make predictions about a story  Dramatizes predictions about what might happen next in a story  Answers "What if" questions  Answers motivation questions about characters  Decodes words by looking at the picture and/or identifying letters with sounds  Looks at pictures and identifies what caused illustrated events  Draw characters  Discusses whether or not story events are possible  Identifies the problem in a story  Describe where and when a story takes place  Completes a graphic organizer that identifies topic, main idea and setting
Content Standard	Performance Standard	Benchmarks
<p>Phonemic Awareness</p> <p>Kindergarten programs will provide opportunities for the early learner</p> <ul style="list-style-type: none">  to examine language independent of meaning (hear the sounds that make up words)  to attend to sounds in the context of a word (see relationships between sounds) 	<p>The child will:</p> <ul style="list-style-type: none">  Identify onsets and rhymes (syllable splitting)  Blend individual sounds to form a word (phoneme blending)  Identify where a given sound is heard in a word (approximation)  Identify beginning, middle, ending sounds in a word 	<p>The child:</p> <ul style="list-style-type: none">  Supplies the rhyming word at the end of a nursery rhyme or familiar poem  Sings songs, recites poems, nursery rhymes and chants  Identifies the beginning consonant sound in an alliterative phrase or sentence  Uses cubes to identify the number of sounds in a word

<p> to manipulate component sounds (alter and rearrange sounds to create new words)</p> <p>The kindergarten teacher recognizes that the significance of phonemic awareness lies not in the ability to recognize differences in sounds (phonemes), but in knowing these sounds are manipulative elements of our language. (Fitzpatrick, <i>Phonemic Awareness</i>)</p>	<p> (phoneme isolation)</p> <p> Recognize rhyming words</p> <p> Recognize alliterative words</p> <p> Blend the first and last sounds of words</p> <p> Identifies the number of syllables in one, two, or three syllable words</p>	<p> Claps the number of syllables in his/her name</p> <p> Names the first sound of a word</p> <p> Identifies beginning and ending sounds on picture cards</p> <p> Substitutes beginning, middle, ending sounds of words (change pat to bat; pat to pot; and pat to pan)</p>
Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy Phonics</p> <p>The Kindergarten program provides experiences that encourage the early learner to see him/herself as a reader by involving the child in “playful” experiences with the recognition of sound as associated with print.</p>	<p>The child will:</p> <ul style="list-style-type: none">  Name letters in the alphabet  Discriminate upper and lower case letters  Name the days of the week  Name and recognize color words  Know common weather words  Identify number words  Identify sounds in initial, medial and final position  Recognize the following common phonograms: <ul style="list-style-type: none"> ○ at ○ ug ○ ig ○ it ○ and ○ ot ○ at ○ ut  Identify common sounds  Discriminates common sounds  Identify rhyming and non-rhyming words  Match sounds with letter  symbol 	<p>The child:</p> <ul style="list-style-type: none">  Names and discriminates between upper or lower case letters in print  Names the days of the week on the calendar  Uses common weather words appropriately at circle time  Matches color words with the correct color  Matches number words with quantity  Participates in games that identify where sounds are in a word (Points to head for initial sounds, waist for medial sounds, and feet for ending sounds.)  Participates in games that change the beginning, middle and ending sounds in words (The train game: change the engine letter for beginning sounds, the coal car for medial sounds, the caboose for ending sounds.)  Use alphabet puppets with phonograms to create words  Identify recorded sounds on tapes/CDs

Content Standard	Performance Standard	Benchmarks
<p>Language and Literacy Auditory Memory/Listening</p> <p>The kindergarten program provides opportunities for the early learner to develop an understanding of and respect for language use and patterns, to listen attentively and respectfully, to use auditory cues and to discriminate between sounds. The program should include numerous opportunities for the child to engage in hearing sounds as parts of language as well as meaning.</p>	<p>The child will:</p> <ul style="list-style-type: none">  Repeat two nonsense words  Reproduce a rhythmic pattern  Listen to nursery rhymes and verse  Follow simple oral directions  Listen for details in a story  Retell a story in sequence  Recall groups of words  Recognize word families auditory  Distinguish between and identify sounds 	<p>The child:</p> <ul style="list-style-type: none">  Identifies fast and slow parts of music  Uses musical instruments to mimic tempo  Recognizes high or low notes on the piano, xylophone, or other string or percussion instrument  Identifies the sounds of nature and environment (birds, wind, waves and running streams, sirens)  Identifies common sounds (Blocks falling over, closing doors, computer cues)  Identifies the voices of familiar people  Uses puppets and other props to explore sounds in dramatic play  Recognizes sounds in stories (grr, whoosh, whaa, mmm)  Follows one step direction, then gradually builds to more complicated directions  Listens to a story and retells it in one or two sentences  Recognizes language patterns in nursery rhymes, finger plays, and songs
Content Standard	Performance Standard	Benchmarks
<p>Oral Language Development</p> <p>The kindergarten program provides opportunities for the early learner to develop a meaningful vocabulary for every day success. The kindergarten classroom is a language rich environment with ample opportunities and tools for children to experience and use oral</p>	<p>The child will:</p> <ul style="list-style-type: none">  Use the names of the days of the week and weather words appropriately  Use color words correctly  Identify and verbs  Use sequential language  Rhyme  Identify synonyms and antonyms  Identify and use nouns  Identify and use adjectives 	<p>The child:</p> <ul style="list-style-type: none">  Reread favorite stories and make new endings  Rewrites or retells nursery rhymes  Reads orally at his/her level  Write original stories  Discusses the meanings of words  Draw pictures of opposites  Uses nouns, adjectives, and verbs in classification games,

<p>language for a variety of purposes.</p> <p>The kindergarten teacher should read stories rich in vocabulary and engaging ideas to children and encourage questions and conversation. (Epstein, <i>The Intentional Teacher</i>)</p>	<ul style="list-style-type: none">  Express ideas in a complete sentence  Speak expressively and clearly  Identifies common punctuation marks 	<p>seriation, sorting, and block building</p> <ul style="list-style-type: none">  Participate in rhyming games  Dramatize stories using complete sentences  Ask questions and participate in discussions using complete sentences  Notes punctuation marks and reads orally accordingly
<p>Written Language</p> <p>The kindergarten program offers opportunities for the early learner to acquire fine motor skills and an awareness of the purposes and functions of written words. It provides experiences for the child to build his/her letter and word writing skills and develop an awareness of the conventions of spelling, grammar, syntax and punctuation.</p>	<p>The child will:</p> <ul style="list-style-type: none">  Write upper and lower case letters  Label common objects  Cut, trace, and copy letters and numbers  Write first and last name  Write short lists  Write address  Write phone number  Write color, number, and weather words  Write simple cards and messages  Write little books  Use many writing tools: <ul style="list-style-type: none">  Crayons  Markers  Pencils  Rubber stamps  Use technology to write 	<p>The child:</p> <ul style="list-style-type: none">  Write and publish their own journals and small books  Write emails  Write notes to friends  Use writing to graph and keep and record scientific data  Labels papers and other materials with own name  Label artwork, dioramas, block buildings, puzzles

RESOURCES

(Children's Literature)

LANGUAGE ARTS: Reading Strategies

- Carle, Eric. 1992. *Draw Me a Star*. New York: Philomel.
- Carle, Eric. 1986. *The Grouchy Ladybug*. New York: Harper Collins Children's Books.
- Bourgeois, Paulette. 1990. *Franklin in the Dark*. New York: Scholastic.
- Piper, Watty. 1991. *The Little Engine That Could*. New York: Putnam Publishing Group
- Brewster, Patience. 1982. *Nobody*. New York: Clarion Books.

LANGUAGE ARTS: Phonemic Awareness

- Ahlberg, Janet & Alan. 1986. *Each Peach Pear Plum*. New York: Puffin Books.
- Cole J. & Calmenson S. 1990. *Miss Mary Mack and other Children's Street Rhymes*.
Morrouno.
- Degen, B. 1983. *Jamberry*. New York: Harper Collins.
- Hawkins, C. Hawkins, J. 1993. *Pat the Cat*. New York: G.P. Putnam's Sons.
- Carle, Eric. 1974. *All about Arthur*. New York: Franklin Watts.
- Hague, K. 1984. *Aphabears*. New York: Henry Holt.
- Base, G. 1986. *Animalia*. Abrams.
- Cole, J. & Calmenson, S. 1993. *Six Sick Sheep: 101 Tongue Twisters*. New York:
Simon & Schuster.
- Blevins, Wiley. 1997. *Phonemic Awareness Activities for Early Reading Success*. New York:
Scholastic.

LANGUAGE ARTS: Phonics

- Ehlert, Lois. 1990. *Color Farm*. New York: Harper.
- Munsch, Robert. 1992. *The Button Box*. New York: Dutton Children's Books.
- Martin, Bill, Jr. 1991. *Polar Bear, Polar Bear, What Do You Hear?* NY: Henry Holt
- Dale, Perry. 1988. *Ten in a Bed*. CA: Pleasant Hill, Discovery Toys.
- Fox, Mem. 1993. *Time for Bed*. New York: Harcourt, Brace, Jovanovich.
- Carle, Eric. 1987. *The Very Hungry Caterpillar*. New York: Scholastic.

LANGUAGE ARTS: Auditory Memory / Listening

- Parks, Brenda & Smith, Judith. 1989. *The Enormous Watermelon*. Crystal lake, IL: Rigby
- Gibbons, Gail. 1991. *I Know an Old Lady Who Swallowed a Fly*. NY: Holiday House.
- Howe, John. 1989. *Jack and the Beanstalk*. Boston: Little, Brown.
- Little Miss Muffet*. Traditional Rhyme.
- Galdone, Paul. 1985. *Little Red Hen*. Boston: Clarion Books.
- The Queen of Hearts*. Traditional Rhyme.
- Galdone, Paul. 1985. *The Three Bears*. New York: Clarion Books.
- Galdone, Paul. 1988. *Three Little Kittens*. New York: Clarion Books.
- Three Little Pigs*. Traditional Tale.

LANGUAGE ARTS: Writing

- Banks, Kate. 1988. *Alphabet Soup*. New York: Alfred A. Knopf.
- Martin, Bill Jr. & Archambault, John. 1989. *Chicka Chicka Boom Boom*. NY: Scholastic.
- Lobel, Arnold. 1985. *Frog and Toad are Friends*. NY: Harper Collins Children's Books.
- Brenner, Barbara. 1992. *Group Soup*. New York: Penguin Books.
- Carlstrom, Nancy. 1986. *Jesse Bear, What Will You Wear?* New York: MacMillan.

The Child at Five and Six - Kindergarten Mathematical Thinking

Please refer to the new standards 2014 in the math curriculum K-8 standards.

The Child at Five and Six - Kindergarten Scientific Thinking

Content Standard	Performance Standard
<p style="text-align: center;">Inquiry</p> <p>The kindergarten science program is designed to create opportunities for the children to develop curiosity, respect for life, willingness to take risks, perseverance, respect for evidence, and willingness to collaborate. The program provides experiences that include looking for patterns, seeing relationships, noticing change, identifying cause and effect, and seeing how form is related to function</p>	<p>The child will:</p> <ul style="list-style-type: none"> ☞ Raise questions about objects and events around them ☞ Explore materials, objects, and events by acting them upon them and noticing what happens ☞ Use all senses to make careful observations of objects, organisms, and events ☞ Describe, compare, sort, classify, and order in terms of observable characteristics and properties ☞ Use of variety of simple tools to extend their observations <ul style="list-style-type: none"> ○ Hand lens ○ magnifying box ○ Measuring tools (ruler, tape measure, thermometer, measuring cup) ○ Eye droppers ○ Balance ○ Forceps ☞ Engage in simple investigations including <ul style="list-style-type: none"> ○ Making predictions ○ Gathering and interpreting data ○ Recognizing simple patterns ○ Drawing conclusions ☞ Record observations, explanations, and ideas through multiple forms of representation including <ul style="list-style-type: none"> ○ Drawings ○ Simple graphs ○ Writing ○ Movement ☞ Work collaboratively with others ☞ Share and discuss ideas and listen to new perspectives. <p>(K. Worth & S. Grollman, <i>Worms, Shadows and Whirlpools: Science in the Early Childhood Classroom</i>, Portsmouth, NH: Heinemann; Newton, MA 2003</p>

Content Standard	Performance Standard	Benchmarks
<p>Life Science</p> <p>The kindergarten science program is designed to provide opportunities for the children to respect life.</p>	<p>The child will:</p> <ul style="list-style-type: none"> ✎ Distinguish between living and nonliving things ✎ Identify the basic needs of living things ✎ Identify simple behaviors of living things ✎ Identify relationship between living things and their environments ✎ Explain the life cycle of living things ✎ Describe the variation and diversity of living things ✎ Describe how people are like and different from other living things 	<p>The child:</p> <ul style="list-style-type: none"> ✎ Uses pictures from magazines to make a graph of living and nonliving things ✎ Keeps a journal of different growing conditions for plants to determine what they need to live and grow ✎ Sorts and categorizes animals by how they move ✎ Makes a mural of different habitats ✎ Makes a picture book/illustration of the life cycle of a plant, butterfly, frog, mealworm, duck, etc. ✎ Discuss the ways animals protect themselves ✎ Explore how animals use camouflage to blend in with their environments by making a collage ✎ Draws and writes about how he/she has grown or changed and shares it at story time ✎ Creates a Venn (or other graphic organizer) to compare and contrast humans with other animals
<p>Physical Science</p> <p>The kindergarten program provides opportunities for students to learn how the structure of matter affects the properties and uses of materials</p>	<p>The child will:</p> <ul style="list-style-type: none"> ✎ Describe the properties of a variety of solids ✎ Describe the properties of liquids ✎ Explore the ways a variety of objects move and the forces that cause movement ✎ Recognize and observe motion as an object changes position and speed ✎ Identify objects that roll, slide or fly ✎ Predict and check how objects can be moved 	<p>The child:</p> <ul style="list-style-type: none"> ✎ Chart different types of solids using a variety of criteria (flexibility, weight, color, etc.) ✎ a. Makes ice pops ✎ b. Shows capacity of water by predicting which container will hold more water ✎ Makes ramps and sort geometric solids that roll and/or slide (Use classroom blocks.) ✎ b. Record findings in a Venn diagram

	<ul style="list-style-type: none"> ☞ Identify objects that float and sink ☞ Investigate how a push and pull changes the position and speed of objects ☞ Observe how magnets react to iron and steel ☞ Classify objects according to their magnetic properties, and evaluate ways magnets can be used as tools ☞ Demonstrate that vibrations can be felt ☞ Identify objects that make certain sounds 	<ul style="list-style-type: none"> ☞ a. Makes a push-and-pull mural ☞ b. Makes a class book on toys that move ☞ c. Given an incline and several objects, measures the distance each object travels with a tape measure, yardstick, or links (nonstandard measurement) ☞ d. Draws and writes about toys showing which goes fast, faster, fastest. ☞ Makes a chart of things in his neighborhood that roll, slide, or fly ☞ Moves a variety of objects in a variety of ways and discusses observed patterns ☞ Makes predictions about a variety of objects and their ability to sink or float; keeps a log of results ☞ a. Makes comparisons of things that move – Does an object move faster if it is on wheels; if it is on a pulley? ☞ b. Uses a variety of materials to make a pulley (cooperative activity) ☞ Sorts objects by whether or not they are magnetic ☞ Recognizes, draws, and writes the materials magnets can pull through (Paper? Cloth? Block? Cardboard? Hand?) ☞ a. Puts objects in a can and predicts the kinds of sounds that will occur when the can is shaken ☞ Draws and labels soft and loud sounds in the environment
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<p>Earth Science</p> <p>The kindergarten science program provides opportunities for students to understand weather and seasonal changes.</p>	<p>The child will:</p> <ul style="list-style-type: none"> ☞ Observe and record weather ☞ Name the four seasons and describe different weather conditions of each using words like cloudy, windy, snowy and sunny ☞ Recognize a number of tools used to measure and predict weather ☞ Recognize that the sun produces a shadow and appears to move in the sky ☞ Recognize the moon in the night sky and explain how it is different from stars ☞ Describe how seasons affect plants and animals ☞ Describe how weather affects people, places, and things ☞ Identify different kinds of clouds and what kind of weather they predict 	<p>The child:</p> <ul style="list-style-type: none"> ☞ Charts weather daily through class calendar or by the week in a journal ☞ Make a chart that matches weather to the kinds of clothes they would wear in each season ☞ Use a thermometer, rain gauge, wind gauge and other tools to predict and describe weather ☞ Measures his/her shadow using nonstandard units at various times during the day ☞ Reproduces Van Gogh's <i>Starry Night</i> and explains how the night sky is different from the day sky or uses a Venn Diagram to compare and contrast the day and night skies ☞ a. Show the life cycle of an apple tree and explain how seasons affect that cycle or describe how animals hibernate or change their color for protection during different seasons ☞ b. Uses dramatic play to describe the activities of each season ☞ a. Makes a book about their favorite weather or season or act out extreme types of weather ☞ b. Labels and describes the effects of various elements of weather viewed in pictures ☞ Uses cotton balls and finger paint to describe the kinds of clouds they see
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RESOURCES

(Children's Literature)

LIFE SCIENCE

- Fox, Mem. Illustrated by Pamela Lofts. 1989. *Koala Lou*. San Diego: Harcourt Brace Jovanovich.
- Cartwright, Ann & Reg. 1989. *The Winter Hedgehog*. New York: MacMillian.
- Cherry, Lynne. 1990. *The Great Kapok Tree*. San Diego: Harcourt Brace Jovanovich.
- Fife, Dale. Illustrated by Jim Arnosky. 1991. *The Empty Lot*. Boston: Little, Brown & Co. & Sierra Clubs Books.
- Peet, Bill. 1966. *Farewell to Shady Glade*. Boston: Houghton Mifflin.
- Ryder, Joanne. Illustrated by Catherine Stock. 1991. *When the Woods Hum*. NY: Morrow Junior Books.
- Arnosky, Jim. 1990. *Crinkleroot's Guide to Walking in Wild Places*. NY: Bradbury Press
- Dorros, Arthur. 1990. *Rainforest Secrets*. NY: Scholastic, Inc.

PHYSICAL SCIENCE

- Broekel, Ray. 1983. *Sound Experiments*. Chicago: Children's Press.
- Sullivan, Tom & Kid, Ron. 1982. *Common Senses*. Chicago: Children's Press.
- Tobias, Tobi. 1983. *The Dawdlewalk*. Minneapolis: MN: Carolrhoda.
- Van der Meer, Ron & Atie. 1990. *Amazing Animal Senses*. Boston: Little, Brown & Co.
- Aliki. 1998. *My Five Senses*. Big Book. Lakeshore Catalog.
- Evans, David & Williams, Claudette. 1992. *Let's Explore Science: Make It Go*. NY: Dorling Kindersley, Inc.
- Cote, Johanna. 1986. Illustrated by Bruce Degen. *The Magic School Bus At The Waterworks*. NY: Scholastic, Inc.
- Peet, Bill. 1971. *The Caboose Who Got Loose*. Boston: Houghton Mifflin Company.
- Borden, Louise. 1990. Illustrated Sandra Speidel. *The Neighborhood Trucker*. New York: Scholastic, Inc.
- Burton, Virginia Lee. 1943. *Katy and the Big Snow*. Boston: Houghton Mifflin Co.
- Flack, Marjorie. 1946. Illustrated Jay Hyde Barum. *The Boats on the River*. NY: Viking Press.
- Scarry, Huck. 1979. *Steam Train Journey*. NY & Cleveland: Collins Publishers.
- Brandley, Franklin & Vaughn, Eleanor K. 1986. *Mickey's Magnet*. NY: Scholastic, Inc.

EARTH SCIENCE



































- Gibbons, Gail. 1989. *Catch the Wind*. Boston: Little, Brown & Company.
- Baylor, Byrd. 1986. Illustrated by Peter Parnall. *I'm in Charge of Celebrations*. New York: Charles Scribner's Son's.
- Hort, Lenny. 1991. Illustrated by James Ransome. *How Many Stars in the Sky?* New York: Tambourine Books.
- Arnold, Caroline. 1981. *The Sky is Full of Stars*. New York: Thomas Y. Crowell.
- Couper, Heather & Murtagh. 1981. *Heavens Above: A Beginner's Guide to Our Universe*. New York: Franklin Watts.
- Jay, Michael. 1982. *The Moon*. NY: Franklin Watts.

HUMAN BODY

- Showers, Paul. 1982. *You Can't Make a Move Without Your Muscles*. NY: T.Y. Crowell.
- Spohn, David. 1991. *Nate's Treasure*. New York: Lothrop, Lee & Shepard Books.
- Arnold, Caroline. 1982. *Who Keeps us Healthy?* New York: Franklin Watts.
- Elhert, Lois. *Eating the Alphabet: Fruits and Vegetables*. Lakeshore Learning Materials. Catalog. 1998.
- Smaridge, Norah. 1982. *What's on Your Plate?* Nashville, TN: Abingdon Press.

**The Child at Five and Six
Kindergarten
Social Studies**

Content Standard	Performance Standard	Benchmarks
<p><u>Social Studies</u> Psychology</p> <p>The kindergarten social studies program will include experiences for the young child that provide for individual development and identity.</p> <p>National Council of Social Studies (1997)</p>	<p>The child will:</p> <ul style="list-style-type: none"> 📌 Recognize the uniqueness of each individual 📌 Recognize that no two people look or sound alike 📌 Recognize that each person has his/her own thoughts and experiences 📌 Identify him/herself as special in God’s eyes 	<p>The child:</p> <ul style="list-style-type: none"> 📌 Makes a jigsaw puzzle of him/herself 📌 Makes a self portrait focusing on special features (hair length, color of eyes, etc.) 📌 Talks about him/herself to the class (family origins, celebration of holidays, etc.) 📌 Writes a prayer thanking God for a unique trait of him/herself (art talent, sports ability, sense of humor, etc.) 📌 Graphs classmates by eye or hair color 📌 Participates in “Mystery Voice” (Students’ voices are recorded and they identify each other’s unique voice.)
<p><u>Social Studies</u> Sociology</p> <p>The kindergarten social studies program includes experiences for the young child that provide for the study of ways human beings view themselves in and over time. The program includes experiences that allow for the study of people, places, and environment.</p> <p>(NCSS 1997)</p>	<p>The child will:</p> <ul style="list-style-type: none"> 📌 Recognize families vary in size and composition 📌 Explain how families change and each person is a part of a family 📌 Recognize that each child is a member of the family of God 📌 Describe how families love and care for one another 	<p>The child:</p> <ul style="list-style-type: none"> 📌 Creates a square that is part of a class “family quilt” 📌 Create a family flag 📌 Describe Baptism as the initiation into the family of God 📌 Graph and compare the different sizes of families 📌 Compare activities and pictures of themselves as babies and as five/six year old children 📌 Make a chart of baby picture and present class picture 📌 Compare and contrast families around the world
<p>Conservation</p>	<p>The child will:</p> <ul style="list-style-type: none"> 📌 Recognize that he/she must care for God’s creation 	<p>The child:</p> <ul style="list-style-type: none"> 📌 Keeps a journal about how things grow (plants seeds)

<p>The kindergarten social studies program provides experiences for the young child that contributes to the study of global connections and interdependence.</p>	<ul style="list-style-type: none">  Identify recyclable items  Liter  Care for school equipment and property 	<ul style="list-style-type: none">  Practices recycling  Discusses, charts how we can care about and respect God's world  Sings songs/recites poems, finger plays about caring for the Earth  Keeps desk, technology area, coat room neat
<p>Economics</p> <p>The kindergarten social studies program provides experiences for the young child that provide for the student of how people organize for the production, distribution, and consumption of goods and services. (NCSS 1997)</p>	<p>The child will:</p> <ul style="list-style-type: none">  Identify different types of occupations  Recognize that working people earn money  Associate tools, uniforms, and vehicles with the appropriate worker  Recognize, count, and sort money 	<p>The child:</p> <ul style="list-style-type: none">  Creates puppets of various community workers  Writes thank you notes to local community servants  Makes a class book of different occupations from A to Z  Writes a sentence about an occupation in which they are interested  Draws a picture of what he/she will be in the future and tells why  Role plays in a class store, buying and selling products  Creates a class restaurant and role plays
<p>History</p> <p>The kindergarten social studies program provides experiences for the young child that contribute to the study of ideals, principles and celebrations in our country and around the world.</p> <p>NCSS</p>	<p>The child will:</p> <ul style="list-style-type: none">  Name holidays  Discuss the contributions of historical figures such as, Christopher Columbus, George Washington, Abraham Lincoln  Celebrate the traditions of Thanksgiving  Discuss Martin Luther King, Jr. and Mother Teresa as role models of peace  Compare Christmas traditions around the world  Name celebrations and holidays important to the school and church community 	<p>The child:</p> <ul style="list-style-type: none">  Creates a square for a holiday quilt  Create a holiday book from A to Z  Names religious holidays  Discusses the lives of saints  Name important historical figures and discuss their contributions  Write thank you notes for Thanksgiving  Make a booklet about the Pilgrims  Make a birthday card for Jesus  Make patterned placemats depicting historical events  Sequences the order of school-celebrated holidays

<p>Communication</p> <p>The kindergarten social studies program will provide experiences for the young child that integrates the study of relationships among science, technology and society.</p>	<p>Name current civil and church leaders</p> <p>The child will:</p> <ul style="list-style-type: none"> • Name ways to communicate • Use technology • Recognize that satellites tell about the weather • Recognize that weather and seasons affect the ways plants, animals, and people live • Recognize weather affects the way we dress and play • Discuss ways in which technology affects us every day • Discuss the importance of daily news 	<p>Name the town mayor, governor, pastor and pope</p> <p>The child:</p> <ul style="list-style-type: none"> • Creates a booklet showing the four seasons • Takes a virtual tour of a weather satellite • Creates a prayer of thanksgiving for the four seasons • Makes sequential drawing of an apple tree from winter to fall • Creates a weather dial • Charts how to dress for different types of weather • Role plays the evening news • Create a classroom newspaper
<p>Geography</p> <p>The kindergarten social studies program offers experiences that provide for the study of global connections and interdependence.</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Identify all areas of the school property • Recognize a map as a drawing of a place • Trace routes on a map • Identify the shape of Connecticut • Recognize the name and shape of the United States of America • Identify the U.S. as the country he/she lives in • Identify the continents and oceans on a globe • Identify North America as the continent on which we live 	<p>The child:</p> <ul style="list-style-type: none"> • Makes a floor plan of the classroom and school • Paints a mural of the community • Builds a floor map of the community and follows simple direction to move about the town • Creates a map of his/her neighborhood • Draw a picture of the earth • View the Earth from space • Discuss the Earth as <ul style="list-style-type: none"> ○ Third in order from the sun ○ The only planet with human and plant life ○ The only planet with oceans • Create a dance to "It's a Small World"
<p>Anthropology</p> <p>The kindergarten social studies program includes experiences that provide for</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Discuss the different kinds of people in the world • Recognize that people look, speak, and dress differently 	<p>The child:</p> <ul style="list-style-type: none"> • Creates a family tree • Creates a wreath of the different hands in the classroom

<p>the study of the ways human beings view themselves in and over time.</p>	<ul style="list-style-type: none"> • Respect and tolerate others' ideas and beliefs • Recognize the feelings of others • Demonstrate sensitivity to the feelings of others • Recognize that we all belong to a family 	<ul style="list-style-type: none"> • Participates in a prayer service celebrating children around the world • Makes a kindness chain • Shares words from family's dominant or ancestral language • Uses technology to compare the print of different newspapers around the world • Uses sign language to communicate • Lists ways to make the classroom more accessible for handicapped children
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RESOURCES

(Children's Literature)

SOCIAL STUDIES: Psychology

- Engel, Diana. 1988. *Josephina, The Great Collector*. NY: Morrow Junior Books.
- Heide, Florence Parry & Gilliland, Judith Heide. 1990. Illustrated by Ted Lwein. *The Day of Ahmed's Secret*. NY: Lothrop, Lee & Shepherd Books.
- Lionni, Leo. 1991. *Matthew's Dream*. New York: The Viking Press.
- Stevenson, Robert Louis. 1990. Illustrated by Ted Rand. *My Shadow*. New York: G.P. Putnam's Son's.
- Yashima, Taro. 1955. *Crow Boy*. New York: The Viking Press.
- Williams, Vera. *Cherries and Cherry Pits*. New York: William Morrow & Company.

SOCIAL STUDIES: Sociology

- Hoban, Russell. 1964. Illustrated by Lillian Hoban. *A Baby Sister for Francis*. New York: Harper and Row Publishers.
- Hutchins, Pat. 1971. *Titch*. NY: MacMillian Publishing Company.
- Kraus, Robert. 1970. Illustrated by Jose Aruego. *Whose Mouse Are You?* New York: MacMillian Publishing Company.
- Mayer, Mercer. 1983. *Me Too!* New York: A Golden Book.
- Murphy, Jill. 1983. *Five Minutes' Peace*. New York: G.P. Putnam's Sons.
- Polacco, Patricia. 1989. *The Keeping Quilt*. New York: Simon & Schuster.

SOCIAL STUDIES: Conservation

- Seattle, Chief. 1991. Illustrated by Susan Jeffers. *Brother Eagle, Sister Sky*. New York: Dial Books.
- Cherry, Lynne. 1990. *The Great Kapok Tree*. San Diego: Harcourt, Brace, Jovanovich.
- Fife, Dale. 1991. Illustrated by Jim Arnosky. *The Empty Lot*. Boston: Little, Brown and Company & Sierra Club Books.
- Peet, Bill. 1966. *Farewell to Shady Glade*. Boston: Houghton Mifflin.
- Peet, Bill. 1970. *The Wump World*. Boston: Houghton Mifflin.
- Ryder, Joanne. 1991. Illustrated by Catherine Stock. *When The Woods Hum*. New York: Morrow Junior Books.

SOCIAL STUDIES: Economics

- Crews, Donald. 1986. *Flying*. New York: Greenwillow Books.
- Howard, Elizabeth Fitzgerald. 1988. *The Train to Lulu's*. NY: Bradbury Press.
- Burningham, John. 1972. *Mr. Grumpy's Motor Car*. New York: Thomas Carroll.
- Ross, Pat & Joel. 1981. Illustrated by Lynn Wheeling. *Your First Airplane Ride*. New York: Lothrop, Lee & Shepherd.

SOCIAL STUDIES: History

- Baylor, Bryd. 1986. Illustrated by Peter Parnall. *I'm in Charge of Celebrations*. New York: Charles Scribner's Son's.
- Martin, Bill. 1986. Illustrated by Ted Rand. *Barn Dance!* NY: Henry Holt & Company.
- McKissack, Patricia. 1988. Illustrated by Jerry Pinkney. *Mirandy and Brother Wind*. New York: Alfred A. Knopf.
- Modell, Frank. 1981. *One Zillion Valentines*. New York: Greenwillow Books.
- Polacco, Patricia. 1989. *Uncle Volva's Tree*. New York: Philomel Books.

SOCIAL STUDIES: Communications

Lionni, Leo. 1967. *Frederick*. New York: Pantheon.
Gibbons, Gail. 1984. *The Seasons of Arnold's Apple Tree*. San Diego: Harcourt Brace Jovanovich Publishers, Inc.
Sendak, Maurice. 1962. *Chicken Soup with Rice*. New York: Harper and Row.
Rockwell, Anne. 1985. *First Comes Spring*. New York: Thomas Crowell.

SOCIAL STUDIES: Geography

Fanelli, Sara. 1995. *My Map Book*. New York: Harper Collins.
Sweeney, Joan. 1996. *Me on the Map*. New York: Crown Publishers.
McMillian, Bruce. 1993. *Mouse Views: What the Class Pet Saw*. NY: Holiday House.
Alexander, Martha. 1992. *Where Does the Sky End, Grandpa?* San Diego: Harcourt Brace & Company.
Sheve, Virginia Hawk. 1989. *Dancing Teepees*. New York: Scholastic.
Swamp, Chief Seattle. 1997. *Giving Thanks*. New York: Scholastic.
Wood, Douglas. 1992. *Old Turtle*. Duluth, MN: Pfeifer-Hamilton Publishing Co.
Bruchac, Joseph & Ross, Gayle. 1995. *The Story of the Milky Way*. NY: Dial Books.
Swamp, Chief Seattle. 1997. *Brother Eagle, Sister Sky*. NY: Scholastic.
Krensky, Stephen. 1991. *Children of Earth and Sky*. New York: Scholastic.
Mendez, Phil. 1989. *The Black Snowman*. New York: Scholastic.
Ringgold, Faith. 1991. *Tar Beach*. New York: Scholastic.
Benjamin, Anna. 1992. *Young Harriet Tubman*. Troll.
Kimmel, Eric. 1996. *The Magic of Dreidels*. New York: Scholastic.

The Child at Five and Six Kindergarten Aesthetics

The early learner should enjoy the arts through active participation in the process of creating, performing and responding to the arts. Therefore, the arts should be embraced, enhanced, and supported in all areas of the curriculum, especially, music and art.

Content Standard	Performance Standard	Benchmarks
<p>Movement and Space</p> <p>The kindergarten program includes experiences that provide opportunities in music and art for the child to develop awareness of different movements of the body, to express music through the movement of different parts of the body, and to discover ways in which each part of the body can move (arms, legs, head, etc.)</p>	<p>The child will:</p> <ul style="list-style-type: none"> ✦ Demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway) ✦ Demonstrate basic locomotor movements (walk, run, hop, jump, leap, slide and skip), traveling forward, backward, sideward, and turning; ✦ Move to a musical beat and respond to changes in tempo; ✦ Identify and demonstrate basic dynamic contrasts (slow/quick, gentle/ strong) 	<p>The child:</p> <ul style="list-style-type: none"> ✦ Responds to music (Chopin’s <i>Etude in E</i> or <i>The Rite of Spring</i>) by walking like a sprite or a giant, running on tiptoes, skipping lightly, hopping like a rabbit, jumping like a grasshopper, marching like a puppet, swaying like a tree, stretching to touch a star ✦ Experiments with pipe cleaner bodies, making them bend and twist ✦ March, walk, run, hop traveling backward and forward in rhythm to a poem like Shel Silverstein’s “Orchestra” ✦ Uses clay to create figures that hop, skip, jump, etc. ✦ Responds to different beats of a drum by moving a different part of his/her body
<p>Melody and Texture</p> <p>The kindergarten program includes experiences in music and art that develop the child’s ability to use his/her senses to distinguish between high and low musical tones and loud and soft sounds; to develop vocal range; and to make melodious sounds by combining high and low sounds; to draw, paint or sculpture what they see, hear, taste, and touch in their world.</p>	<p>The child will:</p> <ul style="list-style-type: none"> ✦ Use different instruments to produce high and low and soft and loud musical sounds ✦ Sing the musical scale ✦ Sing a variety of age appropriate rhymes, hymns, and songs ✦ Use a variety of art expressions to reflect on his/her world 	<p>The child:</p> <ul style="list-style-type: none"> ✦ Music or musical instruments to stand for high or loud sounds and sit for soft or low sounds ✦ Sing the musical scale using nonsense sounds ✦ Will sing songs and common nursery rhymes with his/her classmates (“I’m a Little Teapot,” “Jesus Loves Me”)

		<ul style="list-style-type: none"> ✦ Responds to <i>Frederick</i> by Leo Lionni (for example) or a painting like Van Gogh's <i>Starry Night</i> by drawing, painting or sculpting the images presented ✦ Fills a page with crayon blobs, scratches out images or shapes, and closes his/her eyes and reflects upon the texture they created
<p>Rhythm and Color</p> <p>The kindergarten program includes experiences in music and art that develop the child's ability to respond to rhythmic beat and music and to relate rhythm and color to everyday occurrences in nature and in the universe</p>	<p>The child will:</p> <ul style="list-style-type: none"> ✦ Clap to rhythmic beat of nursery rhymes or marches ✦ Relate rhythm to their heart beat, the seasons, and the tides ✦ Use color to create original artwork 	<p>The child:</p> <ul style="list-style-type: none"> ✦ Claps to the beat of "Humpty Dumpty," "London Bridge" and "Bingo" (to name a few) ✦ Draw a picture of their heartbeat, the seasons, and high and low ✦ Creates and uses puppets that respond to a variety of music and beats (patterns of growth in nature, metamorphosis, time, their own daily schedules) ✦ Paints with a Q-Tip while listening to classical music and responding to the rhythms he/she hears ✦ Uses crayon rubbings to create patterns
<p>Style, Dynamics, and Tempo</p> <p>The kindergarten program includes experiences in music and art that develop the child's awareness of the variety provided (produced) by the use of soft and loud (dynamics) slow and fast (tempo) sounds.</p>	<p>The child will:</p> <ul style="list-style-type: none"> ✦ Show how sounds of nature in the environment can be related to sound expressions in music ✦ Contrast two musical pieces 	<p>The child:</p> <ul style="list-style-type: none"> ✦ Identifies sound in music that remind him/her of thunder, a brook, a siren, a whisper ✦ Identifies the changing tempo in a lullaby and a march ✦ Plays a game like "Turn Yourself Into" and dramatizes the wind, rain, thunder, snow, lightening, and sunshine ✦ Listens to recordings of nature or environmental sounds and creates artwork reflective of what he/she hears

		<ul style="list-style-type: none"> ✦ Listens to classical music (“Swan Lake” or “The Nutcracker”) and uses common objects (fly swatter, sponge, etc.) to create a Jackson Pollock – like creation
<p>Instrumentation</p> <p>The kindergarten program includes experiences in music and art that develop the child’s ability to appreciate and identify orchestral instruments and how they are used to create rhythm, melody and harmony.</p>	<p>The child will:</p> <ul style="list-style-type: none"> ✦ Name different musical instrument and demonstrate the sounds they produce ✦ Use instruments to create rhythm, melody and harmony ✦ Show how instruments are used to create sound effects for rhythmic accompaniment 	<p>The child:</p> <ul style="list-style-type: none"> ✦ Creates different musical instruments such as sand blocks, rhythm sticks, shoebox guitars, etc. and relates them to orchestral instruments ✦ Connects onomatopoeic words with the sound of particular musical instruments ✦ Plays orchestra bingo associating sounds (including nature sounds) with pictured instruments ✦ Participates in a musical parade that organizes instruments according to size, sound, or type (percussion, wind, etc.)
<p>Sounds and Space</p> <p>The kindergarten program includes experiences in music and art that develop the child’s ability to experiment with a variety of sounds, possible usages, and means of notation</p>	<p>The child will:</p> <ul style="list-style-type: none"> ✦ Mimics sounds he/she hears in the environment (wind, fire, crumpling paper) ✦ Begin to identify high and low sounds in simple (or color coded) written music 	<p>The child:</p> <ul style="list-style-type: none"> ✦ Creates sound boxes to categorize sounds ✦ Listens to classical music (<i>The William Tell Overture</i> or <i>Swan Lake</i>) and uses finger paints to express or identify high and low notes ✦ Uses classroom instruments to make music from simple written notes (Color- coded xylophones, guitars, and pianos are great for this.)
<p>Listening and Form</p> <p>The kindergarten program includes activities in music and art that foster the child’s</p>	<p>The child will:</p> <ul style="list-style-type: none"> ✦ Identify differences and similarities in tones and melodies 	<p>The child:</p> <ul style="list-style-type: none"> ✦ Listens to musical tones and identifies them as the same or different

<p>development of effective listening habits and an appreciation and enjoyment of creative movement.</p>	<ul style="list-style-type: none"> ✦ Respond and react to differences in melodies ✦ Recognize music they know and like ✦ Use their bodies to respond to music 	<ul style="list-style-type: none"> ✦ Listens to a simple melody and draws upward or downward curves as sounds vary ✦ Listens to songs like <i>Pop Goes the Weasel</i> or <i>Good Morning to You</i> and draws musical notes with faces that show how the music makes him/her feel ✦ Names familiar songs as they are heard ✦ Dances the character or instruments in familiar musical stories like <i>Tubby the Tuba</i> and <i>Peter and the Wolf</i>
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RESOURCES

(Children's Literature)

Aesthetics: Movement & Space

- Cazet, Denys. 1995. *Dancing*. New York: Orchard Books.
- Holabird, Katherine. 1983. *Angelina Ballerina*. New York: Clarkson N. Potter, Inc.
- Jonas, Ann. 1989. *Color Dance*. New York: Greenwillow Books.
- Evans, Richard Paul. 1999. *The Dance*. New York: 17th Street Productions.
- Simon, Carly. 1989. *Amy The Dancing Bear*. New York: Doubleday.
- Johston, Tony. Illustrated by DePaola, Tomie. 1988. *Pages of Music*. New York: G.P. Putnam's Sons.
- Vogel, Antje. 1984. *The Big Book for Little Dancers*. Muenster.
- Coppenrath, Verlag & Ackerman, Karen. 1989. *Song and Dance Man*. New York: Scholastic.

Aesthetics: Melody & Texture

- Sendak, Maurice. Music by Carol King. 1975. *Really Rosie*. New York: Harper & Row Publishers.
- Ringgold, Faith. 1991. *Tar Beach*. New York: Crown Publishers, Inc.
- Chocolate, Debbie. 1996. *Kente Colors*. New York: Walker & Company.
- DePaola, Tomie. 1988. *The Legend of Indian Paintbrush*. NY: G.P. Putnam & Sons.

Aesthetics: Rhythm & Color

- Seuss, Dr. 1996. *Many Colored Days*. New York: Alfred A. Knopf.
- Lionni, Leo. 1991. *Matthew's Dream*. New York: Alfred A. Knopf.
- Carle, Eric. 1984. *The Mixed-Up Chameleon*. New York: Harper Trophy Book/Harper Collins Publishers.
- O'Neil, Mary. 1961. *Hailstones & Halibut Bones*. New York: Harper & Row Publishers.

Aesthetics: Style, Dynamics & Tempo

- Kennedy, Jimmy. 1987. Illustrated by Theobalds, Thea. *The Teddy Bear's Picnic*. New York: Bedrick/Blackie.
- Gauch, Patricia Lee. 1994. *Tanya and Emily in a Dance for Two*. New York: Putnam & Grosset Group.
- Collins, Pat Lowery. 1992. *I Am An Artist*. Brookfield, CT: The Millbrook Press.
- Chambers, Joan, Hood, Molly, and Peake, Michael. 1995. *A Work of Art: Creative Activities Inspired by Famous Artists*. England: Belair Publications Limited.
- Laden, Nina. 1998. *When Pigasso Met Mootise*. San Francisco: Chronicle Books.
- Chertok, Bobbi, Hirshfeld, Goody and Rosh, Marilyn. 1996. *Month-by-Month Masterpieces*. New York: Scholastic Professional Books.
- Chambers, Joan and Hood, Molly. 1990. *Simply Artistic*. England: Belair Publications LTD

Aesthetics: Instrumentation

- National Museum of American Art. 1994. *Celebrate America in Poetry and Art*. New York: Hyperion Books.

Aesthetics: Sounds & Space

- Carle, Eric. 1998. *Collage*. Palo Alto, CA: Klutz.
- Waldman, Neil. 1999. *The Starry Night*. Pennsylvania: Boyds Mills Press.
- Carmack, Lissa Jobe. 1998. *Philippe in Monet's Garden*. Boston: Museum of Fine Arts.
- Wildsmith, Brian. 1984. *Shapes, 1, 2, 3*. London: Oxford University Press.
- Dionetti, Michelle. 1996. *Painting the Wind*. Boston: Little Brown & Company.
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PROGRESS REPORTS

Directives for the Completion of Progress Reports

The accompanying Early Childhood Progress Reports to be used by the schools of the Diocese of Dallas reflect the Early Childhood Educational Standards, the State of Connecticut Preschool Assessment Frameworks, the National Association for the Education of Young Children Early Learning Standards, and New England Association of Schools and Colleges Preschool Standards.

Within the schools of the Diocese of Dallas, a variety of early childhood models exist. However, in all early childhood classrooms, the developmental level of children must be recognized and revered. To achieve this, the teacher must pay special attention to the maturity and growth of each child. With that in mind, teachers and administrators must understand that the standards and performance skills listed in this document are those that children may achieve by the end of their kindergarten experience. The chronological birthday and developmental level of the child must always be considered in evaluating performance standards. Teachers and parents should realize that performance standards are the building blocks of early childhood education.

The kindergarten report is distributed three times, January, April and the end of the school year. In November, at the end of the first quarter, early childhood teachers should meet with each student's parents individually to discuss the child's progress.

Evaluation Key:

M – Meets grade level expectations

The child has a firm grasp of the standard.

P – Progress noted toward grade level expectations

The child has a developing understanding of the standard, but may require assistance.

T – Time and experience required for the skill to be developed

The child consistently requires assistance in the performance of the standard.

ED - Experiencing Difficulty

NI - Not Introduced at This Time

On the last page of each progress report, there is space for teacher comments. Whenever a *P* or *T* is used, there should be a comment that explains why or how the child has not met or is still working toward achievement of the standard. Assessment information should be used effectively.

Daily notes, portfolios that include samples of the children's work as well as pictures and notes of their progress, daily observations, and individual assessments are examples of assessment data. It is important to recognize the self esteem of a child and frame remarks using positive language. For example, "An area in which Suzy needs to grow is...."

Although the progress report is to be distributed at clearly defined intervals throughout the school year, it is expected that teachers will meet with parents whenever a situation, problem, or issue warrant a conference. Teachers are encouraged to communicate and work with parents often.

(The following page may be duplicated for parents on school stationery. It is designed to help them understand the purpose of Progress Reports and interpret the evaluation key.)

Dear Parents,

Progress Reports used by the schools of the Diocese of Dallas reflect the Early Childhood Catholic School Early Childhood Educational Standards, the State of Connecticut Preschool Assessment Frameworks, the National Association for the Education of Young Children Early Learning Standards, and New England Association of Schools and Colleges Standards

This report is distributed three times a year to kindergarten parents, January, April and the end of the school year. Although a formal progress report is not distributed after the first marking period in November, it is expected that you will meet with your child's teacher to discuss your son or daughter's progress sometime during or shortly after the first quarter.

Although the progress report is to be distributed at clearly defined intervals throughout the school year, it is expected that teachers will meet with parents whenever a situation, problem, or issue warrant a conference. Teachers are encouraged to communicate and work with parents often.

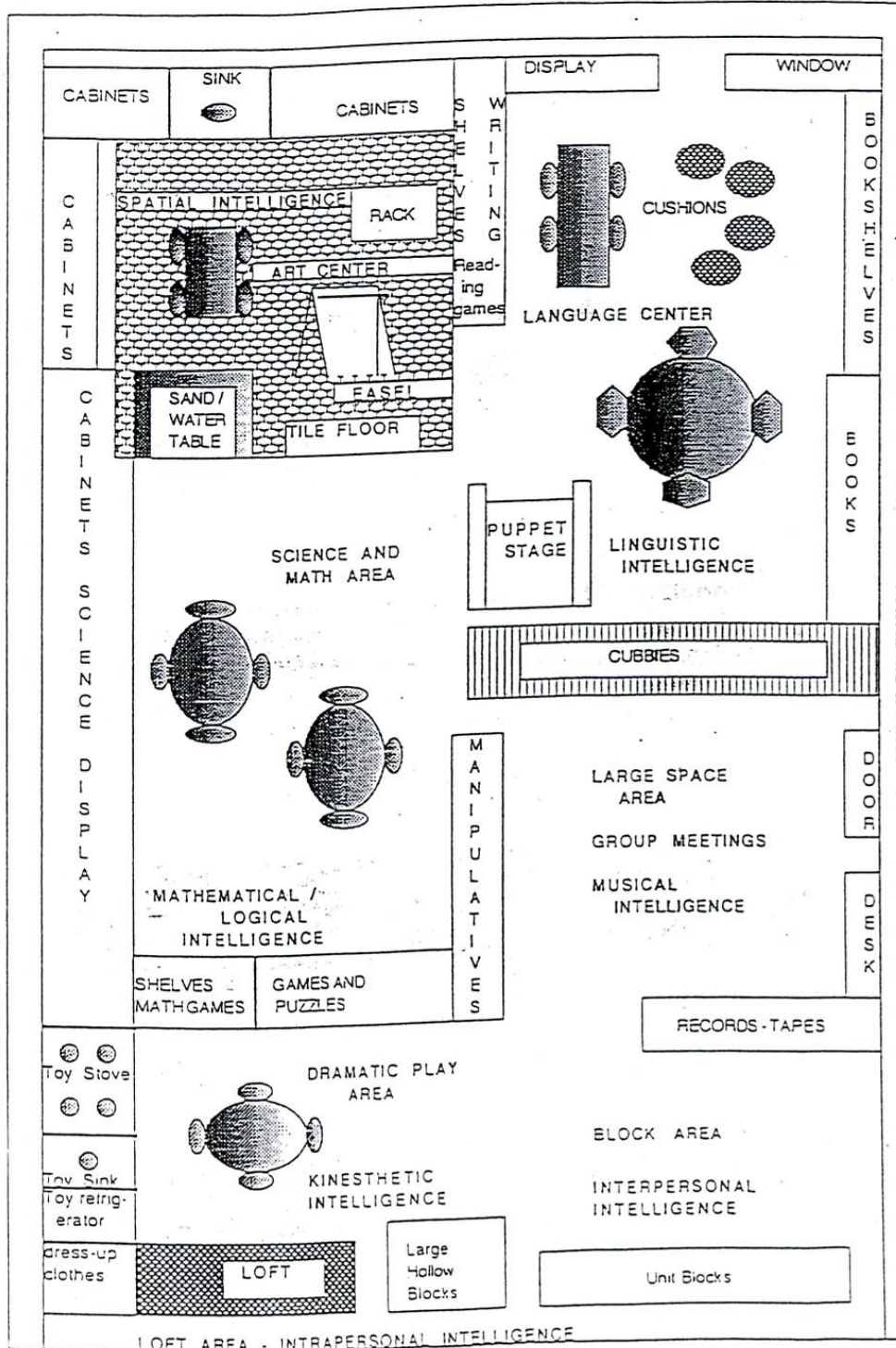
The following is an explanation of the evaluation key:

- M** – Meets grade level expectations
The child has a firm grasp of the standard.
- P** – Progress noted toward grade level expectations
The child has a developing understanding of the standard, but may require assistance.
- T** – Time and experience required for the skill to be developed
The child consistently requires assistance in the performance of the standard.
- ED** - Experiencing Difficulty
- NI** - Not Introduced at This Time

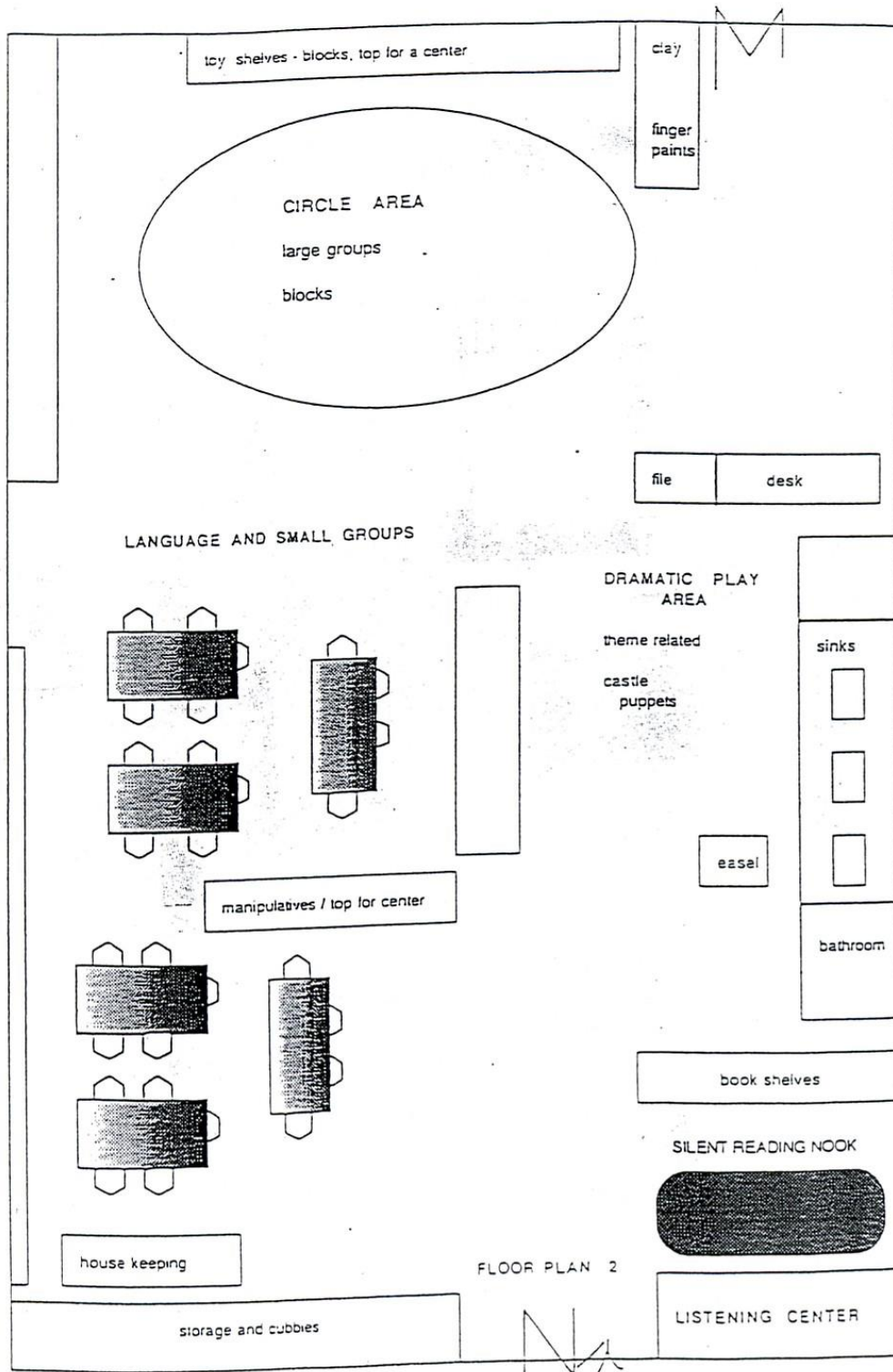
Sincerely,

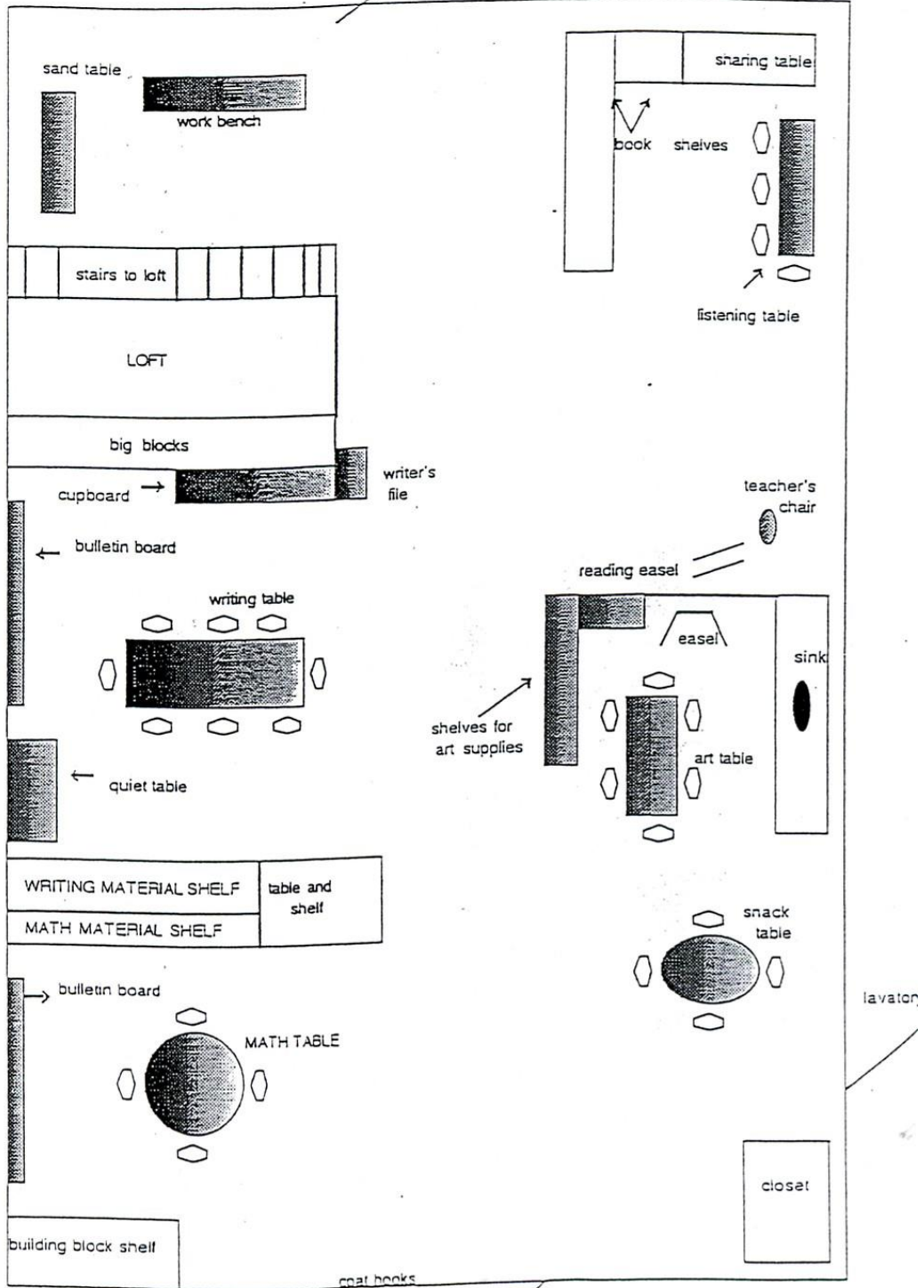


SUGGESTED FLOOR PLANS

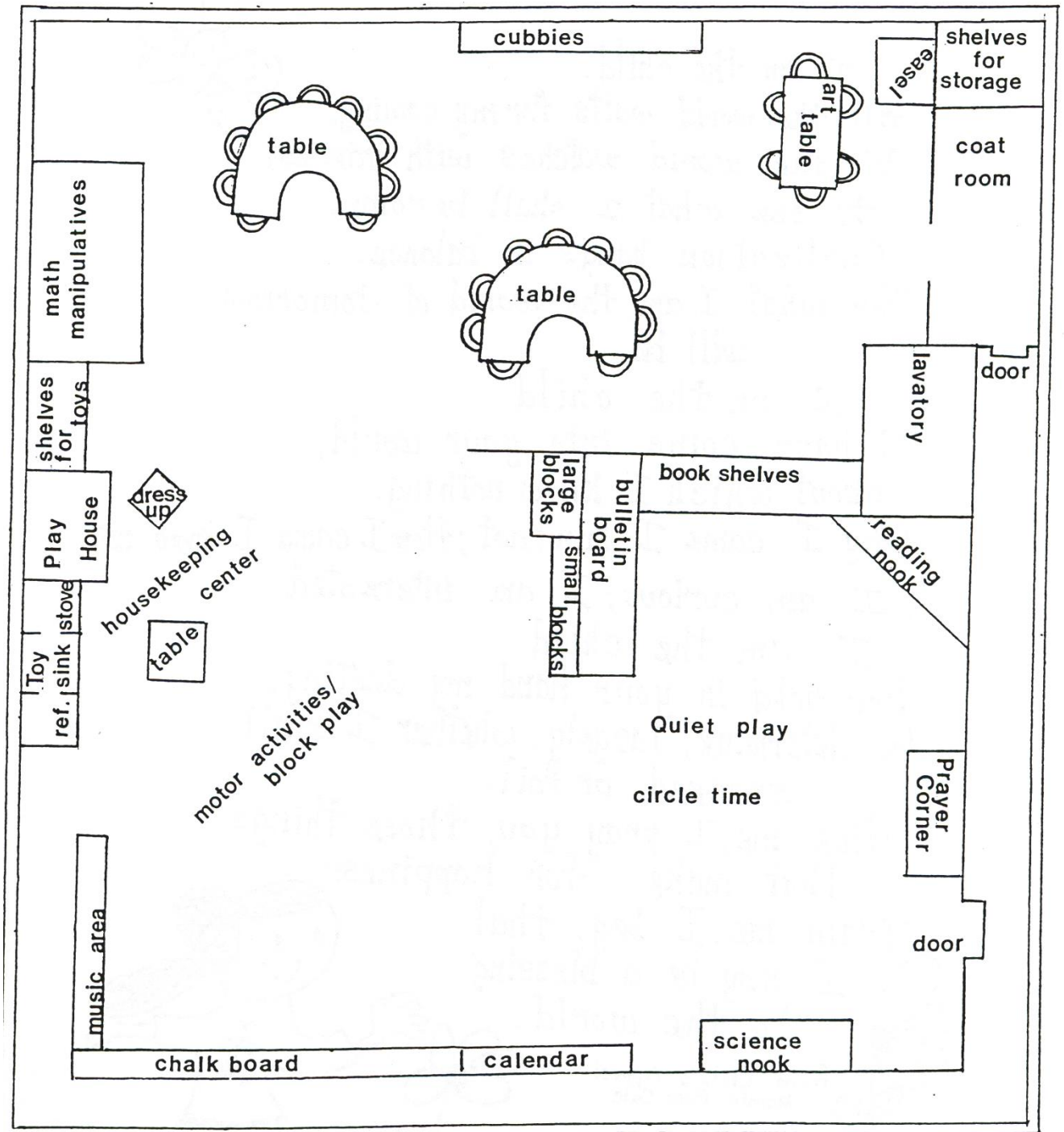


FLOOR PLAN 1





**SAMPLE
PRE-SCHOOL FLOOR PLAN**



READINESS SKILLS

This area can be best evaluated by using a standardized kindergarten screening test. The tests approved by the Office of Catholic Schools is:

THE BRIGANCE SYSTEM KINDERGARTEN SCREEN

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862-2589

It is important that the test be given in it's entirely if it is to be valid.

Other skills to be evaluated in planning a developmental program for each child could include:

- 🍎 Recognition of colors, shapes and numbers
- 🍎 Recognition of his/her name
- 🍎 Ability to write first name
- 🍎 Rote counting 1 – 10
- 🍎 Rudimentary cutting skills
- 🍎 Ability to recognize alphabet (at least receptively)

It is suggested that the child's nursery school forward the child's records to the kindergarten teacher. Evaluations and progress reports from the nursery school would be another valuable tool in assessing each child's strengths and weaknesses.

The data gathered from all of the above will provide the kindergarten teacher with valuable information concerning the child's various developmental levels taking into account the strengths and weaknesses of each child. A child need not be proficient in **ALL** screening areas before being enrolled in kindergarten. It is the **OVERALL** readiness of the child that is essential.

Developmental Indicators for the Assessment of Learning – Third Edition (DIAL-3)

Carol Mardell-Czudnowski, Ph.D.

Dorothea S. Goldenberg, Ed.D

American Guidance Service, Inc.

4201 Woodland Road, Circle Pines, MN 55014-1796

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<http://ags.pearsonassessments.com/WORD/pubsum/dial3.doc>

SUGGESTED TIME SCHEDULE ALL DAY KINDERGARTEN

(20 minutes)	Opening Prayer Prayer, Pledge, Calendar, Attendance, Song, Discussion
(30 minutes)	Religion
(40% of Instructional Day)	Reading Readiness Language Development Listening Skills Centers Small Group Rotation
(30 minutes)	Free Play Free choice of indoor activities Blocks Painting Dramatic play
(20% of Instructional Day)	Mathematics
(30 minutes)	Lunch
(30 minutes)	Outdoor Play
(Weekly)	Integrated Activities: Thematic Web This time is flexible but should incorporate language development, art, social studies, science, music and gross motor skills, physical education/health, guidance
(15 minutes)	Closing – review the day Closing Prayer